

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BEACON COVE INTERMEDIATE SCHOOL

District Name: Palm Beach

Principal: Una Hukill

SAC Chair: Kathy Salvador

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/15/2012

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
Tallahassee, Florida 32399

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	Una Hukill	B.A. Elementary Education & Special Education M.A. & ED.S. Administration and Supervision ESOL Endorsement ED.D completed course work in Educational Doctoral Program in Administration and Supervision	12	29	Principal at Beacon Cove Intermediate from 2001 to present. Principal at Lighthouse Elementary from 1991-2000. Beacon Cove has maintained a grade of A since it opened in 2001. 95% or more of the students at Beacon Cove have made high standards in reading for the past five years. The percentages and years are as follows: 2011 - 95%, 2010 - 95%, 2009 - 96%, 2008 - 96%, 2007 - 96%. 73% or more of students have made learning gains in reading each year. The percentages and years are as follows: 2011 - 76%, 2010 - 73%, 2009 - 78%, 2008 - 75%, 2007 - 81%, 2006 - 72%. 75% or more of the lowest 25% of students at Beacon Cove have made Learning Gains in Reading for the past five years. The percentages and years are as follows: 80% - 2011, 75% - 2010, 85% - 2009, 78% - 2008, 85% - 2007. Beacon Cove achieved AYP for all school

					years until 2011. Beacon Cove did not make Adequate Yearly Progress in 2011 due to the fact that only 76% of students with disabilities scored at or above grade level in math. All other areas and subgroups made the the necessary gains.
Assis Principal	Judith Braswell	B.A. in Foreign Language Education M.A. in Educational Leadership Certification in Elementary Education 30 graduate hours in Teaching English as a Second Language French Spanish ESOL	11	11	Assistant Principal at Beacon Cove Intermediate from 2002 to present. Beacon Cove has maintained a grade of A since it opened in 2001. 95% or more of the students at Beacon Cove have made high standards in reading for the past five years. The percentages and years are as follows: 2011 - 95%, 2010 - 95%, 2009 - 96%, 2008 - 96%, 2007 - 96%. 73% or more of students have made learning gains in reading each year. The percentages and years are as follows: 2011 - 76%, 2010 - 73%, 2009 - 78%, 2008 - 75%, 2007 - 81%, 2006 - 72%. 75% or more of the lowest 25% of students at Beacon Cove have made Learning Gains in Reading for the past five years. The percentages and years are as follows: 80% - 2011, 75% - 2010, 85% - 2009, 78% - 2008, 85% - 2007. Beacon Cove achieved AYP for all school years until 2011. Beacon Cove did not make Adequate Yearly Progress in 2011 due to the fact that only 76% of students with disabilities scored at or above grade level in math. All other areas and subgroups made the the necessary gains.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings with new teachers	Principal and Assistant Principal	On-going	
2	2. Partnering new teachers with veteran staff	Assistant Principal	On-going	
3	3. Soliciting referrals from current employees	Principal	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
3% (2) of Beacon Cove teachers are teaching out of field.	The teachers are currently taking ESOL courses to complete their ESOL endorsement.

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
65	0.0%(0)	20.0%(13)	32.3%(21)	47.7%(31)	33.8%(22)	100.0%(65)	1.5%(1)	12.3%(8)	95.4%(62)

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
Janice Pakula, Vicki Hutchinson, Cam Baker, Sheila Pifer	Traci Mainville	Beginning Teacher Program, National Board CertifiedTeacher,	Components of ESP program

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Required instruction listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team is comprised of the following members:
Principal, Una Hukill
Assistant Principal and ELL contact, Judith Braswell
ESE contact, Ilene Hamilton
School psychologist, Beth Wruble
Reading Team Leader & SAI, Gina Taylor
Guidance Counselor and SBT facilitator, Elizabeth Butler
Bonnie Dillon, Speech
Cookie Zill, Speech
Maureen Busscher, ESE teacher

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 school-based MTSS/RTI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments.
After determining that effective Tier 1- Core Instruction is in place, the team identifies students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team.
The SBT uses a Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students in need of additional academic and/or behavioral support (supplemental or intensive). The team ensures the necessary resources are available and the intervention is implemented with fidelity.
School Base Team helps classroom teachers develop a plan for struggling students to increase academic and/or behavioral achievement. The teacher provides the intervention for the student and collects data to show whether the learning gap is decreasing. The school based team reconvenes to discuss progress.
The MTSS/RTI is comprised of various represented groups, including ESE, ELL, Speech, SAI and regular classroom teachers. Each representative acts as an advocate and authority for that group addressing compliance and resources available.

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?

Some members of the school-based RtI Leadership Team are also members of the School Advisory Council. They act as liaisons between the two groups in the creation of the SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 student targets, the members assist in goal and strategy development in appropriate areas. The problem solving process is used when identifying academic targets for lower performing students.

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:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Palm Beach County Fall Diagnostics
- Palm Beach Writes
- K-4 Literacy Assessment System
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Palm Beach County Winter Diagnostics
- Palm Beach Writes
- K-3 Literacy Assessment System

End of year data:

- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes

Describe the plan to train staff on MTSS.

The school-based RtI/Inclusion TEam will provide in-service to the faculty on designated professional development days (PDD). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support (PBIS)
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

MTSS is supported through Administration involvement. There is also support given to the team and the process through district training and contact meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Una Hukill - Principal
Judith Braswell - Assistant Principal
Gina Taylor - Reading Team Leader
Diana Embick - Third Grade Inclusion Teacher
Robyn Bleefeld - Fifth Grade Gifted Teacher
Vicki Hutchinson - Third Grade Gifted Teacher
Michele Martino - Media Specialist, Reading Teacher
Michelle Belcastro - Fifth Grade Inclusion Teacher

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

Team meets monthly to discuss current data, curriculum needs, district and school initiatives and school-wide literacy concerns.

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

Data analysis and uniform implementation of instruction based on data received from district and state provided assessments.
Identifying quality professional development to support the School Improvement Plan

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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:	Beacon Cove will have at least a 3% decrease in the number of students scoring level 1 or level 2 in reading during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (182)of students scored at Achievement level 3 in reading for FY12.	Less than 10% (92) of Beacon Cove students will score level 1 or 2 in reading for FY13. 90% of students at Beacon Cove will show a proficiency level of 3 or higher in FY13.

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	Teacher familiarity with current level of student performance and learning gaps	Teachers will access student performance, analyze and regularly monitor student data using the Educational Warehouse System (EDW) and other assessment tools available.	Administration	Monitor of EDW, Core K-12 reports. Team and individual conferences, LTM meetings	EDW Reports, Core k-12 Reports, FCAT Learning gains and proficiency reports
2	Time to analyze data and plan for reading instruction	Teachers will utilize Learning Team Meetings (LTM) and Professional Development days to focus on analysis of content, individual and group achievement to drive instruction and monitor student learning gains.	Administration and classroom teachers	Monitor LTM meetings through LTM minutes. Active participation/feedback of team leaders across content areas.	LTM minutes, classroom walkthroughs
3	Teacher lack of training and knowledge of differentiated instruction	Teachers will be provided training in Differentiated Instruction to meet the needs of all the students within the classroom.	Administration, PD contacts	Classroom walk-throughs, Individual conferences	Walk-through feedback, Professional development post tests and follow up
4	Teacher familiarity with current level of student performance and learning gaps	Teachers will be provided training on the administration of Reading Running Records, analyzing the results and using that data to create small group instruction based on needs and skills.	SAI Teacher, Administration	EDW reports, LTM meetings, individual conferences	EDW reports
5	Students have a variety of needs at a variety of levels	Teachers will provide differentiated instruction /remediation in small groups that meet the needs of the level 1 and 2 students	Administration	Classroom walk-throughs, individual conferences, LTM meetings	EDW reports, Walk-through feedback

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:	100% (1) student will score level 7 or above i the Florida Alternative Assessment in reading for FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored levels 4, 5 or 6 in reading on the Florida Alternative Assessment in FY12.	100% (1) student will score level 7 or above i the Florida Alternative Assessment in reading for FY13.

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	Accessing materials on the appropriate level for student	Teacher will use a varitey of resources to access the appropriate level material for student.	ESE coordinator	meeting notes	FAA

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:	There will be a 3% increase in the number of students that score a level 4 and above in reading during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (619) of Beacon Cove students achieved level 4 or above in reading for FY12.	71% (658)of Beacon Cove students will score level 4 or above in reading for FY13.

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	Meeting the needs of all students to reach their highest level of proficiency	All reading teachers will provide differentiated instruction that matches each child's needs, abilities and interests. Small group instruction will occur for both remediation and enrichment/enhancement of skills and content.	Administration and classroom teachers	Classroom walk-through	FCAT
2	Students using critical thinking and higher order skills in reading	Teachers will teach higher order strategies and utilize higher order thinking questioning techniques (DOK) in reading.	Classroom teachers	Classroom walkthroughs	FCAT
3	Teachers level of knowledge and comfort with differentiated instruction	Teachers will be provided training through Learning Team Meeting, professional development days and district workshops in differentiated instruction to meet the needs of all the students.	Classroom teachers, Administration	Classroom walk throughs, lesson plans	FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	100% (1)student at Beacon Cove will score level 7 or above on the Florida Alternate Assessment in reading in FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)student at Beacon Cove scored level 7 or above on the Florida Alternate Assessment in reading in FY12.	100% (1)student at Beacon Cove will score level 7 or above on the Florida Alternate Assessment in reading in FY13.

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:	There will be a 3% increase in the number of students that make learning gains during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (439)of Beacon Cove students made learning gains during FY12.	81% or above (510)of Beacon Cove students will make learning gains in reading in FY13.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students performing on a variety of levels within the classroom with a variety of needs	Reading teachers will provide differentiated instruction that matches each child's needs, abilities and interests.	Classroom teachers, Administration	Classroom walk-throughs	FCAT
2	Knowing where the student is academically	Teachers will analyze a variety of assessment data to assist them in planning for rigorous instruction.	Classroom teachers, Administration	Lesson Plans, Classroom walk throughs	FCAT
3	Students are expected to perform at a higher level	Teachers will provide lessons that require an increased level of rigor, skill and understanding for all students.	Classroom teachers, Administration	Classroom walk throughs, individual teacher conferences	FCAT
4	Teachers level of knowledge and skill at providing differentiated instruction	Teachers will be provided training in differentiated instruction to increase their knowledge and enhance their instruction.	Professional Development Team, Administration	Professional development logs, teacher conferences, classroom walk throughs	FCAT
	Students need to set	Teachers will conference	Classroom	SALP reports, Teacher	Conference reports

5	goals and be responsible for their learning	with individual students and help them set goals for academic improvement	teachers, administration	conferences
---	---	---	--------------------------	-------------

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:	There will be a 9% increase in the number of the lowest 25% of students making learning gains in reading during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of the lowest 25% of Beacon Cove students made learning gains in reading during FY12.	80% (126) of the lowest 25% of Beacon Cove students will make learning gains in reading during FY13.

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 time and resources for ensuring the students in the lowest 25% get additional instruction time.	SAI and ESE resource teachers will provide support to the classroom teacher by providing additional small group instruction to support the needs of students.	SAI and Resource Teacher	SAI teacher will identify and monitor identified students for the lowest 25%.	FCAT
2	Student not understanding what goals they need to attain	Teachers will have "data chats" with students twice during the school year and set goals	Classroom teacher, Administration	Review of SAL-P and other goal sheets	SAL-P reports and goal reports
3	Teachers level of knowledge in administering and analyzing Running Reading Records	Teachers will receive training in administering and analyzing Running Reading Records and Core k-12 assessments to assist in identifying	Classroom teachers, SAI/Reading Team leader	Review of RRRs, Professional development logs	FCAT

		individual student deficiencies.			
4	Student have a variety of deficiencies	Teachers will provide differentiated instruction /remediation in small groups that meet the needs of their level 1 and level 2 students	Classroom teacher, Administration	Teachers/Administration will monitor student growth through EDW reports.	SALP
5	Addressing the needs of the lowest 25% of students	Teachers will be provided training in Differentiated Instruction to meet the needs of their level 1 and level 2 students.	Classroom teachers, Administration	Lesson Plans, classroom walk throughs	FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	90	91	92	93	94	

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:	The following subgroups did not meet 2012 reading targets; Asian, Black, and White. The following subgroup did meet reading target; Hispanic. All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 11%, Black 40%, Hispanic 12%, white 12%.	By 2013, 7% Asian, 17% Black, 13% Hispanic, 8% white will not make satisfactory progress.

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	deficiency in reading skill	Teachers will utilize the results of assessment data to pinpoint reading deficiencies and use differentiate instruction to meet the needs of the struggling students	Classroom teacher	EDW monitoring	FCAT

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

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

ELL 23%			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	Students lack of English	Teachers will use ESOL strategies and put a strong emphasis on the building of vocabulary to assist students in the acquisition of English	Classroom teacher, Administrations	ELL plans and conferences	FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The following subgroup did not meet 2012 reading target: SWD. All subgroups will meet 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% of students with disabilities (SWD)	By 2013, 22% of SWD will not make satisfactory progress.

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	gaps in teaching strategies	Teachers will attend professional development addressing differentiated instruction to meet the needs of all students	ESE coordinator, Administration	monitor reports for student achievement, lesson plans	FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The following subgroup did not meet 2012 reading targets; Economically Disadvantaged. By 2013 all subgroups will meet the target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% of Economically disadvantaged students.	By 2013, 14% of Economically Disadvantaged students will not make satisfactory progress.

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	Additional support in learning	Students will be provided additional instruction through tutorial or additional support from teacher	Adminsitration	assessment reports, tutorial logs	FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	grades 3,4,5	District Training	classroom teachers	October, November 2012	Classroom walk throughs, follow up activities	Administration, PD Team
K-4 assessment	grades 3 & 4	SAI/Reading Team Leader	classroom teachers	September, October	EDW reports, Classroom walk throughs	Administration, Reading Team Leader

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:	There will be a 20% increase in the number of Beacon Cove ELL students that score proficient in Listening/Speaking on CELLA in FY13.
2012 Current Percent of Students Proficient in listening/speaking:	

62% (8) of Beacon Cove ELL students scored proficient in Listening/Speaking on CELLA in FY12.

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	resources available to students	Classroom teachers will identify supplemental materials necessary to support their ELL students. The school will acquire the necessary supplemental materials for the teacher.	Classroom teacher, Administration	Individual teacher conferences, mini assessments.	CELLA reports
2	time to work with students	Classroom teachers will provide small group and differentiated instruction to meet the needs to ELL learners	Classroom teachers	Lesson plans, classroom walk throughs	CELLA reports, ELL conferences

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:

85% of Beacon Cove ELL students will score proficient in reading on CELLA during FY 13.

2012 Current Percent of Students Proficient in reading:

77% of Beacon Cove ELL students scored proficient in reading during FY12.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty reading the material.	Teachers will provide differentiated small group instruction at appropriate reading levels to meet the needs of their ELL students	Classroom teachers, Administration	Monitor RRR, SRI, and other reading assessments	CELLA reading, FCAT

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

3. Students scoring proficient in writing.

CELLA Goal #3:

85% of Beacon Cove ELL students will score proficient in writing during FY13.

2012 Current Percent of Students Proficient in writing:

62% of Beacon Cove ELL students scored proficient in writing on CELLA during FY12.

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	Students need practice in writing	Teachers will provide regular practice in writing, providing feedback and remediation as needed.	Classroom teacher, administration	Review of PB Writes and other classroom writing samples throughout the school year.	CELLA
2	Students have difficulty with mechanics of writing	Teachers will provide explicit practice in writing emphasizing grammar, spelling and punctuation.	Classroom teacher	Review of writing samples and assessments.	CELLA

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	There will be a 5% decrease in the number of level 1 and level 2 students during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (209) of Beacon Cove students scored at achievement level 3 in mathematics during FY12.	Less than 10% (92) of Beacon Cove students will score level 1 or level 2 in mathematics in FY13.

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	Teacher familiarity with current level of student performance and learning gaps	Teachers will access student performance, analyze and regularly monitor student data using the Educational Warehouse System (EDW) and other assessment tools available.	Administration	Monitor of EDW, Core K-12 reports. Team and individual conferences, LTM meetings	EDW Reports, Core k-12 Reports, FCAT Learning gains and proficiency reports
2	Disaggregating data to pinpoint students' strengths and weaknesses in math.	Teachers will assess student performance, then analyze and monitor student data using the Educational Warehouse System (EDW).	Administration, Math Team Leader, classroom teacher	Review results of the district diagnostic assessments	Printout of EDW reports
3	Providing multisensory instruction that incorporates the latest technology and software to instruct students in math	Teachers will utilize technology to provide individualized instruction/remediation for level 1 and level 2 students.	Mathematics Team Leader, Administration	Review of software diagnostic reports by classroom teacher	Software printout to show increased proficiency
4	Students performing on a variety of levels within the classroom and need targeted remediation to address areas of deficiency.	Teachers will provide instruction/remediation in differentiated groups that meet the needs of level 1 and level 2 students.	Administration, math teachers	Graded-level teams will review results of common assessment data to determine progress toward benchmark.	Increased achievement between assessments.
5	Time to remediate deficiency or gaps in students mathematical knowledge	A tutorial program will be implemented during FY 13 that targets the needs of level 1 and level 2 students.	Administration and Math team leader	Analysis of pre and post diagnostic data, attendance data for tutorial.	Winter Diagnostics, FCAT math 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 mathematics. Mathematics Goal # 1b:	The Beacon Cove student taking FAA in mathematics will score at level 7 or above during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (1) of Beacon Cove students scored level 4,5,or 6 on FAA in mathematics during FY12.	100% (1) of Beacon Cove students taking FAA will score level 7 or above during FY13.
---	--

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	Challenging Real life content	Challenging academic core knowledge will be provided on a daily basis using access points and hands on real life application on an independent and consistent basis.	Classroom teacher, ESE coordinator, administration	Regular review of progress and lesson plans	FAA
2	Student needs individualized instruction to master some concepts	Individualized instruction will be provided in addition to whole class direct instruction.	Classroom teacher, one-on-one paraprofessional	Review of lesson plans, walk throughs	walk through conferences, FAA

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:	There will be a 5% increase in the number of students that score level 4 or above in mathematics during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (568) of Beacon Cove students scored at or above level 4 in mathematics during FY 12.	67% (621) of Beacon Cove students will score level 4 or above during FY13.

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	Meeting the needs of all students to reach their highest level of proficiency	Teachers will provide differentiated instruction that matches the child's abilities and interests.	Classroom teachers, administration	Classroom walk-through and lesson plans	Classroom walk-throughs, EDW reports
2	Students using critical thinking and higher order thinking in multiple tasks in solving math problems	Teachers will utilize higher order thinking questions and techniques (DOK) during math instruction.	Classroom teacher, administration	Lesson plans will be reviewed, classroom walk-throughs	Classroom walk-through log and focused walk-throughs to determine frequency of higher order questions.
3	Lack of student motivation in math	Utilize Hands-ons math manipulatives and games during instruction. Create incentive programs for math	Classroom teacher, Math Team Leader	Classroom assessments, Classroom observations	Diagnostic, FCAT
4	Teachers need additional training with implementing math investigations, manipulatives and/or journals.	Teachers will attend professional development workshops that increase their knowledge of math investigation, use of manipulatives and math journals.	Mathematics Team Leader, Classroom teachers, Administration	Professional Development follow up, classroom walk throughs	Classroom Walk throughs, FCAT
5	Teachers need support for the new training they are receiving in	Beacon Cove will create a math mentoring program to support	Mentor teachers	Mentoring meeting notes, participant surveys	Post evaluations of the program

	mathematics.	teachers.			
6	Lack of resources to take concepts deeper	Beacon Cove will purchase additional materials to support hands on, and/or technology based learning.	Mathematics team leader	Analysis of available materials and uses, Recommendation of new materials and implementation plan	Feedback surveys

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	There will be an increase of 3% in the number of students that make learning gains in mathematics during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (426) of Beacon Cove students made learning gains in mathematics during FY12	80% (504) of students at Beacon Cove will make learning goals during FY13.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have gaps in knowledge from year to year.	Teachers will use a variety of assessments to identify students' gaps in knowledge and provide instruction to address the gaps	math teachers, Math Team Leader	Review assessments to find gaps	Diagnostic and FCAT
2	Need to increase higher level of expectation of students and teachers.	Teachers will develop and deliver lessons that require higher order responses and interactions during math instruction.	Mathematics teachers, administration	Classroom walkthroughs, review of lesson plans, review of diagnostic data	Diagnostics and FCAT
	Teachers knowledge/skill	Teachers will attend	Professional	Review of professional	post surveys,

3	to incorporate higher level questioning/teaching techniques into their instruction	professional development training that demonstrates/teaches incorporating higher level student expectation and performance in their instruction.	development team, Administration	development logs and follow up, individual teacher conferences	FCAT
---	--	--	----------------------------------	--	------

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Beacon Cove will have a 9% gain in the number of students in the lowest 25% that make learning gains in math during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% of the lowest 25% of Beacon Cove students made learning gains in mathematics during FY12.	82% (190) of the lowest 25 % of Beacon Cove students will make learning gains in mathematics in FY13

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	Accurately monitoring the lowest 25% of students	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student progress	Classroom Teacher	Review EDW reports	EDW reports
2	Ensuring struggling students understand math concepts using a variety of learning models and manipulatives	Teachers will increase the use of manipulatives and hands-on activities to reinforce mathematics concepts	math resource teacher, administration	Math resource teacher will assist teachers in the creation of centers and activities, and administration will ensure activities are	Progress of students on assessment

				implemented	
3	Students need additional support to better grasp concepts in math	A tutorial program will be implemented during FY 13 that targets the needs of level 1 and level 2 students.	Classroom Teacher, Math Team Leader	Monitor attendance and skill acquisition during tutorial. analyze fall and winter diagnostic results	Winter diagnostics
4	Time to provide individualized instruction	Teachers will utilize technology to provide individualized instruction/remediation for level 1 and level 2 students.	Classroom teachers, Administration	Monitor Core K-12 reports and other computer based reports available	Results from computer reports
5	Students need targeted remediation for the areas of deficiency.	Teachers will provide instruction/remediation in differentiated groups that meet the needs of level 1 and level 2 students.	Classroom teacher, Administration	Classroom walk throughs, Lesson plans, EDW reports	Fall and Winter Diagnostics

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	88	89	90	91	92	

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:		The following subgroups did not meet 2012 math targets; Asian, White. The following subgroup met 2012 math target; Black and Hispanic. All subgroups will meet the 2013 targets.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Asian 7%, Black 30%, Hispanic 17%, White 15%		By 2013, 2% Asian, 25% Black, 15% Hispanic, 10% white will not make satisfactory progress.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	time to monitor the progress of individual subgroups	During LTMs teachers will look at the progress of all students in all subgroups.	Teachers, Administration	LTM agendas and minutes	Review of minutes, Review of subgroup data.

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:		The following subgroup did meet 2012 math target; ELL students.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			

23% ELL students	By 2013, 20% of ELL students will not make satisfactory progress.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The following subgroup did not meet 2012 math target; SWD. All subgroups will meet the 2013 targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% of SWD	By 2013, 25% of SWD will not make satisfactory progress.

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	Identifying the deficient areas for individual students	Teachers will review a variety of assessments and summary reports, including diagnostics to identify areas of deficiency.	Classroom Teacher	Formative assessments, diagnostic reports	Diagnostics, FCAT
2	Large gaps in student knowledge and skills	Teachers will provide differentiated instruction for SWD. Teachers will provide remediation and additional support on target deficient skills.	Classroom Teacher	Walk-throughs, lesson plans, EDW reports	Diagnostic, FCAT
3	Not enough time to assist students	Teachers will provide additional instruction for students before, during or after the school day (Bootcamp, SACC, teacher tutoring sessions).	Mathematics Team Leader	Formative assessments, diagnostic reports	Diagnostics, FCAT

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The following subgroup did not meet 2012 math target; Economically Disadvantaged. All subgroups will meet targets by 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% of Economically disadvantaged students	By 2013, 18% of Economically disadvantaged students will not make satisfactory progress.

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	gaps in skills	Teachers will attend professional development on differentiated instruction to meet the needs of all students.	Teachers, Math Team leader, Administration	Monitor through classroom walk-throughs, review professional development agendas, follow ups.	FCAT

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated instruction	grades 3,4,5, mathematics	District trainers, Math team leader	Mathematics teachers	September, October Professional Development Days	Lesson plans, classroom walk throughs	Administration
Core K-12 Training	grades 3,4,5, mathematics	Classroom teachers, district trainers	Mathematics teachers	August, September, October	Computer usage reports, teacher/classroom reports	Administration
Gismos and other software training	grades 3,4,5, mathematics	Classroom teachers	mathematics teachers	September, October	computer usage reports, individual classroom reports	Mathematics Team Leader
Teacher training on math investigation, use of manipulatives, math journals	grades 3,4, 5, mathematics	Math Team leader	Math teachers	October, November	Logs and walk throughs	Mathematics Team Leader, Administration

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
Teachers will utilize technology to provide individualized instruction/remediation for level 1 and level 2 students.	GIZMOS software	School Improvement Funds	\$2,500.00
			Subtotal: \$2,500.00
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: \$2,500.00

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:	There will be a 5% decrease in the number of students that score in level 1 or level 2 in science during FY13
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (106) of fifth grade Beacon Cove students scored at achievement level 3 in science during FY12.	90% (288) of fifth grade Beacon Cove students will score level 3 or higher on FCAT science during FY 13.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students understanding of abstract concepts	Increase Hands-On laboratory experiments, expectation for higher order thinking and questioning. Increase cognitive complexity level of formative test items.	Science Lab Teacher, Science Team Leader, Classroom Teacher, Administration	Observation of labs through walkthroughs, analysis of diagnostic data, LTM discussions	Common assessments tied to FL Science Standards and FCAT
2	Students' different learning styles	Teachers will utilize technology (such as virtual labs, interactive programs, and multimedia), field trips, guest speakers.	Science Team leader, Classroom Teachers	Review Diagnostic results at each grade level.	Diagnostic Results, FCAT - Grade 5
3	Inadequate time for instruction	Utilize hands-on lab experience using the 5E model. Teachers will also incorporate science across all content areas (such as nonfiction reading infusing reading strategies and math graphing). Professional development to teachers for organizing short science experiments and compacting concepts.	Science Team Leader, Science Lab Teacher, Classroom Teacher	Review of results of diagnostic assessments and formative assessments	Progress on diagnostics, FCAT
	Students taking ownership of their science progress	Teacher will utilize data chats and goal setting with students to set student targets. Teachers will help	Classroom Teachers	Diagnostic results and formative assessments	Progress documented by students as shown on diagnostics and

4		students understand low, moderate and high complexity questions and train students to self-analyze their work to determine strengths and weaknesses.			other assessments.
5	Readability of text content	Teachers will increase reading fluency through non-fiction material and utilize differentiated science books, including ScienceSaurus. Emphasis will be placed on increasing vocabulary knowledge of science terms	Classroom teachers	Diagnostic analysis, Classroom walk thoughts	Diagnostic results, FCAT for fifth grade
6	Lack of science materials for hands on experiments and labs	The science team leader will identify areas in need of additional hands on materials and report those needs to the SAC/school. Additional materials will be purchased based on the needs assessment.	Science Team Leader	Classroom walk throughs, increase in hands on activities, teacher surveys	Diagnostic results, FCAT, results of teacher surveys

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	There will be a 5 % increase in the number of fifth grade Beacon Cove students that score at or above level 4 in science during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (153) of Beacon Cove fifth grade students scored at or above achievement level 4 in Science during FY12.	55% (184) of fifth grade Beacon Cove students will score at or above level 4 in Science during FY13.

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	Teachers' in depth knowledge of higher level science concepts	Teachers of science will receive content training to increase their knowledge of NGSSS science concepts through LTM and department meetings	Science Team Leader, Science Teachers, Administration	Review of Professional Development logs and follow up activities	FCAT science and diagnostic reports
2	Students are not using higher level thinking skills consistently	Teachers will investigate problem-based and/or project based learning for their lessons. Teachers will provide opportunities for science enrichment in their classrooms	Science Team Leader, Classroom Teacher	Lesson plans, Completed science projects	Project Rubric and FCAT Science
3	Lack of communication between grade levels	• There will be an increase in grade level teacher communication concerning science content and expectations during Learning Team meetings and on professional development days. Teachers will share best practice by participating in mini-meetings throughout the year.	Science Team Leader, Administration	Monitor Minutes from LTM meetings, Individual teacher conferences	Diagnostics
4	Lack of time to create experiments	Science Team will investigate creating "Science on a Cart, a traveling hands-on lab.	Science Team Leader and science team	Meeting minutes, level of use surveys, pre and post activities	Diagnostics
5	The need to increase the use of technology in science	Teachers will utilize Gizmos and other science technology for use in the classroom, the computer lab and/or at home.	Science Team Leader, Administration	Review reports generated from computer software. Monitor level of use and proficiency	Proficiency reports generated from computer software.

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.
Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology	Grades 3,4,5	Science Teacher	Science Teachers	October PDD	Monitor computer reports and provide additional training as needed, discussion at LTM	Science Team Leader
Content training	Grades 3,4,5 Science	Science Team Leader, Science teachers	Science teachers	October, December, January Professional Development Days and LTMs	Pre and Post tests, classroom walk throughs, LTM discussions	Science Team Leader
Teaching Reading through science	Grades 3,4,5	Reading and Science Teachers	All teachers	October PDD, LTMs November, December 2012	LTM discussions, Classroom walk throughs	Team Leaders

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 | There will be an increase of 2% in the percent of

3.0 and higher in writing. Writing Goal #1a:	students that score at achievement level 3.0 or higher during FY13. There will be a 38% increase of Beacon Cove students that score level 4.0 or higher in Writing during FY13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (304) of fourth grade Beacon Cove students scored at achievement level 3.0 and higher in Writing during FY12.	95% (281) of fourth grade Beacon Cove students will score at achievement level 3.0 and higher in writing during FY13. 90% (266) of fourth grade Beacon Cove Students will score at achievement level 4.0 or higher in Writing during FY13.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have ownership in their writing	Teachers of writing will conference, coach and encourage students regarding their writing.	Classroom teacher	Conference logs	Palm Beach Writes scores
2	Student weakness in conventions of grammar, punctuation and spelling	There will be intensified emphasis and daily writing practice with 2.0 writing criteria for all teachers. Strong emphasis on student feedback of grammar, punctuation and spelling will be expected.	Classroom teachers, Writing teachers, Writing Team Leader, Administration	Writing samples, professional development logs, classroom walk throughs	Palm Beach Writes, FCAT Writes
3	With direction of the state toward using computers for writing assessment, student weakness in using technology for writing.	Use of technology in the assistance of teaching the mechanics of writing. Providing regular writing practice using computers.	Classroom teachers	Software reports, LTM discussions	Software reports, LTM minutes
4	Teacher lack of understanding and familiarity of new state expectations and criteria for future writing tests.	Attend professional development to increase knowledge of new/future expectations from the state.	Classroom Teachers, Administration	Monitor Professional Development and follow up activities, surveys	Post test from Professional Development, survey results
5	Students practice writing during writing block. It is not enough	Increase the writing opportunities, expectations and explicit instruction across content areas. Increase practice of higher order written responses within content areas.	Classroom teachers, Administration	Classroom Walk throughs, lesson plans	Classroom Walk throughs, Lesson plans
6	Lack of continuity in writing curriculum within and across grade levels.	Beacon Cove Literacy Team and writing teachers will analyze, discuss and create grade specific goals for third through fifth grade during LTM and on Professional Development Days.	Writing Team Leader	LTM discussions, action plan	Completed writing continuum.

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		100% (1) student will score above level 4 in writing for FY 13.		
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
New expectations for writing	grades 3,4,5	Writing Team Leader	Writing teachers	October, November 2012	LTM minutes, discussions	Writing Team Leader

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:	During FY13, the attendance rate will increase by 5%. The excessive tardy rate will decrease by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
During FY12 Beacon Cove had an attendance rate of 87%.	During FY13, the attendance rate will increase to 92%. The number of students with excessive tardies will decrease by 15%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During FY12, 128 students had an excessive absence rate.	During FY13, the expected excessive absence rate is 74.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During FY12, the excessive tardy rate was 42 students.	During FY 13 the expected number of students with excessive tardies will be 36.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students take extended vacations during the school year	Communicate with parents in a variety of methods the importance of attending school regularly. Administration will contact parents of students with excessive absences to discuss attendance concerns and encourage better attendance.	Attendance clerk	Attendance reports from EDW	EDW reports
2	Many parents consistently drop their children off late to school.	Students and parents of habitually late students will be reminded of the importance of coming to school on time.	Administration	Monitor of the EDW attendance report	EDW reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

No Data Submitted

Attendance Budget:

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

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:	During FY 13 the number of students being suspended in-school will decrease by 50 percent at Beacon Cove. During FY13 the number of out of school suspension will decrease by 100 percent at Beacon Cove.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During FY12 there were six in-school suspensions at Beacon Cove.	During FY 13 there will be 3 in-school suspensions at Beacon Cove.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During FY12 there were four students who received in-school suspensions at Beacon Cove.	During FY 13 there will be two students who receive in-school suspensions at Beacon Cove.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During FY 12 there were four days of out of school suspensions at Beacon Cove.	During FY 13 there will be zero days of out of school suspensions at Beacon Cove.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

During FY12 there were two students who received out of school suspensions at Beacon Cove.			During FY 13 no students will receive out of school suspension at Beacon Cove.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students with habitual misbehavior	Teachers will increase communication through phone calls, parent conferences and notes for those students who have habitual misbehavior.	Classroom teachers	Conference logs/notes EDW reports	EDW data
2	Providing the most appropriate strategies to correct habitual student misbehavior	Students with habitual misbehavior will be referred to SBT for review.	Classroom teachers, SBT	SBT Referrals	EDW 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						

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

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 participated in school activities, duplicated or unduplicated.				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
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						

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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Teachers will utilize technology to provide individualized instruction/remediation for level 1 and level 2 students.	GIZMOS software	School Improvement Funds	\$2,500.00
				Subtotal: \$2,500.00
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: \$2,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> 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

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
Professional Development to align with SIP goals and strategies. Support to reading, math, science and writing goals	\$5,000.00

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

Review of School Improvement goals and strategies, school mission and vision, professional development initiatives, updates of state expectations, FCAT scores, budget reviews and district accreditations.

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

Palm Beach School District BEACON COVE INTERMEDIATE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	95%	92%	91%	373	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	76%	71%			147	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?	80% (YES)	77% (YES)			157	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					677	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District BEACON COVE INTERMEDIATE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	97%	94%	91%	377	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	73%	71%			144	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?	75% (YES)	89% (YES)			164	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					685	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested