

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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
Tallahassee, Florida 32399

School Name: NORTH SHORE K-8

District Name: Duval

Principal: Felicia W. Hardaway

SAC Chair: Christine Hall

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 11/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Felicia W. Hardaway	Bachelor of Arts English- 5 - 9 M. Ed- Ed Leadership K-12	2	8	<p>North Shore Elementary 2011 – 2012 Grade- B Reading Mastery- 31% Math Mastery- 54% Science Mastery- 35% Writing Mastery- 78% Reading Gains- 64% Math Gains- 85% Reading 25%- 81% Math 25%- 93%</p> <p>AP- Long Branch Elementary 2010-2011 Grade- A Reading Mastery- 55% Math Mastery- 82% Science Mastery- 23% Writing Mastery- 63% Reading Gains- 73% Math Gains- 82% Reading 25%- 73% Math 25%- 82% AYP- 100%</p> <p>AP- Long Branch Elem 2009-2010</p>

					Grade- C Reading Mastery- 42% Math Mastery- 61% Science Mastery- 3% Writing Mastery- 71% Reading Gains- 53% Math Gains- 80% Reading 25%- 50% Math 25%- 80% AYP- 92% made; AYP was not made in reading
Assis Principal	Charlene T. James	Bachelor of Arts English M. Ed- Admin and Supervision Certifications: ESOL, Middle Grade Language Arts 5-9, Educational Leadership	2	2	North Shore Elementary 2011 – 2012 Grade- B Reading Mastery- 31% Math Mastery- 54% Science Mastery- 35% Writing Mastery- 78% Reading Gains- 64% Math Gains- 85% Reading 25%- 81% Math 25%- 93% Instructional Coach- Eugene J. Butler Middle School 2010-2011 School Grade – D Reading Mastery30% Math Mastery28% Science Mastery – 17% Writing Mastery – 76% Reading Gains– 52% Math Gains–65% Reading 25% – 69% Math- 25% 77% Butler Middle did not make AYP 2009-2010 – Eugene J. Butler Middle School School Grade – D Math Mastery– 36% Reading Mastery– 33% Science Mastery– 16% Writing Mastery– 84% Math Gains– 58% Reading Gains– 50% Math 25%– 63% Reading 25%– 68% Butler Middle did not make AYP

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)
Science	Candice Glover-Bullock	B.A. Psychology B. A. Elem Education M.Ed Supervision & Admin	2	3	North Shore Elementary 2011 – 2012 Grade- B Reading Mastery- 31% Math Mastery- 54% Science Mastery- 35% Writing Mastery- 78% Reading Gains- 64% Math Gains- 85% Reading 25%- 81% Math 25%- 93% North Shore Elementary 2010-2011 Science Mastery- 20% (up 10%) Huntington Middle School- 2009 – 2010 AYP- 100% Science Mastery- 90% Huntington Middle School 2008-2009 AYP- 100% Science Mastery- 89%
					North Shore Elementary 2011 – 2012 Grade- B Reading Mastery- 31% Math Mastery- 54% Science Mastery- 35% Writing Mastery- 78% Reading Gains- 64%

Instructional	Brooke A. Cobbin	B.A. Criminology Elementary Certification Master of Curriculum and Instruction and Elementary Education	2	2	Math Gains- 85% Reading 25%- 81% Math 25%- 93% Long Branch Elementary 2011 3rd grade teacher School Grade: A Reading Proficiency 64%, Math Proficiency 71%: Reading Gains- 75% (3rd grade retained) Math Gains- 100% (3rd grade retained) Lowest 25% Reading- 75% (3rd grade retained) Lowest 25% Math- 100% (3rd grade retained) AYP- 100% Long Branch Elementary 2010 3rd grade teacher School Grade: C Reading Proficiency 42% Math Proficiency 61% School did not meet AYP
Math	Mary McDougal	M.S. Family and Consumer Sciences B.S. Family and Consumer Sciences Elementary Certification Math 5-9 Certification	3	2	District Scores North Shore Elementary 2011 – 2012 Grade- B Reading Mastery- 31% Math Mastery- 54% Science Mastery- 35% Writing Mastery- 78% Reading Gains- 64% Math Gains- 85% Reading 25%- 81% Math 25%- 93%

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	<ol style="list-style-type: none"> 1. Provide all Beginning teachers with mentor and instructional support 2. Provide all teachers opportunities to receive research-based professional development in both content and pedagogy (i.e. Differentiated Instruction, Best Practices, Classroom Instruction that Works, Data Analysis, Technology Integration, etc.) 3. Develop and monitor individual plan of action (IPDP) and timeline to strengthen teacher skills 4. Administrators and instructional coaches will model lessons in classrooms 5. Partnership with University of Florida's Lastinger Program to develop master teachers 	Administrators, School-Based Instructional Coaches, PDF Administrators, Teachers, School-based Instructional Coaches Administrators, School-Based Instructional Coaches, PDF Administrators and school-based coaches Administrators, School-Based Instructional Coaches, PDF	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]).

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
N/A	

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
44	18.2%(8)	52.3%(23)	25.0%(11)	9.1%(4)	29.5%(13)	100.0%(44)	2.3%(1)	0.0%(0)	13.6%(6)

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
Toni Daniels Lee	Kimberly Fowlwe	Ms. Fowler is a 1st year kindergarten teacher and Ms. Daniels is an exemplary kindergarten teacher.	Modeling/planning/Based on Needs Assessment
Candace Beam	Emily riffin	Ms. Griffin is a 1st year TFA 2nd grade teacher and Ms. Beam is an exemplary 2nd grade teacher.	Modeling/planning/Based on Needs Assessment
Felecia Hancock	Kimberly Parrish	Ms. Parrish only needs to exit the MINT program and she and Ms. Hancock both teach 1st grade.	Modeling/planning/Based on Needs Assessment
Toni Daniels	Lordslienne Exantus	Ms. Exantus is a 1st year kindergarten teacher and Ms. Daniels is an exemplary kindergarten teacher.	Modeling/planning/Based on Needs Assessment
Shannon Brennan	Reneka Williams	Ms. Williams is a 1st year 2nd grade teacher and Ms. Brennan is an exemplary 2nd grade teacher.	Modeling/planning/Based on Needs Assessment
Terri Washington	Opal Menchan	Ms. Menchan is returning to Duval County as a 5th grade teacher and Ms. Washington is the team leader and an exemplary 5th grade teacher	Modeling/planning/Based on Needs Assessment
Toran Lott	Philena Rozier	Ms. Lott is a 1st year 1st grade teacher and Ms. Rozier is an exemplary 1st grade teacher	Modeling/planning/Based on Needs Assessment
Porsha Daniels	Laura Robinson	Ms. Daniels is a 1st year Pre-K teacher and Ms. Robinson is an exemplary	Modeling/planning/Based on Needs Assessment

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

The following services are provided to ensure that students receive nutritious meals, remediation in instruction, and extended learning opportunities:

- BIC- Breakfast in the Classroom- a free breakfast program to all students enrolled at North Shore.
- Pre-K- Pre-Kindergarten is a program that is designed to prepare students for Kindergarten
- Parental Involvement Center- A resource to parents designed to assist them with the necessary tools to empower their students for success. The center also gives parents valuable tools for self motivation and life improvement.
- Full Service Schools- Behavior Intervention Resource
- Girl Matters – Behavior and academic Intervention Resource
- SES Tutoring- Supplemental Educational Services is a program that sponsors and funds the after-hours tutoring for students that are eligible for free/reduced lunch and attends a Title 1 school that has not made AYP in two or more years. The SES tutors will be required to align their daily instruction with the curriculum of the tutoring company as approved by the Duval County School District.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds provide after school and Saturday School tutoring.

Violence Prevention Programs

Stranger Danger & Good Touch Bad Touch programs are introduced to students.

Nutrition Programs

N/A

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.

Identify the school-based MTSS Leadership Team.
The school-based RtI Leadership Team includes the principal, assistant principals, school instructional coach, guidance counselor, and VE teachers.

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?

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 RtI Leadership team will meet bi-weekly (during PLC's) to look at data and use it to determine instructional decisions, review progress monitoring data at specific grade levels and to identify students who are meeting or exceeding the benchmark, at moderate risk, or at high risk for not meeting the benchmarks. Based on the data collected, the team will identify professional development and resources that the teachers will need to implement RtI.
The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of plan, make decisions, and practice new processes and skills that will target "at risk" students, on target students, and students meeting/exceeding the standards and providing direct intervention services, monitoring students' progress, and measuring the results of the intervention.

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 RtI Leadership team discussed data for Tier 1, 2 and 3 students, set targets, addressed academic, social and emotional areas that needed to be addressed and set clear expectations for instruction. The RtI team members assisted in the construction of the SIP.

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.

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.
Data sources will be FCAT, benchmarks, PMA's, FAIR, and DRA's. The data management will be Limelight/Inform, PMA's, Benchmarks, Study Island
Baseline data: Florida Comprehensive Assessment Test (FCAT)/FAIR
Progress Monitoring: PMA's, DRA2, Benchmark Assessments, FCAT Simulations (Study Island)
Midyear : Benchmark Assessments, Florida Assessments for Instruction in Reading (FAIR)
End of Year: DRA2, FAIR, FCAT
A system of charts and graphs will be utilized to track and summarize the data collected on students that are targeted.
Behavior will be tracked using monthly Genesis reports.

Describe the plan to train staff on MTSS.

Ongoing Professional Development will commence during pre-planning for whole staff. Subsequent professional development for staff will occur with whole staff and grade level teams to provide ongoing training and support. Trainings for whole staff will occur at least once per month and with grade level teams as often as is needed and/or requested.

Topics that will be presented in the trainings include, but are not limited to

1. Overview of the RTI Process--description and process (timeline)
2. Ensuring the effectiveness of Core Curriculum (Instructional and Behavioral)
3. Interventions: Identification and Effective Implementation
4. Data Monitoring: graphing skills and tools

Describe the plan to support MTSS.

Continuous monitoring and feedback from school-based coaches and district

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based literacy leadership team includes the principal, assistant principals, instructional coaches, media specialist, and a representative (lead) from each grade level.

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

The LLT will meet once per month to assess student performance data and make recommendations for next steps to improve student performance. At the monthly meetings, the LLT will review current data from FAIR; benchmarks and classroom assessments to determine areas of instructional focus for classroom instruction, interventions, and enrichment.

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

The major initiatives for the LLT will be to implement a school wide reading program and provide effective reading strategies that teachers and students are able to apply daily that will promote reading across the curriculum and build fluency and proficiency.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Pre-Kindergarten is a part of a standards based program. This program is designed to prepare students for Kindergarten and beyond. This program has highly qualified teachers and a full time para-professional. The maximum capacity is 18 students per class. This program begins at 8:30 a.m. and ends at 3:00 p.m. daily. FLKRS, a district/state developed standardized test that is criterion referenced, is administered to determine students' kindergarten readiness. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) for kindergarten. This assesses letter naming fluency, initial sound fluency and assists in gathering information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention. Students and parents will have individual conferences to inform parents of students' progress and areas that will need further developing prior to their student entering kindergarten.

*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:	To increase the percentage of students scoring at proficiency by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31	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	1.1. Students vocabulary and rigor of text exposure and instruction are limited Teachers use and understanding of FAIR data is limited Teachers instructional skills and levels are limited	1.1. Professional development will be provided by the state/district/school based coaches during the first 9 weeks of school On-going content professional development Grade level common planning time (PLC's) will allow teachers an opportunity to have lesson studies Teachers will utilize FCAT specs in planning and instruction Utilize Success Maker 2.0 Utilize FCAT Study Island	1.1. Principal Assistant principals Reading/Instructional /district/state coaches Teachers	1.1. Coach support and teacher attendance at the grade level common planning times will be monitored Analyzing ongoing data to determine student growth and proficiency	1.1. Assessment results-FAIR Benchmarks PMA's Teacher generated FCIM Student work

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To increase the percentage of students scoring at Level 4 or 5 by 4
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%	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	2.1. Teachers level of content knowledge to enrich high level students	2.1. Professional development in higher order questioning using Webb's depth of knowledge, vocabulary acquisition Analyzing priority benchmarks and FCAT 2.0 questions rigor Conduct small group pull-outs Utilize Success Maker 2.0 Utilize FCAT Study Island	2.1. Principal Assistant Principals Instructional/reading /district/state coaches	2.1. Classroom observations Analyzing ongoing student data Continuous professional development Lesson studies	2.1. Assessment results-FAIR Benchmarks PMA's Teacher generated FCIM Student work

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

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:	To increase the percentage of students making learning gains by 6%
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	70%

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	<p>3.1. Students lack reading stamina</p> <p>Students lack sufficient vocabulary skills.</p> <p>Student Academic Readiness Level</p> <p>Students lack of background knowledge.</p>	<p>3.1. Sustained independent reading</p> <p>Incorporate more nonfiction reading material</p> <p>Frequent exposure to authentic testing situations</p> <p>Higher order questioning using bloom's/Webb's depth of knowledge</p> <p>Teacher modeled think aloud</p> <p>Focus lessons based upon the reporting categories</p> <p>Build background knowledge</p> <p>Use of scaffold reading material</p> <p>Conduct small pull-out sessions Utilize Success Maker 2.0</p> <p>Utilize FCAT Study Island</p>	<p>3.1. Principal</p> <p>Assistant Principals</p> <p>Instructional/reading/district/state coaches</p>	<p>3.1. Classroom observations</p> <p>PLC's</p> <p>Formal & Informal assessments</p> <p>Analyzing students data</p> <p>Lesson studies</p>	<p>3.1. Assessment results- FAIR</p> <p>Benchmarks PMA's</p> <p>Teacher generated FCIM</p> <p>Student work.</p>

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:	To increase the percentage of gains in L25's by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%	86%

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	4.1. Students lack reading stamina Students lack sufficient vocabulary skills. Student Academic Readiness Level Students lack of background knowledge.	4.1. Sustained independent reading Incorporate more nonfiction reading material Frequent exposure to authentic testing situations Higher order questioning using bloom's/Webb's depth of knowledge Teacher modeled think aloud Focus lessons based upon the reporting categories	4.1. Principal Assistant principals Reading/Instructional /district/state coaches	4.1. Classroom observations PLC's Formal & Informal assessments Analyzing student data Lesson studies	4.1. Assessment results- FAIR Benchmarks PMA's Teacher generated FCIM Student work.

	Build students' background knowledge Use of scaffold reading materials Focus lessons based upon the FCAT reporting categories Conduct small pull-out sessions Utilize Success Maker 2.0 Utilize FCAT Study Island		
--	--	--	--

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 # In six years, the achievement gap will decrease for all students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29	35	42	48	55	

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:	Black subgroup made satisfactory progress in reading.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
---	-----

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Target students to meet AYP in the SWD subgroup by 14%
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%	26%

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	5A.1. Students lack reading stamina Students lack sufficient vocabulary skills. Student Academic Readiness Level Students lack of background knowledge.	5A.1. Teachers will use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker 2.0 Utilize FCAT Study Island	5A.1. Principal Assistant principals Reading/Instructional /district/state coaches	5A.1. Classroom observations PLC's Formal & Informal assessments Analyzing student data Lesson studies	5A.1. Assessment results-FAIR Benchmarks PMA's Teacher generated FCIM Student work.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Target students to meet AYP in the ED subgroup by 6%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%	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	5D.1. Students lack reading stamina Students lack sufficient vocabulary skills. Student Academic Readiness Level Students lack of background knowledge. Students lack of resources (glasses, hearing devices)	5D.1. Teachers will use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker 2.0 Utilize FCAT Study Island	5D.1. Principal Assistant principals Reading/Instructional /district/state coaches	5D.1. Classroom observations PLC's Formal & Informal assessments Analyzing student data Lesson studies	5D.1. Assessment results- FAIR Benchmarks PMA's Teacher generated FCIM Student work

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
Based on data and needs assessment		Teacher leaders /coaches		Early Dismissal Prof Development Bi-weekly	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and needs assessment	Pre-K – 5th	Teacher leaders /coaches	Teachers/coaches	Grade Level/Team meetings Weekly during common planning	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and needs assessment	Pre-K – 5th	District/school coaches	Teachers/coaches	Saturday Prof Development Once per month	Classroom focus walks/observations	Principal/assist principals/ school/district coaches

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
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
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:	To increase the percentage of students scoring at proficiency by 6%
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. Lack of student engagement Teacher lack of skill to teach to this cognitive complexity level</p> <p>Students not being challenged</p> <p>Lack of Differentiated Instruction</p> <p>Teacher unpacking standards and aligning lesson plans with NGSS and Common Core</p>	<p>1.1. School-based academic mathematics coach will collaborate with district instructional specialists to determine an appropriate professional development model to facilitate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, independent practice, lesson assessment, vocabulary acquisition and content knowledge.</p> <p>Teachers will use assessment data to plan for differentiated instruction focusing on subgroups</p> <p>Conduct small pull-out sessions</p> <p>Utilize Success Maker 2.0</p> <p>Utilize FCAT Study Island</p>	<p>1.1. School-Based Coach District Coaches Administrators Teachers</p>	<p>1.1. Lesson Plans Student Work Data from informal and formal assessments.</p>	<p>1.1. Formal and informal Observations. Lesson plans Student Work Formal and informal data</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the percentage of students scoring at 4 or 5 by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%	25%

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	<p>2.1.</p> <p>Lack of student engagement Teacher lack of skill to teach to this cognitive complexity level</p> <p>Students not being challenged</p> <p>Lack of Differentiated Instruction</p> <p>Teacher unpacking standards and aligning lesson plans with NGSS and Common Core</p>	<p>2.1.</p> <p>School-based academic mathematics coach will collaborate with district instructional specialists to determine an appropriate professional development model to facilitate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, independent practice, lesson assessment, vocabulary acquisition and content knowledge.</p> <p>Teachers will use assessment data to plan for differentiated instruction focusing on subgroups</p> <p>Conduct small pull-out sessions</p> <p>Utilize Success Maker 2.0</p>	<p>2.1.</p> <p>School-Based Coach District Coaches Administrators Teachers</p>	<p>2.1.</p> <p>Lesson Plans Student Work Data from informal and formal assessments</p>	<p>2.1.</p> <p>Formal and informal observations Lesson plans Student Work Formal and informal data</p>

		Utilize FCAT 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 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:	To improve students' learning gains from 62% to 75%
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%	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	3.1. Lack of student engagement Teacher lack of skill to teach to this cognitive complexity level Students not being challenged Lack of Differentiated Instruction Teacher unpacking standards and aligning lesson plans with NGSS and Common Core	3.1. School-based academic mathematics coach will collaborate with district instructional specialists to determine an appropriate professional development model to facilitate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, independent practice, lesson assessment,	3.1. School-Based Coach District Coaches Administrators Teachers	3.1. Lesson Plans Student Work Data from informal and formal assessments	3.1. Formal and informal observations Lesson plans Student Work Formal and informal data

	vocabulary acquisition and content knowledge. Teachers will use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker 2.0 Utilize FCAT 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 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:	To improve the bottom quartile making learning gains by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
93%	98%

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
	4.1. Lack of student engagement	4.1. School-based academic mathematics coach will	4.1. School-Based Coach	4.1. Lesson Plans Student Work	4.1. Formal and informal observations

1	<p>Teacher lack of skill to teach to this cognitive complexity level</p> <p>Students not being challenged</p> <p>Lack of Differentiated Instruction</p> <p>Teacher unpacking standards and aligning lesson plans with NGSS and Common Core</p>	<p>collaborate with district instructional specialists to determine an appropriate professional development model to facilitate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, independent practice, lesson assessment, vocabulary acquisition and content knowledge.</p> <p>Teachers will use assessment data to plan for differentiated instruction focusing on subgroups</p> <p>Conduct small pull-out sessions</p> <p>Utilize Success Maker 2.0</p> <p>Utilize FCAT Study Island</p>	<p>District Coaches</p> <p>Administrators</p> <p>Teachers</p>	<p>Data from informal and formal assessments</p>	<p>Lesson plans</p> <p>Student Work</p> <p>Formal and informal data</p>
---	--	---	---	--	---

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 #				
		In six years, the achievement gap in math will decrease by 50%.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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.	Black subgroup made satisfactory progress.			
Mathematics Goal #5B:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Black: na	Black: na			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities made satisfactory in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The Economically disadvantages students made satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Based on data and Needs Assessment				Early return/ Pre-planning (District PD: Common Core)		Principal/assist principals/ school/district coaches
Based on data and Needs Assessment	Pre-K – 5th	Coaches	Teachers/coaches	Early Dismissal Prof Development (topics based on needs assessment)Bi-weekly	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and Needs Assessment	Pre-K – 5th	Teacher leaders /coaches	Teachers/coaches	Grade Level/Team meetings (topics based on needs assessment) Weekly during common planning	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and Needs Assessment	Pre-K – 5th	Teacher leaders/ coaches	Teachers/coaches	SIG Saturday Prof DevelopmentOnce per month	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and Needs Assessment	Pre-K – 5th	District/school coaches	Teachers/coaches	District trainings TBD by district	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and Needs Assessment		District trainers	Teachers/coaches			Principal/assist principals/ school/district coaches

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:	To increase the science proficiency by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%	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	1.1. Lack of content knowledge for 3rd and 4th grade parent benchmarks on NGSSS. Questions at moderate or high levels of Cognitive Complexity Use of differentiated instruction in the classroom Lesson plans that align with NGSSS	1.1 RTI District Coach, School based Coach and Administrator will Coordinate to facilitate lesson planning to include appropriate progression of rigor according to the four Webb's Depth of Knowledge levels during common planning time. District science Coach, school-based science coach and Administrators will work with teachers in collaborative groups to analyze student data and modify instruction to include differentiation. School-Based	1.1. School-Based Administrators District Coach, School-Based Coach	1.1. Analyzing ongoing data to determine student growth and proficiency Administrator will monitor lesson plans to insure appropriate progression of rigor is embedded in lesson plans Analyzing ongoing formal and informal assessment data Student work and assessment data Administrators will monitor lesson plans to insure the E's are embedded using NGSSS	.1. Benchmarks PMA's FCIM Student work Lesson plans Formal and Informal Evaluations Data notebooks

	academic coaches will collaborate with District Coach to develop an appropriate professional development model to embed the 5E's instructional model in daily lesson using NGSSS		
--	--	--	--

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:	To increase students achieving students achieving level 4 & 5 from 0% to 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1. Lack of content knowledge for 3rd and 4th grade parent benchmarks on NGSSS. Questions at moderate	2.1. Implement STEM magnet with fidelity District Coach, School based Coach and Administrator will Coordinate to facilitate lesson planning to	2.1. School-Based Administrators District Coach, School-Based Coach	2.1. Analyzing ongoing data to determine student growth and proficiency Administrator will monitor lesson plans to insure	2.1. Benchmarks PMA's FCIM Student work Lesson plans

1	<p>or high levels of Cognitive Complexity</p> <p>Use of differentiated instruction in the classroom</p> <p>Lesson plans that align with NGSSS</p>	<p>include appropriate progression of rigor according to the four Webb's Depth of Knowledge levels during common planning time.</p> <p>District science Coach, school-based science coach and Administrators will work with teachers in collaborative groups to analyze student data and modify instruction to include differentiation.</p> <p>School-Based academic coaches will collaborate with District Coach to develop an appropriate professional development model to embed the 5E's instructional model in daily lesson using NGSSS</p>	<p>STEAM lead teacher</p>	<p>appropriate progression of rigor is embedded in lesson plans</p> <p>Analyzing ongoing formal and informal assessment data</p> <p>Student work and assessment data</p> <p>Administrators will monitor lesson plans to insure the E's are embedded using NGSSS</p>	<p>Formal and Informal Evaluations</p> <p>Data notebooks</p>
---	---	--	---------------------------	---	--

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

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal # 1a:	To increase the percentage of students making 3.5> in writing by 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%	47%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. Lack of understanding of how to teach the process of revising and editing.</p> <p>Lack of understanding of how to utilize the 4th grade FCAT scoring rubric.</p> <p>Students correct use of grammar in everyday language</p>	<p>1.1. Provide professional development and peer modeling so that students effectively use the process of revising and editing in their writing.</p> <p>Peer partnerships will be established among teachers to improve the accuracy of scoring student writing. Teachers will score 20% of a random sampling of their partner's student work</p>	<p>1.1. Classroom Teachers</p> <p>Instructional Coaches</p> <p>Administrators</p>	<p>1.1. Lesson Plans</p> <p>Student Work</p> <p>Data from informal and formal assessments</p>	<p>1.1. Formal and informal observations</p> <p>Lesson plans</p> <p>Student Work</p> <p>Formal and informal data</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
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		To reduce the percentage of students with 10 or more absences by 10%			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
88%		98%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
61%		51%			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
60%		50%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.	1.1.	1.1.	1.1.	1.1.

1	Parent lack of transportation, resources, computers and phone communication.	Communicate the importance of attending school daily.	Principal	Itemize student attendance data quarterly	Genesis Data
	Newsletters and school communication not delivered by student.	Parent Link Phone messaging system	Guidance		
		Parent Newsletter	Counselor		
		Parent/Teacher Conferences	Truant Officer		
		Parent/Administrator attend related conferences			

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
Truant Policy and Procedures	Pre-K – 5th	Truant	All	Bi-weekly	Genesis/Truant Report	Principal/Assist Principals/CRT/Truant Officer/Teacher

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:	To reduce discipline by 50%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
635	317
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
320	160
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
718	359
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
285	143

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of teacher training in CHAMPS. Evidence of Rituals and Routines in place in every classroom	1.1. Conduct a CHAMPS training for all staff members on each grade level to discuss expectations. Foundations Team will review school-wide discipline plan with grade level to ensure all staff members are familiar with the plan. Teachers will review expectations (CHAMPS) with students during the first nine weeks of school to embed the expectation within the culture of the school. Implement Classroom Guidance with focus on conflict resolution, bullying, anger management skills, social skills, and other	1.1. Administration	1.1. Genesis report Behavior data	1.1. Genesis reports Behavior data Surveys and decrease number of referrals written

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		
CHAMPS training	All grade levels	Admin/Foundations Team	School-wide PLC	Ongoing	Focus Walk to view CHAMPS in action	Administration		
Foundations training				Quarterly			Review Agendas/Minutes	Foundations Team
Grade level PLC				Weekly				

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: *Please refer to the percentage of parents who	North Shore's goal is to increase awareness and attendance via parent involvement activities that will build the capacity of parents to help their children. North Shore K-8 School believes that parent involvement is vital to the success and achievement of our students
--	--

<i>participated in school activities, duplicated or unduplicated.</i>	and we are committed to encouraging parent involvement in all school activities to strengthen academic achievement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20% (200)	40% (400)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	.1. Students lose agendas or parents fail to check agendas. Transportation, communication and interest of parents Lack of communication and transportation to school events Communications not being delivered back to school	1.1. Every teacher communicates with parents through the student agendas concerning progress in student performance. Monthly parent nights 5Active recruitment of volunteers at all school activities through the use of volunteer recruitment form. Active PTA/SAC	1.1. Classroom Teacher PTA Liaison Administration	1.1. Teachers will monitor planners on a daily basis Feedback forms and surveys and sign in sheets to determine level of parent participation Teachers will monitor planners on a daily basis	1.1. Administration will review student agendas to verify 100% compliance PTA Liaison will attend PTA meetings to communicate need for daily parental participation

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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		To increase the use of science ,technology, engineering and math in core academic classes school-wide			
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
1	1.1. Teacher content knowledge Student access to technology outside of school	1.1. Teachers will use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker 2.0 Utilize FCAT Study Island	1.1. Principal Assistant principals Reading/Instructional /district/state coaches	1.1. Classroom observations PLC's Formal & Informal assessments Analyzing student data Lesson studies	1.1. Student Data: Assessment results-FAIR Benchmarks PMA's Teacher generated FCIM Student work

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

STEM-science/technology/ engineering/math	All	Coaches	PLC/Early Dismissal/District trainings	Ongoing	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
--	-----	---------	--	---------	---------------------------------------	---

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)

Instructional Technology Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Instructional Technology Goal Instructional Technology Goal #1:			All grade levels will implement the correct use of technology to increase student achievement and levels of student engagement		
2012 Current level:			2013 Expected level:		
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	Computer deployment # of computers decreasing student/computer ratio	Create a rotation for computer/program usage within the school	Technology/magnet lead	Monitor the computer programs usage bi-weekly	Weekly data

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						

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 Instructional Technology Goal(s)

Instructional Tools Goal:

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

1. Instructional Tools Goal Instructional Tools Goal #1:	All content area teachers will continue to receive additional/necessary supplemental materials to implement within the curriculum			
2012 Current level:	2013 Expected level:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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 Instructional Tools Goal(s)

Girls Intervention Program Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Girls Intervention Program Goal		To reduce in- and out-of-school suspension of girls in order to enhance academic success and prevent escalating effects in the juvenile justice system.			
Girls Intervention Program Goal #1:					
2012 Current level:		2013 Expected level:			
235		118			
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	Communication and interest of parents Changing the school's culture & climate with students/ teachers/parents	Implementing a Girl Matters program that will be housed on the campus Implementing a school-wide discipline plan Administrative changes	Administration	Genesis report Behavior data	Genesis reports Behavior data Surveys and decrease number of referrals written

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						

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 Girls Intervention Program Goal(s)

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

Are you a reward school: Yes No

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

No Attachment (Uploaded on 8/21/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC will support the school in all endeavors.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District NORTH SHORE K-8 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	38%	50%	51%	20%	159	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	53%	62%			115	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					413	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Duval School District NORTH SHORE K-8 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	49%	63%	11%	163	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	50%	56%			106	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?	51% (YES)	62% (YES)			113	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					382	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested