

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: VILLAGE GREEN ELEMENTARY SCHOOL

District Name: Dade

Principal: Henry Fernandez

SAC Chair: Elena Crego

Superintendent: Alberto Carvalho

Date of School Board Approval: PENDING

Last Modified on: 10/24/2012

Gerard Robinson, Commissioner
Florida Department of Education
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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)
Assis Principal	Tania C. Vega	BS Elementary Education, Minor: Mathematics Education MS- Guidance and Counseling K-12 Certification: Educational Leadership, anticipated completion Spring 2010	15	5	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 70% 93% 87% 91% 66% High Standards Math 70% 93% 91% 91% 59% Lrng Gains-Rdg. 78% 77% 80% 80% 58% Lrng Gains- Math 82% 82% 82% 82% 65% Gains Reading -25% 79% 63% 68% 68% 65% Gains Math-25% 88% 77% 85% 85% 63%
Principal	Henry Fernandez	Social Science Grades 5-9 Social Worker K-12 Educational Leadership	3	18	'12 '11 '10 '09 '08 School Grade A A C A C High Standards Rdg. 70% 93% 67% 75% 66% High Standards Math 70% 93% 68% 78% 59% Lrng Gains-Rdg. 78% 77% 58% 67% 58% Lrng Gains-Math 82% 82% 74% 74% 74% Gains Reading- 25% 79% 63% 76% Gains Math-25% 88% 77% 85%

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)
N/A					

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. Monthly Dept. Chair meetings with Administration	Principal	Ongoing	
2	2. Partnering new teachers with veteran teachers	Assistant Principal	Ongoing	
3	3. Provide in-house leadership opportunities	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
0 - number of teachers who are less than effective 1 - number of teachers non-highly qualified	We are providing Professional Development as they are offered by the District to enhance the individual's teaching capacity.

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
30	0.0%(0)	26.7%(8)	50.0%(15)	23.3%(7)	40.0%(12)	96.7%(29)	13.3%(4)	3.3%(1)	80.0%(24)

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title II

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

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III

These funds are used to supplement and enhance the programs of the English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs via ELLIS computerized Program in order to develop and enhance language and literacy skills
- Parent outreach activities
- Referral to behavioral/counseling services as needed by families
- Professional development on best practices for ESOL and content area teachers
- Reading and supplementary instructional materials for ELL population

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

The Student Services Department provides the Safe and Drug-Free Schools Violence Prevention Program to address violence and drug prevention and intervention services for students through the curriculum. Additionally, the school offers a nonviolence and anti-drug program to students via classroom instruction.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and

Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Village Green Elementary hosts an annual Career Day for students Pre-Kindergarten through fifth grade. Students view an array of presentations exposing them to possible career tracks.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

Mr. Henry Fernandez (Principal)- Ensures that the school-based MTSS/RtI Team is meeting; oversees the data from school-wide, district, and state assessments, provides necessary resources for implementing interventions for students requiring additional academic support as illustrated in the data, and ensures professional development to support RtI Implementation.

Ms. Tania C. Vega (Assistant Principal)- Assist the principal with the above tasks and follow-up with any needed adjustments to the curriculum as reflected in the data considered. Plan for professional development for teachers to improve classroom instruction. Guide teachers on the use of the District's K-12 Reading Plan; facilitate and support data collection; assist with data analysis; review data with teachers; train and support teachers on obtaining data from the subtests of the Florida Assessments for Instruction in Reading (FAIR); follow-up with teachers on using data in their classrooms to differentiate reading instruction; model strategies for reading instruction based on scientifically based reading research appropriate in specific classrooms and with specified groups of students. Provide training and support for individuals who will be responsible for working with students using interventions; and identify students to be added/removed from intervention groups as new data is made available.

Ms. Elizabeth Socarras (Psychologist)- Assist with data collection and analysis; prepare and present data reports to the MTSS/RtI team; provide the Team with any other pertinent information on students who have been referred to Student Services. Aid in identifying student to be added/removed from intervention groups as new data becomes available.

Ms. Lida Menendez(Math Curriculum Support)- Serves as link to the District and share any new information on the implementation of the MTSS/RtI model with the Team; assist in data collection and analysis; prepare and present reports to the MTSS/RtI team; aid in identifying students to be added/removed from intervention groups as new data is made available. Follow-up with teachers on using data to drive their classroom instruction.

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/RtI Team will meet weekly on a day when all members are available. The Team will review all new data which has become accessible since the previous meeting, e.g. District Baselines, District Interims, FAIR, and On-going Progress Monitoring (OPM). Classrooms and individual students will be identified as not meeting, meeting or exceeding benchmarks. The Team will use this information to identify professional development needs and resources that are available to enhance differentiating core instruction as well as interventions. These needs will be discussed with teachers in PLCs, giving colleagues the opportunity to share Best Practices and thereby augment the instruction in their grade levels/departments.

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/RtI Leadership Team meets with the Educational Excellence School Advisory Committee (EESAC) and principal to help develop the School Improvement Plan.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will address the individual needs of each student group and implementation of supporting needed strategies to ensure student academic success.

MTSS Implementation

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

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - *adjust the delivery of curriculum and instruction to meet the specific needs of students
 - *adjust the implementation of behavior management systems
 - *adjust the allocation of school-based resources
 - *drive decisions regarding targeted professional development
 - *create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- Florida Comprehensive Assessment Test -FCAT
- Florida Assessments for Instruction in Reading - FAIR
- Math and Science Assessments
- School site specific assessments
- Student Grades
- Behavior

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

Describe the plan to train staff on MTSS.

1. Training for all administrators in the MTSS/RtI problem solving, data analysis process;
2. Providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Henry Fernandez, Principal
- Tania C. Vega, Assistant Principal
- Lissette Riera, MTSS/RTI Facilitator
- Ana Simeon, Media Specialist
- Carmen Irons, SPED Teacher
- Elena Dawes, Gifted Teacher/EESAC Chairperson
- Yuri Soliman-Palomo, ELL Teacher
- Karen Proaño, Science/Mathematics/SS Teacher
- Stephanie Pascual, Grade Level Chairperson for Gr. K-2

- Elena Dawes, Grade Level Chairperson for Gr. 4-5
 - Marcelo Proaño, Parent
- Felix Perez, Community Member

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

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. During school site visits, the District team will review the minutes from RLT meetings and have a dialogue with principals regarding the meetings. The principal will provide necessary resources to the RLT. The reading coach will serve as a member of the Reading Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Reading Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

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

The principal will promote the RLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the RLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

The principal will follow the District's plan for clarifying and communicating the proper role for the reading coach to other school site administrators and teachers. The principal and the reading coach will annually sign the Reading Coach Compact that outlines the role of the reading coach and ensures effective use of the coach at the school site. The principal will use instructional data to direct the work of the reading coach ensuring teacher and student needs are being met. According to the District's plan, the reading coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. Examples include modeling effective strategies for teachers, providing professional development, differentiated instruction, monitoring progress, and analyzing student data. The reading coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling effective strategies for teachers. However, the reading coach will work to ensure high-fidelity implementation of reading instruction. The reading coach's log on the PMRN and daily/weekly schedule will validate the effective use of the reading coach.

The principal and the reading coach will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPEGS Goal Setting form, and School Improvement Plan, when planning professional development for the school. The principal and reading coach will meet regularly to collaborate about the needs of teachers and students. During these meetings the reading coach will advise the principal regarding professional development planned based on follow up visits from classroom observations. The principal will also update the reading coach about district and state reading requirements that could impact reading instruction at the school. Additionally, the principal and the reading coach will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

Principals will survey reading coaches to determine specific materials necessary for supporting the role of the reading coach. Principals will obtain materials for the reading coach whenever possible and evaluate on-going needs throughout the year. The principal will use student assessment data to continually evaluate the resources needed to meet the needs of teachers and students. Principals should include these resources in a professional library established for all staff when applicable. Title I funds and discretionary funds may be used to purchase these resources. Principals may request, when available, District K-12 CRRP funds to assist in purchasing professional development materials.

The principal will ensure that the reading coach uses the online coach's log on the Progress Monitoring Reporting Network (PMRN) by:

- analyzing the biweekly entries of the reading coaches on the PMRN; and
- monitoring time spent on specific activities to ensure alignment to the K-12 CRRP.

Principals will conference with reading coaches on a biweekly basis in order to discuss trends and determine if accommodations need to be made to the reading coach's schedule in order to best impact student achievement.

The principal will monitor lesson plans during regular classroom visitations. Principals will evaluate what they see

instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the reading coach and the school administrator.

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading coach;
- directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data
- monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations; and the principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. If the data demonstrates a weakness in reading, the principal will encourage the teacher to incorporate reading into their SMART goal which is part of the IPEGS Goal Setting Process. During the IPEGS mid-year process, a conversation will take place relative to progress on meeting the goal. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction.
- monitoring the teacher's use of data driven instruction during classroom visitations.

The principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. If the data demonstrates a weakness in reading, the principal will encourage the teacher to incorporate reading into their SMART goal which is part of the IPEGS Goal Setting Process. During the IPEGS mid-year process, a conversation will take place relative to progress on meeting the goal. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction.

The data study team will meet approximately five times per year: at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the district RTI model, school site staff will meet as needed to identify and target intervention for students. Additionally, each school site's RTI team will schedule data chat meetings to include teachers, reading coaches, school psychologist, and administrators.

The principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. Data will come from the previous year's outcome measures, on-going progress monitoring assessments and in-program assessments.

The principal will suggest that teachers include reading as one of the SMART goals on the IPEGS Goal Setting Form. During the IPEGS mid-year process, a conversation will take place relative to progress on meeting the goal. Team meetings and data chats can serve to support teachers as they analyze student reading data. Teachers will be provided with the opportunity to participate in professional development as needed throughout the school year.

Based on progress monitoring data, intervention will be provided to teachers. Dependent upon the degree of need, intervention will be provided through professional development, both from the school site reading coach, and Regional Center Curriculum Support Specialist. The school site administrator will ensure that teachers in need of intervention are provided the support and resources needed in order to eliminate the area of need.

Based on student data, classroom walk-through observations and input from the reading coach, the principal will identify classroom teachers who are successfully implementing the essential elements of reading. These classrooms will be established as model classrooms for other teachers to visit. Teachers in need of support may have an opportunity to observe a model classroom in action, practice the new behavior in a safe context and apply the behavior with peer support in the classroom. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, reading coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

The Principal will ensure that time is provided for professional development and grade group meetings. The following opportunities are present contractually for principals to meet with teachers and provide professional development: (1) bi-monthly faculty meetings, (2) two designated professional development days annually, (3) five early release days a year for secondary teachers; weekly early release days for elementary teachers, and (4) daily planning time for all teachers that may be used for grade group/department meetings. Additionally, funds from the K-12 CRRP may be used to provide release time for teachers to visit and observe other master teachers as a source of professional development. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching, mentoring and visiting model classrooms. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP) or IPEGS Individual Growth Form.

Principals will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departamental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida office provides principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The principal will share his/her findings with teachers through conferencing addressing strengths and areas of concern including pedagogy, environment, and depth of instruction. Assistance will be provided by school support staff including the reading coach, and mentor teachers as needed.

Once finalized, the 2010-2011 K-12 Comprehensive Research-Based Reading Plan will be disseminated to all of the staff prior to the Opening of School meeting. At the Opening of School meeting, the principal will explain this document explicitly to the entire staff. The principal will reference the K-12 CRRP, monitor and review it throughout the year at regularly scheduled staff meetings.

The principal will establish monthly school-wide reading goals. The students will be encouraged to participate in several reading activities including: book clubs, literacy clubs, book fairs, and Accelerated Reader and reading contests.

The principal will provide time for the media specialist to attend grade-level planning meetings so that collaborative planning between the media specialist and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media specialist will positively impact media center circulation. In secondary schools, Language Arts and Reading teachers will plan collaboratively with the library media specialist and schedule regular visits to the media center for the purpose of instruction and checking out library materials. The principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals. Additionally, the principal will encourage the media specialist to be a member of the Reading Leadership Team.

The principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

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.

The goals for the transition from Pre-K to Kindergarten are independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In addition to social skills, students develop the concept of sharing with peers, participating in group games, and taking turns during activities and games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work on gross motor skills such as running, jumping, galloping, and marching. To develop fine motor skills, students work on lacing cards, stacking items and holding writing tools appropriately to improve motor perception. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and print. When necessary, modifications are made to the VPK objectives.

At Village Green Elementary School, all incoming kindergarten students are assessed upon entering kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Village Green Elementary School has one Voluntary Prekindergarten (VPK) class, three prekindergarten classes for Student with Disabilities (SWD), and one Project Ready Schools class for students 4 years or younger whose parents attend Adult English classes at the school. The High-Scope Curriculum is utilized and pre-academic skills are addressed. Pre-K students may be evaluated using the the Houghton Mifflin Early Growth Indicators Benchmark Assessment, the Social Responsiveness Scale, the Phonological and Early Literacy Inventory (PELI), the Batelle Developmental Inventory II, and the Devereux Early Childhood Assessment (DECA). Kindergarten students are evaluated using the FLKRS and the Florida Assessment for Instruction in Reading (FAIR). Assessments provide a measure of program effectiveness. The classroom teachers and Reading Coach are responsible for all assessments and evaluations. Communication to parents is in the form of the CONNECT-ED telephone system, letters, the school website, and face to face contact with parents involved in the English Language Learners (ELL) adult classes. Parent conferences are scheduled throughout the year. Interim progress reports are sent home. Teachers and parents communicate via telephone, agendas, and emails on a regular basis. Parents have access to student

grades and school resources through the Parent Viewer and Parent Portal via district website. Evaluation for VPK and SWD Pre-K classes is conducted through the use of district guidelines. Staff effectiveness is assessed through Instructional Performance Evaluation and Growth System (IPEGS). The Ready School Program and the Barbara Bush Program are both used to assist parents and students in the transition into the school kindergarten environment through structured and guided activities that involve parents in the school setting and in their children's classroom. Local daycare providers in the community are identified and lines of communication are established in order to keep parents informed of expectations and to assist in identifying the needs of incoming kindergarten students.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a fulltime highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults.

The Houghton Mifflin Early Growth Indicators Benchmark Assessment is used to assess skills three times a year. There are two classes comprising of Reverse Mainstream Models. These classes are comprised of developmental delayed and language impaired students There are 16 ESE students and 8 role models in two classes. The students are assigned to the class by the Pre-K ESE office.

*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.

*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?

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?

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](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 35% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the number of students achieving proficiency by 2 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(63)	36%(67)

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	The results of the 2011-2012 FCAT Reading Test indicate that 35% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase the number of students achieving proficiency by 2 percentage point.	During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and relationships.	MSTT/ RTI Leadership Team Media Specialist	. Ongoing classroom assessments focusing students' knowledge of word meanings and relationships 1.	Formative: District Baseline and Interims Summative: 2013 FCAT Assessment
2	1.1. The area of deficiency as noted on 2011 administration of the FCAT reading test was the category of Vocabulary.	During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and relationships.	RTI Leadership Team	Ongoing classroom assessments focusing students' knowledge of word meanings and relationships	Formative: District Baseline and Interims Summative: 2012 FCAT 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 reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 49% of students achieved levels of 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(67)	37%(69)

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	The area which showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was the reporting category of Informational Text and Research Process. Improving comprehension strategies exposing them to inferential text. Utilization of exemplar texts, Scholastics News.	Use real-world documents such as how-to articles, brochures, fliers and websites using text features to locate, interpret and organize information.	Leadership Team	Ongoing classroom activities focusing on the reporting category of Reference and Research and students use of critical thinking strategies.	Formative: District Baseline and Interims Ongoing classroom assessments Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012-2013 FCAT 2.0 Reading Test indicate that 78% of students made learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(96)	83%(102)

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	Improving comprehension utilizing informational text.	Update computer lab schedule in order to optimize usage of computers to ensure the implementation of Success Maker for 15 minutes, 3 times per week per student in order to increase reading comprehension. Increase exposure to informational text.	Leadership Team	Review Success Maker reports to ensure students are making adequate progress.	Formative: District Baseline and Interims Summative: 2013 FCAT Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011 2012 FCAT 2.0 Reading Test indicate that 79% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(26)	84%(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	As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains decreased by 13 percentage points. Students continue to require a structured intervention program. Resources were limited in implementing a program with fidelity. The reporting category as noted on the 2012 FCAT was reading application.	Implement tutoring before and after school 2 times per week utilizing Success Maker. Structured intervention based on benchmarks via Title III tutoring for ELL students after-school.	MSTT/RTI Team	Review Success Maker data reports to ensure progress is being made and adjust intervention as needed.	Formative: District Baseline and Interims Successmaker Reports Summative: 2013 FCAT Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
WHITE: 80%(8) HISPANIC: 70%(122)	WHITE: 94%(9) HISPANIC: 76%(132)

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:
ELL: 58%(20)	ELL 68%(23)

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 48%(13)	SWD: 54%(15)

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:

5E. Economically Disadvantaged students not making satisfactory progress in reading.	Our goal from 2011-2017 is to reduce the percent of non-
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Reading Goal #5E:	proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 69%(93)	ED: 73%(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
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						

Reading Budget:

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

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:			Based on the 2012 CELLA data, 46% of students were proficient in oral skills) (listening and speaking)		
2012 Current Percent of Students Proficient in listening/speaking:					
46%(68)					
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	Once anticipated barrier to increasing the percentage of students acquiring and attaining English language proficiency in oral skills (listening and speaking) on the 2013 CELLA is the limited availability of ELLIS in intermediate grades.	One strategy that will be implemented to increase and maintain English language proficiency for these studtns is the submission of a proposal/grant to increase the number of compuers using the ELLIS program.	Administration	Data usage from ELLIS computer programs.	ELLIS Program 2013 CELLA scores

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:			Based on the 2012 CELLA data 27% of students were proficient in reading		
2012 Current Percent of Students Proficient in reading:					
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	One anticipated barrier to increasing the percentage of students acquiring and attaining English language proficiency in reading on the 2013 CELLA is	One strategy that will be implemented to increase and maintain English language proficiency for these students is the submission of a	Administration	Data usage from ELLIS computer programs.	ELLIS Program 2013 CELLA

the limited availability of ELLIS.	proposal/grant to increase the number of computers using the ELLIS program in the intermediate grades.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2012 CELLA data, 45% of students were proficient in writing.
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2012 Current Percent of Students Proficient in writing:

45%(65)

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 anticipated barrier to increasing the percentage of students acquiring and attaining English language proficiency in reading on the 2013 CELLA is the limited availability of ELLIS.	One strategy that will be implemented to increase and maintain English language proficiency for these students is the submission of a proposal/grant to increase the number of computers using the ELLIS program.	Administration	Data usage from ELLIS computer programs.	ELLIS Program 2013 CELLA

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT 2.0 Mathematics test indicated that 34% of students achieved proficiency (Level 4 and 5). Our goal is to increase the number of students achieving levels 4 and 5 to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(66)	40%(75)

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	Another area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Number and Operations	. Develop a computer lab schedule to increase utilization of computer lab time. Teachers will create individualized plans and lessons for students based on benchmarks being taught or requiring remediation.	Leadership Team	MSTT/RTI Leadership Team Ongoing assessments based on data from Successmaker and Examview along with Interim Assessment will determine effectiveness.	Formative: District Baseline and Interims Summative: Results from the 2013 FCAT Mathematics 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:	
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.	The results of the 2011-2012 FCAT 2.0 Mathematics test indicated that 34% of students achieved proficiency (Level 4
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Mathematics Goal #2a:	and 5). Our goal is to increase the number of student achieving levels 4 and 5 to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(63)	36%(67)

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. Another area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test was Number and Operations Students will participate in Successmaker.	2.1. Develop a computer lab schedule to increase utilization of computer lab time, and to ensure the usage of programs including FCAT Explorer, Riverdeep, Success Maker, and Gizmo during small group/ independent practice.	2.1. Leadership Team	2.1. RTI Leadership Team	2.1. Formative: District Baseline and Interims Assessments Summative: Results from the 2011 FCAT Mathematics 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 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:	On the 2011-2012 FCAT 2.0 Mathematics Test, 82% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gain by 5 percentage points to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(101)	87%(107)

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	1As noted on the 2012 FCAT Mathematics administration, students making learning gains increased by 10-percentage points when compared to the 2011 FCAT mathematics Test. One area of deficiency is Geometry and Measurement.	Provide concrete real-world examples by infusing literacy into the mathematics block. Provide contexts for mathematical exploration and the development of student understanding of number and operations by supporting the use of manipulatives and engaging opportunities for practice. FCAT Parent workshop will be held during school hours. Mathematic/Science Night will be held to promote mathematics/science concepts. Mathematics Intervention groups are scheduled.	Leadership Team	Review formative bi-weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy.	Formative: District Baseline and Interims Summative: Results from 2013 FCAT Mathematics Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2011-2012 FCAT Mathematics Test, 88% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation in order to increase the percent of students in the lowest 25% making learning gains to 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

88%(27)

93%(29)

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	The percentage of students in the lowest 25% making learning gains in mathematics remained the same. The barrier affecting progress was the fidelity of the intervention programs which was affected by funding.	Mathematics intervention groups will be implemented with fidelity within classrooms on a daily basis. Students will be grouped according to Interim Assessment Data. The master schedule is created so as to lower teacher-student ratio during instruction.	Leadership Team	Review Success Maker data reports to ensure progress is being made and adjust intervention as needed.	Formative: District Baseline and Interims Summative: 2013 FCAT Assessment

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

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

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:	Our goal from the 2011-2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
WHITE: 90%(9) HISPANIC: 69%(120)	WHITE: 91%(9) HISPANIC: 78%(136)

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:	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 59%(20)	ELL : 68%(23)

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 41%(11)	SWD: 60% (16)

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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 68%(92)	ED: 74% (100)

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				

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
GIZMOS	¾	Mario Junco	All Mathematics Teachers	Spring 2013	Class Walk-throughs	Assistant Principal, Math Liaison
SUCCESSMAKER	K-5	Elena Dawes	All Teachers	Fall 2012-Spring 2013	Data Reports / Student Usage Reports	Leadership Team
THINKCENTRAL	K-5	Grade Chairs	All Teachers	2012-2013 School Year	Student Work	Leadership Team

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 administration of the Science FCAT 2.0 , 39% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is 41% achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(21)	38%(23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One area of deficiency according to three years of trend data has been Physical and Chemical Sciences. Students need to develop higher order thinking skills in order to increase levels of proficiency.	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills.	Leadership Team	Teams will review the results of school site assessment data to monitor student progress.	Formative: District Baseline and Interims Quarterly Assesments Summative: 2013 FCAT
2		Utilize AIMS books as part of curriculum in grades 3-5.	Teachers	Effective utilization of the program on a weekly basis.	Student Data
3		Have a School-Wide Science Fair.	Science Leader	Student/Class Projects	Project Grade

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:	On the 2012 administration of the Science FCAT 2.0, 13% of students scored above proficiency (FCAT Level 4 and 5.) The expected level of performance for 2012 is 15% above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(8)	15%(9)

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 need additional support in the implementation of Classroom Related directed inquiry labs. The anticipated barrier is the lack of scientific inquiry skills.	Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor students in the area of scientific inquiry skills.	Leadership Team/Science Liaison	Inquiry Labs will be reviewed periodically using a rubric to be sure students are making progress and that adjustments are being made as necessary.	Formative: School-developed rubric Summative: 2013 FCAT
2		School-wide Science Fair	Leadership Team/Science Liaison	Science Liaison	Science Project Fair
3		Utilizations of STEM curriculum in grades 3-5	Leadership Team/Science Liaison	Science Liaison	Quarterly results FCAT Science scores

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
District PD	K-5	District Personnel	Teachers	2012-2013	All attendees will hold a PD at school site for Best Practices.	Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
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:		On the 2012 administration of the FCAT 2.0 Writing Test, 88% of students achieved proficiency . Our goal for the 2012-2013 school year is to maintain the number of students achieving proficiency at 89%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
88%(59)		89%(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
	An area of deficiency as noted on the 2011-	Teachers will implement a school-	Leadership Team	Teachers will administer monthly writing prompts	Formative- One published piece

1	<p>2012 FCAT Writing Test was in Support. An anticipated barrier is that students have not been exposed to process writing. Inclusive of building vocabulary and focus on conventions.</p>	<p>wide Writer's Workshop during the writing block, using a limited amount of time, in order to acquaint students to writing with time constraints. Teachers will include an opening session, a timed work period, and a closing session where students will have the opportunity to learn from their peers. This will enable them to become accustomed to the FCAT Writing time limits, as well as give them the opportunity to hear how others utilize Support and Elaboration in their writing.</p> <p>School will implement a school-wide monthly focus calendar, by grade level with monthly prompt. The goal being one published piece a month.</p>		<p>and report results to the Reading Coach. Data analysis will be used to measure improvement during monthly grade level meetings.</p>	<p>per month, reflecting the writing process.</p> <p>Summative- 2013 FCAT Writing Assessment – Fourth Grade</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>				
<p>2012 Current Level of Performance:</p>		<p>2013 Expected Level of Performance:</p>		
<p>Problem-Solving Process to Increase Student Achievement</p>				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>No Data Submitted</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
Writing Standards/ Exemplar LEssons	1-5	District	Teachers	October 2012 and ongoing as necessary	Writers Workshops Best Practices	Leadership Team

Writing Budget:

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

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:	Our goal for the 2012-2013 school year is to increase attendance to 97.17% by minimizing absences due to illnesses and truancy, and to create a climate where parents, students, and faculty feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.67%	97.17%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
86	82
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

33						31
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	The average daily rate of attendance decreased due to lack of communication from parents.	Identify and refer students who may be developing a pattern of nonattendance to the Attendance Review Committee (ARC) for intervention services.	Principal and counselor	Weekly updates to Administration by the TCST and to entire faculty during faculty meetings.	ARC Logs and attendance rosters	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:		Our goal for the 2012-2013 school year is to maintain or decrease the total number of suspensions.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
0		0			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
1		1			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
0		0			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
1		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
1	Parents are unfamiliar with the Student Code of Conduct and are unaware of the reasons for their child's suspensions.	The school's Guidance Counselor will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Guidance Counselor	Monitor Parents Contact Log for evidences of communication with parents of students who have been placed on indoor suspension.	Parent Communication Log. Parent sign-in Log/Parental Involvement Monthly School Report.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Our goal is to increase the amount of parental involvement in school-wide activities by at least 5%			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
52%		57%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Limited understanding of student data. For example, parent's limited knowledge of Interim Assessment and Baseline scores, Florida Assessment for Instruction in Reading (FAIR), and the FCAT 2.0 and its impact in teaching and student learning.	Parents and selected grade level students are invited to attend a workshop (FCAT Parent Night)focusing on District and State-mandated tests where data will be disseminated and explained to enable parents to gain a better understanding of test scores and student achievement.	Administration Leadership Team Student Services	Parent Sign-in Sheets/Attendance Rosters and Post-event Surveys.	Attendance Rosters and Parent Surveys.

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
Parent Resource Fair	All grade levels (K-5)	Elena Dawes	School-wide	August 29, 2012	Logs and rosters	Administration/ Leadership Team

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
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

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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
The projected SAC funds are approximately 1800.00. The school will meet via SAC and vote for the academic plan which best fits the goals of the SIP and student achievement.	\$1,800.00

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

Review and ensure the goals of the SIP are in compliance. Discuss the budget and devise an academic plan by which to disburse funds.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District VILLAGE GREEN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	93%	77%	76%	339	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	77%	72%			149	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?	63% (YES)	77% (YES)			140	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					628	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District VILLAGE GREEN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	91%	85%	67%	330	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	71%	74%			145	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?	76% (YES)	85% (YES)			161	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					636	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested