FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SPRUCE CREEK ELEMENTARY SCHOOL

District Name: Volusia

Principal: Sandra Kaye

SAC Chair: Kim Weslar/Karen Weinrich

Superintendent: Margaret Smith

Date of School Board Approval: December 11, 2012

Last Modified on: 10/18/2012

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	Sandra Kaye	Bachelors and Masters Health Education, Elementary Education, Special Education, and Educational Leadership	2	14	2011-2012 A 70 65 68 80 74 69 (% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) 2010-2011 A 85 80 70 74 69 71 2009-2010 A 81 78 77 59 66 71 50 67 2008-2009 A 80 75 91 61 68 69 61 69 2007-2008 A 81 79 69 53 71 71 65 73 2006-2007 B 77 73 73 42 67 55 58 51 2005-2006 B 79 73 62 60 66 57 2004-2005 A 83 80 78 69 75 60
Assis Principal	Sharon Blanton	Bachelors in Elementary Education, Masters in Educational Leadership.	1	1	No information - first year as an administrator

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)
NA					

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	New teacher programs - providing mentors to work collaboratively with first-year teachers.	Administration	May 2013	
2	Leadership Opportunities - Teachers can be appointed as grade/department chairs. They may serve on best practices committee and participate in PTA, SAC, and PLC meetings.	Administration	May 2013	
3	Professional Development - Volusia County School Board provides independent professional development opportunities through PD360, an online learning community. Professional development is also offered on early release Wednesdays. Face-to-face professional development is offered through the district and the Volusia Teacher's Organization.	District administration	May 2013	
4	Celebrations/Teacher Recognition - Each year, Spruce Creek Elementary names a Teacher of a Year. This teacher is recognized at a school-wide celebration as well as a county-level banquet.	Administration	May 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
0 teachers are teaching out-of-field.	

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
54	1.9%(1)	5.6%(3)	33.3%(18)	59.3%(32)	35.2%(19)	100.0%(54)	9.3%(5)	14.8%(8)	18.5%(10)

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
Dr. Linda White	Lesley Dennis	Ms. Dennis is a first year teacher being mentored by a district-assigned Peer Assistance and Review (PAR) Teacher.	Evaluates and responds to needs, assists beginning teacher in reflection, collaborates and assists in planning, conferences.

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond the core, ensures that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. Supports the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PST/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PST/RtI in meeting student needs and to address frequently asked parental questions. In addition, provides parents information about PST/RtI at PST meetings.

School Psychologist: Assists school in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to academic or emotional/behavioral problems. Ensures that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PST/RtI. Provides/facilitates training on skill building and understanding of the components of PST/RtI.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participates in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Encompass Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

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's RtI leadership Team functions as a natural extension of the school's Problem Solving Team(PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, intervention teacher, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PST/RtI implementation, parent input is actively sought to enhance student outcomes. The school's leadership team focuses PST/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The Problem Solving/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on Tier 1, 2, and 3 targets as well as academic, behavioral, and social/emotional areas that needed to be addressed. The team helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), Differentiated Accountability Assessments, VIMS, Pinnacle

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation, Differentiated Accountability Assessments, VIMS, Pinnacle

Midyear: Florida Assessments for Instruction in Reading (FAIR)

End of year: FAIR, FCAT, VIMS, Pinnacle

Frequency of Data Days: 3 times a year, or as determined by administration

Describe the plan to train staff on MTSS.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PST/RtI is accessible through the PST/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PST/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PST/RtI. Year-long training on Standards-Referenced Grading will be provided.

Describe the plan to support MTSS.

Teachers will meet in Professional Learning Communities (PLC's) every two weeks by grade/department. Teachers will look at the data listed above to identify students in need of MTSS. Teachers will work together to plan and implement walk to intervention to meet the needs of all the students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school's Literacy Leadership Team consists of the Principal, Assistant Principal, and grade/department chairs.

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

The school's LLT team meets regularly to address school literacy material needs, review progress monitoring information, discuss professional development needs, and to determine best practices to increase student achievement. The team offers support and guidance to new teachers as well as to experienced teachers in the areas of formative assessment and differentiated instruction. Reading research is reviewed and ideas and strategies for remediation, intervention, and enrichment are shared and implemented.

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

The major initiative of the LLT for 2012 - 2013 will be to provide leadership and training to support implementation of the Common Core State Standards (CCSS) and Standards-Referenced Grading (SRG.) An Intervention teacher will work with identified struggling students in small groups from Kindergarten, first, and second grades. The school-based LLT promotes enrichment of our school-wide literacy program through programs such as Reading Counts, Family Literacy nights, Readers as Leaders, Muffins with Moms, Donuts with Dads, and FCAT Explorer. The LLT provides material and technical support to address student literacy needs.

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.

NA

*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.

NA

*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?

NA

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?

NA

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

NA

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:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (99) of 3-5 students scored achievement level 3.	32% will score achievement level 3.

	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	Challenges of working with students who come from various backgrounds including low SES.	Ensure that all teachers receive professional development related to Common Core Curriculum and strategies.	Administration, Common Core contacts	Ongoing monitoring of reading formative and summative assessment data	Reading assessment data, FAIR data, FCAT results
2	Time for teacher collaboration for data analysis and student progress planning	Provide for uninterrupted teacher collaboration in biweekly PLC meetings	Administration, PLC leaders	Ongoing monitoring of reading formative and summative assessment data	Reading assessment data, FAIR data, FCAT results
3	Lack of time for intensive differentiated instruction	Provide a designated time for teachers to group students by specific academic needs through "walk to intervention"	Administration, Grade level chairs	Ongoing monitoring of reading formative and summative assessment data	Reading assessment data, FAIR data, FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at FAA levels 4, 5, and 6 will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
11.1% (1) scored at level 4, 5, or 6.	16% of students will score at level 4, 5, or 6.

	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	There is a need for more collaboration time amongst teachers of students with cognitive	Participation in school based bi-weekly PLC sessions	Administration, ESE team	Continual monitoring of student progress through data collection.	Access Points

	disabilities			

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:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 2% in grades 3, 4, and 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
40.3% (133) of 3-5 students scored an achievement level 4 or 5.	42.3% will score an achievement level 4 or 5.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from various backgrounds	Ensure that all teachers receive professional development related to Common Core Curriculum and strategies	Administration	Ongoing monitoring of reading formative and summative assessment data	Reading assessment data, FAIR data, FCAT results
2	Time for teacher collaboration for data analysis to identify high achieving students	Provide biweekly PLC time for teachers to plan for and provide enrichment activities for "walk to intervention" time	Administration, PLC leaders	Ongoing monitoring of reading formative and summative assessment data	Reading assessment data, FAIR data, FCAT results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above achievement level 7 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 students scored at or above level 7.	5% of students will score at or above achievment level 7.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation in school based bi-weekly PLC meetings	Administration, ESE team	Continual monitoring of student progress through data collection	Access Points

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:	Students making Learning Gains in reading will increase by 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
68% made Learning Gains	70% of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with large gaps in reading achievement	Provide Intervention Teacher to work with struggling students in grades K-2	Administration, Intervention Teacher	Ongoing Progress Monitoring (OPM)	Reading assessment data, FAIR data
2	Not enough time for teachers to use data from available resources and progress monitoring assessments to target instruction in classroom	Provide substitutes for teachers to engage in progress monitoring with school-based RtI leadership team	Administration, RtI leadership team, teachers	Ongoing monitoring of reading formative and summative assessment data	Reading assessment data, FAIR data, FCAT results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains in reading will increase by 5%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students made learning gains in reading.	5% of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation school based bi-weekly PLC meetings	Administration, ESE team	Continual monitoring of student progress through data collection	Access Points

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:	Students in the lowest 25% making learning gains will increase by 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
74% of students in the lowest 25% made learning gains.	76% of students in the lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers	Provide teachers with Common Core State Standards training and materials to use for "walk to intervention" in the areas of vocabulary, fluency, phonics, and comprehension instruction	Administration, Common Core Contacts, teachers	Ongoing monitoring of reading formative and summative assessment data	Reading assessment data, FAIR data, FCAT results
2	Students with large gaps in reading achievement	Provide Intervention Teacher to work with struggling students in grades K-2	Administration, Intervention Teacher	Ongoing Progress Monitoring (OPM)	Reading assessment data, FAIR data
3	Not enough time for teachers to use data from available resources and progress monitoring assessments to target instruction in classroom	Provide substitutes for teachers to engage in progress monitoring with school-based RtI leadership team	Administration, RtI leadership team, teachers	Ongoing monitoring of reading formative and summative assessment data	Reading assessment data, FAIR data, FCAT results

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 : In 2012-2013, we will reduce the achievement gap by meeting Safe Harbor (73% proficient).

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70%	77%	79%	81%	84%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	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 subgroup:

5C. English Language Learners (ELL) not making

	satisfactory progress in reading. Reading Goal #5C:		N/A		

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:			N/A		

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:			In 2012-13, economically disadvantaged students making satisfactory progress in reading will increase by 2%.		

2012 Current Level of Performance:			2013 Expected Level of Performance:		
61% of the ED students made satisfactory progress in reading.			In 2012-13, at least 63% of the ED students will make satisfactory progress in reading.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from various	Ensure that all teachers receive professional development related to	Administration, Team Leaders	Ongoing monitoring of formative assessment and teacher observation	District Assessments and FCAT results

	backgrounds, including low SES backgrounds.	effective instructional strategies in reading		by administration
2	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of Common Core State Standards that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration, classroom teachers, Instructional TOA's	Classroom Walkthrough PLC Meetings	VSET Observations Domain 3

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						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Provide substitutes for teachers to engage in progress monitoring with school-based RtI leadership team	Substitutes	School Improvement funds	$363.32
Provide substitutes for teachers to engage in progress monitoring with school-based RtI leadership team	Substitutes	Extended Day Enrichment Program	$1,000.00
Walk to Intervention to meet students' specific academic needs	Reading Game System for 3rd grade	School Improvement Funds	$139.99
Common Core State Standards Materials	Scholastic Readers for 5th grade	School Improvement Funds	$117.98
Common Core State Standards Materials	Time for Kids for 5th grade	School Improvement Funds	$110.50
Provide Enrichment Activities	National Elementary Honor Society	Exended Day Enrichment Program Funds	$205.00
			Subtotal: $1,936.79
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Common Core State Standards Materials	Pengroup Online	Extended Day Enrichment Program Funds	$35.70
			Subtotal: $35.70
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Provide teachers with Common Core State Standards training	Common Core State Standards Workshop	School Improvment Funds	$150.00
			Subtotal: $150.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $2,122.49

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:	Students scoring proficient in listening/speaking will increase by 6%.

2012 Current Percent of Students Proficient in listening/speaking:
54.5% (6) of students scored proficient in listening/speaking.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administration, Instructional Support TOAs	Ongoing monitoring of formative assessments	CELLA, FCAT, District formative and summative Assessments
2	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels will be used for differentiated instruction.	Administration, RtI team, classroom teachers	Ongoing monitoring of formative assessments	CELLA, FCAT, District formative and summative

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:	Students scoring proficient in reading will increase by 4%.

2012 Current Percent of Students Proficient in reading:
36.4% (4) of students scored proficient in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Providing comprehensible	Data on ELL students' language proficiency	Administration, RtI team	Ongoing monitoring of formative assessments	CELLA, FCAT, District

1	instruction to English Language Learners	and achievement levels will be used for differentiated instruction			Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administration, Instructional Support TOAs, classroom teachers	Ongoing monitoring of formative assessments	CELLA, FCAT, District Assessments

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

3. Students scoring proficient in writing. CELLA Goal #3:	Students scoring proficient in writing will increase by 6%.

2012 Current Percent of Students Proficient in writing:
63.6% (7) of students scored proficient in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL 'language proficiency and achievement levels will be used for differentiated instruction	Administration, RtI team	Ongoing monitoring of formative assessments, walk-throughs by administration	CELLA, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administration, Instructional Support TOAs, classroom teachers	Ongoing monitoring of formative assessments, walk-throughs by administration	CELLA, FCAT, District Assessments

CELLA Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
		Subtotal:	$0.00
		Grand Total:	$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency (FCAT Level 3) in math will increase by 2% in grades 3 - 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33.6% (111) scored at achievement level 3.	35.6% will score at achievement level 3.

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 are not yet familiar with the Common Core State Standards in math	Provide professional development on Common Core State Standards in Mathematics	Teachers, Team Leaders, Administration, Common Core Contacts, Instructional Support TOA's	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results
2	Time for teacher collaboration for data analysis and student progress planning	Provide for uninterrupted teacher collaboration in biweekly PLC meetings	Administration, PLC leaders, teachers	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results
3	Lack of time to differentiate instruction	Provide a designated time for teachers to group students by specific academic needs though "walk to intervention"	Teachers, Team Leaders, Administration	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results
4	Students and parents may not understand how to incorporate math skills into daily life	Host family math night at Publix	Dayna Williams, Best Practices Committee	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Students scoring at levels 4, 5, and 6 in mathematics will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
11.1% (1) of students scored at a level 4, 5, or 6.	16% of students will score at a level 4, 5, or 6.

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
	There is a need for more	Participation in school	Administration, ESE	Continual monitoring of	Access Points

1	collaboration time amongst teachers of students with cognitive disabilities	based bi-weekly PLC sessions	team	student progress through data collection	

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:	Students achieving above proficiency (FCAT Level 4 and 5) in math will increase by 2% in grades 3 - 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.5% (104) scored at an achievment level 4 or 5.	33.5% will score at an achievement level 4 or 5.

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 are not yet familiar with the Common Core State Standards in math	Provide professional development on the Common Core State Standards in Mathematics	Teachers, Team Leaders, Administration, Common Core Contacts	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results
2	Time for teacher collaboration for data analysis and student progress planning	Provide for uninterrupted teacher collaboration in biweekly PLC meetings	Administration, PLC leaders, teachers	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results
3	Lack of time to differentiate instruction	Provide a designated time for teachers to group students by specific academic needs through "walk to intervention" and provide enrichment	Teachers, Team Leaders Administrators	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 students scored at or above achievement level 7 in mathematics	5% of students will score at or above achievement level 7 in mathematics

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation in school based bi-weekly PLC sessions	Administration, ESE team	Continual monitoring of student progress through data collection.	Access Points

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:	Students making Learning Gains in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% of students made learning gains.	82% of students will make learning gains.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher collaboration for data analysis and student progress planning	Provide for uninterrupted teacher collaboration in biweekly PLC meetings	Administration, PLC leaders, teachers	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results
2	Lack of time to differentiate instruction	Provide a designated time for teachers to group students by specific academic needs through "walk to intervention"	Teachers, Team Leaders Administration	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results
3	Students do not understand underlying mathematical concepts	Instructional Support TOAs will provide assistance and support to classroom teachers in developing and implementing lessons that use manipulatives	Instructional Support TOAs, classroom teachers	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students making learning gains in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% of students made learning gains in mathematics.	38% will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation in school based bi-weekly PLC sessions	Administration, ESE team	Continual monitoring of student progress through data collection.	Access Points

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:	Students in the lowest 25% making Learning Gains in math will increase by 2%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	69% of students in the lowest 25% made learning gains.	71% of students in the lowest 25% will make learning gains.

<div align="center">

Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher collaboration for data analysis and student progress planning	Provide for uninterrupted teacher collaboration in biweekly PLC meetings	Administration, PLC leaders, teachers	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results
2	Lack of time to differentiate instruction	Provide a designated time for teachers to group students by specific academic needs through "walk to intervention"	Teachers, Team Leaders Administration	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results
3	Students do not understand underlying mathematical concepts	Instructional Support TOAs will provide assistance and support to classroom teachers in developing and implementing lessons that use manipulatives	Instructional Support TOAs, classroom teachers	Ongoing monitoring of math formative and summative assessment data	Formative and Summative Assessments, FCAT Results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (69% proficient). 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	69%	74%	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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">

Problem-Solving Process to Increase Student Achievement

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

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically disadvantaged students making satisfactory progress in mathematics will increase by 2% in 2012-13.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2011-12, 57% of the economically disadvantaged made satisfactory progress in mathematics.	59% of economically disadvantaged students will make satisfactory progress in mathematics.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds	Ensure that teachers receive professional development in Thinking Math and implement Thinking Math strategies in the classroom	Administration	Monitoring of Formative Assessments and Teacher Observations	District Assessment FCAT Results
2	Time for teacher analysis of data and collaboration with grade level teachers and administration	Provide substitutes for uninterrupted data analysis meetings	Administration	Monitoring of District Assessments at grade level meetings and data analysis meetings	FCAT Results District Assessments

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use Common Core State Standards strategies	Common Core Math journals for third grade	School Improvement Funds	$29.95
		Subtotal: $29.95	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use Common Core State Standards strategies	Math journals for first grade	School Improvement Funds	$25.00
		Subtotal: $25.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
		Subtotal: $0.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
		Subtotal: $0.00	
		Grand Total: $54.95	

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:	Students achieving proficiency (FCAT Level 3) in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39.2% (47) of students scored at achievement level 3.	41.2% will score at achievment level 3.

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 for teacher analysis of data and collaboration with grade level teachers and administration	Provide for uninterrupted PLC meetings to examine data and plan for future lessons	Administration, PLC teams	On-going monitoring of formative and summative assessments	District Assessments and FCAT Science results
2	Lack of scientific vocabulary	Implement Family Science Night, where Orlando Science Center comes to SCES to actively engage students in science experiments and demonstrations and enriches their science vocabulary	Administration, Best Practices Committee, Shirley Payne	On-going monitoring of formative and summative assessments	District Assessments and FCAT Science results
3	Lack of science software	Use of BrainPop software to reinforce science concepts, paid for through PTA funds	PTA teacher liasons	On-going monitoring of formative and summative assessments	District Assessments and FCAT Science results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Students scoring at level 4, 5, or 6 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored a 4, 5, or 6.	5% of students will score at level 4, 5, or 6.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation in school based bi-weekly PLC sessions	Administration, ESE team	Continual monitoring of student progress through data collection.	Access Points

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:	Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (36) of students scored achievement level 4 or 5.	32% of students will score at achievement level 4 or 5.

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 limited background and exposure to developing scientific thinking.	Utilize Brain Pop software to reinforce science concepts.	Teachers, Administration, PTA	On-going monitoring of formative and summative assessments	District Assessments and FCAT Science results
2	Time for teacher analysis of data and collaboration with grade level teachers and administration	Provide for uninterrupted PLC meetings to examine data and plan for future lessons	Administration, PLC teams	On-going monitoring of formative and summative assessments	District Assessments and FCAT Science results
3	Lack of scientific vocabulary	Implement Family Science Night, where Orlando Science Center comes to SCES to actively engage students in science experiments and demonstrations and enriches their science vocabulary	Administration, Best Practices Committee, Shirley Payne	On-going monitoring of formative and summative assessments	District Assessments and FCAT Science results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Students scoreing at or above Achievement Level 7 in science will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at or above Achievement Level 7.	5% of students will score at or above Achievement Level 7.

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	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation in school based bi-weekly PLC sessions	Administration, ESE team	Continual monitoring of student progress through data collection.	Access Points

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Orlando Science Center Family Night	Orlando Science Center fees	School Improvement Funds	$500.00
Actively engage students in science experiments	AIMS materials for third grade	School Improvement Funds	$226.80
			Subtotal: $726.80
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $726.80

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:

| Students scoring at a level 3.0 and higher will increase 2%. |

2012 Current Level of Performance:	2013 Expected Level of Performance:
76% of 4th grade students scored an achievement level 3.0 or higher.	78% of 4th grade students will score an achievement level 3.0 or higher.

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 alignment of school-wide expectations and instruction in writing	Implement the use of Kathryn Robinson's writing process in grades K-5.	Administration, teachers, RtI leadership team, PLC leaders	Ongoing progress monitoring of formative assessments at PLC and RtI meetings	District Writing Prompts and FCAT writing results
2	Lack of cohesion amongst grade levels regarding grammar, spelling, and writing process expectations	Teachers will vertically team with other grade levels to discuss expectations and ensure they are aligned.	Team Leaders, Administration	Ongoing progress monitoring of formative assessments at PLC and RtI meetings	District Writing Prompts and FCAT writing results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring at a 4 or higher will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at a level 4 or higher.	5% of students will score a level 4 or higher.

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	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation in school based bi-weekly PLC sessions	Administration, ESE team	Continual monitoring of student progress through data collection.	Access Points

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide Kathryn Robinson Program	Second grade WriteMath	School Improvement Funds	$115.12
School-wide Kathryn Robinson Program	4th grade Write Journals	Extended Day Enrichment Funds	$1,381.29
		Subtotal: $1,496.41	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide Kathryn Robinson Program	Kathryn Robinson workshop in August	Extended Day Enrichment Funds	$1,500.00
		Subtotal: $1,500.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
		Subtotal: $0.00	
		Grand Total: $2,996.41	

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:	Improve overall student attendance by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.37%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
207	197

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
105	95

	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 and parents may not be aware of the importance of regular attendance	Teachers will increase awareness of regular school attendance through regular parent communication, attendance contracts, communication of student tardies, and referral to PST and guidance.	Faculty, Guidance Counselor, School Social Worker	School attendance rate	Daily Attendance Count
2	Students may have difficulty getting to school	Implement targeted guidance intervention for students with excessive absences.	Guidance Counselor, School Social Worker	School attendance rate	Daily Attendance Count
3	Traffic Congestion in Parent Loop	Continue to work on the traffic flow in parent loop. Parents will pull as far forward as possible before dropping off/picking up their students.	Aministration, District Personnel Input, Best Practices Committee	On-time arrivals, faster clearing time in parent traffic loop	Decrease in excesive tardies

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
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$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:	Decrease the number of out of school suspensions by 5%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
51	48
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
27	25
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
52	49
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
30	28

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 need to understand school expectations for behavior in the classroom, common areas, and before and after school	Team Leaders and Teachers will review and communicate common school wide expectations for student behavior	Administration, Team Leaders, Faculty, and Staff	Discipline Referral rate and suspension rate	Number of referrals, in school suspensions, and out of school suspensions per week
	Students do not	Guidance Counselor will	Administration,	Discipline Referral rate	Number of

2	understand school expectations for behavior in the cafeteria	continue to develop presentations of expected school wide behaviors, including cafeteria behavior and procedures	Guidance Counselor, Faculty, and Staff	and suspension rate	referrals, in school suspensions, and out of school suspensions per week
3	Students do not understand school expectations for behavior in the classroom, common areas, or before and after school	Guidance Counselor will identify a Positive Characteristic of the Week to be used to select "Bobcat of the Week" from each classroom. Students will be recognized on Bobcat News.	Guidance Counselor, Teachers	Discipline Referral rate and suspension rate	Number of referrals, in school suspensions, and out of school suspensions per week
4	Students do not have the social skills needed to solve social problems	Behavior specialist will present weekly classroom lessons to Kindergarten students, focusing on conflict resolution and social skills	Behavior Specialist, Kindergarten Classroom Teachers	Discipline Referral rate and suspension rate	Number of referrals, in school suspensions, and out of school suspensions per week

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
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$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.*	Maintain 5 Star School Status through continued Parental Involvement at all school events and parent teacher conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Five Star School Status - 76% percent of parents were involved in some capacity.	Maintain 5 Star School Status

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	Working parents have difficulty volunteering during the school day.	Notify parents and families of numerous ways to become involved in school through web site, newsletter and Connect Ed	Administration, VIPS Coordinator	Parent sign-in	Parent Involvement Volunteer Hours and Participation logged through the Keeping Track computer system and Sign-in sheets at parent/community school events.
2	Working parents have difficulty volunteering during the school day.	Invite parents and communuity members to participate in Family Nights: Spooky Stories, Technology, Science, Math, Games, Winter Festival, and Multicultural Art Day	Administration, VIPS Coordinator, Best Practices Committee, PTA	Parent sign-in	Parent Involvement Volunteer Hours and Participation logged through the Keeping Track computer system and Sign-in sheets at parent/community school events.
3	Parents may have difficulty attending because of time restraints and inability to travel to school.	Provide a variety of parent involvement activities throughout the school year: conferences, SAC, classroom volunteers, PTA, Book Fairs, field day, Grandparents' Day, Donuts with Dads, Muffins with Moms, and field trips; provide bus passes as needed to encourage attendance	Teachers, Guidance Counselor, Administration, Best Practices Committee, PTA	Parent sign-in	Survey, Conference Forms, Phone Messages, Sign-in sheets, Five Star School Award

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
Provide a variety of parent involvement activities throughout the year, including Donuts with Dads and Muffins with Moms	Donuts, Muffins, drinks, paper goods	Business Partners	$500.00
Provide a variety of parent involvement activities, including Grandparent's Day	Food, drinks, paper goods	Internal Undesignated Donations	$300.00
			Subtotal: $800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a variety of parent involvement activites	KeepNTrack computer porgram	Extended Day Enrichment Program Funds	$499.00
			Subtotal: $499.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a variety of parent involvement activities	Parent Compact Forms	Extended Day Enrichment Program Funds	$139.49
			Subtotal: $139.49
			Grand Total: $1,438.49

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:	95% of the fifth grade students will create a science fair project.
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 knowledge and/or interest in STEM areas	Hold Science Night, sponsored by the Orlando Science Center, to excite interest in STEM activities	Administration, Best Practices Committee	Participation in science fair	Completed science projects

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
N/A			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

Increase parent and student involvement outside of the school day Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Increase parent and student involvement outside of the school day Goal Increase parent and student involvement outside of the school day Goal #1:	The percentage of parents involved will increase by 2%.
2012 Current level:	2013 Expected level:
76% of parents were involved in some capacity.	78% of parents will be invovlved in some capacity.

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	Parents who work during the week are unable to participate in school-based activities	Participate in the weekend Port Orange Family Days community fair and parade by teachers, parents, and students	Administration, PTA, Best Practices Committee	Parent sign-in	Parent involvement hours and participation logged through the Keeping Track computer system

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Participate in Port Orange Family Days	Family Days expenses	Extended Day Enrichment Program	$192.65
Participate in Port Orange Family Days Parade	Drill team banner	General Operating Account	$80.00

Participate in Port Orange Family Days Parade	Drill Team Uniforms	General Operating Account	$204.00
			Subtotal: $476.65

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00
			Grand Total: $476.65

End of Increase parent and student involvement outside of the school day Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide substitutes for teachers to engage in progress monitoring with school-based RtI leadership team	Substitutes	School Improvement funds	$363.32
Reading	Provide substitutes for teachers to engage in progress monitoring with school-based RtI leadership team	Substitutes	Extended Day Enrichment Program	$1,000.00
Reading	Walk to Intervention to meet students' specific academic needs	Reading Game System for 3rd grade	School Improvement Funds	$139.99
Reading	Common Core State Standards Materials	Scholastic Readers for 5th grade	School Improvement Funds	$117.98
Reading	Common Core State Standards Materials	Time for Kids for 5th grade	School Improvement Funds	$110.50
Reading	Provide Enrichment Activities	National Elementary Honor Society	Exended Day Enrichment Program Funds	$205.00
CELLA	N/A			$0.00
Mathematics	Use Common Core State Standards strategies	Common Core Math journals for third grade	School Improvement Funds	$29.95
Science	Orlando Science Center Family Night	Orlando Science Center fees	School Improvement Funds	$500.00
Science	Actively engage students in science experiments	AIMS materials for third grade	School Improvement Funds	$226.80
Writing	School-wide Kathryn Robinson Program	Second grade WriteMath	School Improvement Funds	$115.12
Writing	School-wide Kathryn Robinson Program	4th grade Write Journals	Extended Day Enrichment Funds	$1,381.29
Attendance	N/A			$0.00
Suspension	N/A			$0.00
Parent Involvement	Provide a variety of parent involvement activities throughout the year, including Donuts with Dads and Muffins with Moms	Donuts, Muffins, drinks, paper goods	Business Partners	$500.00
Parent Involvement	Provide a variety of parent involvement activities, including Grandparent's Day	Food, drinks, paper goods	Internal Undesignated Donations	$300.00
STEM	N/A			$0.00
Increase parent and student involvement outside of the school day	Participate in Port Orange Family Days	Family Days expenses	Extended Day Enrichment Program	$192.65
Increase parent and student involvement outside of the school day	Participate in Port Orange Family Days Parade	Drill team banner	General Operating Account	$80.00
Increase parent and student involvement outside of the school day	Participate in Port Orange Family Days Parade	Drill Team Uniforms	General Operating Account	$204.00
				Subtotal: $5,466.60

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core State Standards Materials	Pengroup Online	Extended Day Enrichment Program Funds	$35.70
CELLA	N/A			$0.00
Mathematics	Use Common Core State Standards strategies	Math journals for first grade	School Improvement Funds	$25.00

Science	N/A			$0.00
Writing	N/A			$0.00
Attendance	N/A			$0.00
Suspension	N/A			$0.00
Parent Involvement	Provide a variety of parent involvement activites	KeepNTrack computer porgram	Extended Day Enrichment Program Funds	$499.00
STEM	N/A			$0.00
Increase parent and student involvement outside of the school day	N/A			$0.00
				Subtotal: $559.70

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide teachers with Common Core State Standards training	Common Core State Standards Workshop	School Improvment Funds	$150.00
CELLA	N/A			$0.00
Mathematics	N/A			$0.00
Science	N/A			$0.00
Writing	School-wide Kathryn Robinson Program	Kathryn Robinson workshop in August	Extended Day Enrichment Funds	$1,500.00
Attendance	N/A			$0.00
Suspension	N/A			$0.00
Parent Involvement	N/A			$0.00
STEM	N/A			$0.00
Increase parent and student involvement outside of the school day	N/A			$0.00
				Subtotal: $1,650.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			$0.00
CELLA	N/A			$0.00
Mathematics				$0.00
Science	N/A			$0.00
Writing	N/A			$0.00
Attendance	N/A			$0.00
Suspension	N/A			$0.00
Parent Involvement	Provide a variety of parent involvement activities	Parent Compact Forms	Extended Day Enrichment Program Funds	$139.49
STEM	N/A			$0.00
Increase parent and student involvement outside of the school day	N/A			$0.00
				Subtotal: $139.49
				Grand Total: $7,815.79

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͡n Priority	j͡n Focus	j͡n Prevent	j͡n NA

Are you a reward school: j͡n Yes j͡n No

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

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
SAC funds will be used to support the School Improvement plans by providing evidence-based program materials, technology, and professional development.	$4,000.00

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

The School Advisory Council will monitor the implementation of the School Improvement Plan. The SAC will assist teachers, administration, and staff in planning and implementation of the current plan, and will conduct climate surveys. They will begin work on the 2013-2014 School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
SPRUCE CREEK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	84%	88%	76%	338	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	75%	57%			132	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?	66% (YES)	54% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					590	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District
SPRUCE CREEK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	91%	79%	67%	327	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	72%	60%			132	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?	61% (YES)	67% (YES)			128	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					587	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested