

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: ARLINGTON HEIGHTS ELEMENTARY SCHOOL

District Name: Duval

Principal: Patricia Latimer

SAC Chair: Wendy Poag

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 12/6/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012: School Grade 'A' FCAT Reading – 35% proficient FCAT Math- 60% proficient FCAT Writing- 84% proficient FCAT Science- 28% proficient AYP Reading- AYP Math- Reading Learning Gains- 72% Reading Lowest 25%- 72% Math Learning Gains- 89% Math Lowest 25%-90%  2010-2011: School Grade 'A' FCAT Reading- 61% proficient FCAT Math- 72% proficient FCAT Writing- 72% proficient FCAT Science- 46% proficient AYP Reading- met in Hispanic, Black, and Economically Disadvantaged; not met in white, or English Language Learners AYP Math- met in Black, Economically Disadvantaged, and English Language Learners; not met in White or Hispanic Reading Learning Gains-74%

Principal	Patricia Latimer	B.S. Elem Ed; Master of Elem. Ed./Educational Leadership (All Levels); Elementary Education (Grades 1-6); School Principal (All Levels); Gifted Endorsement	3	12	<p>Reading Lowest 25%-70% Math Learning Gains-60% Math Lowest 25%-73%</p> <p>2009-2010: School Grade 'C' FCAT Reading- 53% proficient FCAT Math- 66% proficient FCAT Writing- 90% proficient FCAT Science- 28% proficient AYP Reading- met in Hispanic and Economically Disadvantaged; not met in white, black, or English Language Learners AYP Math- met in all subgroups Reading Learning Gains-53% Reading Lowest 25%-52% Math Learning Gains-66% Math Lowest 25%-76%</p> <p>2008-2009: School Grade 'A' FCAT Reading- 73% proficient FCAT Math- 66% proficient FCAT Writing- 84% proficient FCAT Science-31% proficient AYP Reading-met in all subgroups (except SWD) AYP Math- met in all subgroups (except Hispanic and SWD) Reading Learning Gains- 71% Reading Lowest 25%-73% Math Learning Gains-68% Math Lowest 25%-64%</p> <p>2007-2008: School Grade 'C' FCAT Reading- 72% proficient FCAT Math- 57% proficient FCAT Writing-64% proficient FCAT Science-42% proficient AYP Reading-met in all subgroups (except SWD) AYP Math- no subgroups Reading Learning Gains- 62% Reading Lowest 25%- 73% Math Learning Gains- 57% Math Lowest 25%- 65%</p>
-----------	------------------	---	---	----	---

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math/ Science	Barbara Fisher	B.S. Elem. Ed K-6th	9	2	<p>2011-2012 (Math/Science Coach) School Grade 'A'; FCAT Reading 35% at or above proficiency, Math 60%at or above proficiency, Writing 84% at or above proficiency, Science 28% at or above proficiency; AYP _____% of criteria met.</p> <p>2010-2011 (Math/Science Coach) School Grade 'A'; FCAT Reading 61% at or above proficiency, Math 72% at or above proficiency, Writing 72%, Science 46% at or above proficiency; AYP 85% of criteria met</p> <p>2009-2010 (Academic Resource Reading Teacher/ 4th Grade Teacher) School Grade 'C'; FCAT Reading 53% at or above proficiency, Math 66% at or above proficiency, Writing 90%, Science 28% at or above proficiency; AYP 90% of criteria met</p> <p>2008-2009 (4th Grade Teacher) School Grade 'B'; FCAT Reading 58% at or above proficiency, Math 59% at or above proficiency, Writing 91%, Science 33% at or above proficiency; AYP 74% of criteria met</p>
					2011-2012 (Math/Science Coach) School Grade 'A'; FCAT Reading 35% at or above proficiency, Math 60%at or above

ELL/ Reading/ Writing	Susan Bell	B.S.; Master of Elem. Ed/Elem. K-6th; ESOL; Reading	25	5	<p>proficiency, Writing 84% at or above proficiency, Science 28% at or above proficiency; AYP ____% of criteria met.</p> <p>2010-2011 (Instructional Coach) School Grade 'A'; FCAT Reading 61% at or above proficiency, Math 72% at or above proficiency, Writing 72%, Science 46% at or above proficiency; AYP 85% of criteria met.</p> <p>2009-2010 (Instructional Coach) School Grade 'C'; FCAT Reading 53% at or above proficiency, AYP 90% of criteria met</p> <p>2008-2009 (Instructional Coach) School Grade 'B'; FCAT Reading 58% at or above proficiency, AYP 74% of criteria met</p> <p>2007-2008 (Instructional Coach) School Grade 'A'; FCAT Reading 66% at or above proficiency, AYP 74% of criteria met</p>
-----------------------------	------------	--	----	---	---

## 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	1. MINT Program-Coach and Mentor model best practices. Action Plans are individually designed to promote best practices and provide School Counselor for teacher success.	Mentoring Teachers	One year from hire date. (At this time, we do not have any new hires.)	
2	2. Recommendations from Principals of Interns in Professional Development Center Schools	P. Latimer, Principal	Ongoing	
3	3. Contact Linda Dak with UNF Intern Program for recruits	P. Latimer, Principal	Ongoing	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
We do not have any non-highly effective instructors.	

## 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
37	0.0%(0)	35.1%(13)	40.5%(15)	16.2%(6)	8.1%(3)	100.0%(37)	5.4%(2)	5.4%(2)	51.4%(19)

## 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
No data submitted			

## 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

Services are provided to ensure students requiring additional remediation are assisted through multiple programs. (SES-Supplemental Education Services tutoring), instructional support, and resources. The district coordinates with all budgeting parties, ensuring staff development needs are provided.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide additional tutoring for identified students.

Violence Prevention Programs

N/A

Nutrition Programs

Free Breakfast in the Classroom, Free/Reduced Lunch

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

We are now a "Full Service" School.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Michele Devitt (Guidance); Cassie Buckner (Reading Interventionist), Marcia Barton (Math Interventionist), Kim Hartzberg (ESE Support), Pat Latimer (Principal), Barbara Fisher (Math Coach and Foundations Chair), Susan Bell (ELL Support and Reading Coach)

- Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.
- Lead Special Education Teacher: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Academic Coaches: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- ELL Teacher: Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.
- Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Classroom Teacher/Instructional Resource: 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.
- Social Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The team meets twice a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify needed professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and implement new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The team will attend all district level training and collaborate with other school teams during attendance. The Foundations Team, the Problem-Solving Grade Level Teams, and the MTSS Leadership Team work together to support the needs of teachers and students.

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 Distributive Leadership Team is the lead in the development and implementation of the school improvement plan. The

MTSS Leadership Team and the Distributive Leadership Team consists of the same members, forming a cohesive and collaborative effort to best implement MTSS as it is relevant to the school improvement plan. The MTSS team will identify strengths and weaknesses and help in determining strategies and interventions to meet the needs of our students. During the Math and Reading Vertical Learning Teams we discussed the SIP and strategies to incorporate this year to improve student academic growth. Then they shared with their grade level during a grade level meeting and we have compiled all of the data and suggestions for a final product.

#### 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.

Reading- Data source: FCAT, FAIR, PMA (Progress Monitoring Assessments), Benchmarks, Pearson Inform when available, School based data sheets

Math- PMA, FCAT, Benchmarks, District Common Core Assessments, Pearson Inform when available, School based data sheets

Science- PMA, Benchmark, Pearson Inform when available, School based data sheets

Writing- District writing prompts

Behavior- Absenteeism and referrals through Genesis, and other specific school based documents

Tier 2 and Tier 3 data is compiled using School-Based RtI recording sheets that documents attendance, time periods, lesson plans, anecdotal notes, and assessment data.

Describe the plan to train staff on MTSS.

The school's Professional Development Plan must support continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded MTSS professional learning that is results-driven, standards-based, school-centered, and sustained over time. Our Leadership Teams will establish protocols for on-going assessment and adjusting of the plan to meet school needs.

MTSS Professional Development will include more than scheduled workshops. MTSS learning will be job-embedded and occur during the following:

- Professional learning communities
- Classroom observations
- Collaborative planning
- Analysis of student work
- Lesson study
- Action research
- Early Dismissal
- Grade Level Meetings
- Faculty Meetings

Describe the plan to support MTSS.

The MTSS team meets twice a month to discuss at risk students. The classroom teacher first informs the guidance counselor, Michele Devitt, of a learning need. The school based coaches and principal also monitor the data for any concerns. After discussing the child with their Grade Level Problem Solving Team and documenting; they then take it to the MTSS for more ideas for Tier 2 and 3 Instruction. The MTSS helps to either create an academic or behavioral focused RtI. Everyone helps monitor the progress.

#### Literacy Leadership Team (LLT)

##### School-Based Literacy Leadership Team

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

Ms. Latimer-Principal, Kaila Johnston-Kindergarten ELL teacher, AJ Fisher-First Grade/Primary Literacy Lead Teacher, Susan Bell- Reading Coach/ELL support, Cheryl Brown-Media Specialist, Taffee Timmons-Third Grade/Intermediate Literacy Lead Teacher, Kim Hartzberg-ESE support

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

It is every educator's goal to not only teach a child how to read, but foster a love of reading and prepare students to enjoy a lifetime of reading.

The LLT will meet monthly with the Reading Vertical Learning Team which consists of one representative per grade level, to disaggregate data and plan action steps based upon the information reviewed and ensure alignment with the DCPS Comprehensive K-12 Reading Plan. Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum. Agendas, minutes and meeting notes are posted for review by all stakeholders. Professional development needs are discussed based upon the targets for our subgroups which include White, Black, Hispanic, English Language Learners and Economically Disadvantaged. The LLT will also meet with the Mathematics, Science, and Writing Vertical Learning Teams to ensure literacy goals and instructional rigor is being met across all content areas.

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

To increase our reading proficiency (Level 3+) from 61% to 63%, The action steps the LLT will implement include: supporting the Reading Vertical Learning Team, utilizing multiple FCRR activities based upon the needs determined from FAIR data, providing support/modeling for new ELL teacher(s), modeling how to access a variety of data to best meet the needs of all subgroups. In addition, the LLT will continue to seek ways to improve literary parental support including the organization of Family Reading Night, parental information for our "Read it Forward" Initiative, as well as support the collaboration of all literacy teachers (especially ELL) through collaborative planning (WOW-Working on the Work) and professional development.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/18/2012)

## \*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.

Local preschoolers will have the opportunity to tour Arlington Heights Elementary in the spring. This tour would include having lunch in the cafeteria, participating in a classroom activity and becoming familiar with Kindergarten rituals and routines. This will help orient students and parents to our school and will assist with recruitment of potential students. Additionally, as parents register their students, they are given an information packet with activities to complete. Kindergarten Orientation is held for parents and children during pre-planning. At this time, parents have the opportunity to ask questions to best prepare their student for Kindergarten. FLKRS/ECHOS and FAIR assessments will be utilized for determining readiness. Based upon the data collection, teachers will analyze the results and plan for differentiated small group instruction.

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

## \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Increase students achieving at proficiency in math by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(38)	27% (40)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Limited reading and writing skills of All/ELL students	1A.1. All ELL classes have a bilingual paraprofessional to work with small groups. Students are pulled to work in small groups with resource teachers.  Utilization of the Fountas and Pinnell Leveled Literacy Intervention Kit	1A.1 P. Latimer S. Bell	1A.1. Administer DRA's and FAIR three times during the year. Use running records and FAIR Toolkit for frequent Progress Monitoring	1A.1. 3 – 5 FCAT Performance averages Benchmark Averages FCAT Scores Final FAIR data DRA's
2	1A.2. Some limited parental support due to language barrier	1A.2. Provide parents with "tools" to help their child become a more proficient reader through our Rainforest Literacy Night event. Encourage parents to visit student classrooms monthly to view their child's work. Encourage parents to read with and to their children daily. Promote the DCPS "Read It Forward Jacksonville" program. Increase Parent Volunteer support Schedule "make and take" parent workshops to provide materials to reinforce reading and skills at home.	1A.2. P. Latimer S. Bel Reading Vertical Team	1A.2. Provide parent surveys Keep track of sign In sheets	1A.2. 3 – 5 FCAT Results Final grade averages Final FAIR data Parent/Volunteer Logs
3	1A.3. Understanding FCAT 2.0 Test Design and Common Core Standards	1A.3. Provide professional development in the following areas: Text Complexity, Text Dependent Questions, and Close Reading.	1A.3. S. Bell R. Freeman M. Obradovic	1A.3. Monitoring student work Reviewing student portfolios Classroom Observation	1A.3. FCAT Benchmarks PMA Teacher Feedback Portfolio Work

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Increase students achieving above proficiency in math by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (36)	18% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Educators ability to differentiate lessons to meet and challenge the need of proficient learners	2 A.1. Professional Development in differentiating lessons for high performing students  Implement Strategy of the Month by providing activities to teachers and parents for strategy practice.	2 A.1. P. Latimer, Principal M. Barton, PDF S. Bell, Reading Coach	2 A.1. Differentiated lesson plans Analyze Data Implementation of FCIM	2 A.1. Student success on FCAT, FCIM, PMA, DRA2, quarterly grades, progress reports, District Common Core Benchmarks, Interim Benchmarks
2	2 A.2. Some limited parental support due to language barriers	2 A.2. Utilize the school webpage to incorporate a reading link for "Reading Coaching Corner" to include links to websites and strategies for reading success.	2 A.2. Reading Coach, Ms. Antonino, Ms. Poag	2 A.2. Parent Survey reports from website views	2 A.2. Parent Feedback
	2A.3. There is limited amount of individual or small	2A.3. Implement book club for level 4 or 5 students	2A.3. S. Bell, Reading Coach	2A.3. Monitoring student work and taking anecdotal	2A.3. Reading Log and Journal Entries

3	group support for students that are proficient.		notes; Dialogue with students about literature they are reading and the strategies they use.
---	---	--	---

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Increase students making gains in reading by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%	82%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Lack of student stamina during independent reading and test taking	3A.1. Allow the students to practice independent reading Continue book club Implement grade level partners Set class stamina goals and make a challenge	3A.1. Principal, classroom teacher, reading coach	3A.1. Individual Student Conferences and Million Word Challenge	3A.1. FCAT, FAIR, DRA2's, quarterly grades, district and core benchmarks, and progress reports
2	3A.2. Lack of phonetic skills; children not able to read fluently.	3A.2. Provide professional development in analyzing FAIR and DRA data.  Utilization of the FCRR website and the Florida	3A.2. District Reading Coach, S. Bell	3A.2. Use fluency probes in the classroom to monitor student fluency progress.  Use of explicit instruction from the Learn website.	3A.2. FAIR Assessment DRA Assessment

		Learn website.			
3	3A.3. Increase implementation of enrichment activities for students	3A.3. Continue morning computer club for students (grades 3-5)	3A.3. W. Poag, Technology	3A.3. Data collected from PMA's, FAIR, DRA's, quarterly grades, district and core benchmarks, and progress reports	3A.3. FCAT, FAIR, DRA2's, quarterly grades, district and core benchmarks, and progress reports
4	3A.4 Understanding of FCAT 2.0 Test and Item Specifications	3A.4 Professional Development Training	3A.4 Reading Coach	3A.4 Analyze student work/portfolio	3A.4 Benchmarks, FCIM

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Increase learning gains in lowest 25% in reading by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (39)	73% (40)

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
4A.1. Lack of fundamental skills in reading	4A.1. MTSS Intervention FCIM Intervention Utilizing FCAT Explorer and Destination Success	4A.1. MTSS Problem Solving Team, Reading Interventionist	4A.1. Review Data Notebooks Review Guided Reading Core Curriculum Lesson Plans	4A.1. Data Notebooks Lesson Plans Benchmark Data FAIR Assessment

1		<p>Implementation of Great Leaps  Implementation of Soar to Success  Implementation of Reading Mastery  Continue "before school" Computer Club  Continue use of Literacy Navigator  Students are pulled to work in small groups with resource teachers.  Promote attendance in after school SES tutoring and SAI tutoring program  School  Create PMP (Progress Monitoring Plan) to target student need(s)  Continue GirlsSmart program funded through a grant  Continue school-wide "Word of the Day"  Reading Interventionist small group instruction</p>	P. Latimer		FCIM Cycle
2	4A.2 Students lack role models who can demonstrate oral reading fluency.	4A.2. Utilize the "Books-4-Baskets" program sponsored by the Jacksonville Giants to read with students. Utilize the Target First Book Grant and the mentor volunteers from Arlington Baptist Church (faith and community based partner) to encourage and model the joy and importance of reading.	4A.2. S. Bell, Caitlyn Keppler, Giants Sponsorship Coordinator R. Anderson, Arlington Baptist Church	4A.2. Monitor student engagement and development of positive reading habits.	4A.2. Million Word Campaign FAIR should show evidence of increased fluency.
3	4A.3. Teachers need to deepen their understanding of strategy development.	4A.3. Teachers will utilize Stephanie Harvey's Reading Comprehension Tool Kit. Facilitate discussion from Strategies that Work by Stephanie Harvey.	4A.3. S. Bell	4A.3. Observe practices and strategies being put into practice across content areas.	4A.3. FCAT, FAIR, DRA Interim Benchmarks
4	4A.4. Insight and Inform has changed, so teachers are unfamiliar with navigation of site.	4A.4. Provide Insight and Inform Training to faculty to help them gather data and create Progress Monitoring Plans.	4A.4. B. Fisher, DAT contact	4A.4. Complete Data Notebook Focus Walks	4A.4. Data Notebooks

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 # Increase learning gains in lowest 25% in reading by 6 percentage points each year. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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:	Increase student proficiency from 2012 Level of Performance to the 2013 Expected Level of Performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 36% Black: 36% Hispanic: 32% Asian: 40% American Indian: NA	White: 51% Black: 48% Hispanic: 43% Asian: 38% American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White, Black, Hispanic: 88% of our students are disadvantaged.	5B.1. Provide opportunities in which to be active participants of our Arlington Heights Community to increase their self-esteem, pride, and confidence. (Patrols, Breakfast Morning Crew, Computer Lab Techs, Student Librarians, Buddy Readers)	5B.1. G. Farhat W. Nettles C. Brown	5B.1. Development of a more positive attitude towards school	5B.1. Conduct Logs
2	5B.2. Some parents lack the ability to communicate and be involved due to language barriers.	5B.2. Holding more Volunteer Trainings for parents. Facilitate educational activities as outlined in the Parent Involvement Plan. Make available our Parent Involvement Center.	5B.2. S. Bell M. Jones	5B.2. Input from parents	5B.2. Parent Surveys and Attendance and Volunteer sign in logs.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Increase proficiency of ELL students from 2012 Level of Performance to the 2013 Expected Level of Performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%	35%

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	5C.1. Limited reading and writing skills of ELL students.	5C.1. Provide paraprofessional support to work with small groups in ELL classrooms. Students are pulled to work in small groups during MTSS instruction.	5C.1. S. Bell	5C.1. Conduct focus walks Conduct student conferences Monitoring Reading Response Journals and Portfolios	5C.1. Interim Benchmarks End of Module Tests Performance Task Quarterly Grades Progress Reports

		Usage of picture vocabulary and word walls Usage of ELL dictionaries			Focus Walk Monitoring Form
2	5C.2. Some parents lack the ability to communicate and be involved due to language barriers.	5C.2. Utilize Transact Webinar Series to facilitate communication with non-native speakers to enhance home school communication. ELL teacher coordinates Volunteer Translator Group.	5C.2. N. Welch	5C.2. Gather parent input.	5C.2. Parent Surveys and Attendance and Volunteer sign in logs.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase proficiency of SWD students from 2012 Level of Performance to the 2013 Expected Level of Performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited cognitive ability of some students.	Provide training for General Education teachers on strategies to implement accommodations, task adaptations, and modifications to the curriculum that will be beneficial for ESE students with cognitive disabilities.	ESE Teachers	Monitor the IEP Progress Reports	Alternate Assessment Tool, IEP Progress Reports, Easy CBM Progress Monitoring Program, Teacher made assessments
2	Behavioral disorders of some students may have negative impact on academic achievement.	Provide additional training in critical areas of behavior disorders for all personnel that have contact with the student in need.	ESE Teachers, Guidance Counselor, Tim Crammer (District Behavioral Interventionist)	Monitor the IEP Progress Reports, Monitor the Behavior Plans that are created through the MTSS Team	Alternate Assessment Tool, IEP Progress Reports, Easy CBM Progress, Monitoring Program, Teacher made assessments
3	Processing deficits of some students are not addressed in the general education setting with fidelity.	Create tests, evaluations, and assessments with students' deficits addressed (auditory, visual, and tactile).	ESE Teachers	Monitor the IEP Progress Reports	Alternate Assessment Tool, IEP Progress Reports, Easy CBM Progress, Monitoring Program, Teacher made assessments

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

5E. Economically Disadvantaged students not making	
--	--

satisfactory progress in reading. Reading Goal #5E:	Increase proficiency of ED students from 2012 Level of Performance to the 2013 Expected Level of Performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Lack of prior experience Resources to afford reading material	5E.1. Provide reading resources and supplemental materials to promote reading at home: Reading A-Z, Take Home Back Packs with CD players, Scholastic-Weekly Readers.	5E.1. S. Bell, Reading Coach	5E.1. Monitor utilization of materials	5E.1. Parent and Student Survey
2	5E.2. Limited enriched vocabulary development due to lack of communication and experiences.	5E.2. Utilize technology to demonstrate vocabulary meaning Use authentic literature in various genres	5E.2. C. Brown, Media Specialist	5E.2. Analyze Readers' Response, book talks, and conferencing	5E.2. Improvement in verbal and written communication
3	5E.3. Unable to afford purchasing books and/or travel to public libraries	5E.3. Link from AHE website home page to <a href="http://www.en.childrenslibrary.org">http://www.en.childrenslibrary.org</a> , international children's library.	5E.3. C. Brown, Media Specialist	5E.3. Monitor Reading Book Logs	5E.3. Book Logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ELL Vertical Learning Team	K-5	Ms. Meritt/ Ms. Bell	All ELL teachers	Bi-Monthly	Exit tickets/Reflection Sheets	Ms. Meritt/Ms. Bell
Reading Website Fieldtrips including the ASCD Bookshelf	K-5	Ms. Brown, Media	All Classroom teachers	Early Release	Exit/Reflection Sheets	Ms. Bell
Wednesday WOW (working on work) Grade Level Meetings	K-5	Ms. Bell/ Ms. Latimer	Cross Grade Level (two teams at a time) meetings chosen by need	First three Wednesdays of the month; each grade level stays one Wednesday	Classroom Observation/Reading Portfolios/Student Work/Grade Level Meeting Minutes/Lesson Planning	Leadership Team
Reading Vertical Learning Team	K-5	Ms. Bell/ Ms. Latimer	One representative for each grade level	Monthly/Wednesday mornings	Classroom Observation/Reading Portfolios/Student Work/Grade Level Meeting Minutes	Ms. Bell/Ms. Latimer
FAIR	K-5	Ms. Bell	All English/Language Arts teachers	WOW (Working on the Work)/Wednesdays/Monthly	Exit/Reflection Sheets	Ms. Bell



Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Encourage parents to read with and to their children	Literacy night materials	PTA, PIP	\$220.00
To provide materials for MTSS intervention	Fountas and Pinnell Leveled Literacy Intervention Kit (red)	Title 1	\$4,000.00
			Subtotal: \$4,220.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide headphones for student use	headphones	Title 1	\$160.00
			Subtotal: \$160.00
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
To hear an author model reading strategies	Guest author Ann Weston	Title 1	\$300.00
			Subtotal: \$300.00
			<b>Grand Total: \$4,680.00</b>

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.		In grades 3-5 28% (22) students tested scored proficient on 2012 CELLA. This number will increase to 31%.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
k- 5% 1st- 24% 2nd-54% 3rd-5% 4th- 30% 5th-41%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. The student is unable to use English to learn required concepts at or above grade level.	1.1. All ELL classes have a bi-lingual paraprofessional to work with small groups.	1.1. Principal, reading coach, ELL teacher	1.1. Verbal responses, conferences, Avenues assessments	1.1. Verbal responses, conferences, Avenues assessments

1		Implement "Text Talk".  Utilize the ELL adopted series "Avenues" that focuses on vocabulary development.			
2	1.2. Teachers understanding of ELL strategies.	1.2. Provide samples of ways in which to implement ELL strategies. Provide time for teachers to observe colleagues who implement such strategies.	1.2. S. Bell, S. Merritt, District ELL Liason	1.2. Conduct classroom Focus Walks Provide reflection form	1.2. Focus Walk Rubric Lesson Plans

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:	In grades 3-5 24% (18) students tested scored proficient on 2012 CELLA. This number will increase to 26%

2012 Current Percent of Students Proficient in reading:
k-0% 1st-24% 2nd-54% 3rd-5% 4th-30% 5th-41%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Limited English vocabulary	2.1 Guided reading with fidelity  Skill specific and individualized instruction.  Utilize Direct Instruction for newcomers  Students will be provided with a dictionary in their native language if available Implement Steck-Vaughn phonics series  Utilize picture word walls	2.1. ELL teacher	2.1. Running Records, Conferencing, DRA	2.1 CELLA
2	2.2. Teachers lack of understanding cultural backgrounds and how to differentiate instruction for them.	2.2. Create peer-mentor relationships to foster cultural understanding of student needs. Utilize strategies and information from "Special Education Considerations for English Language Learners" by Else Hamayan to help understand both	2.2. S.Bell S.Merritt	2.2. Keep an anecdotal record of mentoring. Discussion of student needs at Monthly ELL Meetings	2.2. Mentoring Log

psychological and educational needs.

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

3. Students scoring proficient in writing.

In grades 3-5 36% (28) students tested scored proficient on 2012 CELLA. This number will increase to 40%

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

k-0%  
1st-26%  
2nd-55%  
3rd-5%  
4th-41%  
5th-55%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Limited reading and writing skill of ELL Students	1.1. All ELL classes have a bi-lingual paraprofessional to work with small groups.  Students are pulled to work in small groups with resource teachers.  Implement "Six Traits of Writing" Daily writing in journal across content areas Students will be provided with a dictionary in their native language if available	1.1 Principal, reading coach, ELL teachers	1.1. District Writing Prompts  Conferencing Monitoring Student Portfolios	1.1. FCAT Writes FCAT Rubric Journals
2	1.2 Limited prior experience	1.2. Exposure to different types of literature, exposure to vocabulary, include hands on experiences, exposure to author's chair  Utilize SMART boards  Create PMP (Progress Monitoring Plan) to target student need(s) Virtual Field Trip  Interactive Word Walls Implement Word of the Day	1.2. Principal, reading coach, ELL teachers	1.2. Conferencing Monitoring Student Work FCIM data Prompts related to Virtual Field Trips	1.2. FCAT Writes FCAT Rubric

CELLA Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Support ELL phonics instruction by purchasing teachers' editions	ELL sent student phonics books but no teachers editions	General Funds	\$720.00
			Subtotal: \$720.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$720.00

*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:	Increase students achieving at proficiency in math by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (69)	41% (72)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students lack fluency in math fact recognition.	1A.1. REFLEX Math Computer Based Program has been purchased and trained for use by teachers in all grades 2-5 classrooms.	1A.1. B. Fisher, Math Coach W. Poag; 5th Grade Math Lead Teacher	1A.1 Interim Benchmark Assessments; REFLEX Program Monitoring Graphs and Fluency Report	1A.1. As our students become more fluent with math facts, as shown from measures on the REFLEX program, more working memory is freed up so that they can complete more complex tasks; therefore, Interim Benchmark Assessment results should indicate improvement.
2	1A.2. Some students lack ability to make sense of problems and persevere in solving them.	1A.2. Provide opportunities throughout Math Workshop to increase conversation and discussion to develop paths for problem solving.  Math Coach will model how to initiate and implement these opportunities for students in their daily instruction.	1A.2. B. Fisher, Math Coach	1A.2. Progress monitoring through anecdotal notes, student portfolios, and classroom visits	1A.2. Accountable Talk Rubric; Journal Entries  Students should demonstrate understanding of problem solving strategies on Performance Tasks.
3	1A.3. Teacher lack of understanding how to differentiate classroom practice and instruction	1A.3. School Based Professional Development: differentiation through all parts of the Mathematics Workshop Model Continue development via the AHE Research Study Blog and assigned tasks: <a href="http://ahedatastudyresearch.blogspot.com">http://ahedatastudyresearch.blogspot.com</a>	1A.3 DATA TERC Team B. Fisher, Math Coach	1A.3. Classroom Observation Lesson Plan Focus Walks	1A.3. FCAT Benchmarks FCIM Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:	Increase students achieving above proficiency in math by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (57)	35%(60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Educators' ability to differentiate lessons to meet, extend, and challenge the need of higher learners	2A.1. Provide training regarding cross-curricular alignments and investigate learning trajectories, to build understanding of benchmark continuums.	2A.1. B. Fisher, Math Coach	2A.1. Reviewing student work	2A.1. Interim Benchmark Assessments, District Common Core Math Assessments
2	2A.2. There is limited amount of individual or small group support for students that are proficient.	2A.2. Invite a "lunch bunch" group to focus on specific benchmarks. Create extension activities to enhance learning from the Module in which the teachers are currently working on in their classrooms. Use advanced activities, games, and homework in enVisions for students working at a high level.	2A.2. B. Fisher, Math Coach	2A.2. Monitoring student work and taking anecdotal notes; Dialogue with students about their math strategies	2A.2. Interim Benchmark Assessments, FCIM Assessments, and Module Assessments
	2A.3. Insight and Inform has	2A.3. Provide Insight and	2A.3. B. Fisher, DAT	2A.3 Complete Data Notebook	2A.3. Data Notebooks

3	changed, so teachers are unfamiliar with navigation of site.	Inform Training to faculty to help them gather data and create Progress Monitoring Plans.	contact	Focus Walks
---	--	---	---------	-------------

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Increase percentage of students making learning gains in mathematics by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89%	93%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Teacher knowledge of the 8 Mathematical Practices	3A.1. Provide professional development for teachers to support understanding the 8 Math Practices and incorporate them in math instruction daily.	3A.1. B. Fisher, Math Coach	3A.1. Classroom Observations	3A.1. Observation of student discussions and performance in Math Journals and Assessments
2	3A.2. Understanding FCAT 2.0 Test Design and Item Specification and Levels of Complexity	3A.2. Work collaboratively in PLC's to design tasks for explore time, POD's, equivalent practice, and assessments with rigor Professional Development Training from district	3A.2. B. Fisher, Math Coach Math Vertical Learning Team K. Milo, Cluster Coach R. Freeman, Academy of Math	3A.2. Analyze student work/student portfolios	3A.2. Module Assessments/POD/FCIM Assessments should mirror FCAT 2.0.

		and cluster coaches	graduate		
3	3A.3. Understanding and implementing of mathematics resources: enVisions and Math Investigations, Marilyn Burns Math and Literature Sets	3A.3. Professional Development Trainings, Math Coach will follow the Coaching Cycle to enhance understanding of how to use these materials to design effective and efficient units of study according to benchmark continuums.	3A.3. B. Fisher, Math Coach P. Latimer, Principal	3A.3. Implement the Coaching Cycle with identified teachers striving to improve their math instruction	3A.3. Lesson Plans Student Performance on Module Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Increase percentage of students in Lowest 25% making learning gains in mathematics by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (42)	76% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1 Parents have limited strategies, skills, vocabulary, and content knowledge when applying mathematics.	4A.1. Utilize the school webpage to incorporate a math link for "Math Coaching Corner" to include links to websites and strategies for math	4A.1. B. Fisher, Math Coach	4A.1. Parent Surveys	4A.1. Data from Parent Surveys



		success.			
2	4A.2. Limited reading and writing skill of all/ELL students	4A.2. Provide paraprofessional support to work with small groups in all/ELL classrooms. Students are pulled to work in small groups during Rtl instruction. Usage of math picture vocabulary and word walls Usage of all/ELL dictionaries	4A.2. B. Fisher, Math Coach	4A.2. Conduct focus walks Conduct student conferences Monitoring Math Journals and Math Portfolios	4A.2. Interim Benchmarks End of Module Tests Performance Task Quarterly Grades Progress Reports Focus Walk Monitoring Form
3	4A.3. Some students lack foundational skills and concept development in math.	4A.3. Provide interventionist support to small groups in areas of specific concept needs.  Teachers and students will utilize FCAT Explorer, Gizmos, Digital eTools from envision, REFLEX math program, and Destination Success to increase interaction and conceptual knowledge  Promote attendance in after school SES tutoring and SAI Tutoring Program and work with tutors/providers to tailor instruction to individual student needs based on assessment data  Teacher-Led Morning Computer Clubs  Create PMPs (Progress Monitoring Plans) to target student needs  Provide MTSS Tier 1, 2, and 3 Instruction (enVision Intervention Kit)	4A.3. M. Barton, Math Interventionist Rtl Problem Solving Team Classroom Teachers	4A.3. Continuous Progress Monitoring  Include differentiation in lesson planning	4A.3. Interim Benchmarks, Progress Monitoring Assessments

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 #					
	Increase learning gains in lowest 25% in math by 5 percentage points each year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	70	

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:	Not Applicable
---	----------------

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	5B.1. White, Black, Hispanic: 88% of our students are disadvantaged.	5B.1. Provide opportunities to be active participants in our Arlington Heights Community to increase their self-esteem, pride, and confidence. (Patrols, Breakfast Morning Crew, Computer Lab Techs, Student Librarians, Buddy Readers)	5B.1. G. Farhat W. Nettles C. Brown	5B.1. Development of a more positive attitude towards school	5B.1. Conduct Logs
2	5B.2. Some parents lack the ability to communicate and be involved due to language barriers.	5B.2. Holding more Volunteer Trainings for parents. Facilitate educational activities as outlined in the Parent Involvement Plan. Make available our Parent Involvement Center.	5B.2. S. Bell M. Jones	5B.2. Input from parents	5B.2 Parent Surveys and Attendance and Volunteer sign in logs
3	5B.3. Some students lack prior knowledge and background experience in real world situations	5B.3. Utilize Marylyn Burns Math Solutions materials and the Neighborhood Real World Math Problem Solving Kit. Develop vocabulary in context of story problems. Using the Problem Solving Strategies Form from the enVision curriculum.	5B.3. B. Fisher	5B.3. Monitor verbal discussion of Problem Solving Format.	5B.3. Conference notes Student generated artifacts

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:	Maintain ELL student proficiency from 2012.
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
	5C.1. Limited reading and writing skills of ELL students.	5C.1. Provide paraprofessional support to work with small groups in ELL classrooms.	5C.1. B. Fisher, Math Coach	5C.1. Conduct focus walks Conduct student conferences Monitoring Math Journals	5C.1. Interim Benchmarks End of Module Tests

1		Students are pulled to work in small groups during MTSS instruction. Use math picture vocabulary and word walls Use ELL dictionaries		and Math Portfolios	Performance Task Quarterly Grades Progress Reports Focus Walk Monitoring Form
2	5C.2. Teachers are inconsistent when using ELL strategies during math instruction.	5C.2. Math Coach will support the teachers in using ELL strategies during math instruction by modeling and collaborative planning.	5C.2. B. Fisher, Math Coach	5C.2. Classroom Focus Walks Utilize student math journals	5C.2. Module Assessments Journals
3	5C.3. Teachers are not fully utilizing resources that we already have to support instruction.	5C.3. Focus walk the building to share the numerous supplemental materials in which we have access to which are located in the math resource room: Math Navigator, Knowing Mathematics, GO Math, Houghton Mifflin Math, Marilyn Burns Literature Sets, Concept Games, Real World Math Problem Solving Kit, and Connect Math Mats	5C.3. B. Fisher, Math Coach	5C.3. Create an exit ticket for teachers to express opinion of materials in which they felt were the most beneficial. Provide teachers time to share out how they have incorporated these resources effectively.	5C.3. FCAT, FCIM, POD

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:	Maintain SWD student proficiency from 2012.
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	Limited cognitive ability of some students.	Provide training for General Education teachers on strategies to implement accommodations, task adaptations, and modifications to the curriculum that will be beneficial for ESE students with cognitive disabilities.	ESE Teachers	Monitor the IEP Progress Reports	Alternate Assessment Tool, IEP Progress Reports, Easy CBM Progress Monitoring Program, Teacher made assessments
2	Behavioral disorders of some students may have negative impact on academic achievement.	Provide additional training in critical areas of behavior disorders for all personnel that have contact with the student in need.	ESE Teachers, Guidance Counselor, Tim Crammer (District Behavioral Interventionist)	Monitor the IEP Progress Reports, Monitor the Behavior Plans that are created through the MTSS Team	Alternate Assessment Tool, IEP Progress Reports, Easy CBM Progress, Monitoring Program, Teacher made assessments
	Processing deficits of	Create tests,	ESE Teachers	Monitor the IEP Progress	Alternate

3	some students are not addressed in the general education setting with fidelity.	evaluations, and assessments with students' deficits addressed (auditory, visual, and tactile).	Reports	Assessment Tool, IEP Progress Reports, Easy CBM Progress, Monitoring Program, Teacher made assessments
---	---	---	---------	--

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Maintain ED student proficiency from 2012.
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	5E.1. Some students lack prior knowledge and background experience in real world situations	5E.1. Utilize Marylyn Burns Math Solutions materials and the Neighborhood Real World Math Problem Solving Kit. Develop vocabulary in context of story problems. Using the Problem Solving Strategies Form from the enVision curriculum.	5E.1. B. Fisher	5E.1. Monitor verbal discussion of Problem Solving Format.	5E.1. Conference notes Student generated artifacts FCAT Benchmarks
2	5E.2. Some are unable to afford practice materials and mathematics manipulatives.	5E.2. Provide and suggest common household ideas and materials that can be used to supplement math conceptual learning.	5E.2. B. Fisher	5E.2. Monitor improvement of ability to use math manipulative and tools efficiently.	5E.2. Anecdotal Notes Math Journals

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Vertical Learning Team	K-5	B. Fisher	One representative for each grade level	Monthly/Tuesday mornings	Classroom Observation/Math portfolios/Student Work/Grade Level Meeting Minutes	Leadership Team

Wednesday WOW (Working on Work) Grade Level Meetings	K-5	B. Fisher	Grade Level meetings chosen by need	Monthly on Non-Early Dismissal Days; K-2 one Wednesday, and the 3-5 the other Wednesday	Classroom Observation/Math portfolios/Student Work/ Lesson Planning (UbD)	Leadership Team
Gradual Release Coaching Model	K-5	B. Fisher	New teachers, new teachers to math instruction, struggling teachers	The Gradual Release Coaching Model-varies	Classroom Visits/ Focus Walks	B. Fisher
Mathematics 101; Academy of Mathematics, and Common Core Training	K-5	Schultz Center	M. Barton, B. Fisher	Schultz Center Dates	Share Outs through emails and Early Dismissal PD, small focus groups	B. Fisher, M. Barton

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Invite families to FCAT Math Night	Make & Take Activities	Title I, PIP	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Math Explorer, Reflex, and Pearson Success Net Training for students and parents	Computers, Computer Lab & Wireless Access Classrooms	Title I, PIP	\$2,600.00
			Subtotal: \$2,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Working on the Work (WOW) Training	Video Equipment and Supplies	Professional Development Funds	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide translators to support parental involvement.	Translators for our ELL families	Title I, PIP	\$117.00
			Subtotal: \$117.00
			<b>Grand Total: \$4,017.00</b>

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	Increase students achieving at proficiency in science by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

21% (17)

31%(19)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 Low reading level of ELL students, Science core materials above students reading levels	1A.1. A bi-lingual paraprofessional will be assigned to each ELL class to work with small groups. Utilize science leveled readers to develop science concepts; organize the science leveled readers so that content is easily found. Use the leveled book room to find text regarding specific benchmark information.  Utilize Pearson Success Net to have access to ebooks. 1A1.Provide small group instruction focusing on scientific terminology. Integrate the leveled readers during Reading Workshop time and Guided Reading	1A.1. P. Latimer Classroom Teacher	1A.1. Monitor Small Group Plans for Science and Reading Instruction, Provide oral assessments to progress monitor	1A.1. Science LSA, Interim Benchmarks, LSA Performance Tasks
2	1A.2. Benchmark and scientific lab activities need to be aligned.	1A.2. Ramp up labs focused on specific benchmarks; making the connections between activity and concept, Provide sample problems to discuss using FCAT Test Maker, Better develop the Scientific Process, 5th Grade will use the "Lab Review" beginning in January to review and re-teach specific benchmarks using a hands on approach. Create a Science Lab to utilize Science Boot Camp and hands on Science Experiments	1A.2. Classroom Teacher B. Fisher Academy of Science Members	1A.2. Administer culminating questions in Science Journals	1A.2. Progress Monitoring of Benchmarks using FCAT Test Maker and Performance Tasks
3	1A.3. K-4 teachers lack knowledge of content and concepts of the FCAT 2.0 benchmarks.	1A.3. Provide FCAT 2.0 Specifications and training to build understanding of prerequisite skills.	1A.3. B. Fisher	1A.3. Classroom Observation and Analysis of Student Work	1A.3. The use of FCAT 2.0 Specifications should be evident in student understanding through Performance Tasks.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Increase students achieving above proficiency in science by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (2)	4%(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	2A.1. Teachers understanding of how to plan for the 5 E's effectively; and the levels of inquiry.	2A.1. Provide professional development via Vertical Learning Team; professional readings. Teachers collaboratively plan units of study	2A.1. Grade Level Teams, Vertical Learning Team Members B. Fisher	2A.1. Monitor lesson plans, student work, and journals Provide a greater variety of lessons and types of questioning	2A.1. Learning Schedule Assessments and Performance Tasks FCAT
2	2A.2. Lack of background knowledge or experience with concept or subject matter.	2A.2. Using technology through virtual field trips, GIZMOS, and web-quests in the classroom. Grades K-3 will complete class science fair projects Grades 4-5 will complete individual science fair projects	2A.2. Classroom teachers	2A.2. Monitor science journal entries with related topics	2A.2. Monitor science journal entries with related topics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Vertical Learning Team	K-5	B. Fisher	One representative for each grade level	Monthly/Tuesday mornings	Classroom Observation/Science portfolios/Student Work/Grade Level Meeting Minutes	Leadership Team
Academy of Science	K-5	Schultz Center	Ms. Poag, Ms. Buitrago, Ms. Reynolds	Schultz Center dates	Share outs via email and Early Dismissal PD, also during Grade Level Meetings	B. Fisher, P. Latimer

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Required Science Project K-2 Class Science Experiment Grade 3-4 Group or Partner Science Experiments Grade 5 Individual Experiment	Student Project Display Boards and Scientific Method Student Book	Title I, PIP	\$700.00
Invite families to Savvy Science Night.	Savvy Science Night materials	Title I, PIP	\$235.00
Science Boot Camp	Supplemental Science Materials	Title I, PIP	\$1,000.00
			Subtotal: \$1,935.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Invite families to GIZMOS information night.	handouts, suggested activities	Title I, PIP	\$100.00



			Subtotal: \$100.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Academy of Science Graduate as a Teacher Leader	TDE Time	Title I, PIP	\$200.00
			Subtotal: \$200.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$2,235.00</b>			

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Increase students scoring at Achievement Level 4.0 and higher in writing by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (51 out of 61students)	92% of students scoring 4.0 and 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	1.1 Limited reading and writing skills of many ELL students	1.1. All/ELL classes have a bi-lingual paraprofessional to work with small groups. Students are pulled to work in small groups with resource teachers.  Implement "Six Traits of Writing". Plan for daily writing in journals across content areas.	1.1 S. Bell, P. Latimer	1.1. District Writing Prompts  Conferencing Monitoring Student Portfolios	1.1. FCAT Writes FCAT Rubric Journals
	1.2 Limited prior experience	1.2. Exposure to different types of literature and vocabulary. Provide opportunities for discussion of student work/experiences via author's chair. Create Individual PMPs	1.2. S. Bell Classroom Teachers	1.2. Conferencing Monitoring Student Work FCIM data Prompts related to Virtual Field Trips	1.2. FCAT Writes FCAT Rubric District Prompts

2		(Progress Monitoring Plan) to target specific student need(s) Utilization of SMART boards for Virtual Field Trips in order to provide experiences, and modeling. Make Word Walls Interactive. Implement Word of the Day			
3	1.3. Limited parental support due to language barrier	1.3. Invite families to a FCAT Writing Parent Workshop. Provide interpreters. Encourage parents to visit student classrooms monthly, Encourage parents to support writing with their children by providing activities/sample and follow up activities to classroom instruction. Utilize Parent Link and Transact. Implement Word of the Day. Utilize the school webpage to incorporate a writing link for "Writing Coaching Corner" to include links to websites and strategies for math success.	1.3. S. Bell, Classroom Teachers	1.3. Parent feedback surveys Increase parental involvement	1.3. FCAT Final averages Parent sign in sheets
4	1A.4. Teachers and students have limited knowledge or are unclear of expectations that meet the standard.	1A.4. Provide training and support in the use of "Using Rubrics to Improve Student Writing". Utilize the District and State Anchor Papers during classroom instruction. Cross grade level analysis and discussion of student writing.	1A.4. S. Bell, Vertical Learning Team Members	1A.4. Conduct Writing Portfolio and Journal Focus Walks	1A.4. District Writing Prompts Writing Portfolios

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Vertical Alignment	K-5	Ms. Bell/ Mrs. Latimer	One representative for each grade level	Monthly/Tuesday mornings	Classroom Observation/Writing Portfolios/Student Work	Leadership Team
Informational Reading and Writing K-2	K-2	Schultz Center	Two representatives	Schultz Center Dates	Share Out during Writing/Reading Vertical Learning Team, Classroom Observations	Leadership Team
Margaret McKeown Session on Vocabulary Instruction supported by the Common Core	K-5	Schultz Center	One representative	Schultz Center Dates	Share Out during an Early Dismissal, Classroom Observations	Leadership Team
FCAT 2.0 Scoring	4th Grade Teachers	Schultz Center	C. Watkins M. Obradovic	Schultz Center Dates	Share Out during an Early Dismissal and FCAT parent writing workshop	Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Writing Portfolios and Journals	Folders, Copy Paper, Composition Notebooks	General Funds	\$100.00
			Subtotal: \$100.00
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

## 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:	Decrease amount of excessive absenteeism and tardies by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
62%	72%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
38% (157)	28% (153)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
24% (101)	14% (99)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parental knowledge of how excessive absences/tardies effects academic performance	1.1. Provide incentives to students who meet attendance requirements.  Provide incentives to students who consistently arrive on time.  Implement AIT for those students with excessive absences/tardies.  Provide parent workshops to educate parents on incentive programs as well as correlation between absenteeism/tardiness and student performance.	1.1 M. Devitt, Guidance classroom teachers, Leadership Team	1.1. Monitor the number of participants receiving incentives, decreased amount of AIT meetings, and parent workshop attendance.	1.1. Attendance/tardy data provided by Genesis.  Sign in sheets.  Parent conference logs
	1.2. Students' attitude toward learning and respectful behavior.	1.2. Provide incentives to students who meet attendance requirements.	1.2. Classroom teachers, Foundation Committee,	1.2. Monitor decrease in referrals and suspensions.	1.2. SESSIR Genesis

2		Implementing the Second Step Violence Prevention Curriculum  Arlington Family Resource Center referrals  Promote career goals through individual academic career planning	School Counselor	
---	--	---	------------------	--

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
Identifying Absentism/Tardy Trends & School-Wide Incentive Programs	K-5	M.Devitt (school counselor) B.Westberry (AIT officer)	All	Early Release	Teacher Implementation of incentive programs	Classroom Teachers, Leadership Team, School Counselor
Rallying Up Attendance	K-5	District AIT team	All	October 17,2012	Awareness of attendance and monitor attendance report	Classroom Teacher, AIT Officer

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

## 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:	Reduce number of suspensions by 1.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
NA	NA
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4	4

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students new to Arlington Heights are not familiar with expectations and rituals and routines. Often they do not have a positive attitude toward learning and respectful behavior.	1.1. Provide incentives to students who meet behavior requirements.  Continue to implement the Second Step Violence Prevention Curriculum with consistency.  Refer at risk cases to Arlington Family Resource Center.  Implement individual behavior contracts.  Utilize teachers and students as mentors to create positive relationships.	1.1. M. Devitt, Guidance; Classroom Teachers	1.1. Monitor the names and number of referrals and suspensions.	1.1. SESSIR Genesis
	1.2. Teachers' inability to fully implement CHAMPS.	1.2. Continual professional development and implementation of	1.2. Foundations committee, P. Latimer	1.2. Monitor infractions in common areas each midterm and at the end	1.2. Report from Genesis SESSIR

2		CHAMPS.		of each quarter. Monitor classrooms in which infractions are written. Monitor specific students.	
3	1.3. Student inability to use coping mechanisms.	1.3. Continue to implement the Second Step Violence Prevention Curriculum with consistency. Teachers provide Voluntary Time Out Options in their classrooms. Provide guidance sessions and character education lessons.	1.3. P. Latimer M. Devitt	1.3. Track referrals at each midterm and at the end of each quarter.	1.3. Reports from Genesis SESSIR
4	1.4. Consistency in implementing common area routines	1.4. Strategically placing support personnel in common areas. Provide reminders in the weekly staff newsletter.	1.4. P. Latimer	1.4. Monitor infractions in common areas each midterm and at the end of each quarter. Monitor classrooms in which infractions are written. Monitor specific students. Observation of teachers	1.4. Report from Genesis SESSIR

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
Recognizing Behavior Trends & School-Wide Incentive Programs	All	School Counselor	All	Early Dismissal	Teacher implementation of incentive programs	M. Devitt; Guidance; P. Latimer
CHAMPS Training-Implementation Ideas	All	Foundations Team	All	Early Dismissal; Grade Level Trainings	Classroom Observations	M.Devitt, Guidance; P. Latimer

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
Recognize students for responsible behavior and conduct.	rewards/awards and incentives	General Funds/PTA	\$200.00
			Subtotal: \$200.00
			<b>Grand Total: \$200.00</b>

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>	Increase Parental Involvement by 5 percentage points.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
40%	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	1.1. Transportation for Economically Disadvantaged families	1.1. Implement bus transportation for those in need of transportation for parental involvement activities	1.1. Parental Involvement coordinator and Leadership Team	1.1. Parental Surveys Number of participants utilizing transportation	1.1. Attendance Sign-in sheets Parental surveys
2	1.2. Limited parental support due to language barriers	1.2. Provide interpreters and translated flyers for activities. Invite families to Parental Involvement activities. Encourage parents to visit student classrooms monthly. Utilize Parent Link and Transact to promote parental activities. Provide a parent computer and printer for use in the Parent Resource Center. Provide frequent training for parents that want to volunteer	1.2. Principal, Parental Involvement coordinator and Leadership Team	1.2. Parent feedback surveys Increase parental involvement – evidence sign in sheets	1.2. Attendance Sign-in sheets Parental surveys
	1.3. Limited communication with parents	1.3. Utilize OnCourse, Transact, and Parent Link for academic and school related communication. The Title I Parent Involvement	1.3. Leadership Team, Classroom Teachers	1.3. Parent feedback	1.3. Parent Surveys



3	<p>Policy packet (including School-Parent Compact) is available to reference in the office.</p> <p>Utilize the PIRC website to provide parents with various tips on how to help their child.</p> <p>Implement Parent Information bulletin board.</p> <p>Provide monthly BEAR NEWS bulletin.</p> <p>Utilize the school webpage to incorporate the link "Just for Parents" utilizing the state monthly newsletter featuring transitioning to Common Core.</p> <p><a href="http://parents.fldoe.org/newsletter">http://parents.fldoe.org/newsletter</a></p>
---	--

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Parent Teacher Conferences	ALL	Cadre Support	ALL faculty and staff	Early Dismissal	exit tickets, sign-in sheets, parent conference logs	S. Poag, Cadre
Provide 'Creating Family-Friendly Schools' training	ALL	Foundations Team	ALL faculty and staff	Early Dismissal	exit tickets, sign in sheets	Leadership Team and Volunteer Coordinator
Cultural Sensitivity Awareness	ALL	School Diversity Representative	ALL faculty and staff	Early Dismissal	exit tickets	I. Peppers

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Invite families to Parental Involvement activities (Educational Materials for parents to borrow)	Educational Materials for parents to borrow: Board Games Book DVD's	Title I	\$641.00
Invite families to Parental Involvement activities (Educational Incentives for parents to use with students)	Flash Drives CD's DVD's	Title I	\$415.00
Subtotal:			\$1,056.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide parents access to a computer/printer	Ink for printer	Title I	\$150.00
Subtotal:			\$150.00
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
Implement bus transportation for those in need of transportation for parental involvement activities	Bus Transportation	Title I	\$241.00
Provide interpreters and translated flyers for activities	Interpreters	Title I	\$201.00
Parent Involvement Activities	Catering Refreshments	Title I	\$804.00
Parent Involvement Activities	Child Care	Title I	\$402.00
Invite families to Parental Involvement activities	Supplies for the parent night activities	Title I	\$1,166.24
			Subtotal: \$2,814.24
			Grand Total: \$4,020.24

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

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

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

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

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

*End of STEM Goal(s)*

## Additional Goal(s)

Reduce student accidents on the playground by 2. 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. Reduce student accidents on the playground by 2. Goal		Reduce student accidents on the playground by 2.			
Reduce student accidents on the playground by 2. Goal # 1:					
2012 Current level:			2013 Expected level:		
14 incidences			12 incidences		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Too many students on the playground at the same time	1.1. Provide a recess schedule that included four different areas in which to serve students. Students will rotate through the four areas in four days.	1.1. B. Fisher, Foundations Chair	1.1. Monitoring the reports twice a quarter.	1.1. Report of Number of Incidents on the Playground

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations; Safe and Healthy School	K-5	B. Fisher, Foundations Team	One representative from each grade level	Bi-monthly	Playground Observations, Grade Level Meeting Minutes	B. Fisher

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 Reduce student accidents on the playground by 2. Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Encourage parents to read with and to their children	Literacy night materials	PTA, PIP	\$220.00
Reading	To provide materials for MTSS intervention	Fountas and Pinnell Leveled Literacy Intervention Kit (red)	Title 1	\$4,000.00
CELLA	Support ELL phonics instruction by purchasing teachers' editions	ELL sent student phonics books but no teachers editions	General Funds	\$720.00
Mathematics	Invite families to FCAT Math Night	Make & Take Activities	Title I, PIP	\$300.00
Science	Required Science Project K-2 Class Science Experiment Grade 3-4 Group or Partner Science Experiments Grade 5 Individual Experiment	Student Project Display Boards and Scientific Method Student Book	Title I, PIP	\$700.00
Science	Invite families to Savvy Science Night.	Savvy Science Night materials	Title I, PIP	\$235.00
Science	Science Boot Camp	Supplemental Science Materials	Title I, PIP	\$1,000.00
Writing	Utilize Writing Portfolios and Journals	Folders, Copy Paper, Composition Notebooks	General Funds	\$100.00
Parent Involvement	Invite families to Parental Involvement activities (Educational Materials for parents to borrow)	Educational Materials for parents to borrow: Board Games Book DVD's	Title I	\$641.00
Parent Involvement	Invite families to Parental Involvement activities (Educational Incentives for parents to use with students)	Flash Drives CD's DVD's	Title I	\$415.00
				Subtotal: \$8,331.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide headphones for student use	headphones	Title 1	\$160.00
Mathematics	FCAT Math Explorer, Reflex, and Pearson Success Net Training for students and parents	Computers, Computer Lab & Wireless Access Classrooms	Title I, PIP	\$2,600.00
Science	Invite families to GIZMOS information night.	handouts, suggested activities	Title I, PIP	\$100.00
Parent Involvement	Provide parents access to a computer/printer	Ink for printer	Title I	\$150.00
				Subtotal: \$3,010.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Working on the Work (WOW) Training	Video Equipment and Supplies	Professional Development Funds	\$1,000.00
Science	Utilize Academy of Science Graduate as a Teacher Leader	TDE Time	Title I, PIP	\$200.00
				Subtotal: \$1,200.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To hear an author model reading strategies	Guest author Ann Weston	Title 1	\$300.00

Mathematics	Provide translators to support parental involvement.	Translators for our ELL families	Title I, PIP	\$117.00
Suspension	Recognize students for responsible behavior and conduct.	rewards/awards and incentives	General Funds/PTA	\$200.00
Parent Involvement	Implement bus transportation for those in need of transportation for parental involvement activities	Bus Transportation	Title I	\$241.00
Parent Involvement	Provide interpreters and translated flyers for activities	Interpreters	Title I	\$201.00
Parent Involvement	Parent Involvement Activities	Catering Refreshments	Title I	\$804.00
Parent Involvement	Parent Involvement Activities	Child Care	Title I	\$402.00
Parent Involvement	Invite families to Parental Involvement activities	Supplies for the parent night activities	Title I	\$1,166.24
Subtotal: \$3,431.24				
Grand Total: \$15,972.24				

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
--------------------------------	-----------------------------	-------------------------------	--------------------------

Are you a reward school:  Yes  No

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

No Attachment (Uploaded on 10/18/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Copies for FCIM and MTSS support.	\$350.00
FCAT Incentives	\$500.00
Technology for instructional support	\$500.00
Student Recognition "Postive Paws" for tardies, attendance, discipline, and achievement.	\$562.00
After-School Tutoring; provide extra support to Level 1, Level 2, and bubble students.	\$1,500.00
Requests from Faculty for instructional support materials and supplies	\$1,000.00
Letters for the Arlington Heights Marke	\$1,500.00

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

After the initial presentation of the School Improvement Plan, SAC members will monitor progress throughout the year. Feedback from members will be considered for the creation of next year's plan. Additionally, the plan will be monitored during the Implementation Review (twice each year). School improvement funds will be authorized through this committee. In addition, SAC will support increasing family involvement by participating in activities such as Family Reading Night, FCAT Math Family Night, Science Spectacular, etc.



# 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

Duval School District ARLINGTON HEIGHTS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	72%	72%	46%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	60%			134	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?	70% (YES)	73% (YES)			143	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					528	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District ARLINGTON HEIGHTS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	66%	90%	28%	237	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	68%			129	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?	52% (YES)	76% (YES)			128	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					494	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested