

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: OLD TOWN ELEMENTARY SCHOOL

District Name: Dixie

Principal: Karen Tillis

SAC Chair: Pauline Mills

Superintendent: Mark Rains

Date of School Board Approval: October

Last Modified on: 10/19/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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)
		Elementary			Outstanding Evaluations: 2007-2012 2008-09: School Grade-A Meeting High Standards in Reading: 83% Math: 86% Writing: 98% Science: 47% % Making Learning Gains in Reading: 69% Math: 68% % Of Lowest 25% Making Gains in Reading: 70% % Of Lowest 25% Making Learning gains in Math: 67% 2009-10: School Grade-A % Meeting High Standards in Reading: 80% Math: 89% Writing: 75% Science: 60% % Making Learning Gains in Reading: 67% Math: 71% % Of Lowest 25% Making Gains in

Principal	Karen Tillis	Education K-6 and Educational Leadership	11	5	<p>Reading: 65% % Of Lowest 25% Making Learning gains in Math: 74% 2010-11 School Grade-A % Meeting High Standards in Reading: 80%</p> <p>Math: 89% Writing: 75% Science: 60% % Making Learning Gains in Reading: 67% Math: 71% % Of Lowest 25% Making Gains in Reading: 65% % Of Lowest 25% Making Learning gains in Math: 74 2011-2012: School Grade A Reading Satisfactory: 61% Math Satisfactory: 64% Writing: 77% Science: 60% Reading Gains: 71% Math Gains: 69% Reading Bottom 25%: 71% Math Bottom 25%: 58%</p>
Assis Principal	Chris Lord	Elementary education K-6, Guidance, and Educational Leadership	7		<p>Outstanding Performance as Guidance Counselor 2007-2010 Outstanding Performance as Assistant Principal 2010-2011 2010-11 School Grade-A 2009-10: School Grade-A High Standards in Reading: 80% Math: 89% Writing: 75% Science: 60% Making Learning Gains in Reading: 67% Math: 71% Lowest 25% Making Gains in Reading: 65%</p> <p>Lowest 25% Making Learning gains in Math: 74% 2010-11 School Grade-A Meeting High Standards in Reading: 80% Math: 89% Writing: 75% Science: 60% Learning Gains in Reading: 67% Math: 71% Lowest 25% Making Gains in Reading: 65%</p> <p>Lowest 25% Making Learning gains in Math: 74 2011-2012: School Grade A Reading Satisfactory: 61% Math Satisfactory: 64% Writing: 77% Science: 60% Reading Gains: 71% Math Gains: 69% Reading Bottom 25%: 71% Math Bottom 25%: 58%</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					<p>2000-2012: Outstanding Performance Evaluations 2008-09: School Grade-A Meeting High Standards in Reading: 83% Math: 86% Writing: 98% Science: 47% Making Learning Gains in Reading: 69% Math: 68% Lowest 25% Making Gains in Reading: 70%</p>

Reading	Susan Crise	Elementary Education PE K-12	25	11	<p>Lowest 25% Making Learning gains in Math: 67%</p> <p>2009-10: School Grade-A Meeting High Standards in Reading: 80% Math: 89% Writing: 75% Science: 60% Making Learning Gains in Reading: 67% Math: 71% Lowest 25% Making Gains in Reading: 65%</p> <p>Lowest 25% Making Learning gains in Math: 74%</p> <p>2010-11 School Grade-A Meeting High Standards in Reading: 80% Math: 89% Writing: 75% Science: 60% Making Learning Gains in Reading: 67% Math: 71% Lowest 25% Making Gains in Reading: 65%</p> <p>Lowest 25% Making Learning gains in Math: 74</p> <p>2011-2012: School Grade A Reading Satisfactory: 61% Math Satisfactory: 64% Writing: 77% Science: 60% Reading Gains: 71% Math Gains: 69% Reading Bottom 25%: 71% Math Bottom 25%: 58%</p>
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EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Recruitment Fairs sponsored by NEFEC	Administration	On-Going	
2	Mentor/Teacher Program through school	Administration	June 2013	
3	On-site professional development provided to new teachers throughout year	Administration and Reading Coach	On-Going	
4	Teach In Florida Website	Administration	On-Going	
5	Reading Coach as Mentors	Reading Coach and Staff	On-Going	

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]).

<p>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.</p>	<p>Provide the strategies that are being implemented to support the staff in becoming highly effective</p>
<p>All 2012-2013 Old Town Elementary School faculty and staff are in-field</p>	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
34	2.9%(1)	38.2%(13)	20.6%(7)	44.1%(15)	23.5%(8)	73.5%(25)	26.5%(9)	0.0%(0)	47.1%(16)

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
Kaycee Bush	Latashia Sanchez	A Talented Kindergarten Teacher who is Able to Teach Other Adults. Her Evaluations are Effective in Student Achievement and Classroom Management.	Observations of Both Mentor and Mentee Classrooms, Shared Planning Time for Lesson Plans and Development, and Open Conversations with Administration with Mentor and Mentee Present.

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 provides OTES with funding for one intervention teacher, percentage of the reading coach, and four paraprofessionals. Additional intervention is provided through the SES providers after school. Title I assists in getting parental involvement by providing training for parents so that they can assist their children in their education. Title I funds are used to support classroom teachers with materials such as library books and research-based instructional materials.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II provides research based professional development during the year to increase student achievement. Title II also provides a teacher at OTES.

Title III

Services are provided through the district for educational materials and ELL district support services.

Title X- Homeless

Under the McKinney-Vento Act, homeless students are identified yearly for additional support from the district. The district works to provide homeless students with materials such as backpacks and school supplies.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Bully Intervention Program: The guidance counselor works with grade K-5 to discuss issues associated with bullying.

DARE: The Dixie County Sheriffs office provides an officer to instruct students on the following issues: drugs, abuse, theft, bullying, and fighting. Services under Safe and Drug Free Schools also provide school resource officers as needed at OTES.

ABE:

Nutrition Programs

OTES has universal free breakfast and lunch. In addition, our district provides the school with a Wellness Plan. The plan has activities and guidance for school parties and healthy snack alternatives. OTES also has PE 5-days a week for increased physical activity.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

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.

Karen Tillis: Principal
Chris Lord: Assistant Principal
Christy Sache: Guidance Counselor
Susan Crise: Reading Coach
Faith Hill: District ESE

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 leadership team meets on a quarterly basis to discuss the goals of the MTSS/RtI process and make data based decisions. Because MTSS/RtI addresses the needs of all students, the MTSS/RtI problem solving process is the driving force for all academic and behavioral decisions. We evaluate universal assessment data three times a year which guides our budget and professional development needs. The team is responsible for bringing other stakeholders to the meetings(data chats) such as district ESE staff. This team also ensures that MTSS/RtI is being done with fidelity and documentation of goals and strategies are being maintained. Grade level meetings occur bi-monthly and the leadership team schedules time to meet with each grade. The grade-level teams are responsible for communicating with parents regarding tiered instruction and interventions.

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?

All members of the MTSS/RtI Leadership Team and all classroom teachers assisted in the development of objectives and goals for SIP. The guiding questions provided in the SIP were given out to teams of teachers and an action plan for each section was developed. In addition, parents were invited to the meetings and had an opportunity to review the plan before submitted.

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.

Universal Assessments or Baseline Data: FCAT, PMRN, Stanford 10, FAIR, Discovery Education, rite Score, Failure Free, Achieve 3000, Study Island, STAR reading and ,math
Progress Monitoring Data: Unit Assessments, Teacher-Created Assessments, Benchmark Assessments, Discovery Mini Benchmark Assessments, Study Island Benchmark Assessments
Mid-Year Assessments: FAIR, Discovery, Write Score, Failure Free, Achieve 3000 and STAR
End of Year: FCAT, Stanford 10, FAIR, Discovery, Write Score, Failure Free, Achieve 3000 and STAR
Behavior is monitored through Office Referrals, Notice of Concerns, and the ABE program.

Describe the plan to train staff on MTSS.

Professional Development for MTSS/RTI was completed during a 3-day summer workshop. The reading coach then meets with new and individual teachers to discuss skills and strategies. The quarterly and monthly meetings are also a great time to train and discuss individual teacher needs on the MTSS/RTI process. During August of 2012, the MTSS/RTI leadership team attended a workshop on MTSS/RTI updates and law. This will be shared during half-day professional development. The Leadership Team will ensure that research-based interventions and strategies are being used and will provide on-going professional development

Describe the plan to support MTSS.

The Leadership Team will continue to support MTSS/RTI through meetings and trainings. In addition, our new district walk-throughs has a section to check for MTSS/RTI fidelity.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Karen Tillis-Principal
Chris Lord- Assistant Principal
Susan Crise-Reading Coach
Gail Rains-5th Grade Intervention Teacher
Jamie Jones-3rd Grade Teacher
Erin Lord-1st Grade Teacher
Latashia Sanchez-Kindergarten Teacher
Melissa Smith-4th Grade Teacher

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

The leadership team meets on a quarterly basis to discuss the goals of reading throughout the school. We evaluate universal assessments which guides are decisions about budget and professional development needs. This team also ensures that MTSS/RTI is being done with fidelity and documentation of goals and strategies are correct. The reading coach is also responsible for scheduling quarterly and monthly meetings with grade levels and providing professional development, literacy initiatives, and parental involvement. The reading coach reports back to the team any needs she deems critical.

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

The major initiatives for the LLT during the 2012-13 school year is to involve more parents in literacy activities with their children during the school year. We are planning two make and take opportunities, parent involvement nights with AR, parent meetings in the morning, Cub Days, Art Nights, Technology Nights, and a History Fair.

*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.

Through VPK, all 4-years olds can attend OTES. Four to five times a year, our district office places articles in the paper to encourage parents to bring their children to school. Children are then screened on entrance so that early intervention can begin. Dixie district schools has waived half-day fees for all 4-year olds in the hope that more students will attend. OTES also accepts 3-year olds when a need for readiness skills is apparent due to any disabilities. Pre K teachers and Lead Aides are given yearly professional development through the Early Learning Coalition or district staff. In addition, yearly meetings occur to discuss vertical alignment of curriculum.

*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:	OTES will increase students scoring at achievement level 3 from 61% to 70%
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of OTES students scored at achievement level 3 in reading.	70% of OTES students will score at achievement level 3 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	Lack of Student Motivation	School-Wide Incentive and Academic Positive Referrals	Administration	Number of Students that Earn the 9-Week School-Wide Reward	Increase in Percentage of Students Earning Academic Positive Referrals and 9-Week Rewards
2	Attendance	District is Increasing the Consequences for Students and Parents That Fail to Adhere to the District School Attendance Policy. School Incentive Program	Administration, Guidance Counselor, and District Office	Monitor the Attendance Records and 9-Week Reward Program	Percentage of Students Attending School
3	Current Reading Core Curriculum Doesn't Meet Needs of Educator or Learning in Terms of Higher Order Instruction	Teachers Incorporating the Common Core State Teachers Learning Text Complexity, Close Reading, and Comprehension Instructional Sequence in Grade 3-5	Administration, Reading Coach, and Classroom Teachers	Progress Monitoring Assessments: Discovery, Achieve 3000, Study Island, and Fair	Stanford 10 and FCAT 2.0 2013

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
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:	OTES will increase students scoring at or above achievement level 4 from 27% to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% of OTES students scored at or above achievement level 4 in reading.	29% of OTES students will score at or above achievement level 4 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	Poor Test Taking Strategies	Students will Learn the Proper Test Taking Strategies such as Self-Checking and Time Management.	Administration Classroom Teachers	Progress Monitoring Scores: Discovery, Achieve 3000, Study Island, and FAIR	FCAT Percentage of Students Scoring 4s and 5s.
2	High Level Instruction During Enrichment Classes	Teachers Incorporating the Common Core State Standards in Grades K-2 Teachers Learning Text Complexity, Close Reading, and Comprehension Instructional Sequence in Grade 3-5	Administration, Reading Coach and Classroom Teachers	Progress Monitoring Scores: Discovery, Achieve 3000, and Study Island Principal Data Chats Classroom Video of K-5 Read-Alouds and Close Reading	FCAT Percentage of Students Scoring 4s and 5s
3	Lack of Enrichment Activities for Students	Start a History and Career Fair at OTES Start an Art Fair	Susan Crise (History)(Art)and Christy Sache (Career) will Organize and Classroom Teachers Will Monitor	Participation of Students in Science History, and Career Fairs	FCAT Percentage of Students Scoring 4s and 5s

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:	OTES will maintain students performing at high levels on the Alternate Assessment in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3) students scored at Achievement Level 7 or above	100%(3) students will score at Achievement Level 7 or above.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	District is Increasing the Consequences for Students and Parents That don't Adhere to our District School Attendance Policy. School Incentive Program	District, Guidance, and Teacher	Maintaining the Number of Students Scoring at High Levels on the AA	Percentage of Students Scoring at Level 7 and Above

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:	OTES will increase students scoring making learning gains to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of OTES students made learning gains in reading.	75% of OTES students will make learning gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transference of Skills and Strategies to Assessments.	Teachers will use the Gradual Release of Responsibility to Instruct Reading Strategies: Making Connections, PAS, and QAR. Once Students can use Independently with Texts, Teachers will then Repeat the Instructional Process using the Same Strategies During Assessment Preparation.	Teachers	Compare Data From Week-to-Week Cold Reads Comprehension Assessments	FCAT Percentage for Learning Gains
2	Time and Resources for RtI Intervention Groups	Start a Breakfast Club for Students to Work in the Computer Lab Before School	Classroom Teachers	Increase in Percentage of Students Completing A.R., KidBliz and Study Island Activites	Discovery, Achieve 3000, and Study Island
3	Teachers Level of Understanding for Differentiated Instruction and Materials to Support Differentiated Instruction	Training on Differentiated Instruction and The use of Leveled Technology Through Centers	Reading Coach and Classroom Teachers	Observation from Walk-Throughs RtI Data and Effectivness of Instruction	FCAT Percentage for Learning Gains
4	Lack of Parental Support	Increase Opportunities for Parents to be Involved with Their Children: Family Science Nights, Parent Make and Take Workshops, Art Night, Teaching Parents About Instrucitonal Technology, History and Career Fairs, and Cub Days	Administration, Reading Coach, and Classroom Teachers	Agenda and Parent Sign-Ins	Sign-In Sheets

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:	OTES will maintain 100%(3) of students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3)OTES students made learning gains in reading	100%(3) OTES will make learning gains in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transference of skills and strategies to assessments.	Teachers will use the gradual release of responsibility to instruct the reading strategies: Making Connections, PAS, and QAR. Once students can use independently with texts, teachers will then repeat the instructional process using the same strategies during assessment preparation.	Teachers	Progress Monitoring Assessments: Discovery Education	Percentage of Students Showing Growth on the AA

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:	OTES will increase students in lowest 25% making learning gains from 71% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of OTES lowest 25% made learning gains in reading.	72% of OTES students in the lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Wide Range of Reading Comprehension, Fluency, and Vocabulary Issues Among Students	Individualized Instruction Through the RtI Process	Classroom Teachers	Reviewing and Recording Weekly Cold Comprehension Assessments, RtI Monthly Meetings, and Principal Data Chats	Percentage on FCAT
2	Fluency	Consistent Fluency Practice using such Programs as Great Leaps, Failure Free Reading	Classroom Teachers	Fluency Timings	Increase in WPM
	Lack of Parental Support	Increase Opportunities for Parents to be Involved with Their Children: Family Science	Administration, Reading Coach, and Classroom Teachers	Agenda and Sign-in Sheets	Sign-In Sheets

3		Nights, Parent Make and Take Workshops, Art Night, Teaching Parents About Instructional Technology, History and Career Fairs, and Cub Days			
4	Lack of Tutoring for Students	SES Tutoring and Possible County Funded Tutoring	District Office and Title I	Progress Monitoring Assessments	Percentage of Students on FCAT Showing Growth

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 # OTES will have 90% of students reading at achievement level 3 by 2016-2017 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	70%	75%	80%	85%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	OTES will decrease white students not making satisfactory progress in reading by 10% OTES will decrease hispanic students not making satisfactory progress by 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 37% not making satisfactory progress in reading Hispanic: 66% not making satisfactory progress in reading	OTES will decrease white students not making satisfactory progress in reading to 27% OTES will decrease Hispanic students not making satisfactory progress in reading to 33%

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 and Resources for RtI Intervention	Start a Breakfast Club for Students to Work in the Computer Lab Before School	Teachers	Increase in Percentage of Students Completing A.R., KidBiz and Study Island Activities	Discovery, Achieve 3000, and Study Island

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:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	OTES will decrease the number of SWD not making satisfactory progress by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% of SWD did not make satisfactory progress in reading	OTES will decrease the percentage of SWD not making satisfactory progress in reading to 51%

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	Wide Range of Reading Comprehension, Fluency, and Vocabulary Deficiencies Among SWD	RtI Small Group Instruction Targeted to Individual Needs and Skills Continue the Reading Program, Failure Free	All Teachers that Instruct SWD Principal Reading Coach	RtI Grade-Level and School Team will Monitor RtI Data Sheets on a Monthly Basis Progress Monitoring: FAIR and Discovery Education Principal Data Chats	2013 FCAT Results
2	Time to Deliver Intensive Instruction to Students	Utilize the RtI Process for More Collaboration to Assist in Meeting the Needs of These Students	RtI Lead Team	Progress Monitoring: Fair and Discovery Education	2012 FCAT Results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	OTES will decrease the economically disadvantaged students not making satisfactory progress by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% of OTES economically disadvantaged students did not make satisfactory progress in reading	OTES will decrease economically disadvantaged students not making progress to 33%

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	Attendance	District is Increasing the Consequences for Students and Parents That don't Adhere to our District Attendance Policy.	Administration, Guidance Counselor, and District Office	Monitor the Attendance Records and 9-Week Reward Program	Percentage of Students Attending School

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
STAR Reading	2-5	Renaissance Learning	Teachers in 2-5	August 25, 2012 and September 29, 2012	Use of Programs	Administration and Teachers
CCSS with a Focus on Read-Alouds, Text Complexity, Close Reads, and CIS Model	K-5	Administration and Reading Coach	Teachers in K-5	On-Going	Agenda Sign-In Sheets, Follow-up Activities, and Lesson Plans	Administration
Achieve 3000	3-5	Achieve 3000	Teacher in 3-5	August 28, 2012	Monitor Usage Reports	Administration and Teacher
Discovery Education	K-5	Discovery Education	Teachers in 3-5	September 2012	Progress Monitoring Assessments	Administration and Teachers

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
Discovery Education	Computer Based Assessment Program with Additional Resources for Teachers	General Fund	\$5,180.00
			Subtotal: \$5,180.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000	Computer Based Program	General Fund	\$0.00
Renaissance Reading	STAR Assessment and RtI Program and AR Reading	Title I	\$4,100.00
			Subtotal: \$4,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Associates Reading	Assessment Readiness Instructional Books	Non-Adopted	\$2,400.00
			Subtotal: \$2,400.00
			Grand Total: \$11,680.00

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:				
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students 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
No Data Submitted				

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:	OTES will increase students scoring at achievement level 3 from 36% to 40%
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% of OTES students scored at achievement level 3 in mathematics.	40% of OTES students will score at achievement level 3 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Fluency of Basic Math Skills	Timed Math Fact Assessments and Math Facts in a Flash	Teachers	Grades and Data Collected From Timed Tests	Timed Test Results
2	Lack of Retention of Math Skills and Concepts From Previous Year	Daily Spiral Review with Acaletics and Math Warm-Ups	Teachers	Progress Monitoring Assessments: Big Idea Assessments from Go Math Series, Discovery Education, and Study Island	Percentage of Students Scoring at Level 3 and Above on 2013 FCAT
3	Lack of Differentiated Instruction During Math Classes School-Wide	After Second Progress Monitoring Assessment is Administered, Teachers will be Required to Pull Small Groups of Students to Remediate Skills Already Taught	Teacher	Progress Monitoring Assessments: Big Idea Assesments from Go Math Series, Discovery Education, and Study Island	Percentage of Students Scoring at Level 3 and Above on 2013 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	OTES will in increase students scoring at levels 4, 5, and 6 from 33%(1) to 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(1) of OTES students scored at levels 4, 5, 6 in mathematics.	100%(1) of OTES studnets will score at levels 4, 5, and 6 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Fluency of Basic Math Skills	Timed Math Fact Assessments and Math Facts in a Flash	Teachers	Grades and Data Collected From Timed Tests	Test Results

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	OTES will increase students scoring at or above achievement level 4 from 28% to 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% of OTES students scored at or above achievement level 4 in mathematics.	30% of OTES students will score at or above achievement level 4 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Critical Thinking Skills/Strategies in Math and Ability to Use Problem Solving Skills/Strategies	Target Critical Thinking Skills/Strategies by Explicit Instruction and Focus Math Journals Explaining how to Solve 2 and 3 Step Math Problems	Classroom Teachers	Student Work Teacher Observation Big Idea Assessments	Percentage of Students Scoring at Levels 4 and 5 on FCAT 2013
2	Lack of Teacher Understanding of Rigor and Enrichment Needed for Students to Score or Maintain Levels 4 and 5	Professional Development for Teachers in Grades 3-5 on Rigor and Enrichment	Administration	Lesson Plans, and Walk-Throughs	Percentage of Students Scoring at Levels 4 and 5 on FCAT 2012
3	Lack of Retention of Math Skills and Concepts from Previous Year	Daily Spiral Review with Acaletics and Math Warm-Ups	Teachers	Progress Monitoring Assessments: Big Idea Assesments from Go Math Series, Discovery Education, and Study Island	Percentage of Students Scoring at Levels 4 and 5 on FCAT 2012

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:	OTES will increase students scoring at achievement levels 7 and above to 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
OTES had 66%(2) students scoring at Achievement Level 7 in mathematics.	100%(2) students will score at achievement levels 7 and above in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Retention of Math Skills and Concepts from Previous Year	Daily Spiral Review with Acaletics and Math Warm-Ups	Teachers	Progress Monitoring Assessments: Big Idea Assessments from Go Math Series, Discovery Education, and Study Island	Percentage of Students Scoring at Levels 7 and and Above on AA

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:	OTES will increase students scoring making learning gains from 69% to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of OTES students made learning gains in mathematics.	70% of OTES students will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Maintaining Level 4s and 5s with Rigor Increase From 3rd Grade to 4th Grade and 4th Grade to 5th Grade	Acaletics Everglades Math Increasing Levels on Study Island to Enrichment	Administration and Classroom Teachers	Progress Monitoring Assessments: Big Idea Assessments from Go Math Series, Discovery Education, and Study Island	Percentage of Students Making Learning Gains on 2013 FCAT
2	Gap in Students Knowledge due to New Grade Level Standards and Progressing Towards CCSS in Mathematics	Vertical Team Meetings to Discuss Skills Needed for Success in Next Grade	Administration and Classroom Teachers	Progress Monitoring Assessments: Big Idea Assessments from Go Math Series, Discovery Education, and Study Island	Percentage of Students Making Learning Gains on 2013 FCAT
3	Integration of Technology into Math Instruction	Study Island and Math Facts in a Flash	Classroom Teachers	Progress Monitoring Assessments: Big Idea Assessments from Go Math Series, Discovery Education, and Study Island	Percentage of Students Making Learning Gains on 2013 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	OTES will increase students making learning gains from 50% to 100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(2) students made learning gains in mathematics.	100% of OTES will show learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Integration of Technology into Math Instruction	Study Island and Math Facts in a Flash Classroom	Teachers	Progress Monitoring Assessments: Big Idea Assessments from Go Math Series, Discovery Education, and Study Island	Percentage of Students Making Learning Gains on 2013 AA

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:	OTES will increase students in lowest 25% making learning gains from 58% to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of OTES students in the lowest 25% made learning gains in mathematics.	60% of OTES students in the lowest 25% will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Classroom Behavior of Students in Lowest 25%	Create a Behavior Plan and Positive Reinforcement for Students	Classroom Teacher	Observation	Positive Referrals
2	Lack of Fluency of Basic Math Skills	Timed Math Fact Assessments and Math Facts in a Flash	Classroom Teacher	Grades and Data Collected From Timed Tests	Timed Test Results
3	Excessive Absences of Students in the Lowest 25%	School-Wide Incentive Program	Administration and Classroom Teachers	Skyward	Data Showing an Increase in Student Attendance
4	Lack of After School Intervention Programs	Find Funds to have After-School Programs for Students	Administration	Progress Monitoring Assessments: Big Idea Assessments from Go Math Series, Discovery Education, and Study Island	Percentage of Students Showing Growth in the Lowest 25% on FCAT 2013

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # OTES will increase students scoring at achievement levels 3 an above by 25% by 2016-2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	69%	74%	79%	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	OTES will decrease white students not making satisfactory progress in reading by 10% OTES will decrease hispanic students not making satisfactory progress by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 39%(84) not making satisfactory progress in reading Hispanic: 40%(2) not making satisfactory progress in reading	OTES will decrease white students not making satisfactory progress in reading to 29% OTES will decrease Hispanic students not making satisfactory progress in reading to 35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Fluency of Basic Math Skills	Timed Math Fact Assessments and Math Facts in a Flash	Teachers	Grades and Data Collected From Timed Tests	Timed Test Results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	OTES will decrease the number of SWD not making satisfactory progress by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% of SWD did not make satisfactory progress in math.	OTES will decrease the percentage of students not making satisfactory progress in math to 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	Students with Disabilities Processing Issues, Lack of Background Knowledge, and Learning Gaps	Coordinate with ESE Teachers for Strategies and School Paraprofessionals Will Help with Interventions	Administration, Classroom Teachers	Progress Monitoring Assessments: Big Idea Assessments from Go Math Series, Discovery Education, and Study Island	Percentage of Students with Disabilities Scoring at Levels 3 or Higher on FCAT 2013

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	OTES will decrease the economically disadvantaged students
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Mathematics Goal #5E:	not making satisfactory progress by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% of OTES economically disadvantaged students did not make satisfactory progress in mathematics	OTES will decrease economically disadvantaged students not making progress to 33%

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	Gap in Students Knowledge due to New Grade Level Standards and Progressing Towards CCSS in Mathematics	Vertical Team Meetings to Discuss Skills Needed for Success in the Next Grade	Administration and Classroom Teachers	Progress Monitoring Assessments: Big Idea Assessments from Go Math Series, Discovery Education, and Study Island	Percentage of Students Making Learning Gains on 2013 FCAT

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Learning Wheels	K-5	Learning Wheels	Teacher in Grade K-5	September 15, 2012	Lesson Plans and Observations	Administration and Teachers

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
Renaissance Place	STAR Math	Title I	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Learning Wheels	Strategies and Games for Teachers to use in Classrooms	Title I	\$2,700.00
			Subtotal: \$2,700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Associates	Assessment Readiness Instructional Books	Non-Adopted Funds	\$1,991.00
			Subtotal: \$1,991.00
			Grand Total: \$6,691.00

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:			OTES will increase students scoring at achievement level 3 from 40% to 45%		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
40% of OTES students scored at achievement level 3 in science.			45% of OTES students will score at achievement level 3 in science.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Science Vocabulary	Inquiry Based Instruction with Vocabulary Development	Teachers	Discovery	2013 FCAT Scores
2	Ability to Read and Understand Non-Fiction Science Text	Increase time spent on vocabulary instruction and assess for mastery in grade K-4	Teacher and Students	Frequent Teacher-Created Vocabulary Assessments	2013 FCAT Scores and Grade-Level Vocabulary Assessments
3	Attendance	District is Increasing the Consequences for Students and Parents That Don't Adhere to our District School Attendance Policy. School Incentive Program	Administration, Guidance Counselor, and District Office	Attendance Records and 9-Weeks Reward Program	Monitor the Percentage of Students Attending School
4	Motivation for Learning Science	Fifth Grade Science Teacher Started Family Science Nights	Teachers and Volunteers	Agendas and Sign-In Sheets	Monitor the Number of Students that Attend the Family Science Nights
5	Low Scores in Physical Science	Teachers Understanding of Teaching Physical Science in Grades K-4	Administration and Teachers	Discovery	2013 FCAT Science

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:	OTES will increase students scoring at achievement levels 4 and 5 from 20% to 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% of OTES students scored at achievement levels 4 and 5 in science.	25% of OTES students will score at achievement levels 4 and 5 in science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core Science Curriculum Does Not Meet the Needs of Higher Level Learners and Thinkers.	Purchase Supplemental Texts such as Science Coach, SRA Science, and Study Island	Teacher	Discovery Assessments	2013 FCAT Scores
2	Time for Enrichment Activities	Family Science Night	Teacher	Agenda and Sign-In Sheets	Percentage of Students Attending Family Science Nights

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:	OTES will maintain 100%(1) student scoring at or above Achievement Level 7 in science
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1) students scored at or above Achievement Level 7 in Science	100%(1) student will score at or above Achievement Level 7 in science

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Time to Teach Science in a 3rd-5th grade ESE	Monitor Schedule to Ensure that Science is	Administration and Teacher	Progress Monitoring: Discovery Education,	Percentage of Students Scoring

1	Classroom	Integrated into the Reading and Math Curriculum		Lesson Plans, and Walk-Throughs	at Achievement Level 7 or Above in Science
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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
Learning Wheel Workshop	K-5	Debrah Harmon	K-5	September 2012	Increased Use of Materials Presented for Students	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Assessment and Targeted Skill Practice	Florida Coach, Science	Non-Adopted Funds	\$750.00
			Subtotal: \$750.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enrichment and Assessment	Discovery Education and On-Line Resources	General	\$5.00
Additional Daily Practice	Study Island	School-Based Budget	\$109.00
			Subtotal: \$114.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training for Discovery Education	Training on Accessing Reports and Materials	Title I	\$1,005.00
Training for Study Island	Program Training	School-Based Budget	\$0.00
Science Based Games and Resources for Students	Learning Wheels Science Workshops	Title I	\$5,100.00
			Subtotal: \$6,105.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,969.00

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:	OTES will increase students scoring at Achievement Level 3.0 and higher from 76% to 80% in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% of OTES students scored at Achievement Level 3.0 and higher in writing.	80% of OTES students will score at Achievement Level 3.0 or higher 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 Grammar Skills, Spelling, and Conventions in Writing	Vertical Planning to Develop a School-Wide Curriculum Map	Teachers	Lesson Plans and use of Curriculum Map	Percentage of Students Scoring at Achievement Level 3.0 or Higher
2	Fidelity in Grading	Use the company, Write Score, to Grade Student Work	Administration and Teacher	Data Analysis Between the Teacher and Write Score	Percentage of Students Scoring at Achievement Level 3.0 or Higher
3	Grade Levels Lack of Knowledge of Writing Expectations	CCSS Trainings, and Cross Grade Level Meetings at the End of the Year for Reflection and Discussion	Administration, Reading Coach and Teachers	Lesson Plans, Professional Development	Follow-Up Assignments and Walk-Through Data
4	Critical Writing Skills of Students...Brainstorming, Planning, and Supporting Ideas	Exposure and Connections Made with Well Written Text, Collin's Writing Training, and the Close Read Process	Teachers	Lesson Plans and Student Samples	Demand Writing Samples

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:	OTES will maintain 100%(1) scoring at level 4 or higher on AA writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1) student scored 4 or higher on the AA writing	100%(1) will score at level 4 or higher on AA 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	Critical Writing Skills	Brainstorming, Planning, and Supporting Ideas Exposure and Connections Made with Well Written Text	Teachers	Lesson Plans and Student Samples Demand Writing Samples	2013 AA Scores

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	The Company Write Score will Score Grades 3rd and 4th Demand Writes	General Fund	\$1,200.00
			Subtotal: \$1,200.00
			Grand Total: \$1,200.00

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:	OTES will decrease the number of students missing 10 or more days of school by 5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
38%(220) Students Missed 10 or More Days of School	35%(219) Students Will Miss less than 10 Days of School
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

38%(220) Students Missed 10 or More Days of School	35%(219)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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	Parental Apathy	School Truency Officer	Administration and Guidance	Guidance will pull Absences Monthly	Decrease in the Number of Students That Miss 10 or More Days of School
2	Parental Notification of Absences	Call System	Karsen Sapp	Daily Response of Parents	Same As Above
3	Head Lice	Continue to Work With Clinic and Health Department on the Education of Parents on How to Protect Students From Recurring Head Lice	School Nurses	Attendance Rate and Reoccurrence of Lice Rate with Targeted Students	Attendance Rate and Reoccurrence of Lice Rate with Targeted Students

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	OTES Will Decrease the Total Number of Out-Of-School Suspensions by 5
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
OTES had 51 In-School Suspensions	OTES expects to decrease IN-School Suspensions to 45
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
OTES had 51 In-School Suspensions	OTES expects to decrease IN-School Suspensions to 45
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
OTES had 18 Out-of-School Suspensions	OTES will decrease Out-of-School suspensions by 3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
OTES had 18 Out-of-School Suspensions	OTES will decrease Out-of-School suspensions to 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
1	Classroom Management of New Teachers.	New Teacher will Observe Their Mentors Classroom Management Techniques. Assistant Principal will Monitor Discipline Through Walk-Throughs and Office Referrals	Assistant Principal	Walk-Throughs	Number of Students Sent to Internal Suspension
	Lack of Awareness of Consequences for	ABE Discipline System	Assistant Principal	Data Through the ABE System	Number of Repeated

2	Inappropriate Behaviors				Discipline Referrals for Students
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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
Behavioral and Legal Issues for Administrators	K-5	FDLRS	Administrators and Guidance	August 2012	Share Information with Staff	Assistant Principal and Guidance

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal # 1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	OTES will increase parental involvement by 10% during our parent/teacher conference nights.

2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
OTES has on average of 65% of their parents participating in at least one parental involvement activity offered during the 2012-2013 school year.		OTES will increase parental involvement in parent/teacher conferences to 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	Parent Communication	Monthly Parent Home Connector, Conference Invitations, 9-Week Principal Letters Title I and District Involvement Guides	Administration, Guidance, and Teacher	Yearly Parent Surveys	Data From the Yearly Parent Survey
2	Communication for Parents During working Hours	2 Yearly Teacher/Parent Conferences Scheduled After School until 7:45.	District, Administration, and Classroom Teachers	Attendance	Sign-In Sheets
3	Parental Apathy	Learning Wheels Make and Take Workshop	Parent Involvement Committee	Attendance and Feedback Surveys	Sign-In Sheets
4	Lack of Participation in PTO/SAC	Work with PTO President to Encourage Activities That Involve Students and Have Meetings to Follow	Classroom Teachers	Attendance and Sign-in Sheets	Observation and Sign-in Sheets
5	Lack of Parental Involvement Activities	Parent/Teacher Conference Night, Learning Wheels Make and Take Workshop, Pre K-2 Christmas Program, Art Night, Technology Night, History Fair, Test Taking Strategies Night, 3-5 Spring Sing, PTO/SAC Meetings and Cub Days	Administration, Guidance, and Teachers	Agenda and Sign-in Sheets	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
Learning Wheels	Pre-5	Reading Coach	Teacher and Parents	November 2012	Teachers will monitor Parents/Students use of Materials and Strategies Based on Sign-in Sheets	Teachers
Parental Involvement Training	Pre K-5	FDLRS	Teachers	School Year 2012-13	Teachers will use Information Gained From Training to Involve Parents in Their Classrooms	Teachers

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Learning Wheels Make and Take Workshop	Resources Provided by Learning Wheels	Title I	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Night for Parents	Show Parents Technology Resources to Assist Students at Home and a Quick Reference Guide to Take With Them	None	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement Training	Provided by FDLRS	None	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Cub Day	OTES Sponsors Cub Day Three Times a Year. This is a Day where Grade Levels Focus on Science and Social Studies Through Art and Music	Grade-Level Accounts	\$1,200.00
			Subtotal: \$1,200.00
			Grand Total: \$3,200.00

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
Science	Assessment and Targeted Skill Practice	Florida Coach, Science	Non-Adopted Funds	\$750.00
Parent Involvement	Learning Wheels Make and Take Workshop	Resources Provided by Learning Wheels	Title I	\$2,000.00
				Subtotal: \$2,750.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Discovery Education	Computer Based Assessment Program with Additional Resources for Teachers	General Fund	\$5,180.00
Mathematics	Renaissance Place	STAR Math	Title I	\$2,000.00
Science	Enrichment and Assessment	Discovery Education and On-Line Resources	General	\$5.00
Science	Additional Daily Practice	Study Island	School-Based Budget	\$109.00
Parent Involvement	Technology Night for Parents	Show Parents Technology Resources to Assist Students at Home and a Quick Reference Guide to Take With Them	None	\$0.00
				Subtotal: \$7,294.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Achieve 3000	Computer Based Program	General Fund	\$0.00
Reading	Renaissance Reading	STAR Assessment and RtI Program and AR Reading	Title I	\$4,100.00
Mathematics	Learning Wheels	Strategies and Games for Teachers to use in Classrooms	Title I	\$2,700.00
Science	Training for Discovery Education	Training on Accessing Reports and Materials	Title I	\$1,005.00
Science	Training for Study Island	Program Training	School-Based Budget	\$0.00
Science	Science Based Games and Resources for Students	Learning Wheels Science Workshops	Title I	\$5,100.00
Parent Involvement	Parental Involvement Training	Provided by FDLRS	None	\$0.00
				Subtotal: \$12,905.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Curriculum Associates Reading	Assessment Readiness Instructional Books	Non-Adopted	\$2,400.00
Mathematics	Curriculum Associates	Assessment Readiness Instructional Books	Non-Adopted Funds	\$1,991.00
Writing	Write Score	The Company Write Score will Score Grades 3rd and 4th Demand Writes	General Fund	\$1,200.00
Parent Involvement	Cub Day	OTES Sponsors Cub Day Three Times a Year. This is a Day where Grade Levels Focus on Science and Social Studies Through Art and Music	Grade-Level Accounts	\$1,200.00
				Subtotal: \$6,791.00
				Grand Total: \$29,740.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> 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 10/16/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Academic Achievement Rewards Parent Involvement Art Program	\$4,500.00

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

Providing a school achievement trip for students.
Providing a supplemental salary for a teacher to provide art during library.
Providing a parent workshop in the Spring-Workshops in a Box

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

Dixie School District OLD TOWN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	87%	92%	70%	331	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%	67%			138	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?	59% (YES)	61% (YES)			120	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					589	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dixie School District OLD TOWN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	89%	75%	60%	304	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	67%	71%			138	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?	65% (YES)	74% (YES)			139	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					581	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested