

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: C. A. WEIS ELEMENTARY SCHOOL

District Name: Escambia

Principal: Connie Farish

SAC Chair: David Joiner

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/22/2012

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)
					<p>The 2011-12 school year showed decreases in all areas of the FCAT proficiency and learning gains. The school has been given a "B" ranking by the Department of Education, but the points earned indicate an "F".</p> <p>C. A. Weis Elementary 2010-2011 In 2011 the school earned a grade of "A" with 87% of criteria met for AYP. The writing proficiency was 95%. The math learning gains improved from 68% to 70%. The reading learning gains increased from 46% to 67%. The lowest 25% learning gains in reading improved from 44% to 80%. The lowest 25% learning gains in math decreased from 71% to 67%.</p> <p>C. A. Weis Elementary 2009-2010 In 2010 the school earned a grade of D with 79 % of criteria met for AYP. The writing proficiency was 79. The math learning gains improved from 46% to 68%. The reading learning gains declined from</p>

Principal	Connie Farish	Early Childhood, Educational Leadership, Elementary Education, Mentally Handicapped, Reading, School Principal	3	14	<p>53% to 46%.</p> <p>Scenic Heights Elementary 2004-2007 2004-2005 The school received a school grade of "A" with 100% of criteria met for AYP. 2006-2007 The school received a school grade of "A" with 100% of criteria met for AYP.</p> <p>2005-2006 The school received a school grade of "A" with 97% of criteria met for AYP.</p> <p>In 2007 the school earned 595 points, the fifth highest score of all of the elementary schools. The score was an increase of 65 points from the previous year.</p> <p>Hallmark Elementary 2001-2004 In 2003 the school grade improved 102 points, from "D" to "B" with 87% of criteria met for AYP.</p> <p>In 2003 the writing proficiency on FCAT improved from 44% to 97%, the highest proficiency percentage of the elementary schools.</p> <p>In 2003 the math learning gains on FCAT improved from 64% to 85%, the highest proficiency percentage of the elementary schools.</p> <p>In 2004 the school received a school grade of "C" with 100% of criteria met for AYP.</p> <p>Century Elementary 1999-2001 In 2000 the school grade improved from "F" to "D".</p> <p>In 2001 the school grade remained a "D" with scores coming within two points of a "C".</p>
Assis Principal	Robin Lechien				Ms. Lechien is in her first year as Administrator on Special Assignment at C. A. Weis Elementary.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math/Science	Nancy Prout	Elementary Education		5	The Math Coach is new to C. A. Weis for the 2012-13 school year. Ms. Prout previously worked as as the Math Coach at Spencer Bibbs Elementary and Montclair Elementary.
					The 2011-12 school year showed decreases in all areas of the FCAT proficiency and learning gains. The school has been given a "B" ranking by the Department of Education, but the points earned indicate an "F".

Reading	Betty Harvey	Elementary Education	5	5	<p>In the 2010-2011 school year, the school grade was "A". 56% of the students were proficient in reading, 67% of students showed learning gains. 80% of the lowest quartile of students showed learning gains in reading.</p> <p>In the 2009-2010 school year, the school grade was "D". 50% of students were proficient in reading, 46% of students showed learning gains. 44% of the lowest quartile of students had learning gains.</p> <p>In the 2008-09 school year, the school grade was a "D". 48% of the students were proficient in reading. 53% of the students showed learning gains. 47% of the lowest quartile of students showed learning gains.</p> <p>In the 2007-08 school year the school grade was a "C". 51% of students were proficient in Reading. 59% of the students showed learning gains. 73% of the lowest quartile of students showed learning gains.</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	Regular Meetings of new teachers with Principal	Principal	On-going	
2	Soliciting referrals from current employees	Principal	On-going	
3	Assign veteran teachers to experienced teachers new to the school worksite	Principal	On-going	
4	Hire In-Field teachers.	Principal	On-going	
5	94.1% of classroom teachers are elementary certified. One ESE teacher is board approved to teach out of field and she is working on obtaining the elementary certification. Another teacher is on family leave. There is an elementary certified substitute in her classroom.	Principal	6/30/13	

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
There is one ESE teacher who is teaching out-of-field with school board approval. The teacher has an effective rating.	

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
49	0.0%(0)	16.3%(8)	32.7%(16)	36.7%(18)	44.9%(22)	65.3%(32)	4.1%(2)	0.0%(0)	12.2%(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
N/A	N/A	N/A	N/A

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

Weis Elementary School receives support through Federal, State, and local programs. Title I funds are used to provide additional personnel at the school level to support the classroom. Services are provided to ensure students requiring additional remediation are assisted through after school programs or summer school.

Title I, Part C- Migrant

Title I, Part C- Migrant
The district migrant liaison program provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. There are 2 migrant students at Weis.

Title I, Part D

Title I, Part D
The school district receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Alternative Education programs.

Title II

Title II
Staff Development support is used to provide additional training to school personnel on the CIM, School Leadership Team, and the data disaggregation and analysis.

Title III

Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Teachers who have ELL students in their classroom all have their ESOL endorsement as required by law.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At C. A. Weis Elementary we have 30 identified homeless students.

Supplemental Academic Instruction (SAI)

C. A. Weis has \$4923 that will be used for technology equipment, such as computers and IPAD's.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students across all grade levels. The counselor and dean coordinate these programs. As part of the behavior management program for the school, bullying training will be provided for all faculty and staff. Through our school's School Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. "The Jeffrey Johnston Stand Up for All Students Act" requires our school district to adopt an official policy

prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-12 school year, our district will launch the "Bullying" reporting website where bullies may be reported anonymously.

Nutrition Programs

As part of our district's Healthier Generation Program, C. A. Weis Elementary will continue to offer Choice/Self Serve programs. This program includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children. Our school nurse and health tech personnel help to identify obese children and communicate their concerns confidentially to parents.

Housing Programs

This program is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

C. A. Weis offers pre-k to ESE students. There are no other pre-k or Head Start programs.

Adult Education

Evening programs are offered at all the high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

N/A

Job Training

N/A

Other

C. A. Weis has a School Improvement Grant for the next two years. Funds will be used to pay salaries for a Behavior Coach, Math/Science Coach, Reading Coach, and classroom teachers. Other part time personnel will be used for assisting students in small reading groups. Professional development will occur on a monthly basis.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principal/Guidance Counselor: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of the school staff, and communicates with parents regarding school-based RtI plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

ESE Teacher: Participates in the Tier process to provide support and offer strategies to the general education teacher.

Reading and Math Coaches: Identify systematic patterns of the student's needs while working with district personnel to identify appropriate evidence- based interventions and strategies; assists with whole school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

Speech Teacher: Educates the team in the role of language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.

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 monthly to engage in the following activities:

Review screening data and link that data to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new

processes and skills, and make decisions about implementation.

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?

After test scores have been released for the year, the RtI Leadership Team will meet to discuss the data. Other data to discuss is from the Tier 1, 2, and 3 meetings. Academic and social/emotional areas will be addressed and clear expectations for instruction will be made. The team will provide information to the entire teaching staff so everyone can have input into the development of the School Improvement Plan.

MTSS Implementation

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

Baseline Data: DRA Test, DSA Assessment, Discovery Education Data, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: Discovery Education Assessments
Midyear: Discovery Education Assessments
End of Year: Discovery Education Assessments, FCAT
Frequency of Data Days: Twice a month of data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions throughout the school year. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

At C. A. Weis Elementary the Literacy Leadership Team is referred to as the Reading Leadership Team. This team is composed of the reading coach, Principal, Assistant Principal, and teacher representative from grade levels.

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

The school-based Literacy Leadership Team meets monthly. Prior to the monthly meetings, the reading coach and principal discuss the focus for the meetings. Teachers also have opportunity for input for the meetings.

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

1. Teaching strategies for small group differentiated instruction
2. Jan Richardson's Guided Reading Model
3. Kathy Gansky's Word Study
4. Strategies to ensure all students have a learning gain
5. Push In of extra adults for small group instruction
6. Professional Development for various reading initiatives

Public School Choice

*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.

C.A. Weis schedules an orientation for district Pre-K students and other children enrolled at Head Start. Assistance is given to parents with registration. Pre-K students are currently served through Voluntary Pre-K and Escambia County Readiness Coalition, and the District center Pre-K facility. Weis Elementary currently has two Pre-K ESE classrooms.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, the proficiency percentage for reading is low.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 21% of the students were proficient on the 2012 administration of the FCAT Reading Test.	The percent of students in grades 3-5 scoring Level 3 will increase by one percent when compared to the 2012 FCAT Reading Test.

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	Fluency Rate	Fluency Practice Small Group Differentiated Instruction using UWF tutors to assist with instruction Kathy Gansky Word Study Model in K-5 Jan Richardson's Guided Reading	Classroom Teacher	OPM for Fluency DRA Testing DSA Testing	Data from OPM Data from DRA Data from DSA
2	Reading Comprehension	Small Group Differentiated Instruction using UWF tutors to assist with guided reading instruction Extra hour of extended reading instruction through projects	Classroom Teacher, Tutors	OPM for Comprehension DRA Testing	Data from OPM Data from DRA
3	Decoding Skills	Kathy Gansky's Word Study Model in K-5 Small Group Differentiated Instruction Waterford Computer Program	Classroom Teacher	OPM for Decoding Waterford and SME	Data from OPM FAIR Data Waterford and SM Reports

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

N/A	N/A
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Problem-Solving Process to Increase Student Achievement

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percent of students in grades 3-5 scoring Level 4 or 5 on the 2012 FCAT was only 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 5% of the students scored Level 4 or 5 on the 2012 administration of the FCAT Reading Test.	The percent of students in grades 3-5 scoring Level 4 and 5 will increase by one percent when compared to the 2012 FCAT Reading Test.

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	Reading Comprehension	Enrichment Activities Literature Circles Waterford in grades K-2 SuccessMaker in grades 3-5 Small Group Differentiated Instruction using UWF tutors during group time	Classroom Teacher, Tutors	Waterford and SME	Waterford and SM Reports 2012 FCAT Reading 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:

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

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students in grades 3-5 making a learning gain on the 2012 FCAT was 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 49% of the students made a learning gain on the 2012 administration of the FCAT Reading Test.	The percent of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2012 FCAT Reading Test.

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	Fluency Rate	Fluency Practice Small Group Differentiated Instruction using UWF tutors to assist with instruction Kathy Gansky's Word Study Model in K-5 Intervention Block	Classroom Teacher, Tutors	OPM for Fluency	Data from OPM
2	Lack of necessary reading skills to be proficient readers	Small Group Differentiated Instruction using UWF tutors to assist with instruction Leveled Readers Extra hour for extended reading projects Waterford Computer Program SuccessMaker Reading 3-5	Classroom Teacher, Tutors	OPM for Comprehension Waterford and SME	Data from OPM Waterford and SM Reports 2012 FCAT Reading 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:

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

Problem-Solving Process to Increase Student Achievement

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in the lowest 25% in grades 3-5 making a learning gain on the 2013 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 57% of the lowest 25% students made a learning gain on the 2012 administration of the FCAT Reading Test.	The percent of the lowest 25% of students in grades 3-5 making a learning gain will increase by one percent when compared to the 2012 FCAT Reading Test.

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	Fluency Rate	Fluency Practice Small Group Differentiated Instruction Kathy Gansky's Word Study Model in K-5	Classroom Teacher	OPM for Fluency	Data from OPM
2	Reading Comprehension	Small Group Differentiated Instruction through guided reading Leveled Readers Extra hour of extended reading through projects Waterford Computer Program SuccessMaker Reading 3-5	Classroom Teacher	OPM for Comprehension Waterford and SME	Data from OPM Waterford and SM Reports 2013 FCAT Reading Results
3	Decoding Skills	Kathy Gansky's Word Study Model in K-5 Small Group Differentiated Instruction through guided reading Waterford Computer Program SuccessMaker Reading 3-5	Classroom Teacher	OPM for Decoding Waterford and SME	Data from OPM Waterford and SM Reports

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

In six years C. A. Weis will reduce the achievement gap by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	21	43	48	54	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 reading.

The percent of black students in grades 3-5 in the subgroup of Ethnicity making adequate progress in Reading on the 2013 FCAT will increase by one percent.

Reading Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

In grades 3-5, 31% percent of black students in the subgroup of Ethnicity made adequate progress in Reading on the 2012 FCAT.

The percent of black students in the subgroup of Ethnicity making adequate progress in Reading on the 2013 FCAT will increase by one percent.

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	Fluency Rate	Fluency Practice Small Group Differentiated Instruction using Guided Reading Kathy Gansky's Word Study Model in K-5	Classroom Teacher	OPM for Fluency	Data from OPM
2	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers Extra hour of reading instruction for reading based projects Waterford Computer Program SuccessMaker Reading 3-5	Classroom Teacher	OPM for Comprehension Waterford and SME	Data from OPM Waterford and SM Reports 2013 FCAT Reading Results
3	Decoding	Kathy Gansky's Word Study Model in K-2 Small Group Differentiated Instruction Waterford Computer Program SuccessMaker Reading 3-5	Classroom Teacher	OPM for Decoding Waterford and SME	Data from OPM Waterford and SM Reports

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:	The percent of students in grades 3-5 in the AYP subgroup of Students with Disabilities (SWD) making adequate progress in Reading on the 2013 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 11% percent of students in the AYP subgroup of SWD made adequate progress in Reading on the 2012 FCAT.	The percent of students in the AYP subgroup of SWD making adequate progress in Reading on the 2013 FCAT will increase by one percent.

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	Fluency	Fluency Practice Small Group Differentiated Instruction Kathy Gansky's Word Sort Model in K-5	Classroom Teacher	OPM for Fluency	Data from OPM
2	Reading Comprehension	Small Group Differentiated Instruction with Guided Reading Leveled Readers Extra hour of reading instruction for reading based projects Waterford Computer Program SuccessMaker Reading 3-5	Classroom Teacher	OPM for Comprehension Waterford and SME	Data from OPM Waterford and SM Reports 2013 FCAT Reading Results
	Decoding	Kathy Gansky's Word Study Model in K-2 Small Group	Classroom Teacher	OPM for Decoding Waterford and SME	Data from OPM

3		Differentiated Instruction Waterford Computer Program SuccessMaker Reading 3-5		Waterford and SM Reports
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percent of students in grades 3-5 in the subgroup of Economically Disadvantaged making adequate progress in Reading on the 2013 FCAT will increase by one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 31% of students in the Economically Disadvantaged subgroup made adequate progress in Reading on the 2012 FCAT.	The percent of students in the AYP subgroup of Economically Disadvantaged making adequate progress in Reading on the 2013 FCAT will increase by one percent.

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	Fluency Rate	Fluency Practice Small Group Differentiated Instruction Kathy Gansky's Word Study Model in K-5	Classroom Teacher	OPM for Fluency	Data from OPM
2	Reading Comprehension	Small Group Differentiated Instruction Leveled Readers Extra hour for extended reading block for reading based projects Waterford Computer Program SuccessMaker Reading 3-5	Classroom Teacher	OPM for Comprehension Waterford and SME	Data from OPM Waterford Computer Program SuccessMaker Reading 3-5 Small Group

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
					Reading Coach and UWF professor model	

Question, Answer Relationships (QAR)	K-5	Betty Harvey (Reading Coach) & Kathleen Heubach (UWF Professor)	K-5 classroom teachers	Monthly	QAR lessons in classrooms. Reading Coach and UWF professor observe QAR lessons. Teachers by grade levels will conduct lesson study before the next month's PD.	Reading Coach Administration
Data Discussion	K-5	Connie Farish, Principal Robin Lechien, Administrator on Special Assignment Betty Harvey, Reading Coach	K-5 classroom teachers and resource teachers	October 19, 2012 January 7, 2013 February 18, 2013 March 20, 2013	Review data notebooks and continue discussions with teachers on student progress	Administration
Kathy Gansky's Word Study	K-5	Pat Kelly	K-5 classroom teachers and resource teachers	August 9-10, 2012	Classroom observations	Reading Coach Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Learn teaching strategies	Kathy Gansky's Word Study Book	SIG	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD on Kathy Gansky's Word Study	2 days of PD	SIG Funds	\$7,000.00
			Subtotal: \$7,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,000.00

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

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

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
1	N/A	N/A	N/A	N/A	N/A

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
1	N/A	N/A	N/A	N/A	N/A

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, 35% of the students were proficient on the 2012 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 35% of the students scored Level 3 or above on the 2012 FCAT Math Test.	The percentage of 3-5 grade students scoring Level 3 on the 2013 FCAT Math Test will increase by one percent.

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 Math Content	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Assistant Principal Math Specialist	Discovery Education Assessments Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments Discovery Education Assessments
2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Administrators Math Specialist	Discovery Education Assessments Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments Discovery Education Assessments
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Assistant Principal Math Specialist	Discovery Education Assessments Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments Discovery Education Assessments

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 9% of the students were proficient on the 2012 administration of the FCAT Math Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 9% of the students scored Level 4 on the 2012 FCAT Math Test.	The percentage of 3-5 grade students scoring Level 4 on the 2013 FCAT Math Test will increase by one percent.

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 Math Content	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons GO Math "Soar to Success" practice	Classroom Teacher Math Coach Principal Assistant Principal Math Specialist	Discovery Education Assessments Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments GO Math results Discovery Education Assessments
2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons GO Math "Soar to Success" practice	Classroom Teacher Math Coach Principal	Discovery Education Assessments Classroom Walkthroughs	Waterford and SM Reports FCAT Math Result: CIM Assessments GO Math results Discovery Education Assessments
	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities	Classroom Teacher Math Coach	Discovery Education Assessments Classroom Walkthroughs	Waterford and SM Reports FCAT Math Result:

3	SuccessMaker for grades 3-5	Principal Assistant Principal	Grade Level Meetings	CIM Assessments
	Waterford Learning for K-2	Math Specialist		GO Math results
	CIM Focus Lessons			Discovery Education Assessments
	GO Math "Soar to Success" practice			

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

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

Problem-Solving Process to Increase Student Achievement

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 3-5, 49% of the students made learning gains on the 2012 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 49% of the students made learning gains on the 2012 FCAT Math Test.	The percentage of 3-5 grade students making learning gains on the 2013 FCAT Math Test will increase by one percent.

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 Math Content	Small Group Instruction	Classroom Teacher	Discovery Education Assessments	Waterford and SM Reports
		Hands on Learning Activities	Math Coach	Classroom Walkthroughs	FCAT Math Result:
		SuccessMaker for grades 3-5	Principal Assistant Principal	Grade Level Meetings	CIM Assessments
		Waterford Learning for K-2	Math Specialist		Discovery Education Assessments
		CIM Focus Lessons			

2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Assistant Principal Math Specialist	Discovery Education Assessments Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments Discovery Education Assessments
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Assessment Principal Math Specialist	Discovery Education Assessments Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments Discovery Education Assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 3-5, 55% of the lowest 25% of students made learning gains on the 2012 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 55% of the lowest 25% of students made learning gains on the 2012 FCAT Math Test.	The percentage of 3-5 grade lowest 25% of students making learning gains on the 2013 FCAT Math Test will increase by one percent.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Math Content	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Assistant Principal Math Specialist	Discovery Education Assessments Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments Discovery Education Assessments
2	Waterford and SME Reports FCAT Math Results CIM Assessments	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Assistant Principal Math Specialist	Discovery Education Assessments Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments Discovery Education Assessments
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Assistant Principal Math Specialist	Discovery Education Assessments Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments Discovery Education Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In six years C. A. Weis will reduce the achievement gap in math by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	35	49	54	59	64	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, 33% of the black students in the Ethnicity subgroup were proficient on the 2012 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 33% of the black students in the Ethnicity subgroup were proficient on the 2012 FCAT Math Test.	The percentage of 3-5 grade students in the Ethnicity subgroup scoring proficient on the 2013 FCAT Math Test will increase by one percent.

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 Math Content	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Curriculum Coordinator Math Specialist	Teachers submit SME and Waterford reports with comments to administration Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments
2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Curriculum Coordinator Math Specialist	Teachers submit SME and Waterford reports with comments to administration Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Curriculum Coordinator Math Specialist	Teachers submit SME and Waterford reports with comments to administration Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments

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

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.	In grades 3-5, 31% of the students in the SWD subgroup
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Mathematics Goal #5D:	made AYP on the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 31% of the students in the AYP Students with Disabilities (SWD) subgroup made AYP on the 2012 administration of the FCAT Math Test.	The percentage of 3-5 grade students in the SWD subgroup making AYP on the 2013 FCAT Math Test will increase by on percent.

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 Math Content	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5	Classroom Teacher Math Coach Principal	Teachers submit SME and Waterford reports with comments to administration Classroom Walkthroughs	Waterford and SM Reports FCAT Math Result:
2	Comprehension of Word Problems	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Curriculum Coordinator Math Specialist	Teachers submit SME and Waterford reports with comments to administration Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments
3	Knowledge of Basic Facts	Small Group Instruction Hands on Learning Activities SuccessMaker for grades 3-5 Waterford Learning for K-2 CIM Focus Lessons	Classroom Teacher Math Coach Principal Curriculum Coordinator Math Specialist	Teachers submit SME and Waterford reports with comments to administration Classroom Walkthroughs Grade Level Meetings	Waterford and SM Reports FCAT Math Result: CIM Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5, 35% of the students in the Economically Disadvantaged subgroup were proficient on the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 35% of the students in the Economically Disadvantaged subgroup were proficient on the 2012 administration of the FCAT Math Test.	The percentage of 3-5 grade students in the Economically Disadvantaged subgroup being proficient on the 2013 FCAT Math Test will increase by one percent.

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
	Lack of Math Content	Small Group Instruction	Classroom Teacher	Teachers submit SME and Waterford reports with	Waterford and SM Reports

1		Hands on Learning Activities	Math Coach	comments to administration	FCAT Math Result:
		SuccessMaker for grades 3-5	Principal	Classroom Walkthroughs	CIM Assessments
		Waterford Learning for K-2	Curriculum Coordinator	Grade Level Meetings	
		CIM Focus Lessons	Math Specialist		
2	Comprehension of Word Problems	Small Group Instruction	Classroom Teacher	Teachers submit SME and Waterford reports with comments to administration	Waterford and SM Reports
		Hands on Learning Activities	Math Coach		FCAT Math Result:
		SuccessMaker for grades 3-5	Principal	Classroom Walkthroughs	CIM Assessments
		Waterford Learning for K-2	Curriculum Coordinator	Grade Level Meetings	
		CIM Focus Lessons	Math Specialist		
3	Knowledge of Basic Facts	Small Group Instruction	Classroom Teacher	Teachers submit SME and Waterford reports with comments to administration	Waterford and SM Reports
		Hands on Learning Activities	Math Coach		FCAT Math Result:
		SuccessMaker for grades 3-5	Principal	Classroom Walkthroughs	CIM Assessments
		Waterford Learning for K-2	Curriculum Coordinator	Grade Level Meetings	
		CIM Focus Lessons	Math Specialist		

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
Standards covered on FCAT	K-5	Nancy Prout, Math Coach	K-5 Teachers	Monthly - 2nd Monday of each month	Classroom Walkthroughs	Administration Math Coach
Math Standards for 5th grade	5th Grade	Nancy Prout, Math Coach	5th grade teachers	Every Monday	Classroom Walkthroughs and discussion of standards	Administration Math Coach

Mathematics Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math Series	Math books and resource materials that go with series	District funded	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:			In grade 5, 21% of the students scored Level 3 on the 2012 FCAT Science Test.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In grade 5, 21% of the students were proficient on the 2012 administration of the FCAT Science Test.			There will be a one percent increase in the percentage of fifth grade students scoring Level 3 on the 2013 FCAT Science Test.		
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	Content Knowledge	Integrate Science Content into other core subjects Science Content taught according to the District Pacing Guides One 5th grade teacher will teach all students.	Principal Classroom Teacher Science Coach	Progress Monitoring through Science Tests Discovery Education Assessments Teacher Observation	Discovery Education Assessments 2013 FCAT Science Results
2	Comprehension of Science Content	Integrate Science Content into other core subjects Science Content taught in all grade levels each week following the District Pacing Guides	Principal Classroom Teacher Science Coach	Progress Monitoring through Science Tests Discovery Education assessments Teacher Observation	Discovery Education Assessments Waterford Reports 2013 FCAT Science 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:

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in science.		N/A			
Science Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.			In grade 5, 2% of the students scored Level 4 or Level 5 on the 2012 FCAT Science Test.		
Science Goal #2a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In grade 5, 2% of the students scored Level 4 or 5 on the 2012 administration of the FCAT Science Test.			There will be a one percent increase in the percentage of fifth grade students scoring Level 4 or Level 5 on the 2013 FCAT Science Test.		
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	Content Knowledge	Integrate Science Content into other core subjects Science Content taught in all grade levels each week One 5th grade teacher will teach all 5th grade students the science curriculum.	Principal Classroom Teacher Science Coach	Discovery Education Assessments Teacher Observation	Discovery Education Assessments FCAT Science Test
2	Comprehension of Science Content	Integrate Science Content into other core subjects Science Content taught in all grade levels each week One 5th grade teacher will teach all 5th grade students the science curriculum.	Principal Classroom Teacher Science Coach	Discovery Education Assessments Teacher Observation	Discovery Education Assessments FCAT Science Test

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:	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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Standards	K-5	Nancy Prout, Science Coach	K-5	Monthly - 3rd Monday of each month	Classroom Walkthroughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Experiments for Science standards	Hands on materials	Science Supply Budget	\$459.00
			Subtotal: \$459.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00

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:		94% of the 4th grade stability group students scored 3.0 or above on the 2011-2012 FCAT Writing Test.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
94% of the 4th grade stability group students scored 3.0 or above on the 2011-2012 FCAT Writing Test.			There will be a 1% increase of the 4th grade stability group students to score 3.0 or above on the 2012-2013 FCAT Writing Test.		
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 organization and details in students' writings	Monthly writing prompts Score Writings according to a rubric and provide feedback to students Step Up to Writing Curriculum	Classroom Teacher	Monthly progress on writings	Monthly Writing Prompts FCAT Writing Results
2	Lack of punctuation and sentence structure in students' writing.	Monthly writing prompts Score Writings according to a rubric and provide feedback to students Step Up to Writing Curriculum	Classroom Teacher Administrator	Monthly progress on writings	Monthly Writing FCAT Writing 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:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:		N/A			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
Step Up to Writing	Initially a 2nd and 4th grade teacher	Professional Educational Services	Initially a 2nd and 4th grade teacher	September 2012	Student Monthly Writing Prompts will be reviewed to track student growth in this strategy	Teachers Administrator
Step Up to Writing	K-5	2nd and 4th grade teachers	K-5 teachers	October 19, 2012	Student Monthly Writing Prompts will be reviewed to track student growth in this strategy	Teachers Administrator

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The average daily attendance rate for the 2011-2012 year was 92.4%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance rate for the 2011-2012 year was 92.4%.	The average daily attendance rate for the 2012-2013 year will increase by .1 percent
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
There were 254 students with excessive absences during the 2011-2012 year.	The number of students with excessive absences will decrease by 1 percent for the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
There were 166 students with excessive tardies during the 2011-2012 year.	The number of students with excessive tardies will decrease by 1 percent for the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental commitment to have students in school on time each day	Contact parents on daily basis if student is absent School Messenger call	Teachers Administrator	Check attendance of students who are excessively absent	Attendance

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		There were 21 incidents of in school suspension during the 2011-2012 school year.			
Suspension Goal #1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
There were 21 incidents of in school suspension during the 2011-2012 school year.		The number of incidents of in school suspensions will be reduced by 1 percent for the 2012-2013 school year.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
There were 21 students who had in school suspension for the 2011-2012 school year.		The number of students who have in school suspension will be reduced by 1 percent for the 2012-2013 school year.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
There were 190 incidents of out of school suspension for the 2011-2012 school year.		The number of out of school suspensions will be reduced by 1 percent for the 2012-2013 school year.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
There were 92 students with out of school suspensions for the 2011-2012 school year.		The number of students who have out of school suspension will be reduced by 1 percent for the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of classroom management	Positive Behavior System (PBS) implemented schoolwide	PBS Teacher Principal Administrator on Special	Decline in behavior referrals	RtI: B Reports Referral Documentation

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
PBS Orientation	K-5 Classroom Teachers and Resource Staff	PBS Team	Faculty	Preschool	Monitor Weis Buck Distribution Report positive results Track referral totals	PBS Team PBS Teacher PBS Teacher, Principal, Administrator on Special Assignment, Behavior Coach

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:	There were more than 12 parental activities offered
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*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		during the 2011-2012 school year.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
There were 12 parental involvement activities during the 2011-2012 school year.		There will be at least 12 parental involvement activities during the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	Promote parental involvement activities through school newsletters, School Messenger, announcements, and teacher invitations.	Principal Teachers	Feedback from parents	Parental Involvement Sign In Sheets

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				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Learn teaching strategies	Kathy Gansky's Word Study Book	SIG	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Go Math Series	Math books and resource materials that go with series	District funded	\$0.00
Science	Experiments for Science standards	Hands on materials	Science Supply Budget	\$459.00
				Subtotal: \$459.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PD on Kathy Gansky's Word Study	2 days of PD	SIG Funds	\$7,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
				Subtotal: \$7,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$7,459.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/28/2012)

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
N/A	\$0.00

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

The School Advisory Council will meet four times during the 2012-13 school year. The council will have input into decisions made regarding budgets, parent involvement activities, Title I Parent Involvement Plan, and will be given information on academic progress.

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

Escambia School District C. A. WEIS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	70%	94%	32%	252	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	69%			134	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	80% (YES)	67% (YES)			147	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					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District C. A. WEIS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	49%	79%	16%	194	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	46%	68%			114	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	44% (NO)	71% (YES)			115	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					423	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested