

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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School Name: MIRAMAR ELEMENTARY SCHOOL

District Name: Broward

Principal: Becki A. Brito

SAC Chair: Zovarce A. Jackson

Superintendent: Robert Runcie

Date of School Board Approval: 12/04/2012

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Becki Brito	Masters of Science in Educational Leadership, Bachelor of Arts - Major Spanish. Certifications: Spanish 7-12, Elementary 1-6,	3	19	<p>Student achievement- Principal at Hollywood Park Elementary 1998-2002- school was an F in 1999 and attained an A in 2002. In 2002 opened new school Silver Shores Elementary -school was an "A" in 2003-2004-there was no grade in 2002-2003 due to new school status. In 2003-2004, first year for assessment with FCAT school made AYP. While at Silver Shores Elementary the percent meeting high standards in reading 78%. Percentage making learning gains in reading,75%. Percentage meeting high standards in math 81%. Percentage making learning gains in math, 83%. Percentage meeting high standards in writing 90%. Percentage of the lowest 25% making learning gains in reading 61%.</p> <p>Student achievement- Principal at Miramar Elementary School, 2010-2011. During the 2010-2011 school year Miramar Elementary maintained our A grade but we did not make AYP.</p>

		ESOL Endorsement, Educational Leadership 1-6			<p>Percent making high standards in reading 75%. Percent making high standards in math 78%. Percent making high standards in writing 94%. Percent making high standards in Science 48%</p> <p>Percent making learning gains in reading 65%. Percent making learning gains in math 64%.</p> <p>Percent of the lowest 25% making learning gains in reading 58%. Percent of the lowest 25% making learning gains in math 59%.</p>
Assis Principal	Ms. Brenda Gillis	*Masters Degree in Curriculum and Instruction (Grades K-12) *Bachelors Degree in English with a minor in Elementary Education (Grades 1-6)	4	24	<p>Pines Middle School was her previous location. From 2005-2006 Pines received a grade of "A". In 2006-2007 they maintained their grade of an "A". In 2007-2008 pines Middle School received a grade of a "B". In 2008-2009 Miramar Elementary made AYP and increased our reading scores. In 2009-2010 Miramar Elementary maintained our A grade, but our school did not make AYP in the areas of English Language Learners, Hispanics & Economically disadvantaged.</p> <p>The percent meeting high standards in reading 73%. Percentage making learning gains in reading,57%. Percentage meeting high standards in math 81%. Percentage making learning gains in math, 59%. Percentage meeting high standards in writing 96%. Percentage of the lowest 25% making learning gains in reading 57%.</p> <p>Student achievement- Assistant Principal at Miramar Elementary School, 2010-2011. During the 2010-2011 school year Miramar Elementary maintained our A grade but we did not make AYP.</p> <p>Percent making high standards in reading 75%. Percent making high standards in math 78%. Percent making high standards in writing 94%. Percent making high standards in Science 48%</p> <p>Percent making learning gains in reading 65%. Percent making learning gains in math 64%.</p> <p>Percent of the lowest 25% making learning gains in reading 58%. Percent of the lowest 25% making learning gains in math 59%.</p>

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					<p>Miramar Elementary school in 2003-2004 was an A. In 2004-2005 the school went from an A to B. In 2005-2006 Miramar Elementary went back to being an "A+" school and has been graded an "A+" school for the past 4 years. AYP has been met from the years of 2003-2007. In 2007-2008 we didn't receive AYP status.</p>

Reading	Ingrid Rosales	*Reading Endorsement *Elementary Education *ESOL Endorsement	10	10	<p>In 2008-2009 Miramar Elementary did make AYP and our reading scores have increased. In 2009-2010 there was a decrease in our reading scores & Miramar Elementary did not make AYP. From 2009-2011 Miramar Elementary maintained our A grade, but our school did not make AYP in the areas of Reading & Math with our black & economically disadvantaged students.</p> <p>The percent meeting high standards in reading 75%. Percentage making learning gains in reading,65%. Percentage meeting high standards in math 78%. Percentage making learning gains in math, 59%. Percentage meeting high standards in writing 94%. Percentage of the lowest 25% making learning gains in reading 58%.</p> <p>Student achievement- During the 2010-2011 school year Miramar Elementary maintained our A grade but we did not make AYP.</p> <p>Percent making high standards in reading 75%. Percent making high standards in math 78%. Percent making high standards in writing 94%. Percent making high standards in Science 48%</p> <p>Percent making learning gains in reading 65%. Percent making learning gains in math 64%.</p> <p>Percent of the lowest 25% making learning gains in reading 58%. Percent of the lowest 25% making learning gains in math 59%.</p>
Curriculum	Keith Lindsey	Elementary Education ESOL Endorsement Educational Leadership	1	1	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. Review of district candidates and their Value Added Measure (VAM) scores.	Principal	2012-2013	
2	2. Review district database of candidates from an education program who meet highly qualified status.	Principal	2012-2013	
3	3. Team interventions based on Marzano practices.	Principal	2012-2013	
4	4. NESS Program-New Educator Support System	Principal/Ness Coordinator	2012-2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	0.0%(0)	6.4%(3)	48.9%(23)	29.8%(14)	40.4%(19)	100.0%(47)	17.0%(8)	8.5%(4)	85.1%(40)

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
Llona Tinerino-Allen	Tedia Haughton	Peer at same grade level will be able to coach on Common Core State Standards (CCSS)	Meeting with team; planning with peers; professional development at staff meetings; peer observations.
Melissa Ferioli	Marisol Escarfullery	Peer at same grade level will be able to coach on Common Core State Standards (CCSS)	Meeting with team; planning with peers; professional development at staff meetings; peer observations

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 A: Title I funds are used for parent-teacher professional development opportunities. Through these funds, teachers are able to provide instructions to low performing students. Title I funds are also being used for parental trainings in academic areas. Teachers will work in a collaborative fashion through our Title I coordinator to work with families to deliver family focused programs. Teachers will deliver workshops to families during the monthly PTA meetings.

Title I, Part C- Migrant

Title I, Part D

N/A

Title II

Title III

Funds will be utilized to designate a teacher assistant to work with students deficient in Reading.

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students,

remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI): Title I funds are being used towards CAMP Manatee (an after school tutorial program for students in grade 3rd, 4th, and 5th, which provides extended learning opportunities through researched based instruction.

Violence Prevention Programs

Miramar Elementary school implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Youth Crime Watch, Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies.

Nutrition Programs

Edible Garden Grant- Grant will enhance the nutrition program by developing habits through growing and consuming healthy vegetables. Science concepts, as well as Math skills will be integrated into the program through the units taught.

Housing Programs

N/A

Head Start

Miramar Elementary has 1 Head Start class that consists of 18 students.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team: Becki Brito (Principal); Brenda Gillis (Assistant Principal); Nichole Harriot (Guidance Counselor); Karmala Jackson (ESE Specialist); Ingrid Rosales (Reading Specialist); Keith Lindsey (Curriculum Specialist); Christine Burt Holsendorf (School Psychologist).

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS coordinates and disseminates data to the staff. The team works in conjunction with a team of readers to plan, monitor, intervene and make decisions based on interventions. The MTSS Leadership Team provides the data after focused analysis and disaggregation for the development and implementation of the School Improvement Plan.

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?

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?: The

Response to Intervention (RTI) problem solving process provides a researched data driven model of problem solving in order to establish a framework for the overall objectives and to be included in 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.

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: Formal assessments (FAIR assessments; math and reading mini-benchmark assessments, FCAT reports, District BAT 1 and BAT 2 assessments, Write Score science data, BEEP assessment) are utilized to summarize data. Behavior plans, logs, tracks, and monitoring plans are utilized for behavior intensive students.

Describe the plan to train staff on MTSS.

Describe the plan to train staff on MTSS: A schedule of professional developments is developed by the team leaders in the summer to address training on MTSS for staff. Training is provided through a menu of weekly optional workshops, as well as sessions offered monthly on Early Release and Teacher's Planning Days.

Describe the plan to support MTSS.

Describe the plan to support MTSS: The MTSS is supported throughout the concerted use of data analysis by all stakeholders in an effort to provide a framework to guide the implementation of the School Improvement Plan.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT). Becki Brito (Principal); Brenda Gillis (Assistant Principal); Nichole Harriot (Guidance Counselor); Karmala Jackson (ESE Specialist); Ingrid Rosales (Reading Specialist); Keith Lindsey (Curriculum Specialist); Christine Burt Holsendorf (School Psychologist).

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The literacy Leadership Team holds bi-weekly meetings to discuss the overall literacy goals across the grade levels. The team will analyze the data from the mini BEEP assessments and assess if the school is working towards the goals of the SIP.

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

What will be the major initiatives of the LLT this year? The major initiatives of the school this year will be a school wide literacy & science focus. We will also use supplemental activities such as WOW Words of the week to extend the vocabulary focus across grade levels. These initiatives will directly focus on level 1-5 students. All students will engage in differentiated activities in order to increase student achievement in literacy. Our students will engage in school wide literacy activities such as writing topics that will span the different grade levels and subject areas. Level 1 & 2 student achievement level in reading will have a direct impact on gains in literacy and reading scores. The team will work collaboratively through coordinated meetings with a focus on data analysis. The team will implement literacy training for parents through our Title One coordinator. The team will work with our community partners to offer incentives towards student achievement in literacy. These initiatives will positively impact student achievement through motivation and community building between staff and parents. The team will work together to increase teacher literacy knowledge and motivation through the sharing of best practices, and workshops on implementing technology into the literacy curriculum with a focus on literacy achievement. The team will monitor the monthly mini benchmark assessment scores. The team will assess the scores during data chats and evaluate the students' needs. Plans for instruction will be made based on the data.

Public School Choice

Supplemental Educational Services (SES) Notification

*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.

*To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the 119 HS classrooms. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program.

*Transitional meetings are scheduled between the preschool program (PLACE and Head-Start) and the elementary school for parents, students, and educators. In addition we have a school -based orientation for parents to retrieve information that will assist in a smooth transition for their child.

*The ESE Specialist provides ongoing development, implementation, and monitoring of preschool programs and assessment systems for preschool children.

This is accomplished through:

- 1). The involvement in the Sequenced Transition to Education in the Public Schools (STEPS) Project focusing on the transition of newly identified ESE preschoolers exiting from the Part C Early Steps.
- 2.) Participation in the Broward Early learning coalition to facilitate the inclusion of children with disabilities.
- 3.) The provision of technical assistance on national, state and local policies, procedures and compliance information related to ESE students.

*The ESE specialist provides on-going staff development activities including developing and presenting workshops to teachers and paraprofessionals in the Preschool Learning Activities and Classroom Experience (PLACE) and Head start program. Trainings include oral languages, emerging literacy skills, social skills, large and small group instruction, and outdoor play activity, building the developmentally appropriate learning foundation using the creative curriculum design.

*We also do a Kindergarten Roundup/Orientation-where we invite all parents of preschool children to attend. Before school begins we do a kindergarten orientation that is scheduled for all incoming kindergarten students, their parents, and teachers. First, the students are introduced to their teacher and then they are taken to their new kindergarten classroom. The students are then presented with the opportunity to meet with their kindergarten teacher while participating in a learning activity. While the students are meeting their teacher and learning about their new school environment the parents remain in the cafeteria where they learn about a few important rules and procedures of our school. PTA speaks to the parents about the importance of school involvement. After the parent meeting, parents are escorted to their child's classroom for additional information provided by each individual teacher. The teachers provide to them with informational packets of what's involved and how to prepare their child for kindergarten, they learn about the academic goals and expectations, information is provided to them about parent/teacher conferences, and parent questions are answered. After the information session concludes, the students and parents are invited to take a tour of our school.

*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:	By June of 2013, 39% (131) of students will score at level 3 in reading on the FCAT Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (121)	39% (131)

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 of our ELL students.	English Now program will be used to enhance literacy skills. Teachers will apply high yield strategies in their instruction such as identifying similarities and differences among ideas, concepts and vocabulary, summarizing and notetaking and reinforcing effort and providing recognition. These strategies will have a focus on our ELL students. They will receive double dose instruction which will be modified based on student progress.	Administrative Leadership Team.	Effectiveness will be determined through the findings from the C.P.S.T Collaborative Problem Solving Team meetings.	Students in grades 3-5 will participate in the district benchmark assessment test 1 & 2
2	Students' ability to comprehend Reference and Research questions from Non fiction passages.	Teachers will utilize technology tools and a diverse number of non fiction text in order to help increase students'comprehension of non fiction text.	Administrative Leadership Team.	Effectiveness will be determined through weekly team data chats.	Mini Benchmark assessments in the area of Reference and Research.
3	Students' lack of academic vocabulary knowledge to enable them to comprehend higher level text.	Daily small group reading instruction using The Treasures Intervention Reading series We will also use the school wide WOW words vocabulary program.	Administrative Leadership Team.	Effectiveness will be determined through weekly team data chats.	District Benchmark Assessment test. Mini benchmark assessments in vocabulary.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By June of 2013, 38% (125) of students will score at level 4 in reading on the FCAT Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (115)	38% (125)

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	Supplemental enrichment materials for our gifted and high achieving students.	Students identified as gifted or high achieving will receive enrichment using gifted materials purchased through grants and partnership organizations. Teachers will also attend training sessions with the curriculum in order to add enrichment activities.	Administrative Leadership Team.	Effectiveness will be determined through data analysis meetings for our gifted and high achieving students.	Benchmark Assessment test.
2	Students lack a variety of learning strategies that aid in higher order thinking skills - comprehension	High achievers will participate in differentiated curriculum using enrichment materials. Higher Order Thinking Strategies *Novels *Treasures Reading Series Above Level Lessons and Activities *Differentiated Instruction	Administrative Leadership Team.	Data Chats through our Reading Sub Committees.	Gifted 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June of 2013, 76% (201) of students will make learning gains in reading on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (191)	76% (201)

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	Tracking and monitoring student data.	A thorough analysis of the 2010-2011 FCAT achievement data is scheduled. The goal will be to outline and track the learning gains of all our students. Teachers will then be able to target and progress monitor the students.	Administrative Leadership Team.	During the CPST meetings we will discuss the learning gains of our targeted AYP subgroups.	BAT 1 & 2 assessment.
2	Students have different learning styles and needs	ESE and LEP students will be placed in the appropriate program to meet additional needs through the use of DAR, (Diagnostic Assessment of Reading) and Key Math screening	Administrative Leadership Team.	During CPST meetings we will discuss the needs of our students and evaluate if the current instructional plans are meeting the learning styles or our targeted students.	End of the year DAR and Key Math assessment along with the mini benchmark 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 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:	By June of 2013, 86% (67) of the students in the lowest 25 percentile will make learning gains on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (57)	86% (67)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading comprehension of our lowest 25% in learning gains.	The PLC reading team. (1 teacher from each grade level (Pre-K through 5th grade) and a support staff member) will analyze data trends and implement the school wide reading activities. These activities will be differentiated to meet the needs of our lowest 25% in learning gains.	PLC reading team, headed by team leaders.	Mini Bat Assessments Teacher Observations and classroom walk-throughs. Data Chats	BAT assessments
2	Students need additional time/instruction for skill/concept understanding	Double Dose daily in small groups using Tier 2 strategies along with the Treasures Intervention/Below Level Activities and Lessons.	Administrative Leadership Team	Data chats among the grade levels will take place to assess the level of instructional time to student achievement based on the current student data.	Treasures Assessment, Mini bats, BAT 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%.		Reading Goal # Miramar Elementary will reduce the achievement gap in Reading by 10% beginning in the year 2012-2013 and for each subsequent year thereafter until the target year 2016-2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	65%	69%	72%	75%	

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:	By June of 2013, 10% of the students in each subgroup will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 46% (6) Black: 42% (118) Hispanic: 43% (43) Asian: 54% (6) American Indian: NA	White: 56% (16) Black: 52% (128) Hispanic: 53% (53) Asian: 64% (16) American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student morale which affects academic achievement.	Our partnership programs are used to increase student morale and academic achievement. Current partnerships are integrated into the school program with The Miami Heat, Sam's Club, Florida Marlins, BJ's Wholesale Club, Papa John's pizza, Galaxy Skate Way, Chuck E. Cheese, Miramar Police and Fire Department, City of Miramar, Golden Corral, JT's Sports Bar & Grill, Kabooms Amusement Center, After School Care Programs (ASP), & Char-Hut.	Administration	Weekly team level meetings, classroom observations, and Mini-BAT assessments	progress monitoring, mini beep assessment
2	Tracking and analyzing student data.	*Disaggregate test data to identify instructional groups and identify weak and strong academic areas * Develop an instructional timeline * Implement the instructional focus for each lesson. * Administer frequent assessments * Provide tutorials to re-teach target areas not mastered * Provide enrichment	Administrative Leadership team	Monthly meetings, leadership team and staff. Classroom observations, and Mini-BAT assessments.	BAT Assessment test

	<p>opportunities for students who have mastered targeted benchmarks.</p> <p>* Reinforce learning through maintenance of skills.</p> <p>* Monitor progress</p> <p>Data will be shared with parents through conference, interim, agenda notes.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By June of 2013, 96% (43) ELL students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (33)	96% (43)

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	ELL students mastery of vocabulary knowledge.	Teachers will implement accommodations and modifications reflected on the ESOL Matrix to better meet the needs of the ELL students.	Administrative Leadership team	CPST meetings will be used to assess the progress of each ELL student and design an instructional plan to improve their vocabulary knowledge.	Benchmark assessments in vocabulary.
2	Language barrier, vocabulary and fluency of ELL students.	ELL students will be provided additional resources and interventions such as, *Istation, *In Step *Readers correlated to the leveled reading program, FCAT Explorer for students in grades 3-5, *RiverDeep for students in grades k-2.	Administrative leadership team.	Regularly scheduled data chats with administration and support staff.	Classroom performance 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June of 2013, 71% (32) of students with a disability (SWD) will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (22)	71%(32)

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 limited vocabulary development.	Teachers will differentiate and double dose instruction through the use of Istation. Students in grades K-5 will use Riverdeep and/or FCAT Explorer to enhance their reading achievement, at least three times per week. Students will also use the school's WOW words of the week program to practice vocabulary words.	Administrative leadership Team	Individualized Educational Plan, I.E.P meetings along with team data chats will be used to assess the effectiveness of the strategy.	Benchmark assessment test in reading.
2	Lack of time and assistance in the practice of reading.	*Continuous monitoring of students via the Fluency Builders in the Treasures reading series *Differentiated Instruction *Additional assistance provided by paraprofessionals with targeted ESE students.	Administrative leadership Team	Progress Monitoring Fluency Assessments in Treasures reading series (Pre, Mid, and Post)	Pre, Mid and Post Fluency Tests from Treasures Reading Series/ Florida Comprehension Assessment Test (FCAT), DAR

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:	By June of 2013, 53% (170) of the Economically Disadvantaged students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (160)	53% (170)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fluency and comprehension skills of our economically disadvantaged students.	Students will receive differentiated instruction and teachers will utilize alternative (programs) i.e. Riverdeep, istation outlined in the minutes from the CPST meetings. Students will also participate in a free tutorial camp.	Administrative leadership team.	Data Chats	BAT 1 &2 assessments

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
1. Common Core State Standards (CCSS)	K-5	Grade Level Chairs	Professional Learning Communities	Once a month (Every 4th Monday)	Observation Monitoring through Data Chats	Principal Assistant Principal
2. Marzano	PK-5	Administration	School Wide	Early Release Teachers Planning 10/25/-10/26/2012 1/17- 1/18/2013 2/7/2013 3/21-3/22/2013	Observation Monitoring through Data Chats	Principal Assistant Principal
3. FEAPS	PK-5	Support Staff	School Wide	Every Thursday on a Weekly Basis	Observation Monitoring through Data Chats	Principal Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Comprehension Enhancement	Jump Start	General Budget	\$1,094.85
Comprehension Enhancement	Florida Ready	General Budget	\$5,706.28
Test Preparation	Florida Star	General Budget	\$1,638.16
			Subtotal: \$8,439.29
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: \$8,439.29

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.	59% of students will score proficiency on the

CELLA Goal #1: listening/speaking subtest of CELLA by 2013.

2012 Current Percent of Students Proficient in listening/speaking:

49% Proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of oral stimulation of the English language used at home	1.1. Provide opportunities for students to participate in listening comprehension activities (i.e., Audio books, Lang. Master, & Videos).	1.1. Classroom Teachers ESOL Contact	1.1. CWT's	1.1. CELLA, IPT 1 L/S, Performance task/Oral Presentation
2		1.2. Provide opportunities for students to express themselves orally in the English Language.			

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: 40% of students will score proficiency on the reading portion of the CELLA subtest by 2013

2012 Current Percent of Students Proficient in reading:

30% Proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of English proficiency in the use of vocabulary	2.1. Students will use word wall strategies, context clues, and picture cards	2.1. Classroom teachers ESOL Contact	2.1. CWT's	2.1. CELLA, IPT 1 R/W, District BAT's
2	2.2. Lack of reading comprehension skills and strategies.	2.2. Students will be taught and encouraged to use reading comprehension strategies (i.e., graphic organizers, QAR's, visualizing, and summarizing).			

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

3. Students scoring proficient in writing.
CELLA Goal #3: 41% of students will be proficient in writing by 2013 by obtaining a 4.0 or higher on the FCAT Writes.

2012 Current Percent of Students Proficient in writing:

31% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of knowledge of convention usage	2.1. Teachers will model writing for students focusing on writing conventions.	2.1. Classroom Teachers ESOL Contact	2.1. CWT's	2.1. Writing Samples Writing Mini-Bat's Bat's
2	2.2. Lack of an understanding of English grammar rules.	2.2. Teachers and students will have post-writing conferences to receive student work in terms of grammar usage.	2.2. Classroom Teachers ESOL Contact	2.2. CWT's	

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:	By June of 2013, 42% (145) of students will score at level 3 in math on the FCAT Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (135)	42% (145)

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 mathematical vocabulary	Students who are struggling academically and aren't meeting benchmark standards are targeted for intervention, in math vocabulary concepts. Students will also be engaged in math vocabulary centers.	Administrative Leadership Team.	Effectiveness of the strategy will be determined during CPST meetings along with data chats by the math teams.	Ongoing team data chats/ District BAT Tests (2x a year). Analyzing and monitoring all data
2	Students may lack the prerequisite math skills in order to master the benchmarks.	Small group instruction and Double Dose Instruction.	Administrative Leadership Team.	Analyzing the weekly BEEP assessments	District BAT Tests (2x a year). Analyzing and monitoring all data.
3	Instructional Staff knowledge of the new Go Math Series & Next Generation Sunshine State Standards.	Teachers will attend workshops and share best practices on the NGSSS and Go Math Series. Professional development will be provided to address this gap in teacher knowledge.	Administrative Leadership Team.	Mini benchmark assessments	BAT math test 1 & 2
4	A barrier is use of technology by students in order to extend their proficiency with math concepts.	Teachers will integrate technology and math (where applicable) using digital tools and strategies such as *student response devices, *interactive white boards, *LCD projectors and document cameras *FCAT Explorer, *First in Math, *Soar to Success and *Riverdeep *Destination Success access for students.	Administrative Leadership Team.	Teams will discuss the use of technology and it's impact on student achievement during the weekly data chats.	Weekly Mini-Bats, BAT, Go Math Chapter Tests, FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June of 2013, 36% (121) of students will score at level 4 and 5 in math on the FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (111)	36% (121)

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	Supplemental enrichment materials for our gifted and high achieving students.	Students identified as gifted or high achieving will receive enrichment using gifted materials purchased through grants and partnership organizations. Teachers will also attend training sessions with the curriculum in order to add enrichment activities.	Administrative Leadership Team.	Effectiveness will be determined through data analysis meetings for our gifted and high achieving students.	Benchmark Assessment test.
2	Students are not being challenged by whole group instruction.	All students, including gifted and high achievers in grades K-5 will receive differentiated instruction at their level and will be given remedial and/or challenging assignments and group projects that require them to utilize higher order thinking	Principal	Classroom Walkthroughs will be used by the Principal to determine if less whole group instruction is taking place.	Weekly Mini-Bats, BAT, Go Math Chapter Tests, FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June of 2013, 67% (175) of students will make learning gains in math on the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (165)	67% (175)

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	Tracking and monitoring student data.	A thorough analysis of the 2010-2011 FCAT achievement data is scheduled. The goal will be to outline and track the learning gains of all our students. Teachers will then be able to target and progress monitor the students.	Administrative Leadership Team.	During the CPST meetings we will discuss the learning gains of our targeted AYP subgroups.	BAT 1 & 2 assessment.
2	Students have different learning styles and needs	ESE and LEP students will be placed in the appropriate program to meet additional needs through the use of DAR, (Diagnostic Assessment of Reading) and Key Math screening	Administrative Leadership Team.	During CPST meetings we will discuss the needs of our students and evaluate if the current instructional plans are meeting the learning styles or our targeted students.	End of the year DAR and Key Math assessment along with the mini benchmark assessments.

3	Students' limited knowledge of mathematical Vocabulary.	School Wide Math Wizard program will be implemented to supplement the student's knowledge of basic mathematical facts. K-5 Math Centers will be created to support math vocabulary acquisition.	Administrative Leadership team.	During data chats and team meetings the area of vocabulary will be addressed. Teachers determine if explicit math vocabulary instruction is needed and modify where necessary.	BAT 1 & 2 assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June of 2013, 86% (67) of students in the lowest 25% will make learning gains in math on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (57)	86% (67)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Personnel needed to double dose instruction.	Classroom teachers will disaggregate test data to identify instructional groups along with weak and strong academic areas. An instructional timeline has been developed to deliver the instructional focus. Administer frequent assessments & create	RTI teams	Mini benchmark assessments will be used to determine the effectiveness of double dosing instruction.	Beep Tests following the Mathematics calendar

	small groups in an effort to double dose instruction.	
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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 #					
	Miramar Elementary will reduce the achievement gap in Math by 10% beginning in the year 2012-2013 and for each subsequent year thereafter until the target year 2016-2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	68%	72%	75%	78%	

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:	By June of 2013, 10% of the students in each subgroup will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 46% (6) Black: 42% (118) Hispanic: 43% (43) Asian: 54% (6) American Indian: NA	White: 56% (16) Black: 52% (128) Hispanic: 53% (53) Asian: 64% (16) American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack life experiences and real world math applications.	Students in all AYP sub groups grades 3, 4 and 5 will be exposed to a variety of opportunities and methods of learning and applying math skills. *Go Math Math Manipulatives *Differentiated Instruction *Small Group Instruction. Math Intervention strategies will be used based on the data gathered from ongoing assessments. FCAT Camp Manatee will also be made available for targeted students. SES on campus provider, will provide support through tutoring in math. * Students will participate in Publix Math Night to use math in real world setting.	Administrative team. Coordinator of business partnerships.	pre - post test data to determine if students have shown improvement. Teachers will analyze individual student data on an ongoing basis to monitor student progress. *Publix receipts will demonstrate mastery.	District BAT Tests (2x a year). Analyzing and monitoring all data through the Go Math Chapter Test. * Receipts of sales will be examined for accuracy.

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:	By June of 2013, 96% (43) ELL students will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (33)	96% (43)

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	ELL students ability to explain mathematical computations because of language difficulty.	ELL students not making AYP will be provided with math extended instruction using a variety of materials including Go Math intervention assignments that will target their ability to communicate their mathematical thinking.	Math Committee and Team Leader	Data Chats will be used to determine the effectiveness of the strategy. On- going data analysis will allow for further modification to meet the needs of our ELL population.	Beep Tests following the Mathematics calendar

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:	By June of 2013, 71% (32) of students with a disability (SWD) will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (22)	71% (32)

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 entering the grade level with below grade level knowledge in math.	Identified students in grades K- 5 will be placed on a Progress Monitoring Plan (PMP); with strategies will be implemented to increase their individual student achievement in vocabulary.	Administrative leadership team.	CPST meetings	Mini benchmark assessment test
2	Meeting the needs of ESE/SWD students across the grade levels in math.	ESE/SWD students will receive remediation/program adjustments as needed in an inclusive setting using the push- in model.	Classroom teachers. ESE specialist	Data Chats	Mini benchmark assessment 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	By June of 2013, 53% (170) of the Economically Disadvantage students will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (160)	53% (170)

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	Economically Disadvantaged students lack of access to technology.	Students in all AYP sub groups grades 3, 4 and 5 will use "FCAT Explorer" FCAT preparation Internet programs & software in order to master grade level expectations. Students in grades K - 5 will participate in supplemental math programs (such as, Buckle Down, FCAT Dailies, etc.) to increase math application skills.	Classroom teacher and administration	Analyzing the weekly BEEP assessments through data chats.	School-wide Mini Benchmark Strand Test after each strand/benchmark Harcourt inventory test (1x a year)

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
Go Math Workshop (Big Ideas to include the new standards across the grade levels.)	K-5	Support Staff	Professional Learning Community- K-5	Monthly team meetings	Analyzing of data through the weekly math facts drills.	Classroom teacher
Professional development in utilizing and infusing the Math Instructional Focus Calendar	K-5	Curriculum Specialist	PLC-K-5	September/ongoing	Analyzing of data through the weekly math facts drills	Classroom teachers and Curriculum Specialist

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Test Preparation	Coach Math Assessment	General Budget	\$1,780.00
Test Preparation	Jump Start	General Budget	\$1,094.85
			Subtotal: \$2,874.85
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: \$2,874.85

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.		By June of 2013, 45% (60) of students will score at level 3 in Science on the FCAT Assessment.			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
35% (50)		45% (60)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in Supplemental Scientific enrichment activities.	Students will participate in mandatory individual science projects consisting of grades 3-5 and class projects for grades K-2 including ESE & ELL students. Students working below level will receive a differentiated curriculum adjusted to their needs.	Science SAC Committee	Science Assessments	Beep testing. Monitor data after each Science benchmark test is administered in 5th grade.
	Personnel to double	Students will utilize	Science SAC	Science Assessments	Beep testing and

2	dose science curriculum.	applied technology to enhance classroom instruction, assessment, and application.	Committee.		the monitoring of data after each science benchmark in 5th grade.
3	Students' knowledge of scientific vocabulary.	Teachers will utilize a science word wall that is grade level appropriate including a modified version for ESE & ELL students.	Science SAC Committee	Science Assessments	Beep testing and the monitoring of data after each science benchmark in 5th grade.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June of 2013, 23% (29) of students will score at level 4 and 5 in Science on the FCAT Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (19)	23% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiating instruction to meet the needs of all learners	Grade level activities and science center activities will be implemented, in small groups, to further develop understanding and mastery of the science benchmarks which will be monitored,	Science SAC Committee.	Mini Benchmark assessment tests.	Beep testing and the monitoring of data after each science benchmark in 5th grade.

		maintained and adjusted as needed to meet the needs of individual learners (below grade level, on grade level, or above grade level).		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
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
Teachers in grades 1-5 will engage in a variety of staff development activities to assist with the integration of technology into the Science curriculum. School Wide/ technology integration	K-5	Support Staff Teachers	PLC- Monthly Team Meetings	Once a Month (Every 4th Monday)	Sharing of Best Practices	Administration

Science Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Test Preparation	Fusion	General Budget	\$1,078.00
			Subtotal: \$1,078.00
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: \$1,078.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By June of 2013, 100% (145) of students will score at level 3 and higher on the Florida Writing Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (135)	100% (145)

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 exhibit a lack of an expanded vocabulary to produce grade appropriate expository and narrative writing samples.	*Implement the use of the WOW word program to enhance *vocabulary knowledge. Vocabulary instruction will be differentiated with the aid of graphic organizers and Promethean boards. *Students will maintain their writing in writing portfolios that will be assessed to determine students' growth in vocabulary knowledge. *Peer editing will be utilized as a strategy to promote and expand vocabulary.	Administrative Leadership Team.	Writing portfolios will be utilized by the teacher to determine the effectiveness of the vocabulary use in their writing.	Regularly scheduled writing prompts.

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:	
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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
Conventions of Writing	4th- Writing	Curriculum Coach	PLC- 4th Grade	Every other Friday (9/7 to 4/11)	Anchor papers will be collected and graded by support staff once a month.	Curriculum Coach

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:		By June of 2013, 98% of the students will have perfect attendance, and excessive absences and excessive tardies will be reduced by 10%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96%		98%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
80		70			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
163		140			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Involvement	Through a process of open communication between staff and parents, all parties will be informed of expectations on student attendance at the start of the year. Attendance policy will be discussed during the August open house event. Student attendance will be monitored and students that appear on the BTIP list will be referred to the leadership team for immediate action to ensure regular attendance.	assistant principal	The child study team will discuss student attendance and tardy rates and all meetings.	Data Chats and Child Study meetings

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
PLC will discuss the attendance requirements & rates and inform parents through agenda notes. Professional development on attendance requirements and BTIP information.	Attendance	Assistant Principal	PLC- Schoolwide	September 2012	Data chats on attendance rates in weekly meetings.	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance	BTIP	General Budget	\$2,993.00
			Subtotal: \$2,993.00
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: \$2,993.00

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:	By June of 2013, the number of in school and out of school suspension will be reduced by 5%.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
4	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental Involvement	A collaborative approach with the school's RTI team will meet and discuss an action plan to help reduce suspensions and student conflicts. The goals of the team will be shared with all team leaders.	Administration	Regular meetings among administrators, school leadership team members, support personnel, grade chairs, & SAC committees are held to review data.	Data Chats – cross grade level.

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
The staff will be trained on the proper methods of identifying and adhering to the bullying policy	Schoolwide	Support Staff	PLC- Early Release Teacher's Planning	September 2011/ongoing	Team Meeting	Administration

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:		By June of 2013, 80% (680) of the parents will be involved in school sponsored activities.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
60% (457)		80% (680)			
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	see PIP	see PIP	see PIP	see PIP	see PIP

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
Promote Parental Involvement	Grade Levels FCAT Family Night	Title I	\$4,834.00
			Subtotal: \$4,834.00
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: \$4,834.00

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	Comprehension Enhancement	Jump Start	General Budget	\$1,094.85
Reading	Comprehension Enhancement	Florida Ready	General Budget	\$5,706.28
Reading	Test Preparation	Florida Star	General Budget	\$1,638.16
Mathematics	Test Preparation	Coach Math Assessment	General Budget	\$1,780.00
Mathematics	Test Preparation	Jump Start	General Budget	\$1,094.85
Science	Test Preparation	Fusion	General Budget	\$1,078.00
Attendance	Attendance	BTIP	General Budget	\$2,993.00
Parent Involvement	Promote Parental Involvement	Grade Levels FCAT Family Night	Title I	\$4,834.00
				Subtotal: \$20,219.14
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$20,219.14

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/8/2012)

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
To provide Professional Development for SAC team members. Marking tools will be purchased to enhance to school's academic profile. A school newspaper and yearbook have been planned to support the writing efforts of students. An Arts Festival and People Fair will showcase students' work.	\$4,281.00

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

To focus on gains in student achievement through activities and programs that support academic growth. The SAC will also focus on school safety measures and increased parental involvement.

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

Broward School District MIRAMAR ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	78%	94%	48%	295	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%	64%			129	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?	58% (YES)	59% (YES)			117	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					541	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MIRAMAR ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	81%	96%	39%	289	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	57%	59%			116	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?	57% (YES)	66% (YES)			123	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					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested