

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ANTHONY ELEMENTARY SCHOOL

District Name: Marion

Principal: Ryan Bennett

SAC Chair:

Superintendent: Jim Yancey

Date of School Board Approval:

Last Modified on: 10/18/2012

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

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal AYE: 2011-2012 Grade - C Learning Gains in Reading - 65% Learning Gains in Math - 56% Learning Gains in Reading for lowest 25% - 67% Learning Gains in Math for lowest 25% - 49% Assistant Principal of Curriculum: 2006-2011 MWE: 2010-2011 Grade - A AYP - 87% Learning Gains in Reading - 70% Learning Gains in Math - 71% Learning Gains in Reading for lowest 25% - 72% Learning Gains in Math for lowest 25% - 72%

Principal	Ryan Bennett	BA in Special Education MS in Educational Leadership	2	6	<p>MWE: 2009-2010 Grade – B AYP – 85% Learning Gains in Reading – 69% Learning Gains in Math – 66% Learning Gains in Reading for lowest 25% - 46% Learning Gains in Math for lowest 25% - 59%</p> <p>MWE: 2008-2009 Grade - A AYP - 87% Learning Gains for Reading - 74% Learning Gains for Math - 69% Learning Gains in Reading for lowest 25% - 73% Learning Gains in Reading for lowest 25% - 68%</p> <p>MWE: 2007-2008 Grade - A AYP - 95% Learning Gains in Reading - 77% Learning Gains in Math - 75% Learning Gains in Reading for the lowest 25% - 69% Learning Gains in Math for lowest 25% - 76%</p> <p>MWE: 2006-2007 Grade - A AYP - 85% Learning Gains in Reading - 78% Learning Gains in Math - 66% Learning Gains in Reading for lowest 25% - 65% Learning Gains in Math for lowest 25% - 67%</p>
Assis Principal	Dawana Gary	BA in Elementary Education ME in Elementary Education Specialist in Educational Leadership	5	1	

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)
All Subject Areas	Kimberly White	Bachelor's Degree in Elementary Education Elementary Education, (grades K - 6) and English For Speakers Of Other Languages (esol), Endorsement and a Master's Degree in Education Leadership K-12	4	4	<p>Reading Coach 2009-12</p> <p>AYE: 2011-20112 Grade - C Learning Gains in Reading - 65% Learning Gains in Reading for the lowest 25% - 67%</p> <p>AYE: 2010-2011 Grade - B AYP - 79% Learning Gains in Reading - 65% Learning Gains in Reading for the lowest 25% - 55%</p> <p>AYE: 2009-2010 Grade - B AYP - 77% Reading 76% of students reading at or above grade level 61% of students making a year's worth of progress in reading 50% of struggling students making a year's worth of progress in reading</p> <p>Mrs. White previously taught at Ocala</p>

Springs Elementary. In 2008-2009 school year 94% of her students scored proficient in reading, 83% scored proficient in math. Ocala Springs earned an A for the fourth year in a row and met 90% of AYP

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	District Recruiter	Charlee O'Reilly	Already Hired	
2	On-line Recruiting	Charlee O'Reilly	On-going	
3	School based mentoring will be utilized to provide guidance and support to new teachers. At the beginning of the school year, teachers who are new to the teaching profession are assigned to an onsite mentor so that they can receive personalized support and assistance throughout their first year of teaching. The mentoring program incorporates the components recognized in current research on effective new teacher induction models. Every effort is made to match the new teacher with a high quality, highly qualified teacher in their content and certification area at the school.	Principal	June, 2013	
4	Recruitment of under-represented and federally designated ethnic minority candidates at local colleges and universities.	Charlee O'Reilly District Recruiter and select Principals	On-going through-out the school year	
5	In addition, the following actions are taken by our school to retain teachers once they are hired: <ul style="list-style-type: none"> • Conduct a school orientation • Teacher breakfast • Develop and provide a new teacher support and assistance plan • Appoint a mentor teacher/share resources and skills • Orient to curriculum materials and school policies • Arrange for classroom visitations to observe strategies and techniques • Technology assistance • Solicit district assistance • Provide necessary training 	Principal	August - May	

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
None of our instructional staff or paraprofessionals are teaching out-of-field. 100%(42) None of our instructional staff received less than an effective rating. 100% (25)	Observe Highly Effective Teachers Professional Development- Marion County Instructional Evaluation System Data Planning Common Core Planning

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
27	3.7%(1)	22.2%(6)	48.1%(13)	25.9%(7)	0.0%(0)	100.0%(27)	11.1%(3)	3.7%(1)	66.7%(18)

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
Lisa Merian	Nancy Von Ohlen	Mentor is an experienced Second grade teacher with 16 years of experience. The mentee is also a Second grade teacher.	Meet with the teacher to introduce them to school policies and procedures, district policies and procedures, assist with curriculum , classroom management, etc

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

Anthony has several programs that coordinate with other state and federal dollars available and integrate federal and state programs, so the school can meet state and NCLB requirements. Title I funds will be provided to support after-school tutoring. Funds from federal, state, and local programs such as: IDEA-funding paraprofessionals; Title I – funding staff development, personnel, and materials; Title IV – Red Ribbon Program; and Voluntary Pre-K program through the Learning Coalition are integrated to meet all student needs.

Title I, Part C- Migrant

District funds are used to purchase:

- School supplies,
- Provide an After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families . Families must meet the federal eligibility to participate in the program.

Title I, Part D

N/A

Title II

Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment to supplement education programs Technology in classrooms that will increase the instructional strategies provided to students and for Instructional software that will enhance literacy and math skills of struggling students and early childhood students. (For Middle and High Schools Title II – Part D funds are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.)

Title III

Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals....) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. When necessary, the district's homeless liaison is instrumental in supporting the needs of the students at Anthony Elementary with clothes, shoes, and school supplies for students designated as homeless.

Supplemental Academic Instruction (SAI)

Students on free and reduced lunch qualify for Supplemental Education Services. This federal tutoring program is offered at Anthony through various tutoring organizations.

Title I Tutoring is also offered here at Anthony. Tutoring instructors utilize research-based academic materials and strategies to tutor students after school.

Violence Prevention Programs

Anthony Elementary School utilizes the D.A.R.E. Program through the Sheriff's Office for 5th grade students.

Behavioral Education Program(BEP) is utilized as a Tier II intervention strategy. The goal of this program is to prevent students who have difficulty with discipline at school from escalation and provide them with more frequent feedback on their behavior and support to prevent future problem behavior. Our focus is on class preparedness/readiness, character, and school-wide expectations. BEP is designed to positively motivate students to do their best, do what's right, and treat others the way they would like to be treated.

I Can Problem Solve is also utilized as a Tier II intervention strategy. During this program students learn how to problem solve and make good choices. This program assists in building character and social skills development. The school-wide expectations will also be promoted and students will also participate in lessons that positively motivate them to do their best, do what's right, and treat others the way they would like to be treated.

Nutrition Programs

During Physical Education, teachers instruct students on healthy eating and activities.

Breakfast Program- All students have the opportunity to eat a free and nutritious breakfast before school starts in the cafeteria.

A Fresh Fruit and Vegetable program funded by the USDA is available for all students through our Nutrition Services department. Our Marion County Health Department is coordinating efforts to complete our Wellness student screenings and provide our school clinic nurse.

Housing Programs

N/A

Head Start

Voluntary Pre-Kindergarten Program is state funded and offered at Anthony Elementary School during the school year.

Adult Education

N/A

Career and Technical Education

Once a year students have the opportunity to participate in Career Day.

Job Training

N/A

Other

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School....

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of our MTSS leadership team include the guidance counselor, principal and assistant principal, RtI teacher, classroom teacher, school psychologist, and the instructional coach.

Guidance Counselor (Sandra Bradshaw)-Maintains the records of the Student Assistance Team meetings, assists teachers in completing paperwork; including documenting intervention strategies, and ensures all necessary paperwork is completed by the classroom teacher to create a comprehensive review of a student's academic progress.

Principal/Assistant Principal (Ryan Bennett and Dawana Gary)- Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI on an on-going basis, ensures implementation of intervention in the classroom during III remediation time, assists teachers in completing paperwork; including documenting intervention strategies, and ensures students identified as non-proficient during PMP meetings are referred through the SAT process.

Classroom Teacher-Implements the core instruction, gathers core and intervention data for students on a regular basis, implements Tier I instruction, and coordinates with the RtI teacher to develop Tier II and Tier III strategies for select students.

School Psychologist (Stacy Heck)- Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation, and ensures all necessary paperwork is completed by the classroom teacher to create a comprehensive review of a student's academic progress.

Instructional Coach (Kim White)-Provides core and intervention recommendations to the classroom teacher and to the SAT committee, coordinates diagnostic testing that will be utilized to determine Tier II and Tier III interventions, progress monitors student data on an on-going basis, and provides staff development opportunities to assist teachers in making appropriate instructional decisions to support the academic progress of students.

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 MTSS Leadership Team, which is the problem solving team or SAT (Student Assistance Team) follows the following process:

Step 1: Problem Identification – identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention –Monitor progress and determine "Is it working?"

The implementation of SAT is a well defined process which begins with the completion of the SAT Request (STS # 35). The Marion County Student Assistance Team Packet guides the team through the process.

The leadership team with the exception of the teacher will meet weekly to identify and discuss school-wide issues and concerns. Monthly meetings will also be held with individual teachers to discuss classroom and individual student progress according to grade recommended interventions. The Principal and/or the Assistant Principal will facilitate these meetings. After each district benchmark assessment, August and November, the Principal and/or Assistant Principal will meet with the Leadership Team to discuss assessment data. Students who are performing below average will be identified and the team will provide interventions for the student and begin the RtI process.

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 MTSS Leadership Team reviews students' needs which includes math, reading, writing, and behavior to create and execute a plan to improve academics and behavior. Plans are monitored by tracking students progress using an ongoing progress monitoring approach. All members of the MTSS Leadership Team participate in the development of the school improvement plan.

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.

The PMRN and SAT will be used as a data management system to summarize tiered data for reading, mathematics, science, writing, and behavior . Once teachers have administered the FAIR assessments, data will be retrieved and input into the PMRN. This data management system will assist in decision making:

Examples of data management systems: Graphs (chart dog, teacher created, etc.), Focus Calender Assessments and Benchmark---Performance Matters, FAIR---PMRN

Describe the plan to train staff on MTSS.

Teachers will attend district MTSS trainings as well as meet as a grade level with the a principal and/or assistant principal for ongoing MTSS training, support, and monitoring. Stacey Heck, School Psychologist, will conduct MTSS professional development for teachers.

Describe the plan to support MTSS.

As a follow up, we will thoroughly offer more professional development to teachers through four specific modules during September 2012 and October 2012. On an as needed basis, teachers needing more assistance will work with the Assistant Principal and Guidance Counselor.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Ryan Bennett, Assistant Principal – Dawana Gary, Instructional Coach – Kim White, Guidance Counselors – Sandra Bradshaw, and Lead teachers from each grade level.

Lead Teachers from each grade level.

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

The LLT will meet once a month after school on a day and time convenient for the team. The LLT will analyze the effectiveness of the Instructional Focus Calendars for Reading, Math, and Science by the District Benchmark Progress Monitoring Assessment.

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

The primary focus of the LLT this year will be to train teachers on effective text structure lessons in all subject areas.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

STAGGER START is a district initiative to assist students in transition to local elementary schools. Six (6) students per day attending school the first four days giving staff the opportunity to administer assessment to develop a one-on-one relationship with students and to eliminate anxiety is the primary focus of STAGGER START. FAIR is a tool used to determine readiness needs.

Florida's Voluntary PreK, Headstart, Evenstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children.

A Title I Four Year Old Preschool Program is currently in place at Anthony Elementary. The TERA-3 (Test of Early Reading Abilities) is administered to identify students with low readiness rates, to inform instruction, and to evaluate success of the program. Early Literacy Learning Model (ELLM), a research based curriculum is implemented in all Title I preschool programs.

*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:	In grades 3rd - 5th, 86%(135) of students will achieve proficiency (FCAT Level 3) on the 2012-2013 FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3 - 45%(24), 4 - 50%(22), 5 - 45%(28)	86%(135)

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	In order to maintain or increase the amount of students achieving proficiency in reading, teachers must consider emotional and/ or social differences that students experience and adjust their educational climates to adapt to their students' level and pace of learning.	Teachers will plan differentiated instruction using evidence-based interventions within 90 minute reading blocks	Principal and Assistant Principal	Observations Data charts Review of Lesson Plans	FAIR
2	Knowledge of programs available and what those programs can offer students	Provide additional support to classrooms teachers and paraprofessional, modeling effective decision making for students needs and choosing appropriate materials for differentiated instruction	Principapl and Assistant Principal	Monitor small group instruction to ensure instructional leaders and paraprofessionals are following prescribed, designed schedules with implementation of research based programs.	Monitor differentiated instructional lesson plans to be outlined weekly within the 90 minute lesson planning.
3	Teachers must be able to motivate students to want to achieve learning gains in reading	Teachers will utilize Accelerated Reader to motivate students and encourage them to read frequently. Students will read independently as well as read class sets of novels	Principal and Assistant Principal	Review of Lesson Plans	FAIR
4	A lack of creative lesson plans	Teachers will utilize Ed Helper to create innovative lesson plans that align with the Reading Curriculum	Principal and/or Reading Coach	Review of Lesson Plans	FAIR

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.	N/A
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Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	In grades 3rd-5th, Students achieving above proficiency will increase from 25%(40) to 35%(56).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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25%(40)of our students in 3rd-5th grade earned a Level 4 or 5 of the 2011-2012 FCAT Reading.	35%(56) of our students in 3rd-5th grade will earn a Level 4 or 5 or the FCAT Reading in 2012-2013 school year
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints for enrichment activities	Implement more Accelerated Reader incentives. Encourage "Ticket to Read".	Principal, Assistant Principal and/Media Specialist	Monitor Data	Benchmark, FCA, FAIR, FCAT, and AR reports
2	In order to maintain or increase the amount of students achieving at above proficiency in reading, teachers must consider emotional and/ or social differences that students experience and adjust their educational climates to adapt to their students' level and pace of learning.	Teachers will plan differentiated instruction using evidence-based interventions within 90 minute reading blocks (including listening stations)	Principal and Assistant Principal	Observations Data charts Review of Lesson Plans	Bechmark, FCA, FAIR, and FCAT
3	A lack of creative lesson plans to motivate the high achievers.	Teachers will utilize Ed Helper to create innovative lesson plans that align with the Reading Curriculum	Principal and Assistant Principal	Review of Lesson Plans	Benchmark, FCA, FAIR, and FCAT

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.	N/A
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Reading Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	In 3rd-5th, 70%(112) of the students will achieve a learning gain in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(103) of our students in 3rd-5th grade achieved a learning gain on the 2011-2012 FCAT Reading.	74%(116)of our students in 3rd-5th grade will achieve a learning gain on the 2012-2013 FCAT Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In order to increase students achieving learning gains in reading, students need more individualized instructional time on their level.	Computer Assisted Interventions – My Reading Coach, Pearson Successmaker, FCAT Explorer, K-2 Waterford.	Principal and Assistant Principal	Data Charts (Analysis of computer program score reports)	Benchmark, FCA, FAIR, and FCAT
2	Teachers must be able to motivate students to want to achieve learning gains in reading.	Teachers will utilize Accelerated Reader to motivate students and encourage them to read frequently. Students will read independently as well as read class sets of novels	Media Specialist Teachers	AR points earned by students	AR 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 reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	80%(32) of students that are identified as performing at the lowest 25% will make learning gains on the Reading FCAT 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(24)	Out of the 67%(24) of students in the lowest 25% that did not make learning gains on the Reading FCAT in 2011-2012, 80%(32) will make learning gains on the 2012-2013 FCAT Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students within the lowest 25% may not receive additional assistance outside of school because of financial limitations	Title One Tutoring – Provided after school September through February. As well as SES tutoring will be provided October through May. Sessions based on individual provider specifications.	Assistant Principal	Principal Evaluation to district. SES Provider assessments SES Student Learning Plans	Benchmark, FCA, FAIR, and FCAT
2	The core curriculum may not be adequate enough for students at the lowest 25% in reading.	Response to Intervention is a process that will ensure that If students are struggling with the core curriculum, planned interventions are applied to help them catch up to their peers. Tiered Interventions in the classroom and during iii: Successmaker K-2 Waterford, Voyager, REWARDS, SRA Corrective Reading, Great Leaps, Read Naturally, Triumphs, Catching Kids Up with Acceleration	Principal and Assistant Principal	Observations Data chrts Review of Lesson Plans	Benchmark, FCA, FAIR, and FCAT

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 # 5A : AYE will reduce the achievement gap between all demographic groups by 100% in six years.
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	63	67	71	74	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	2012-2013 Adequate Yearly Progress in Reading will indicate that 80% of all students with disabilities will perform at or above level in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

38%(24)

2012-2013 Adequate Yearly Progress in Reading will indicate that 80% of all students with disabilities will perform at or above level in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the most challenging barriers in meeting AYP is providing adequate support for students with exceptionalities	Provide Support for ESE and Regular Education students utilizing the inclusion model as well as assign paraprofessionals to assist with student remediation and iii.	Principal and Assistant Principal	Observations Data charts Review of Lesson Plans	Benchmark, FCA, FAIR, and FCAT
2	Some students are uninterested in leisure reading	"Time for Kids" subscription	Teachers	"Time for Kids" activities completion	FAIR

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.

2012-2013 Adequate Yearly Progress in Reading will indicate that 80% of all of students ECONOMICALLY DISADVANTAGED will perform at or above level in Reading.

Reading Goal #5E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

55%(88) of our ED students scored at or above grade level on FCAT Reading 2012.

80%(115) of the Economically Disadvantaged students will achieve Adequate Yearly Progress on the 2012-2013 FCAT.

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	Some students need more practical input that relates to everyday life.	Utilize Engaged Classrooms, incorporating smart boards, document cameras, laptops, LCD projectors in grades 3-5 classrooms to provide more student engagement into our reading curriculum	Principal, Assistant Principal, and Teachers	Observations Data charts Review of Lesson Plans	Benchmark, FCA, FAIR, and FCAT
2	Students that are economically disadvantaged may not receive additional assistance outside of school because of financial limitations.	Title One Tutoring – Provided after school September through February. As well as SES tutoring will be provided October through May. Sessions based on individual provider specifications.	Principal and Assistant Principal	Observations Data charts Review of Lesson Plans	Benchmark, FCA, FAIR, and FCAT

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
Provide teachers with strategies for differentiating instruction in the areas of fluency, comprehension, and vocabulary.	K-5	Principal, Assistant Principal, and PLC Facilitator	Grade Level	Early Release	Review Lesson Plans Observe teacher during reading instruction	Principal and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Grades 1st, 2nd, and 3rd Elements of Reading Vocabulary	Reading Vocabulary Activities	Title One	\$1,980.00
After School Tutoring	Teachers and Paraprofessional Pay	Title One	\$10,601.00
Social Studies Weekly	Reading in the Content	Title One	\$350.00
			Subtotal: \$12,931.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Laptop, projector, and Elmo for classroom	Enhance learning through technology	Title One	\$2,847.00
			Subtotal: \$2,847.00
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
Time for Kids	Weekly classroom news magazine that motivates kids to read.	Title One	\$530.00
			Subtotal: \$530.00
			Grand Total: \$16,308.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

Students will score in the proficiency range according to the Grade Cluster Scale Score Proficiency Levels.

2012 Current Percent of Students Proficient in listening/speaking:

54% (13) of our students are proficient in Listening/Speaking as measured by the Cella

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have another language as their home language.	Students that are enrolled in the ESOL program will have daily assistance from an ESOL paraprofessional with their classroom setting. In addition to one on one assistance, students will have language support through Waterford and Earobics in the primary grades.	Assistant Principal and ELL paraprofessionals	Student grades and Waterford/SuccessMaker performance for the primary grades and SuccessMaker and Benchmark Assessments for grades 3rd - 5th.	Cella Assessment

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:

Students will score in the proficiency range according to the Grade Cluster Scale Score Proficiency Levels.

2012 Current Percent of Students Proficient in reading:

42% (10) of the students are proficient in Reading as measured by CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have another language as their home language.	Students that are enrolled in the ESOL program will have daily assistance from an ESOL paraprofessional with their classroom setting. In addition to one on one assistance, students will have language support through Waterford and Earobics in the primary grades.	Assistant Principal and ELL paraprofessionals	Student grades and Waterford/SuccessMaker performance for the primary grades and SuccessMaker and Benchmark Assessments for grades 3rd - 5th.	CELLA Assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:

At least 50% of students will be determined proficient based on the CELLA Assessment during the 2013 school year.

2012 Current Percent of Students Proficient in writing:

15% (2) of our ELL students are proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of appropriate language instruction.	Common Core Writing and the implementation of the Write Reflections program.	Principal and Assistant Principal	Monitor demand writings and weekly writing in the Write Reflections program.	Data from demand writing and weekly writings in the Write Reflections program.

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In grades 3rd-5th, 86%(135) of our students will achieve proficiency (FCAT Level 3) on 2012-2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3 - 46%(28), 4 - 51%(26), 5 - 32%(14)	86%(135)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students achieving proficiency in math may have a decline in scores due to a decline in interest, thus enrichment activities must be utilized to ensure that student proficiency levels increase and that they are being challenged.	Utilize Go Math Harcourt Math textbook and workbooks to implement strategies for enrichment.	Principal and Assistant Principal	Administrative walk-through, lesson plans, Successmaker Reports, FCA/Benchmark assessment results	District Mathematics Benchmark Assessment
2	Implementation of Next Generation Standards	Implement district calendar and instructional guidelines	Principal and Assistant Principal	Administrative walk-throughs, lesson plans, Successmaker Reports, FCA/Benchmark assessment results	District Mathematics Benchmark Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3rd-5th, Students achieving above proficiency will increase from 24%(39) to 50%(80)
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(39) of our students in 3rd-5th grade earned a Level 4 or 5 on the FCAT Math in 2011-2012 school year.	50%(80) of our students in 3rd-5th grade will earn a Level 4 or 5 on the FCAT Math in 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students achieving above proficiency in Math may have a decrease in scores do to not being challenged.	Intervention and enrichment activities with focus on problem solving and measurement to ensure that students' proficiency levels increase.	Principal and Assistant Principal	Review Lesson Plans Observe teacher during math instruction	District Mathematics Benchmark Assessment
2	Lack of knowledge of programs available and what those program can offer students	Maintain the use of technology in the classroom and the computer lab, including but not limited to FASTTMath, SuccessMaker, FCAT Explorer and VMath	Principal and Assistant Principal	FASTTMath Fact Fluency Reports and Successmaker Cumulative Gains reports will be reviewed at every data meeting to determine effectiveness and us of the intervention.	Copies of reports will be maintained in data notebooks

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning	
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gains in mathematics. Mathematics Goal #3a:	In 3rd-5th, 70%(112) of our students will achieve a learning gain on the 2012-2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(90) of all students tested on the 2011-2012 FCAT Math achieved a learning gains.	70%(112) of our students in 3rd-5th grade will achieve a learning gain on the 2012-2013 FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In order to increase the amount of students achieving proficiency in mathematics, teachers must consider emotional and/ or social differences that students experience and adjust their educational climates to adapt to their students' level and pace of learning.	Teachers will plan differentiated instruction and utilize paraprofessionals to assist them	Principal and Assistant Principal	Review Lesson Plans Observe teacher during math instruction	District Mathematics Benchmark Assessment
2	Lack of knowledge of programs available and what those program can offer students	Maintain the use of technology in the classroom and the computer lab, including but not limited to FASTTMath, SuccessMaker, FCAT Explorer and VMath	Principal and Assistant Principal	FASTTMath Fact Fluency Reports and Successmaker Cumulative Gains reports will be reviewed at every data meeting to determine effectiveness and us of the intervention.	Copies of reports will be maintained in data notebooks

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25%	
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making learning gains in mathematics. Mathematics Goal #4:	70%(46) of students that are identified as performing at the lowest 25% will make learning gains on the 2012-2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(30) of our students in the lowest 25%(66) made learning gains on the 2011-2012 FCAT Math.	70%(46) of students that are identified as performing at the lowest 25% will make learning gains on the 2012-2013 FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental awareness and understanding of what is available	Provide Supplemental Education Services to support individual student math needs	District	Data provided by SES tutoring companies will be reviewed at student PMP meetings	Copies of the data provided by SES tutoring companies
2	The core curriculum may not be adequate enough for students at the lowest 25% in mathematics. Response to Intervention is a process that will ensure that If students are struggling with the core curriculum, planned interventions are applied to help them catch up to their peers.	Tiered Interventions: Pearson Successmaker and FASTT Math.	Principal and Assistant Principal	Administrative Walk through, Review of Lesson plans, Successmaker reports, FCA/Benchmark results, FASTT math results.	District Mathematics Benchmark Assessment
3	Availability of after school tutoring programs for our students in the lowest 25%	Provide after school tutoring to focus on skills identified as needing improvement based on data gathered from multiple assessments.	Principal and Assistant Principal	Data meetings Teacher observation	After school tutoring data, Successmaker, and FASTT math data, District Benchmark Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # 5A : AYE will reduce the achievement gap between all demographic groups by 100% in six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	2012-2013 Adequate Yearly Progress in Math will indicate that 80% of all students with disabilities will perform at or above level in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (51)	80% of the students with disabilities will achieve Adequate Yearly Progress on the 2012-2013 FCAT Math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the most challenging barriers in meeting AYP is providing adequate support for students with exceptionalities.	Provide Support for ESE and Regular Education using inclusion.	Principal and Assistant Principal	Review Lesson Plans Observe teacher during math instruction	District Mathematics Benchmark Assessment
2	Availability of after school tutoring programs for our SWD.	Provide after school tutoring to focus on skills identified as needing improvement	Principal and Assistant Principal	Data meetings Teacher observation	District Mathematics Benchmark Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	2012-2013 Adequate Yearly Progress in Mathematics will indicate that 80% of all of students ECONOMICALLY DISADVANTAGED will perform at or above level in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (41)	80% of the Economically Disadvantaged students will achieve Adequate Yearly Progress on the 2012-2013 FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not know basic facts to automaticity and lack number sense knowledge	Continue with basic math program, FASTT Math Provide math manipulatives and materials to support hands-on-math	Principal and Assistant Principal	Observations Data charts Review of Lesson Plans	District Mathematics Benchmark Assessment
2	Availability of after school tutoring programs for our ED students.	Provide after school tutoring to focus on skills identified as needing improvement based on data gathered from multiple assessments.	Principal and Assistant Principal	Data meetings Teacher observation	District Mathematics Benchmark Assessment

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AIMS Math	K-5	Principal, Assistant Principal, and AIMS consultant	School Wide	Sept. 2012	Hands on math activities Classroom Walkthroughs	Principal and Assistant Principal
SME 3 Training	K-5	Principal and Assistant Principal	School Wide	Sept. 2012 and Monthly	Review SME 5 Data Monthly	Principal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring	Teachers and paraprofessional pay	Title One	\$10,601.00

Subtotal: \$10,601.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Laptop, projector, and elmo	Enhance learning through technology	Title One	\$2,847.00
			Subtotal: \$2,847.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AIMS Math Workshop	Hands on math activities - Common Core	Title One	\$7,695.00
			Subtotal: \$7,695.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$21,143.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		In 5th grade, 60%(26) of our students will achieve mastery on the 2012-2013 FCAT Science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29%(13) of 5th grade students achieved proficiency in Science on the 2011-2012 FCAT Science.		60%(26) of the 5th grade students will earn a Level 3 or higher on the FCAT Science in 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students might need more practice utilizing the scientific strategies	Teachers will implement AIMS Science strategies in their lessons	Teacher and Assistant Principal	Review Lesson Plans Observe teacher during Science instruction	Science District Benchmark Assessment
2	Utilize science leveled readers outside the science block.	Science leveled readers will be utilized during the reading and writing block to teach science vocabulary and increase comprehension of nonfiction text	Principal and Assistant Principal	Administrative walkthroughs and review of lesson plans	Benchmark, Unit Test, FCAs

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		N/A			
Science Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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.		In 5th grade we will increase our number of students achieving above proficiency on the FCAT Science by 10%			
Science Goal #2a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
10%(6) of our 5th grade students earned a Level 4 or 5 on the FCAT Science in 2011-2012.		20%(9) of our 5th grade students will earn a Level 4 or 5 on the FCAT Science in 2012-2013.			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of integrated materials for science instruction	Utilize AIMS Science to provide students with hands-on experiences prior to FCAT	Teachers and Assistant Principal	Review Lesson Plans Observe teacher during Science instruction	Science FCA Assessments and District Benchmark Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:	85%(37) of 4th grade students will earn a Level 4.0 or higher on the FCAT Writing in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(29) students earned a Level 3.0 or higher on the FCAT Writing in 2011-2012 school year.	85%(37) of 4th grade students will earn a Level 4.0 or higher on the FCAT Writing in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students working below state/ district proficiency level	Implement techniques from Write Reflections	Principal and Assistant Principal	Response to Intervention including graphs, data meetings, and constant monitoring	Classroom walkthroughs, lesson plans, and District Demand Writing
2	Lack of available time for Writing instruction due to required minutes for other core subjects	Continue to utilize Writing in the Content Area in order to improve our writing success	Principal and Assistant Principal	Data from District Demand Writings and classwork will be used to determine progress	District Demand Writing and FCAT Writes

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

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

Problem-Solving Process to Increase Student Achievement

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

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						

Write Reflections Workshop	K-5	Principal, Assistant Principal, and Write Reflections consultant	School Wide	August 2012 and October 2012	Classroom Walkthroughs, Lesson Plans, Progress Monitoring Plans	Principal and Assistant Principal
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Daily Orla Language	Writing grammar and conventions	Title One	\$510.00
			Subtotal: \$510.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Write Reflections Program	School wide writing program	Title One	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Write Reflections In-service	Learn how to implement the program.	Title One	\$1,200.00
Write Reflections In-service	Model lessons for teachers	Title One	\$1,200.00
			Subtotal: \$2,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,910.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Anthony Elementary School students will attend school at 97% (340) attendance rate during the school year 2012-2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (326)	Anthony Elementary School students will attend school at 97%(340)attendance rate during the school year 2012-2013.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
30	15
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
15	10

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent understanding how important it is that their child/children attend school on a regular basis.	The primary goal is to discourage nonemergency absences, such as leaving early for vacation, going on vacation, family reunions, and doctor appointments during the middle of the day.	Attendance Clerk, Guidance Counselor, Social Worker	Child Study meetings on the students that have poor attendance	Attendance Reports
2	Motivate students on the importance of making sure that attend school.	Establish an incentive program for students with poor attendance	Attendance Clerk, Guidance Counselor, Social Worker	Monitor students who are receiving incentives to see if attendance has improved.	Attendance Reports

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

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

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

Attendance Budget:

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

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:	In 2011-2012 there were 80 discipline incidents reported. Student Discipline Incidents will decrease by 50% in the school year 2012-2013.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
40	20				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
30	15				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
20	10				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
10	5				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students need extra positive reinforcement	Positive Behavior System (PBS) will focus on class preparedness/readiness, character, and school-wide expectations. PBS is designed to positively motivate students to do their best, do what's right, and treat others the way they would like to be treated.	Principal and Assistant Principal	Analysis of behavior graphs	SMS Student Behavior Reports
2	Students need consistency with rules and expectations	Character Education Program (Teach the Anthony Elementary School Rules by Setting Matrix school-wide)	Principal and Assistant Principal	Analysis of referrals	SMS Student Behavior Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus: PBS(Positive Behavior System)	Prek-5	Assistant Principal	Grade Level	Grade Level meetings	Administrative walkthroughs to see if teachers are implementing the PBS program.	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior System Positive Reinforcements	Treats, Field Trips, Rewards, Treasure Box items, Awards.	School based	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

End of 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>	50%(175) of all parents and guardians will participate in one or more school related activities outlined in our Parent Involvement Plan.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2,600 hours of volunteer time	3,000 hours of volunteer time

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	Some parents may be unaware of school expectations	Each parent will receive a parent compact in the beginning of the school year	Assistant Principal	Returned document signed by parent	Parent Survey
2	Students may misplace notes and may not relay information accurately to their parents.	Each child will receive a planner where teachers and parents will communicate	Teachers	Teachers will check planners to ensure that students and parents are utilizing them.	Parent Survey
3	Parents may not have the knowledge and the skills to assist their children with achievement on the FCAT	Parents will be invited to FCAT night	Principal and Assistant Principal	RSVPs Sign In Sheet	FCAT Test

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Planners	Parent and Teacher communication	Title One	\$1,600.00
			Subtotal: \$1,600.00
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: \$1,600.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
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
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Grades 1st, 2nd, and 3rd Elements of Reading Vocabulary	Reading Vocabulary Activities	Title One	\$1,980.00
Reading	After School Tutoring	Teachers and Paraprofessional Pay	Title One	\$10,601.00
Reading	Social Studies Weekly	Reading in the Content	Title One	\$350.00
Mathematics	After School Tutoring	Teachers and paraprofessional pay	Title One	\$10,601.00
Writing	Daily Orla Language	Writing grammar and conventions	Title One	\$510.00
Suspension	Positive Behavior System Positive Reinforcements	Treats, Field Trips, Rewards, Treasure Box items, Awards.	School based	\$200.00
Parent Involvement	Planners	Parent and Teacher communication	Title One	\$1,600.00
				Subtotal: \$25,842.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Laptop, projector, and Elmo for classroom	Enhance learning through technology	Title One	\$2,847.00
Mathematics	Laptop, projector, and elmo	Enhance learning through technology	Title One	\$2,847.00
Writing	Write Reflections Program	School wide writing program	Title One	\$5,000.00
				Subtotal: \$10,694.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	AIMS Math Workshop	Hands on math activities - Common Core	Title One	\$7,695.00
Writing	Write Reflections In-service	Learn how to implement the program.	Title One	\$1,200.00
Writing	Write Reflections In-service	Model lessons for teachers	Title One	\$1,200.00
				Subtotal: \$10,095.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Time for Kids	Weekly classroom news magazine that motivates kids to read.	Title One	\$530.00
				Subtotal: \$530.00
				Grand Total: \$47,161.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (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.



No. Disagree with the above statement.

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

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.

Projected use of SAC Funds	Amount
Positive Behavior Program incentives, Student incentives for attendance, honor roll, student of the month, and other achievements.	\$200.00

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

The School Advisory Council(SAC) will bring together stakeholders: faculty, staff, parents, business leaders, and community members in order to promote our Mission Statement. SAC will review school performance data and determine the causes of low performance. Then advise the school on it's SIP.

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

Marion School District ANTHONY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	75%	67%	50%	268	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	65%	58%			123	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?	55% (YES)	73% (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					519	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Marion School District ANTHONY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	76%	71%	53%	276	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%	57%			118	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?	50% (YES)	57% (YES)			107	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					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested