

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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325 West Gaines Street
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School Name: MOLI NO PARK ELEMENTARY

District Name: Escambia

Principal: Alice Woodward

SAC Chair: Angilia Bodiford

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/25/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Alice Woodward	B.S. Elementary Ed, K-6 Masters in Ed Leadership, K-12	9	6	2012, 595 points - B, Reading: 95% high standards, 82% Learning Gains, 83% Lower Quartile Math: 95% High Standards, 57% Learning Gains, 69% Lower Quartile;

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)
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N/A	N/A	N/A			N/A
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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	We provide University of West Florida students a place to practice teaching strategies, host student teachers, and provide opportunities to volunteer.	Principal	6/2013	
2	Encourage volunteers and parents to complete practicums and student teaching assignments.	Principal	6/2013	
3	Hire NCLB Highly Qualified Teachers. Assign consulting teacher (CT) for first year teachers. Assign veteran teachers to experienced teachers new to the school worksite (mentors/buddy). Utilize START teachers.	Principal	6/2013	

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
1 Teacher is pending certification in gifted.	Teacher is participating in courses at UWF to complete certification in Gifted.

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
34	0.0%(0)	14.7%(5)	38.2%(13)	50.0%(17)	14.7%(5)	97.1%(33)	8.8%(3)	11.8%(4)	14.7%(5)

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
N/A	N/A	N/A	N/A

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

Molino Park will be receiving Title I Grant money for 2012/2013. We will receive \$41400.00 which will be used to purchase a .5 Media Specialist, Parental Involvement, staff development/instructor training, supplies, and pay for substitute teachers for staff development and instructional technology staff development.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the MSIX system and our local Student Data Base, we have determined that there are no migrant children at Molino Park.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities. Title II funds are used to provide additional training to school personnel on RTI, School Leadership Team, Curriculum Programs and newly adopted series, and other staff development as deemed necessary from staff analysis of curriculum needs. Staff development needs noted at this time are reading comprehension strategies, data analysis, small group instruction, and integration of technology in the classroom.

Title III

Services are provided, as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL-endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. At the present time, Molino Park does not have any ELL students.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education

Supplemental Academic Instruction (SAI)

SAI monies is supplied to each school as part of our Operating budget. SAI funds for 2012/2013 will be used to supplement teaching materials in the classroom.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students across all grade levels. The County Drug and Alcohol Commission of Escambia supplies a teacher and counselor to Molino Park through the RISE program. This team provides prevention training as well as academic assistance to identified students that will benefit from the program in fourth and fifth grades. The counselor provides drug, alcohol, violence, and bullying programs to all grade levels. As part of the behavior management program for the school, bullying training will be provided to all faculty and staff. SESIR data, if applicable, are reported to the district as required. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. Our district has launched the "Bullying Reporting website where bullies may be reported anonymously.

Nutrition Programs

Molino Park is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is offered at the district

Head Start

This program is offered at the district and several Head Start programs are housed at various elementary schools. Molino Park does not have a Head Start program.

Adult Education

Evening programs are offered at all of Wscambia County's high schools.

Career and Technical Education

Teachers integrate career and technical awareness into the regular curriculum. We provide opportunities and resources for professionals to be a part of our resources and presentations to students.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RTI Leadership Team is comprised of:
Shelley Prince, Guidance Counselor;
Judy Kalinsky, School Psychologist;
Quinn Evans, Curriculum Coordinator;
Alice Woodward, Principal;
Venetia Fountain/ Adrianna Ellis, ESE teachers;
Classroom teacher with struggling student;
Parents of struggling student;
and Tina Ross, Speech Pathologist

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?

Teachers maintain a data notebook in which they keep data on weekly assessments, unit assessments, benchmark data, SuccessMaker data, FAIR, Progress Monitoring data, FCAT results, iii data, Go Math! Assessments, and any other data they may need to identify student progress. Data meetings are held monthly to monitor student growth. We identify students in need of additional help or intensive interventions. As teachers identify students in need of interventions they gather data and complete appropriate records review and forms to give to the Guidance Counselor. The guidance counselor sets up a RTI meeting with team members. At this meeting we identify the problem and concern, analyze why the problem is occurring, and develop a plan of interventions. As the teacher implements the plan data is kept of time and length intervention occurs and progress. As these interventions are carried out the team then evaluates the effectiveness of the plan (Progress Monitoring). If needed the team meets again for more intensive interventions, problem-solving, and evaluating the effectiveness of the plan. If needed a school psychologist, school social worker, behavior intervention specialist, or nurse are consulted. If the intervention needs to be continued, changed, or intensified, another meeting is held to continue monitoring the student in need. We summarize everything that has occurred to this point in time (interventions, screenings, diagnostic results if available). It is then determined if the intervention was successful, if further evaluation is needed, or if the response to intervention data can be used to decide how best to help the student in need in other ways.

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?

Members of the RTI have the opportunity to assist with development of strategies to be used in teaching Reading, Math, Science, and Writing. The team will use strategies from the School Improvement Plan for support and implementation of the School Improvement plan. The RTI process helps identify strategies, goals, resources, and staff development to incorporate in the School Improvement Plan and for teachers to use through out the school year.

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.

Teachers use graphs of informational results over time identifying student progress in targeted areas. Some of which may include SRA Imagine It! Benchmark Testing, fluency drills, FAIR Assessment, SuccessMaker Reports, teacher made tests, FCAT Simulations, FCAT Grade level testing, Go Math! data, on going progress monitoring records, and report cards. Tier II and III forms are completed to evaluate data and make decisions based upon predetermined criteria for each child in need.

Describe the plan to train staff on MTSS.

Current staff has been trained on the basic process of RTI. The Guidance Counselor will give a refresher course at the beginning of the school year. The School Psychologist and Guidance Counselor are available for individual assistance to teachers with questions and concerns. Any new staff will be trained by the Guidance Counselor and mentored by grade level chairs. The Speech Pathologist gives inservice on how this data impacts students.

Describe the plan to support MTSS.

Administration is an integral part of the MTSS process and team. An administrative representative is present at each MTSS meeting. Administration meets with staffing specialist, individual teachers, visiting teacher and parents in preparation for MTSS meetings and student improvement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School Based Literacy Leadership Team is comprised of Alice Woodward, Principal; Quinn Evans, Curriculum Coordinator; Thomas Montgomery, Media Center Specialist; Lanore Jones, ERT, teacher; Venetia Fountain, ESE teacher, Rebecca Hamric, Pre-K teacher; Gwen Abrams, CDAC counselor and parent representative; Helen Cristofolletti, Kindergarten teacher; Rachel Venable, 1st grade teacher; Jennifer Solchenberger, 2nd grade teacher; Karon Fletcher, 3rd grade teacher; Megan Driver, 4th grade teacher; Rebecca Hatch, 5th grade teacher.

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

The LLT meets monthly to discuss problem areas/concerns as identified through data meetings, teacher observations, or administrative observations. Also school wide initiatives are identified and discussed. Team members take ownership in putting plans in motion and report back to grade levels for implementation.

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

The major initiatives of the LLT for Molino Park for 2012/13 is to focus on improved student comprehension school wide, provide opportunities for parent participation and interaction with students and reading, maximize Renaissance Place use, a web based reading opportunities for students, provide reading opportunities for students at school, and increase circulation of books in the library, increase time students actually spend reading in and out of school, improve learning gains in Reading and Math. Classroom teachers will develop literacy circles within the classroom.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/21/2012)

*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.

Our Pre-K classes are an integral part of Molino Park. They will be involved with age appropriate curriculum to provide maximum development both physically and academically in preparation for Kindergarten. Student data for readiness skills are reported quarterly to the principal. Pre-K students will visit the Kindergarten classrooms at the end of the year and the Kindergarten teachers will visit the Pre-K classrooms. The Pre-K and Kindergarten teachers have opportunities for cross grade level meetings to discuss curriculum and insure a good transition for students.

*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?

Teachers integrate career and technical awareness into the regular curriculum. We provide opportunities and resources for professionals to be a part of our resources and presentations to students.

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:	Molino Park students in stability group will increase by 2% those scoring proficient, level 3, on FCAT Reading 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12, 68% of the students scored a level 3 or higher in Reading.	In 2012/13 70% of students will score level 3 or higher.

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	Common Planning time	Teachers and administration will participate in data reviews monthly.	Classroom teacher, CC, Principal	Monitor benchmark data, Study Island Reports, Unit Assessments, and teacher made test, MOY and EOY Curriculum tests.	FCAT 2013
2	N/A	85% of students taking AR tests will score 80% or better.	Teachers Media Specialist Coordinator	AR test scores Monitor media circulation	FCAT Reading 2013 Benchmark tests AR Tests results
3	N/A	Teachers will provide differentiated instruction for all students as needed in response to data.	Classroom Teacher Principal CC	Monitor benchmark data, Study Island data, Fluency checks, Unit Assessments, teacher made test, and report cards	FCAT Reading 2013 Benchmark tests
4	N/A	Students will use internet based program, Study Island to reinforce, review, and remediate reading skills.	Teacher CC Principal	Study Island Reports Data meetings	FCAT 2013

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:	Molino Park does not have any alternative assessments at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Molino Park will increase by 2% the number of students in stability group scoring level 4 and above on FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12, 42%(79students) students scored at level 4 or 5 in Reading.	In 2012-13, 44% or greater of the students will score at level 4 or 5 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Selection of books in professional library for literacy books	Students will participate in literacy groups to increase reading time spent	Teachers Reading Leadership Team CC	Teacher Lesson Plans Student Library circulation reports	Renaissance Place Data FCAT Reading 2013
2	N/A	Teachers in grades 3 - 5 will require students read 1 book every 2 weeks as a minimum requirement.	Teacher Principal	Checklist of books students read. Teacher grade books	FCAT Reading 2013 Renaissance Place 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Molino Park will maintain or increase by 2% the number of students in stability group making learning gains on FCAT Reading 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12, 59% (112) of the students in stability group made learning gains in Reading.	In 2012-13, 61% or more of the students in stability group will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Students will be leveled for instruction in grades 2-5. 1st Grade will level for walk and read.	Classroom teacher, CC, Principal	Student benchmark data, SuccessMaker, improved progress monitored during Data Meetings.	FCAT 2013
2	Time	Review Data in monthly data meetings	Teachers Principal Curriculum Coordinator	Monitor Study Island, FAIR, On Going Progress Monitoring, Benchmark test	FCAT 2013 Study Island Reports Data Notebooks FAIR results
3	Personnel	Differentiated Instruction based on identified instructional needs	Teachers Principal Curriculum Coordinator	Classroom walk throughs, Ongoing Progress monitoring, RTI Logs	FCAT 2013 Study Island Course Reports RTI Graphs Benchmark tests
4	Time Money for Stipends	Professional Learning Groups/Book Studies	Teachers CC Principal	Classroom walk throughs and artifacts from teachers	FCAT 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Molino Park will increase by 5% the number of lower quartile students making learning gains for the 2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2011-12, 42% of the lowest 25% made learning gains in Reading.	In 2012-13, 47% of the lowest 25% will make learning gains in Reading.
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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	Personnel	Departmentalize and level 4th and 5th grade reading.	Teachers Principal Curriculum Coordinator	FAIR, Benchmark data, Ongoing Progress Monitoring	FCAT 2013 FAIR results
2	Time Personnel	Use focus folders with students on areas of difficulty	Faculty Principal Curriculum	Monitor success on benchmark tests in SRA Imagine It! FCAT Test Maker Assessments	FCAT 2013
3	Money for Stipends	Professional Learning Groups/Book Studies.	Teachers CC Principal	Classroom Walkthroughs Teacher artifacts	FCAT 2013

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 #					
	At Molino Park, in six years, we will reduce the achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	78	81	83	85	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The White sub-group will be at 78% proficient On 2013 FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 the White Sub-group was 68% proficient was proficient in Reading.	In 2013 the White Sub-group will be 78% proficient in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Teachers will provide differentiated instruction for all students as needed in response to data.	Classroom Teacher Principal Curriculum Coord.	Classroom walk throughs Benchmark Assessments Data Meetings	FCAT 2.0 2013
2	N/A	Increase informational text for comprehension use by integrating Science/Social Studies readings and using Scholastic Readers.	Classroom teachers Principal	Teacher plans CWT	FCAT 2.0 21013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Molino Park SWD students will increase to 54% the number of students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29% (6 out of 21) of SWD students made learning gains.	In 2013 54% of SWD students will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	SWD students will be provided instruction in the regular classroom.	Classroom Teacher ESE Teacher Principal	Student progress on benchmarks, curriculum tests, report card.	FCAT 2013
2	N/A	Provide support in regular classroom with TA Special for ESE students through out the day.	Principal	Student progress on benchmarks, curriculum tests, report card.	FCAT 2013

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:	In 2013 74% of economically disadvantaged students will be proficient in Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 59% of economically disadvantaged students were proficient on Reading FCAT 2.0.	In 2013 74% of economically disadvantaged students will be proficient in Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Teachers will provide differentiated instruction for students.	Teacher Principal	Teacher Plans CWT Benchmark Assessments	FCAT 2.0 2013
2	N/A	Teachers will provide use of information text for comprehension instruction.	Teacher Principal Curriculum Coordinator	Teacher Plans CWT Benchmark Assessments	FCAT 2.0 2013
3	Money	Students will use Study Island to improve, reinforce, and remediate Reading skills.	Teacher Principal Curriculum Coordinator	Study Island data Reading Benchmark tests Report Cards	FCAT 2.0 2013

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
Operation/reports of Study Island	3-5th grades	Grade Level Chairs	3rd - 5th grade teachers	Novemeber 2012	Study Island Reports	Curriculum Coordinator
Common Core Standards for Reading	K-5	District Staff	Grade level chairs Classroom Teachers	On going	Classroom Walk-throughs	Principal
Common Core Standards	K-5	District Staff	Classroom teachers	Nov. 2012	Classroom Walk throughs Monitoring teacher lesson plans	Principal
Running Records	K-5	CC	Classroom teachers	Nov. 2012	Data Meeting updates	Principal CC
Book Study	2nd Grade/Reading	Grade Level chair	2nd Grade Classroom teachers	December 2012	Observation of student engagement and lesson plans	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island license	Web based site for Reading resources for students at school and home	SAI Funds	\$750.00
			Subtotal: \$750.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Purchase books for Book Study	District Funds	\$300.00
Professional Learning Communities	After School Stipends for Teachers for PLC	District Funds	\$2,000.00
			Subtotal: \$2,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Read Scholastic News and Readers for informational text	Scholastic Readers and News	Internal Funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$3,550.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:			N/A		
2012 Current Percent of Students Proficient in listening/speaking:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:			N/A		
2012 Current Percent of Students Proficient in reading:					
N/A					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3. Students scoring proficient in writing.

CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	Molino Park Elem in stability group will increase by 2% the number of students scoring level 3 or above on FCAT Math 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12, 74% (140 students) in stability group scored a level 3 in math.	In 2012-13, 76% of students in stability group will score 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	Common Planning time	Teachers and administration will participate in data reviews monthly.	Classroom teacher, CC, Principal	Monitor benchmark data, Study Island Reports, Unit Assessments, and teacher made test, MOY and EOY Curriculum tests.	FCAT 2013
2	Time and money	Use Excel and Math Magic as a supplement to instruction.	Classroom teachers, Principal, Curriculum Coordinator	Online mini and quarterly assessments	FCAT Math 2013
3	Time and number of computers. Money	Use internet based program, Study Island.	Classroom teacher, Principal, Curriculum Coordinator	Study Island progress reports	FCAT Math 2013
4	Time.	Differentiated Instruction	Classroom teacher	Teachers base groups according to students' needs	FCAT Math 2013
5	Parents letting students stay after school. Pay for teachers time.	After school tutoring for struggling learners in Math.	Classroom Teacher	Online and quarterly assessments.	FCAT Math 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Molino Park Students in stability group will increase by 2% the number of students that will score level 4 or 5 on FCAT Math 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12, 42% (81 students) scored a level 4 or 5 in math.	In 2012-13, 44% of students will score a level 4 or 5 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.	Provide Enrichment activities for individualized instruction/computer based programs.	Grade level chairs, principal, Curriculum Coordinator	Study Island data, Teacher created assessments and monthly sharing with stakeholders	FCAT Math 2013
2	Highly Qualified volunteers	Sunshine Math	Sunshine Math	Weekly Worksheet Scores	FCAT Math 2013 and Sunshine Competition in May
3	N/A	Group High level of students in grades 3,4 & 5 together in each grade level in order to spiral up and move faster to cover more skills.	Principal Classroom Teacher	Classroom Assessments Go Math! MOY and EOY tests.	FCAT 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning	
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gains in mathematics. Mathematics Goal #3a:	Molino Park will increase by 2% the number of students in stability group making learning gains on FCAT Math 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12, 69% of students in stability group will make learning gains in math.	In 2012-13, 71% of students in stability group will make learning gains on FCAT 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	N/A	Students will be leveled for instruction in grades 2-5. 1st Grade will level for walk and read.	Classroom teacher, CC, Principal	Student benchmark data, SuccessMaker, improved progress monitored during Data Meetings.	FCAT 2013
2	Personnel	Differentiated instruction for struggling students	Classroom teacher, CC, ERT, Principal	Go Math! Benchmark Weekly Assessments Graphs/ RTI data	FCAT Math 2013
3	Time and number of computers.	Students will use internet based Study Island for practice, remediation, and enrichment in grades 3-5.	Classroom teacher, CC, Principal	Weekly and Cumulative Reports	FCAT Math 2012
4	N/A	Students will use prescriptive scheduling, Excel Math, and Math Works as extra resources to keep all skills current.	Principal Classroom Teacher	Go Math! Benchmarks and other assessments.	FACT Math 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Molino Park students in lower quartile will increase by 2% the learning gains on FCAT Math 2.0 in 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12, 59% or more of students in the lowest 25% made learning gains in Math.	In 2012-13, 61% or more of students in the lowest 25% will make learning gains 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 Personnel	Use Soar to Success to identify student needs for differentiated instruction	Classroom teacher	Lesson Plans Artifacts of student product	FCAT 2013 Go Math! Benchmarks
2	Time.	Teachers will create differentiated Math groups according to student needs.	Classroom teacher ERT	SuccessMaker Weekly and Cumulative Reports	FCAT Math 2013
3	Personnel to work one on one with students	Teachers will use focus folders to remediate areas of need	Classroom Teacher CC ERT Principal	Chapter test SuccessMaker reports	FCAT Math 2013
4		Students will be leveled.	Principal Classroom Teacher	Go Math! Benchmarks and assessments	FCAT 2013

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 # At Molino Park, in six years, we will reduce the achievement gap by 50% in Math.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	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 mathematics. Mathematics Goal #5B:	73% of White students will be proficient on FCAT 2.0 Reading in 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 68% of White students will be proficient on FCAT 2.0 Reading.	73% of White students will be proficient on FCAT 2.0 Reading in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Teachers will use more hands on manipulatives for student engagement to learn math skills.	Principal	CWT Go Math! Benchmarks	EOY Math test FCAT 2.0 2013
2	Money	Use Excel Math for continued review	Principal Teacher	Go Math! Benchmarks	EOY Math test FCAT 2.0 2013

3	Money	Students will use Study Island for review and reinforcement.	Teacher Principal	Prescriptive Reports for Study Island Go Math! Benchmarks	EOY Math test FCAT 2.0 2013
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2013 50% of Students with Disabilities will be proficient in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 48% of Students with Disabilities were proficient on FCAT 2.0 Math.	In 2013 50% of Students with Disabilities will be proficient 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	Parents letting students stay after school.	Provide SES for Math remediation after school.	Title I on site director CC Principal	Improved Go Math! Assessments	FCAT Math 2.0
2	Parents letting students stay after school.	After School tutoring by classroom teachers	Principal Classroom teachers	Improved Go Math! Assessments	FCAT Math 2.0
3	N/A	Students will work on Moby Math to reinforce and maintain skills taught.	Principal Classroom teachers Technology Coordinator	Improved Go Math! Assessments	FCAT Math 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.	50% of Students with Disabilities will be proficient on FCAT
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Mathematics Goal E:	2.0 Math in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 48% of SWD students were proficient in Math on FCAT 2.0.	50% of Students with Disabilities will be proficient on FCAT 2.0 Math in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Differentiated instruction for SED students.	Teacher Principal	Go Math! Benchmark test EOY Go Math! test Data meetings	FCAT 2.0 2013
2	N/A	Students will use more hands on manipulatives for student engagement to learn math skills.	Teacher Principal	CWT Go Math! Benchmark test EOY Go Math! test Data meetings	FCAT 2.0 2013
3	Money	Students will use Study Island for review and reinforcement.	Teacher Principal	Prescriptive reports from Study Island Go Math! Benchmarks	FCAT 2.0 2013

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
Common Core Standards	Grades K-5	School Based Grade level Representative.	Classroom Teachers	November 2012	Class room walk throughs. Teacher lesson plans	Principal
Common Core Standards	Grades K-5	District Staff	Subject area representative	October 2012	Representative will provide PD for grade level	Principal, CC
Go Math Prescriptions	3-5	ERT	Classroom teachers	November 2012	Go Math Reports/Chapter tests/BOY,MOY,EOY tests.	Principal CC
Study Island Reports	Grades 3-5	PLC Leader/TLG Leaders	Classroom Teachers	November 2012	Study Island Data	CC

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Daily Math Reviews	Excel Math	SAI	\$2,100.00
			Subtotal: \$2,100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase Moby Math site license	Site License	SAI Funds	\$300.00
			Subtotal: \$300.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Orient teachers to Math Common Core standards	PLC	Staff Development	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Grand Total: \$4,400.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			Molino Park students in stability group will maintain with in 3 + or - points on FCAT Science 2013.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
69% of students was proficient in FCAT Science in 2012 on FCAT Science.			In 2013, 70% of students or more will be proficient in FCAT Science in 2012.		
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	4th/5th grade students will spend time in Science Lab completing hands on activities.	Classroom Teachers	Student Science Journals Teacher Plans Classroom Walk-throughs	FCAT Science 2013
2	Students not having computers at home	Teacher will assign FCAT Explorer sessions for students	Classroom teacher	FCAT Explorer Reports	FCAT Science 2013
3	Willing volunteers	I Love Science Program	Principal Classroom Teacher	FCAT SIM Tests	FCAT Science 2013
4	N/A	Teacher has an ongoing review (Science Magic) for Science objectives taught to keep skills fresh in students minds.	Classroom Teacher	Science MOY and curriculum tests.	FCAT Science 2013
5	N/A	Professional Development for Teachers on Science Common Core Standards	District Staff	Teacher lesson plans	FCAT Science 2013

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.		N/A			
Science Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.		Molino Park will score with-in + or - 3% the number of students in stability group scoring level 4 or above.			
Science Goal #2a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2011-12, 24%(15) of students in stability group scored level 4 or above on FCAT Science.		In 2011-12, 24% of students or more in stability group will score level 4 or above on FCAT 2013.			
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	Use Jefferson Lab Technology Program	Science Teachers Principal	District SIM FCAT test	FCAT Science 2013
2	Lack of computers	Assign FCAT Explorer for enrichment	Science Teachers	FCAT Explorer Data FCAT Science SIM	FCAT Science 2013
3	Time	Focus on Science Vocabulary K-5	Faculty CC, Principal	Chapter test	FCAT Science County Science Test 2013

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.		N/A			
Science Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					

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

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
FCAT Readiness	4th/5th	Nancy Stanley, District Rep.	4th & 5th Grade Science Teachers	Ongoing	Classroom Walkthroughs	Principal
Common Core Standards in Science	4th/5th Grade Science Teachers Molino Park Science Rep.	Nancy Stanley, District Rep.	4th/5th Grade Science TEachers Molino Park Science Rep	Ongoing	Classroom Walkthroughs Quarterly Science Assessments FCAT 2012	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:	4th grade students in stability group will increase by 2% the number of students scoring 3.0 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-12, 71% (43) or more of students scored a level 3 or higher on FCAT Writing.	In 2012-13, 73% or more of students will score a level 3 or higher on FCAT Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Available Resources	Use Steps to Writing to emphasize grammar and mechanics as well as organization, focus, and details in the writing lessons.	4th Grade Teachers CC, Principal	Writing Rubrics and Teacher observation.	FCAT Writing 2013
2	Personnel	Departmentalize and level students for Writing Curriculum.	Principal Teacher	Writing Rubrics Classroom walkthroughs	FCAT Writing 2013
3	Time/Money	Staff Development for Step Up to Writing program.	Principal	Writing Post test CWT	FCAT Writing 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Step Up to Writing	3-5 - Language Arts	District Representatives Teachers	3rd - 5th grade	October 30 2012`	CWT Teacher lesson plans	Principal
Step up to writing	K-2	District Representatives Teachers	K-2	November 2012	CWT Teacher lesson plans	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate Step Up to Writing in 2nd - 5th curriculum	Step Up to Writing Materials	SAI Funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Step Up to Writing Inservice	District Staff will provide inservice for teachers	Title I Professional Development funds	\$1,400.00
			Subtotal: \$1,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,900.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Molino Park Elementary will maintain above a 94% attendance rating for 2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, Molino Park had a 95.5% average attendance rating.	In 2013, Molino Park will maintain above 90% average attendance rating.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2011-12, 144 students had 10 or more absences Pre-K - 5.	In 2013 less than 144 students will be absent 10 or more days.

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
In 2012, 42 students had more than 10 tardies.		In 2013, 40 or less students will have more than 10 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	Molino Park has a relatively high attendance rate as compared to other schools in Escambia. With this not being a severe deficit, big improvement is difficult.	Creating an environment in which students want to come to learn promotes good attendance rates therefore we will recognize quarterly and annually students for perfect attendance.	Guidance Counselor, Leadership Team, Principal School Social Worker	Chart data as part of Discipline Plan for Molino Park Elementary.	Quarterly Attendance Reports for 2012-2013 for grades K-5.
2	Students are not penalized for excessive absences.	Recommend parents participate in the program "A Night with the Judge" for student truancy if absences are 8 or more within 90 days.	Guidance Counselor, Principal, CC, School Social Worker, Leadership Team	Monitor student attendance. Leadership quarterly reviews.	Attendance Report for 2013 for grades K-5.
3	Parent cooperation	After a student receives 3 tardies, they will be penalized on their Citizenship for not getting to school on time.	Classroom Teacher, Principal, CC Leadership Team	Monitor school check-in.	Quarterly Tardy Report. Discipline and attendance report for 2013.
4	Parents will not answer door.	Send the School Social Worker to discuss problems with parents of children with chronic absences/tardies.	Guidance Counselor, Data Clerk, School Social Worker	Monitor Attendance reports.	Final Attendance Report for 2012-13 school year.
5	Parent cooperation	A reminder of school tardy policy from administration will be given to parents as they check students in that are tardy.	Admin Clerk CC Principal	Report Card Absent/Tardy data School Discipline and Attendance/Tardy Report	EOY Attendance Data 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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for perfect attendance	Ribbons for perfect attendance Prizes for perfect attendance	Internal Funds Partners	\$200.00
			Subtotal: \$200.00
			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:		Molino Park will maintain or reduce the number of regular education students for the 2012/13 school year.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
In 2011-12, there were 11 in-school suspension incidences.		In 2012-13, there will be 10 or less in-school suspensions.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
In 2011-12, 11 students were suspended in-school.		In 2012-13, 10 students or less will be suspended in-school.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
In 2012, there were 22 incidences of out-of-school suspensions.		In 2013, there will be 20 or less incidences of out-of-school suspensions.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In 2012, 22 students were given out-of-school suspensions.		In 2012-13, 20 students or less will have 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	Lack of personnel to monitor students in in-school suspension.	Have students in school suspension as much as possible and reward good behavior with Citizenship awards.	Classroom teacher, Principal, Curriculum Coordinator, Guidance Counselor	Monitor student suspensions each 9 weeks.	Terms discipline data for each 9 weeks.
2	Time	Teach procedures at the beginning of the school year in all classrooms.	Classroom teacher	Monitor Citizenship reports and suspension reports	Discipline data report each 9 weeks.
3	Time	Go over the Students Rights and Responsibility Handbook the first week of school.	Classroom teacher	Monitor Suspension Reports	discipline data report
4	Parental Support	Send Home Molino Park Rules and Policies the first week of school which reminds parents of specific rules.	Principal, Classroom teacher	Monitor Suspension Reports	Discipline reports

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:		99% of parents will participate in at least one interaction with School stakeholders			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2011-12, 100% of at least one of the student's parents had some type of interaction with classroom teachers or school activities during the school year.		99% of parents will have an interaction with teachers during the 2012 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Money for subs. Parent schedules.	Parent/teachers conferences	Classroom teacher	Teacher conference schedules	Sign up sheets
2	Parents not home.	Teachers will call each parent before school begins.	Classroom teacher	Student preference card	Student preference card
3	Parent work schedules	Family nights for reading, math, and science	Parent educator, Curriculum Coordinator	Sign in sheets	Sign in sheets
4	Parent work schedules	RTI Meetings involving parents as part of the RTI committee	Guidance Counselor	Tier Documentation	FCAT 2013
5	Parents working	Each grade level will provide at least one activity that parents will be able to participate with their child during the school day.	Classroom Teacher CC	Parent sign-in sheets	Total number of parents participating in a school based activity.

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent conferences	Title I Parent Involvement money	Title I	\$1,564.00
			Subtotal: \$1,564.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,564.00

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:		Molino Park will increase the number of ipads in the classroom for grades 2- 5 for integrated curriculum use.			
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	Money to purchase ipads	An additional 5 ipads will be available for grade levels 2nd -5th.	Principal Technology Resource Teacher	Classroom walk throughs/observations Teacher lesson plans	E3 components on planning and instruction
2	Equal amount of time for shared ipads	Integrate technology in Math by use of math web sites by using ipads in the classroom.	Classroom teachers	Teacher lesson plans Student reports from	Student reports

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

Integration of technology in the classroom	Pre K - 5 Technology Learning Groups	Technology Learning Group Leaders	Pre K - 5	Monthly	Classroom walkthroughts	Classroom teachers Principal
Integration of technology in the classroom.	Pre K-5 Setting up icloud Orientation of Moby Math	Technology Leader	Pre K - 5	October 19	Teacher lesson plans.	Classroom teachers Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use ipads in the classroom	20 ipads	Title I Computer Replacement funds	\$10,000.00
Use Moby Math to improve student math skills	Web site: Moby Math	SAI Funds	\$299.00
			Subtotal: \$10,299.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Improve skill level of Technology Learning Group Leaders	District PD opportunities	Title I Staff Development funds	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$11,299.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Use of Daily Math Reviews	Excel Math	SAI	\$2,100.00
Science	N/A	N/A	N/A	\$0.00
Writing	Incorporate Step Up to Writing in 2nd - 5th curriculum	Step Up to Writing Materials	SAI Funds	\$500.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Parent conferences	Title I Parent Involvement money	Title I	\$1,564.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$4,164.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island license	Web based site for Reading resources for students at school and home	SAI Funds	\$750.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Purchase Moby Math site license	Site License	SAI Funds	\$300.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	Use ipads in the classroom	20 ipads	Title I Computer Replacement funds	\$10,000.00
STEM	Use Moby Math to improve student math skills	Web site: Moby Math	SAI Funds	\$299.00
				Subtotal: \$11,349.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Study	Purchase books for Book Study	District Funds	\$300.00
Reading	Professional Learning Communities	After School Stipends for Teachers for PLC	District Funds	\$2,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Orient teachers to Math Common Core standards	PLC	Staff Development	\$2,000.00
Science	N/A	N/A	N/A	\$0.00
Writing	Step Up to Writing Inservice	District Staff will provide inservice for teachers	Title I Professional Development funds	\$1,400.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	Improve skill level of Technology Learning Group Leaders	District PD opportunities	Title I Staff Development funds	\$1,000.00
				Subtotal: \$6,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Read Scholastic News and Readers for informational text	Scholastic Readers and News	Internal Funds	\$500.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	Incentives for perfect attendance	Ribbons for perfect attendance Prizes for perfect attendance	Internal Funds Partners	\$200.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
				Subtotal: \$700.00
				Grand Total: \$22,913.00

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 10/15/2012)

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
N/A	\$0.00

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

The SAC committee will represent parents and staff stakeholders in giving input for the Parent Involvement Plan, Home/Parent School Compact, Title I initiatives, School Improvement Plan, and Budget in developing activities to enable Molino Park to successfully educate the student population.

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

Escambia School District MOLI NO PARK ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	93%	80%	70%	338	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	78%	56%			134	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	83% (YES)	68% (YES)			151	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					623	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District MOLI NO PARK ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	93%	85%	55%	321	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	64%	69%			133	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	41% (NO)	62% (YES)			103	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					557	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested