

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: ORANGE CENTER ELEMENTARY

District Name: Orange

Principal: Margarete Talbert-Irving

SAC Chair: Gail Terrell

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: January 29, 2013

Last Modified on: 1/29/2013

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)
					2004-2005- School Grade "A" Bottom 25 percent 54 Reading AYP 100 93% of students reading at or above grade level 73% of students making a year's worth of progress in reading 54% of struggling students making a year's worth or progress in reading 2005-2006- School Grade "A" Bottom 25 percent 61 Reading AYP 100 92% of students reading at or above grade level 66% of students making a year's worth of progress in reading 61 of struggling students making a year's worth of progress in reading 2006-2007- School Grade "A" Bottom 25 percent 56 Reading/59 Math AYP 95 86% of students reading at or above grade level 70% of students making a year's worth of progress in reading

Principal	Margarete Talbert-Irving	B.S. Elementary Ed 1-6 M.S. Educational Leadership School Certification Elementary Education 1-6 School Principals all levels /Supervision	4	13	<p>56% of struggling students making a years' worth of progress in reading</p> <p>2007-2008- School Grade "A" Bottom 25 percent 64 Reading/70 Math AYP 95 89% of students reading at or above grade level 75% of students making a year's worth of progress in reading 64% of struggling students making a year's worth of progress in reading</p> <p>2008-2009- School Grade "A" Bottom 25 percent 70 Reading/51 Math AYP 97 92% of students reading at or above grade level 81% of students making a years' worth of progress in reading 70% of struggling students making a year's worth of progress in reading</p> <p>2009-2010- School Grade "C" Bottom 25 percent 60 Reading/57 Math AYP 82 Percent 57% of students at or above grade level in math 73% of students making a year's worth of progress in reading 63% of struggling students making a years' worth of progress in reading</p> <p>2010-2011- School Grade "C" Bottom 25 percent 47 Reading/43 Math/AYP 92 Percent 66% of students reading at or above grade level 61% of students making a years' worth of progress in reading 47% of struggling students making a year's worth of progress in reading</p> <p>2011-2012- School Grade "B" Bottom 25 percent 50% of students reading at or above grade level 56% made a year's worth of progress in reading 72% of struggling students making a year's worth of progress in reading</p>
Assis Principal	Gwendolyn Carter-Inge	B.S Psychology M. S Educational Leadership	4	14	<p>2009-2010- School Grade "C" Bottom 25 percent 60 Reading/57 Math AYP 82 Percent 57% of students at or above grade level in math 73% of students making a year's worth of progress in reading 63% of struggling students making a years' worth of progress in reading</p> <p>2010-2011- School Grade "C" Bottom 25 percent 47 Reading/43 Math/AYP 92 Percent 66% of students reading at or above grade level 61% of students making a years' worth of progress in reading 47% of struggling students making a year's worth of progress in reading</p> <p>2011-2012- School Grade "B" Bottom 25 percent 50% of students reading at or above grade level 56% made a year's worth of progress in reading 72% of struggling students making a year's worth of progress in reading</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	# of Years as an Instructional	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and
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			School	Coach	AMO progress along with the associated school year)
Reading	Harriett Issertell	Bachelor of Science Elementary Education K-6 Master of Education- Early Childhood Education (Nursery- Kindergarten Reading (Grades K-12)	6	6	1985-1987 Lakemont Elementary School 1987-2005 Bonneville Elementary School Grade A- 100% AYP 2005-2007 Andover Elementary School Grade A- 100% AYP 2009-2010- School Grade "C" Bottom 25 percent 60 Reading/57 Math AYP 82 Percent 57% of students at or above grade level in math 73% of students making a year's worth of progress in reading 63% of struggling students making a year's worth of progress in reading 2010-2011- School Grade "C" Bottom 25 percent 47 Reading/43 Math/AYP 92 Percent 66% of students reading at or above grade level 61% of students making a year's worth of progress in reading 47% of struggling students making a year's worth of progress in reading 2011-2012- School Grade "B" Bottom 25 percent 50% of students reading at or above grade level 56% made a year's worth of progress in reading 72% of struggling students making a year's worth of progress in reading
Math	Farah Henderson	B.S. Interdisciplinary Social Sciences Certification – 5-9 Integrated Curriculum Certification – Pre-K through 3	2	2	2010-2011- School Grade "C" Bottom 25 percent 47 Reading/43 Math/AYP 92 Percent 66% of students reading at or above grade level 61% of students making a year's worth of progress in reading 47% of struggling students making a year's worth of progress in reading 2011-2012- School Grade "B" Bottom 25 percent 50% of students reading at or above grade level 56% made a year's worth of progress in reading 72% of struggling students making a year's worth of progress in reading.
Science	Tawanda Carter	Bachelor of Science Elementary Education	3	3	2009-2010- School Grade "C" Bottom 25 percent 60 Reading/57 Math AYP 82 Percent 57% of students at or above grade level in math 73% of students making a year's worth of progress in reading 63% of struggling students making a year's worth of progress in reading 2010-2011- School Grade "C" Bottom 25 percent 47 Reading/43 Math/AYP 92 Percent 66% of students reading at or above grade level 61% of students making a year's worth of progress in reading 47% of struggling students making a year's worth of progress in reading 2011-2012- School Grade "B" Bottom 25 percent 50% of students reading at or above grade level 56% made a year's worth of progress in reading 72% of struggling students making a year's worth of progress in reading

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. Administration will follow the district's protocol for			

1	recruiting highly qualified teachers.	Principal	Ongoing	
	2. Through mentoring, PLC's, lesson studies, and recognition these highly qualified teachers will be retained at Orange Center Elementary.	Assitant Principal		
	3. The school will provide mentoring, staff development, and training to ensure teacher success.	Instructional Coaches		
	4. Retain, recruit, and hire highly qualified candidates to ensure high student achievement.			
	5. Mentoring Program and New Teacher Induction			

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
20%(5)	Teachers will be provided staff development on specific teaching strategies/ tools and classroom management skills.

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
25	4.0%(1)	40.0%(10)	32.0%(8)	24.0%(6)	40.0%(10)	80.0%(20)	8.0%(2)	4.0%(1)	68.0%(17)

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
Brenda Zelt Brandon LeSuer	Harriett Issertell Stephanie Guerrier	Experience/ Subject Matter	Mentor/Mentee program at OCE includes both veteran and new teachers. A variety of activities take place such as: one/one mentoring, weekly mentor meetings, instructional observations and instructional coaching. Feedback is given to the mentee from the mentor.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition

programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

The school will use Federal Title I funds to provide instructional resource materials, support personal, and Staff Development opportunities.

Title I, Part C- Migrant

Title I, Part D

Title II

The school will use Federal Title II funds to provide Professional Learning Communities, a Lesson Study, and Staff Development on Marizano's Best Practices.

Title III

The school will use Federal Title III funds to provide Multilingual Tutoring.

Title X- Homeless

Supplemental Academic Instruction (SAI)

The school will use SAI funds to tutor identified students reading below grade level in grades 3, 4, and 5.

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

The school provides funds through title I to pay for parents in the community to get their GED.

Career and Technical Education

Job Training

Other

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

The school based RTI/MTSS leadership team is made up of our School Psychologist, Staffing Specialist, Social Worker, Reading Coach, Exceptional Education Teachers, Guidance Counselor, Parent Resource Teacher, Assistant Principal and Principal. Principal provides a common vision for the use of data-based decision making strategies that will ensure that the school-based team is implementing RTI/MTSS. The team conducts assessment of RTI/MTSS skills for the school which, ensures

implementation of intervention support and documentation, adequate professional development to support RTI/MTSS implementation, and communicates with parents regarding school-based RTI/MTSS plans and activities. Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum /behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Reading Coach: Provides guidance on districts reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Staffing Specialist: Monitors the RTI/MTSS process with monthly meetings. Data is documented and graphed at Educational Planning Team meetings to support intervention levels and notes are collected to assist with the RTI/MTSS process.

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?

Each member of RTI/MTSS Team will focus meetings around one question: How do we develop a systemic approach to ensure a problem-solving system to produce the best results for our students? The team meets once a month to engage in the following activities: Review data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Review PMRN data to identify students at risk for not meeting grade level standards. The team will use the above information to identify staff development and resources. The team will also collaborate and problem solve. The team will also facilitate the process of RTI decisions and making decisions revolving around problem solving and data.

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

The RTI/MTSS Leadership Team met with the School Advisory Council (SAC) and to help develop the SIP. The team provided data on: Struggling and severely deficit students. The team also provided social and emotional areas that needed to be addressed along with setting clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching 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.

Progress Monitoring and Reporting Network (PMRN), Prior FAIR, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, DRA, Curriculum Based Measurement (CMB), Edusoft Benchmarks Midyear: Florida Assessments for Instruction in Reading (FAIR), DRA, CBM Curriculum Based Measurements, Edusoft Benchmarks End of year: FAIR, DRA, FCAT
Frequency of Data Days: Intermediate: Weekly for data analysis Primary: Twice a month for data analysis

Describe the plan to train staff on MTSS.

Orange Center teachers were introduced to the Rtl process during the 2009-2010 school-year. District resource MTSS/Rtl attend district meetings and share information monthly with the instructional staff. The MTSS/Rtl team will also evaluate professional development needs during their meetings.

Continuation of MTSS/Rtl specific instruction on analyzing student data and matching of appropriate resources to support learning/behavior gaps. In addition, the MTSS/Rtl introduction will be held for new and less experienced teachers with the process. Feedback from MTSS/Rtl leadership team will be given to support teachers as they work through the MTSS/Rtl process.

Mentor teachers will be provided to new teachers to the profession and new teachers to Orange Center Elementary School as well. The mentors to teachers new to the teaching profession will provide new teachers with added support in understanding and working through the initial stages of the MTSS/Rtl process. The mentors to teachers new to Orange Center will provide support that will fast forward those teachers to the year three implementation of the MTSS/Rtl process in

which Orange Center is.

Describe the plan to support MTSS.

The MTSS/RtI team will meet weekly to discuss identified students. In addition, the team will be allowed to attend district trainings on the MTSS/RtI process, the FCIM model, and any additional applicable trainings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mrs. Margarete Talbert-Irving-Principal
Ms. Gwendolyn Carter-Inge-Assistant Principal
Mrs. Harriett Issertell- CRT and Reading Coach
Ms. Orethia Grant-Media Specialist
Mrs. Utomudo- Staffing Specialist/Compliance Teacher
Mrs. Natasha Tondreau-Demosthenes – CCT/ Testing Coordinator
Mrs. Goldie Goodheim- Borjas- Guidance Counselor

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

The school based LLT will hold monthly meetings. The meetings will focus on Reading topics, Reading Curriculum nights and Read Across America Challenge. We will review intervention techniques and instructional best practices. The LLT also serves as a model for best practices in reading.

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

The major focus and initiative of the LLT this school year will be:

Introduce Media Lessons to intermediate grade levels with a focus on Inquiry and higher order thinking questions. To help implement this, our new Media Specialist will provide direct instruction and implement the Accelerated Reader program.

The Media Specialist will implement My On Reader to help promote reading at home and in school. We will implement a book fair for the upcoming school year and host a Dr. Seuss night on campus.

Assist in the implementation of novel studies and literature circles to help increase the exposure to rigorous and authentic text.

Ensure that components of the Imagine It! core reading program used reflect NGSSS of the specific grade level and that other components are not used for instruction in the classroom to ensure a strong tier 1. Support the transition of K and 1st grade to the Common Core Standards.

Increase participation in reading programs that can be utilized during and after school such as Reading Plus and Accelerated Reader.

Progress from seeing tiers 2 and 3 students as a group to individuals with varying and specific needs. Along with this would be the increased use of progress monitoring tools, in contrast to just using long term assessments, to assess the success of an intervention.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading Goal #1a. By June 2013, 37% (43) of students will demonstrate reading proficiency by scoring a Level 3. This is an increase of 4%(4) from the 2011-2012 academic year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Based on FCAT Reading Data, in June 2012, 34%(39) of students scored a Level 3 in reading at Orange Center Elementary School.	37% (43) of all students at Orange Center Elementary taking the FCAT for Reading will score at Level 3. This is in line with the OCPS Elementary School Baseline and Improvement Targets.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Parents lack the necessary skills to help their children at home.	1a.1. The Parent Resource teacher/PTA staff members continue to provide incentives and resourceful strategies to get parents more involved in their child's education.	1a.1. Principal Assistant Principal Parent Resource PTA Staff Member	1a.1. Monthly SAC meetings, monthly Parent Pride Breakfast, Yearly School Survey.	1a.1. Survey, monthly SAC meeting, Parent/Teacher Compact form.
2					
3	1a.2. Students lack background knowledge and have minimal exposure to literacy.	1a.2. The school will provide Safari Montage, Morning News which includes vocabulary enrichment, current events, and incentive reading programs.	1a.2. Principal Media Specialists Classroom teachers	1a.2. Weekly classroom responses, daily observations.	1a.2. EduSoft mini-assessments, OCPS Benchmark tests, SRA Imagine It! Benchmark Assessments, and FAIR
4	1a.3. N/A	1a.3. N/A	1a.3. N/A	1a.3. N/A	1a.3. N/A

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A
2	1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A	1b.2. N/A
3	1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A	1b.3. N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Reading Goal #2a: By June 2013, 16% (18) of students will demonstrate reading proficiency by scoring a Level 4 or 5. This is a 3% (3) increase from the 2012-2013 academic school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT Reading Data in June 2012 16% (8) of students at Orange Center Elementary scored a Level 4 or 5.	16% (8) of all students at Orange Center Elementary taking the FCAT for Reading will score at Level 4 or 5. This is in line with the NCLB Adequate Yearly Progress goal.

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	2a.1. Students lack background knowledge and experiences.	2a.1. 2a.1. The school will incorporate Safari Montage, Morning News which includes vocabulary enrichment, current events, and incentive reading programs.	2a.1. Principal Media Specialists Classroom teachers	2a.1. Weekly classroom responses, daily observations.	2a.1. EduSoft mini-assessments, OCPS Benchmark tests, SRA Imagine It! Benchmark Assessments, and FAIR.
2	2a.2. Teachers do not provide enrichment for level 4 and 5 students.	2a.2. Provide teachers with training on incorporating enrichment activities.	2a.2. Principal Assistant Principal Media Specialists Classroom teachers	2a.2. Weekly classroom responses, daily observations	2a.2. EduSoft mini-assessments, OCPS Benchmark tests, SRA Imagine It! Benchmark Assessments, and FAIR
3	2a.3. N/A	2a.3. N/A	2a.3. N/A	2a.3. N/A	2a.3. N/A

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

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

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
	N/A	N/A	N/A	N/A	N/A
2	2b.2.	2b.2.	2b.2.	2.b.2.	2b.2.
	N/A	N/A	N/A	N/A	N/A
3	2b.3.	2b.3.	2b.3.	2b.3.	2b.3.
	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Reading Goal #3a: By June 2013, 59% (63) of the students taking the Reading FCAT 2.0 will make Learning Gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 56% (60) of the students made Learning Gains on the 2012 Reading FCAT 2.0.	In grades 3-5, 59% (63) of the students will make Learning Gains on the 2013 FCAT Reading 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	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
	Students lack background knowledge and exposure.	We will use Safari Montage, Morning News which includes vocabulary enrichment, current events and incentive reading programs.	Principal Media Specialists Classroom teachers Instructional Coaches	Weekly classroom responses, daily observations	EduSoft mini-assessments, OCPS Benchmark tests, SRA Imagine It! Benchmark Assessments, and FAIR
2	3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
	New students have a difficult time transitioning to OCES.	OCE has implemented Common Board Configuration. Consistent delivery of instruction, and impeccable classroom set up and delivery will help students transition more effectively.	Principal Assistant Principal CRT Reading Coach Leadership Team	Weekly Data Meeting	EduSoft mini-assessments, OCPS Benchmark tests, SRA Imagine It! Benchmark Assessments, and FAIR
3	3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A
2	3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A	3b.2. N/A
3	3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A	3b.3. N/A
4					

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:	Reading Goal #4a. By June 2013, 79% (24) of the lowest 25% will make learning gains on the 2012 FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5 76% (22) of the lowest 25% of students made learning gains on the 2012 FCAT Reading 2.0.	In grades 3-5, 79% (24) of the lowest 25% of students will make learning gains on the 2013 FCAT Reading 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	4a.1. Students come with extreme deficits in basic reading skills and strategies.	4a.1. Using a reading program that will increase basic reading skills like phonemic awareness, letter recognition, and word recognition. Provide supplemental material such as LEXIA to accelerate learning.	4a.1. Principal Assistant Principal CRT Reading Coach Instructional Coaches	4a.1. Weekly Data Meeting Classroom Observations Progress Monitoring	4a.1. EduSoft mini-assessments, OCPs Benchmark tests, SRA Imagine It! Benchmark Assessments, and FAIR
2	4a.2. Students lack background knowledge and exposure.	4a.2. We will use Safari Montage, Morning News which includes vocabulary/enrichment	4a.2. Principal Media Specialists Classroom teachers	4a.2. Weekly classroom responses, daily observations	4a.2. EduSoft mini-assessments, OCPs Benchmark tests, SRA Imagine

		current events, and incentive reading programs.			It! Benchmark Assessments, and FAIR.
3	4a.3. N/A	4a.3. N/A	4a.3. N/A	4a.3. N/A	4a.3. N/A

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 # Our goal is to increase student proficiency by closing the achievement gap. We will look at our sub group population and increase proficiency by four points in order to ensure subgroup proficiency at 73% by June 2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Reading Goal #5B: By June 2013 66% of the black subgroup will demonstrate proficiency in Reading by scoring a level 3 or higher on the FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (56) of the subgroup, black students did not make progress on the 2012 Reading FCAT 2.0	By June 2013 66% of the black subgroup will demonstrate proficiency in Reading by scoring a level 3 or higher on the FCAT Reading 2.0 White: N/A] Black: 99% Hispanic: 1% Asian: N/A American Indian: 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	5b.1. Teachers do not encourage critical thinking skills within lessons.	5b.1. We will provide professional development on critical thinking and higher order questioning	5b.1. Principal Assistant Principal Reading Coach Instructional Coaches	5b.1. Weekly data meetings will be held to determine if student success is being maintained, decreased, or increasing. Classroom observations Exit Slips	5b.1. FAIR, Edusoft mini-assessments, FCAT, Edusoft, Imagine It! Benchmark Assessments, comparison between beginning, mid-year and final year assessments, FAIR progress monitoring, fluency passages, sight word lists
	5b.2. Teachers lack of knowledge of the RtI/MTSS process, how to use data to effectively identify appropriate intervention and monitor	5b.2. Provide professional development of the RtI/MTSS process through bringing in district support and data workshops with the	5b.2. Principal Assistant Principal RtI/MTSS team	5b.2. Bi-Weekly data meetings will be held to determine if student success is being maintained, decreased, or increasing. RtI team will determine	5b.2. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It! Benchmark Assessments, comparison

2	student progress in identified subgroups.	school RtI/MTSS team.		the next course of action to address opportunities to increase learning gains. Constant communication with parents to highlight successes and areas of opportunities for student growth including but not limited to Edusoft, AR, and FAIR reports.	between beginning, mid-year and final year assessments, FAIR progress monitoring, fluency passages, sight word lists.
3	5b.3. N/A	5b.3. N/A	5b.3. N/A	5b.3. N/A	5b.3. 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Reading Goal #5C: Based on 2012 data, English Language Learners was not identified as a subgroup at Orange Center Elementary.
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	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A
2	5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A
3	5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. 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:	Reading Goal #5D: Based on 2012 data, students with Disabilities was not identified as a subgroup at Orange Center Elementary.
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	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

	N/A	N/A	N/A	N/A	N/A
2	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	N/A	N/A	N/A	N/A	N/A
3	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
	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 reading. Reading Goal #5E:	Reading Goal #5E: By June 2013, 59% (63) of the students in grades 3-5 will score a level 3 or higher on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5 56% (60) of the students scored a level 3 or higher on the 2012 Reading 2.0	In grades 3-5 59% (63) of the students will score a level 3 or higher on the 2013 Reading FCAT 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	5E.1. Students lack resources and tools outside of the school setting.	5E.1. Provide tutoring before and after school. Open computer lab and media center before and after school.	5E.1. Principal Assistant Principal Classroom Teachers Reading Coach Math Coach	5E.1. Classroom observations. Weekly data meetings.	5E.1. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It! Benchmark Assessments, comparison between beginning, mid-year and final year assessments. FAIR progress monitoring fluency passages, sight word lists.
2	5E.2. Parents lack the knowledge and resources to assist their children at home.	5E.2. Provide parent workshops on basic skills to enable them to work with their children at home.	5E.2. Parent Resource Guidance Counselor PTA President Principal Assistant Principal Leadership Team	5E.2. Classroom observations Monthly Newsletters Weekly data meetings Parent Pride Breakfast	5E.2. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It! Benchmark Assessments, comparison between beginning, mid-year and final year assessments. FAIR progress monitoring, fluency passages, sight word lists
3	5E.3. N/A	5E.3. N/A	5E.3. N/A	5E.3. N/A	5E.3. N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Working with the Curriculum/SRAImagine It! Refresher and insgtructiona Best Practices.	K-5	Harriett Issertell	School Wide	August and Monthly PLC meetings with Grade Levels	Classroom walkthroughs and attending team PLC meetings.	Principal AssistantPrincipal Reading/CRT Leadership Team
Common Planning/PLC time built into academic schedule	K-5	Principal Reading Coach Grade Level Chairperson Leadership Team	Grade K-5	2012-2013	Weekly grade level PLC meeting to discuss student data, instructional best practices, intervention techniques, etc.	Principal Assistant Principal Reading Coach/CRT Leadership Team
FAIR Refresher	K-2	Harriett Issertell	Gradess K-5	September 2012	Observation of testing	Principal Assistant Principal Reading Coach/CRT Leadership Team
Parent Literacy Events	K-5	Principal Reading Coach Grade Level Chairperson Leadership Team	Grades K-5	2012-2013	Weekly grade level meetings/PLC meeting to discuss student data, instructional best practices, intervention techniques, etc.	Literacy Leadership Team
Staff Development Effective SRA/Imagine It! Workshop and Small Group Instruction	K-5	Reading Coach	Grades K-5	September 2012	Attend grade level meetings and classroom walkthroughs and observations	Principal Assistant Principal Reading Coach/CRT Leadership Team
Common Core/NGSS	K-5	Reading Coach Math Coach Science Coach Testing Coordinator	Grades K- 5	Ongoing	Attend grade level meetings and classroom observations	Principal Assistant Principal Reading Coach/CRT Literacy Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SRA Imagine it!Comprehensive Core Curriculum (Florida Edition)	Imagine it Student Resources (basils and consumables)	School Budget	\$20,000.00
STARS- Reading Intervention	Student Materials for Reading Intervention program	School Budget	\$2,500.00
SRA Early Intervention in Reading Intervention	Student Materials	School Budget	\$1,500.00
Early Reading Tutor	Student Materials	School Budget	\$500.00
Corrective Reader	Student Materials	School Budget	\$900.00
Reading Mastery	Student Materials	School Budget	\$200.00
Florida Ready	Student Materials	School Budget	\$3,000.00
			Subtotal: \$28,600.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Reading Plus Lexia	Computer-based Reading Intervention Program	School Improvement Funds	\$23,000.00
			Subtotal: \$23,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Community	Professional Development	Title I	\$1,200.00
Imagine It Reading	Professional Development	Title I	\$1,000.00
Lesson Study	Professional Development	Title I	\$1,000.00
			Subtotal: \$3,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	Computer-based Reading Intervention Program	School Budget	\$3,500.00
			Subtotal: \$3,500.00
			Grand Total: \$58,300.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		By 2013 the number of ELL students scoring proficient in listening/speaking will be 75%			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
As of 2012 CELLA results, 70%(13)of ELL 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	1.1 ELL students lack the academic vocabulary necessary to be successful	1.1 We provide translation dictionary to ELL students. Rooms are print rich.	1.1 Staffing/CCT Instructional Coaches Media Specialist	1.1 Ongoing Progress Monitoring CELLA Results FCAT Results	1.1 CELLA Results FCAT Results
2	1.2 Teachers do not incorporate ESOL Strategies	1.2 Provide training/ assistance to teachers of ELL/ESOL students.	1.2 Staffing/CCT Instructional Coaches Media Specialist	1.2 Ongoing Progress Monitoring CELLA Results FCAT Results	1.2 CELLA Results FCAT Results

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	By the 2013 CELLA,50%(10) of students being tested will score proficient in Reading.
CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

As of the 2012 CELLA testing, 40% (7) of the students tested 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
1	2.1 ELL students lack the academic vocabulary necessary to be successful	2.1 We provide translation dictionaries to ELL students Rooms are print rich.	2.1 Staffing/CCT Instructional Coaches Media Specialist	2.1 Ongoing Progress Monitoring CELLA Results FCAT Results	2.1 CELLA Results FCAT Results
2	2.2 Teachers do not incorporate ESOL strategies.	2.2 Provide training/ assistance to teachers of ELL/ESOL students.	2.2 Staffing/CCT Instructional Coaches Media Specialist	2.2 Ongoing Progress Monitoring CELLA Results FCAT Results	2.2 CELLA Results FCAT Results

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By the 2013 CELLA testing, 40%(7) of the students being tested will score proficient in Writing.

2012 Current Percent of Students Proficient in writing:

As of the 2012 CELLA testing, 5% (5) of the students being tested 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	3.1 ELL Students lack the vocabulary to be proficient in writing.	3.1 We provide native language support for ELL students.	3.1 Staffing/CCT Instructional Coaches Media Specialist	3.1 Ongoing Progress Monitoring CELLA Results FCAT Results Monthly Writing Prompts	3.1 CELLA Results FCAT Results
2	3.2 ELL students need additional practice writing to be proficient.	3.2 We will provide practice writing prompts during the year.	3.2 Staffing/CCT Instructional Coaches Media Specialist	3.2 Ongoing Progress Monitoring CELLA Results FCAT Results Monthly Writing Prompts	3.2 CELLA Results FCAT Results

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
	Training required for ESOL Compliance of any teacher with ESOL Students.	District	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By June 2013, 51% if students tested at Orange Center ES will score a level 3 on the FCAT Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2011-2012 FCAT testing, 48% of students at Orange Center ES scored a level 3 on the FCAT Mathematics tes.	By June 2013, 51% if students tested at Orange Center ES will score a level 3 on the FCAT 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	Teachers have difficulty deconstructin the standards.	We will provide professional development on un-wrapping the standards.	Math Coach Instructional Coaches	Track student progress on Fast Math and ST Math Evaluation with teacher created rubric, standard grading, and performance assessment.	Edusoft mini-assessment, FOCUS, benchmarck assessments, FCAT, Edusoft Math, EnVision benchmarck assessments, comparison between beginning, mid-year adn final year assessments, basic math tests.
2	Teachers have difficulty instructing in whole group and in small group	We will provide professional development and provide strategies on how to correctly insrtuct the curriculum. Provide PLCs to provide support to teachers for on, above, and below level students.	Math Coach Instructional Coaches Teachers	Studetn data, exit slips, scale from teachers at trainings.	Edusoft mini-assessments, FOCUS, benchmark assessments, FCAT, Edusoft Math, EnVision benchmark assessments, comparison between beginning and mid-year.

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 2013, 22%(25) of students tested at Orange Center ES will score a level 4 of 5 on teh FCAT in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT mathematics data, 19%(22) of students tested at Orange Center ES scored a level 4 or 5.	By June 2013, 22%(25) of students tested at Orange Center ES will score a level 4 or 5 on teh FCAT 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	Lack of enrichment activities being integrated into both whole group adn small group instruction.	Utilize enrichment components of EnVision math including enrichment centers, games, performance tasks at the end of topic tests adn enrichment sheets.	Math coach Instructional coaches teachers	Track student progress on Fast Math adn ST Math. Evaluation with teacher created rubric, standard grading, and performance assessment. Daily classroom observations.	Edusoft mini-assessments, FOCUS benchmark assessments, FCAT, Edusoft math, EnVision benschmark assessments, comparison between beginning, mid-year, and final year assessments, basic math computation math tests.
2	Teachers lack of knowledge on Webb's Depth of Knowledge and FCIM and integrating into daily instruction.	Utilize vertical PLCs to provide support to teachers for on, above, and below level students. Adapt the pacing of the lessons to better match grade level benchmarks. Provide staff development to help support Webb's Depth of Knowledge and review Higher Order Thinking Questions.	Math coach Instructional coaches Teachers	Student data, exit slips, scale from teachers at training.	Edusoft mini-assessments, FOCUS benchmark assessments, FCAT, Edusoft math, EnVision benschmark assessments, comparison between beginning, mid-year, and final year assessments, basic math computation math tests.

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 2013, 90% (91) of students at Orange Center ES will make learning gains in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 86% (87) of Orange Center ES students made learning gains in mathematics.	In June 2013, 90% (91) of students at Orange Center ES students will make learning gains in math.

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 parent understanding of expectations and benchmarks being taught at specific grade levels.	<p>Hold math curriculum night in teh fall in which math FCAT rigor is explained and the difference between FCAT in previous years and FCAT 2.0 is discussed.</p> <p>Provide parents with a curriculum map for each grade level K-5 in math.</p> <p>Re-introduce parents to the online components of the EnVision website to assist their children and which resource is good for which area of improvement for their children.</p> <p>Invite parents and children to participate in Math Night for a math scavenger hunt to see the skills being practiced in real-world applications.</p>	Administration, math coach, and teachers	<p>Parent attendance adn input from SAC, parent survey to gather feedback from parents sent home via teacher/school distribution lists.</p> <p>Parent input(survey) about effectiveness of FCAT 2.0 night.</p>	Sign-in sheet adn feedback to teacher via email and verbal interaction.
	Teachers lack ability to identify learning gaps from previous grades and the best practices to intervene.	Teachers will give topic opener assessment to quickly indentify any learning gaps of students. Reteach skills	Teachers Vertical and horizontal PLCs RTI team Math Coach	Topic Opener, quick check, and topic tests, FOCUS adn edusoft assessment, teacher observatin, Progress	Projects, class discussions, Edusoft mini-assessments, FCAT, FOCUS

2		<p>not acquired during the initial instruction of a topic or a lesson using Quick Checks and topic unit tests. The data from these can be referenced when using the EnVision intervention kit.</p> <p>Exchange of resources and teaching ideas from vertical and horizontal PLCs will provide support working through the problem-solving model.</p> <p>Math coach will assist PLC teams in examining the gaps in benchmarks and common core standards.</p> <p>Learning gaps will be addressed using EnVision intervention kit and key math program.</p> <p>Students will use online components of EnVision math to supplement the learning.</p> <p>Provide after school tutoring to the lowest 25% of students in grade 2-5.</p> <p>Develop and implement a response to intervention (RTI) plan for students who continue to struggle in mathematics and track student progress on individual strands.</p>	Monitoring	<p>benchmark tests, Edusoft, EnVision benchmark assessments, comparison between beginning, mid-year, and final assessments, basic math computation math tests</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 group:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June 2013, 75%(26) of the lowest 25% of students at Orange Center ES will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 72%(21) of the lowest 25% of students at Orange Center ES made learning gains.	By June 2013, 75%(26) of the lowest 25% of students at Orange Center ES will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of basic computation facts and basic skills and strategies.	Progress monitoring for basic math computation (+, -, and x) through timed tests. Math instruction using thinking maps to show organization/computation of basic math and word problems. ST math and FAST Math to practice math facts for fluency (speed and accuracy).	Teachers Math coach	Timed math tests, flash cards, thinking maps, ST Math progress monitoring reports.	Class discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision benchmark assessments, comparison between beginning, mid-year, and final assessment, basic math computation math tests.
2	Students unable to break apart multi-step word problems.	Teachers will use the problem solving organizations sheet with the math series EnVision. Teachers will include the word problem in their review of the day's lesson. Hands-on verbal problem solving program to increase the rigor in algebraic word problems.	Teachers	Timed tests, EnVision write to explain questions and word problems, verbal problems from hands on equations.	Class discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision benchmark assessments, comparison between beginning, mid-year, and final assessment, basic math computation math tests.

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 # Our goal is to increase student proficiency in math by closing the achievement gap. We will look at our students with disabilities and increase the proficiency by seven points to ensure subgroup proficiency at 57 percent by					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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.	By June 2013, 52% of the black subgroup will demonstrate proficiency in math by scoring a level 3 of higher on the
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Mathematics Goal #5B:	FCAT Reading 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% of the subgroup black students did not make progress on the 2012 reading FCAT 2.0 White: N/A Black: 48 Hispanic: N/A Asian: N/A American Indian: N/A	By June 2013, 52% of the black subgroup will demonstrate proficiency in reading by scoring a level 3 or higher on the FCAT Reading 2.0 White: N/A Black: 52 Hispanic: N/A Asian: N/A American Indian: 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	Lack of parent understanding of expectations and grade level benchmarks.	Hold math curriculum night in the fall in which parents are provided grade level specific curriculum maps. Reintroduce parents to the online components of the EnVision website to assist their children. Explain the correlation of Common Core to NGSS Standards.	Administration and teachers Math coach Parent Resource	Parent attendance and input from SAC	Sing-in sheet and feedback to teacher via email and verbal interaction.
2	Teachers lack knowledge of the RTI process to identify subgroups and the learning gaps to then effectively identify appropriate interventions on specific strands.	Teachers will give topic opener assessment to quickly identify any learning gaps of students. Re-teach skills not acquired during the initial instruction of a topic or lesson using quick checks and topic unit tests. The data from these can be referenced when using the EnVision intervention kit. Learning gaps will be addressed using EnVision intervention kits. Training by math coach on how to track and monitor specific strands in math or key math with struggling learners. Students will use online components of EnVision math to supplement the learning. Teachers will get support on the RTI process from RTI team and math coach on how to specifically target math areas needing improvement. Exchange of resources and teaching ideas from vertical and horizontal	Teachers RTI team Vertical and horizontal PLCs Math coach	RTI meeting notes, dialogue with vertical teams on the levels of support.	Class discussions, Edusoft mini-assessments, FCAT, Edusoft, EnVision benchmark assessment, comparison between beginning, mid-year, and final assessments, basic math computation math tests.

	PLCs will provide support working through the problem-solving model. Develop and implement a Response To Intervention (RTI) plan for students who continue to struggle.		
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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 mathematics. Mathematics Goal #5C:	Based on 2012 data, English Language Learners was not identified as a subgroup at Orange Center ES.
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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on 2012 data, students with disabilities was not identified as a subgroup at Orange Center ES
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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By June 2013, 52% of Economically Disadvantaged subgroup will demonstrate proficiency in math by scoring a level 3 or higher on the FCAT Reading 2.0
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2012 Current Level of Performance:	2013 Expected Level of Performance:
52% of the economically disadvantaged subgroup students did not make progress on the 2012 Reading FCAT 2.0	By June 2013, 52% of Economically Disadvantaged subgroup will demonstrate proficiency in math by scoring a level 3 or higher on the FCAT Reading 2.0
48% of the economically disadvantaged subgroup students did make progress on the Reading FCAT 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	Lack of parent understanding of NGSSS and curriculum being used during whole group and small group instruction.	<p>Hold math curriculum night in the fall in which EnVision lessons are modeled, materials are shared to prepare parents to help their children with FCAT, curriculum maps for grade K-5 are shared and reviewed, and NGSSS and Common Core Standards are reviewed.</p> <p>Provide parents with a curriculum map and information on the NGSSS via the school website and monthly grade level newsletter.</p> <p>Reintroduce parents to the online components of the EnVision website to assist their children.</p>	Administration, teachers, and math coach	Parent attendance and input from SAC	Sign-in sheet and feedback to teacher via email and verbal interaction, handouts for parents scanned and put on school website, math website created to share information with parents.

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
EnVision Lesson Planning	K-5	Math Coach	School-wide	September 2011	Feedback sheets/classroom observations	Principal Math coach CRT
Technology and EnVision	K-5	Math Coach	School-Wide	October 2011	Feedback sheets/classroom observations	Principal Math coach CRT
Math Word Walls	K-5	Math Coach	School-Wide	January 2012	Feedback sheets/classroom observations	Principal Math coach CRT
FCAT Preparation Workshop	K-5	Math Coach	School-wide	February 2012	Feedback sheets/classroom observations	Principal Math coach CRT
On-going support through use of math coach	K-5	Math Coach	School-wide	Year-long	Feedback sheets/classroom observations PLC/Data meetings	Principal Math coach CRT
FCAT Preparation Workshop Part 2	K-5	Math Coach	School-wide	April 2012	Feedback sheets/classroom observations	Principal Math coach CRT
Incorporating					Feedback	Principal

Interactive Projects	K-5	Math Coach	School-wide	March 2012	sheets/classroom observations	math coach CRT
Step-Up Lesson Training	K-5	Math Coach	School-wide	May 2012	Feedback sheets/classroom observations	Principal Math coach CRT
Provide on-going assessments	K-5	Math Coach	School-wide	Year-long	Feedback sheets/classroom observations Data Reports	Principal Math coach CRT
Additional Resources: What to look for and how to use it	K-5	Math Coach	School-wide	December 2011	Feedback sheets/classroom observations	Principal Math coach CRT
Data - What to look for and how to interpret it	K-5	Math Coach	School-wide	November 2011	Feedback sheets/classroom observations	Principal Math coach CRT
Instructional Demonstrations	K-5	Math Coach	School-wide	Year-long	Feedback sheets/classroom observations	Principal Math coach CRT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
EnVision	Student and teacher resources	OCPS funds	\$0.00
STAMS - Math Skills Intervention	Student resources	School budget	\$1,500.00
Florida Ready	Student resources	School budget	\$2,500.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
STMath	Computer-based Intervention Program	School Improvement	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STMath Training	Face-to-face training	School Improvement	\$0.00
EnVision Training	Face-to-face training	School Improvement	\$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: \$7,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.

Science Goal #1a:

By June 2013, 40% (17) of all students taking the FCAT Science test at Ornage Center Elementary will score at a level 3.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012. 31% (13) scored leveled 3 on the FCAT Science.	By June 2013. 40% (17) of all studnts taking the FCAT Science Test will score at a 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	Lack of resources for science instruction, K-5	<p>a. Obtain picture books for use at each grade level with list created by grade level representatives from books suggested in CIA documents (out beginning of July), books listed in the Science Fusion Curriculum, and teacher choice as needed.</p> <p>b. Obtain material fro science activity kits to support benchmark-specific lessons.</p> <p>c. Implement and fully train all classroom teachers in Fusion curriculum.</p> <p>d. Implement interactive notebooks</p>	<p>a. Administration, CRT, with support from Classroom Teachers</p> <p>b. Science Coach with assistance and direction from Classroom Teachers.</p> <p>c. Administration, Classroom Teacher, and Science Coach</p> <p>d. Science Lab Teacher</p>	<p>a. Administration, CRT, and SAC review of teacher surveys.</p> <p>b. Administration, CRT, and SAC review of teacher surveys.</p> <p>c. Professional development Q&A a month or two into the new school year to check understanding of the curriculum.</p> <p>d. Classroom observations</p>	<p>a. Teacher survey</p> <p>b. Teacher survey</p> <p>c. Teacher survey and Q&A session at end of first 9 weeks to assess understanding of the new curriculum.</p> <p>d. Lesson Plan Checklist, BOY, MOY and EOY assessments, Edusoft, and unit bench mark assessments FCAT Science results-5th grade</p>
2	Lack of time spent and instructional focus on science in K-4 classrooms.	<p>a. All K-5 classrooms follow OCPS Instructional Calender for science, which will also allow for entering and exiting students to maintain instructional sequence and help us adhere to One Vision, One Voice initiatives.</p> <p>b. Add science learing goal to Common Board Configuration, K-5.</p> <p>c. Time for science instruction built in to daily/weekly schedule, K-5, alternating weekly or bi-weekly with social studies if necessary.</p>	<p>a. Administration Science Coach Science Lab Teacher.</p> <p>b. Science Coach/Science Lab Teacher.</p> <p>c. Administration</p>	<p>a. Lesson Plan Review by admin, review of progress assessments in data meetings, K-5</p> <p>b. Informal Observation</p> <p>c. Review of teacher survey</p>	<p>a. Lesson Plan Checklist, BOY, MOY, and EOY assessments, Educoft, and unit benchmark assessments, FCAT Science results-5th grade</p> <p>b. Informal Observation guidelines</p> <p>c. Teacher survey</p>
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
2	1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
3	1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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 2013, 6% (3) of our fifth grades will score a 4 or 5 on FCAT Science.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (2) of our fifth graders scored a 4 or 5 on FCAT Science.	By June 2013, 6% (3) of our fifth graders will score level 4 or 5 on FCAT Science.

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	Enrichment and increase rigor for high achieving and gifted students.	a. STEM activities training for gifted teachers (and others as time allows) b. Student participation and design challenges.	a. Administration scheduling, Science Resource Teacher training b. Classroom Teachers	A. Percentage of teachers applying strategies/activities b. Review indicated progress assessments in data meetings..	a. Lesson Plans b. BOY, MOY, and EOY assessments, Edusoft, and unit benchmark assessments, FCAT
2	Teachers have a lack of enrichment materials	a. Obtain AIMS books and/or online lessons b. Include consumables necessary for design challenges in BOY activity fees budget	Administration CRT Classroom Teachers	a. Review teacher survey b. Review money spend and teacher survey	a. Budget and Teacher survey b. Budget and Teacher survey

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
2	2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
3	2b.3.	2b.3.	2b.3.	2b.3.	2b.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						

Science Budget:

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

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	100% (21) of 4th grade students taking the FCAT Writing test will score a Level 4.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (20) of 4th Grade students who took the 2012 FCAT writing test scored a Level 4.0 or higher.	100% (21) of the 4th grade students at Orange Center ES will score a Level 4.0 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	Teachers not familiar with the change in scoring criteria to meet high standards	Administration and CRT will host onsite training on new scoring guidelines. Professional development in writing and school-wide writing prompts. New staff members will be sent to district trainings which focus on Writing and writing rubrics . Writing PLC will meet to discuss scoring criteria and bring student work to score.	Principal Assistant Principal CRT Classroom Teacher Writing PLC	Observations Lesson Plan Monitoring PLC Notes	CWT Teacher Evaluation Tools Formative Writing Assessments
2	Parents lack strategies to help their students become better writers.	Provide Family Curriculum Night to feature Writing. Also, will integrate writing into each curriculum night for other subjects Grade Levels will create brochures which will outline the grade level expectations for each subject areas, including writing	Writing PLC Principal Assistant Principal CRT 4th Grade Team	School Effectiveness Survey Sign in sheet Feedback Forms Parent/Teacher conference notes Monthly in school writing prompts	School Effectiveness Survey Sign in sheet Feedback Forms Monthly in school writing prompts FCAT Writes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write From the Beginning "refresher" training K-5	K-5	District	K-5 Teachers new to Write From Beginning	Pre-Panning	Monitoring School-wide prompts	CRT Writing Resource Teacher Administration
4th Grade Writing Lesson Study	4th Grade Team	Writing Resource Teacher	4th Grade Team	Year-long Lesson Study Cycle	Write Score Results Lesson Observation Lesson Study Meeting Notes	Administration CRT Writing Resource Teacher

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

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 2013, we expect to increase the attendance rate at Orange Center to 98%. By the end of 2013 we will maintain the low number of students with excessive tardiness and absenteeism.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Based on 2012, attendance data, the average daily attendance rate at Orange Center Elementary was 90%.	By June 2013, the average daily attendance at Orange Center Elementary will be increased to 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Based on 2012 attendance Data, 75 students were identified to have 10 or more absences.	By June 2013, the number of students with 10 or more absences will be decreased by 20%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Based on 2012 attendance Data, 55 students were identified to have 10 or more tardies.	By June 2013, the number of students with 10 or more tardies will be decreased by 20%.

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 Parents not aware of the OCPS attendance policies and what is included as an excused absence.	1.1 Attendance policy will be included in student planner for parents to review at the beginning of the year. Attendance policy will be added to the school web site for easy access to parents. Attendance policy will be added to presentation during open house session.	1.1 Classroom Teacher Registrar Principal Assistant Principal Guidance Counselor Social Worker	1.1 Daily Attendance reporting on SMS. Parent surveys Parent-Teacher Conference Notes.	1.1 Attendance reporting in SMS
2	1.2 Parents unaware of the tardy policy, what is included as an excused tardy and academic bell schedule.	1.2 Tardy policy will be included in student planner for parents to review at the beginning of the year. Tardy policy will be discussed during open house sessions at the beginning of the year. Tardy policy will be posted on the school web site, as well as the academic bell schedule so parents are better informed on when the	1.2 Classroom Teacher Registrar Principal Assistant Principal Guidance Counselor Social Worker	1.2 Daily Attendance reporting on SMS. Parent surveys Parent-Teacher Conference Notes.	1.2 Attendance reporting in SMS

	tardy bell rings. Tardy policy and bell schedule will be included in grade-level brochures which outline school wide policies.			
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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
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Grammar, Usage, and Mechanics	Cunningham, Riley, & Associates	General	\$5,900.00
			Subtotal: \$5,900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,900.00

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	To decrease the number of out-of-school suspensions by

Suspension Goal #1:	one-third.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
None	None
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
None	None
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
Based on 2012 suspension data, 10 students at Orange Center Elementary received out-of-school suspension.	To meet the goal of decreasing suspensions by 1/3, no more than 31 incidents resulting in out-of-school suspension can occur on campus.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
Based on 2012 suspension data, 22 (8%) students at Orange Center Elementary received out-of-school suspension.	To meet the goal of decreasing suspensions by 1/3, no more than 19 (5%) students can receive out-of-school suspension.

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 continues to be a concern and opportunity for improvement. Increasing parent support and involvement would be extremely beneficial for decreasing the number of discipline incidents resulting in suspensions	The school will continue to employ a parent resource and have them implement events and different strategies to get more parent involvement. In addition, administration will continue to use the connect-ed system to maintain regular parental communication	Principal Asst. Principal Parent Resource	Climate survey data collection of discipline incidents	OCPS referral process In-house created parent communication logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Store - Weekly Positive Reinforcement Program	K-5	Asst. Principal	School-Wide	Year-long	PBS Committee Meetings	Assistant Principal

Quarterly Review of Code of Student Conduct	K-5	Asst. Principal Classroom Teacher	School-Wide	Quarterly	Completed forms submitted to Asst. Principal	Assistant Principal
Positive Behavior Support Training	K-5	Asst. Principal	School-Wide	August 2012	Data Collection PLC Team Meetings PBS Committee Meetings	Assistant Principial Guidance Counselor
Establishment of Code of Student Conduct	K-5	Asst. Principal Classroom Teacher	School-Wide	Year-Long	Teacher implementation, monitoring, and recognition of student commitment to creed	Assistant Principal

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
CHAMPS Training	ED-TRAK	Title I	\$2,500.00
CHAMPS Training Manual	Pacific NW Publishing	General	\$550.00
			Subtotal: \$3,050.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,050.00

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By June 2013, 50% (55) of Orange Center Parents will have participated in at least two school events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
The current level of Parent Involvement at Orange Center	By June 2013, 50% (55) of Orange Center Parents will

is 40%(36).			have participated in at least two school events.		
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 unaware of the purpose of SAC and PLC and their alignment with student achievement	To help create more parental involvement we will use multiple methods of communication. In addition the school will plan monthly school activities to encourage more parental involvement. OCE will also be parent pride breakfast to promote and inform parents about activities. Communication will be sent home via flyers, connect-eds and the school website on the purpose and the importance of these two organizations. An overview of the purpose and role of SAC and PLC will be provided at the first meeting. Partnering with PTO to stress the importance of SAC and PLC	Parent Resource Principal Guidance Counselor SAC PTA Assistant Principal Leadership Team Staffing/CCT	Sign-in sheets teacher and parent feedback Meeting Minutes School Effectiveness Survey	School climate survey Connect Orange Results SAC Board Roster Sign in sheets PLC Sign in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Curriculum Night	K-5	Principal CRT	School-wide	Bi-Monthly	Sign-in Sheets	Principal Assistant Principal
Parent Communication	K-5	Principal Parent Resource	School-wide	Winter 2012	PLC Reflection sheet	Principal
Open House	K-5	Principal Asst. Principal Leadership team Classroom Teacher	School-wide	September 2012	Sign-in Sheets	Principal Asst. Principal Parent Resource

Parent Involvement Budget:

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Monthly Workshops		Title I	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,000.00

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:		By using STEM lesson and the STEMS model of instruction, Orange Center Elementary will maintain its achieve 20% (10) more level 3 or higher in science and math on the 2013 FCAT 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	Teachers lack resources (both lab equipment and instructional materials) to provide rigorous, engaging and applicable labs which align with NGSSS in Science and the STEMS model.	Team Leaders will meet monthly with Science Lab Resource Teacher to align grade level benchmarks and essential labs with what is being covered during the Science Special areas class. CRT will order copies of the OCPS Essential Labs for each classroom teacher to supplement the lab instructional materials provided through the new science curriculum.	Science Resource Teacher Science PLC CRT	OCPS Science Benchmark assessments (5th Grade) BOY, MOY, EOY Benchmark tests (grades K-5)	OCPS Science Benchmark assessments (5th Grade) BOY, MOY, EOY Benchmark tests (grades K-5)

(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
STEMS	K-5	Science Lab Teacher Math Coach Science Coach	K-5 Instructional Staff	September 2012	Science PLC Meetings, grade level meetings	Science Coach Science Lab Teacher CRT Math Coach

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STEM	UCF-National Society of Black Engineers	General	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of STEM Goal(s)

Additional Goal(s)

Orange Center elementary will have successfully completed year 1 of Destination College implementation as part of the One-Vision-One Voice 11 Essential Outcomes to try to create a more college-and career-ready student body. Retention data will be used as measure of effectiveness. 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:	
<p>1. Orange Center elementary will have successfully completed year 1 of Destination College implementation as part of the One-Vision-One Voice 11 Essential Outcomes to try to create a more college-and career-ready student body. Retention data will be used as measure of effectiveness. Goal</p> <p>Orange Center elementary will have successfully completed year 1 of Destination College implementation as part of the One-Vision-One Voice 11 Essential Outcomes to try to create a more college-and career-ready student body. Retention data will be used as measure of effectiveness. Goal #1:</p>	<p>Orange Center elementary will have successfully completed year 1 of Destination College implementation as part of the One-Vision-One Voice 11 Essential Outcomes to try to create a more college-and career-ready student body. Retention data will be used as measure of effectiveness. Goal</p>
2012 Current level:	2013 Expected level:
As of June 2012, 0 Teachers have been trained in Destination College.	By June 2013, 10 teachers at Orange Center Elementary School will be trained in Destination College.

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	Staff unfamiliar with Destination College program and the different components.	<p>Destination College overview to entire staff to introduce them to the Destination College roll-out</p> <p>Destination College module training to Grades 4 and 5 classroom teachers</p>	<p>Destination College team Assistant Principal Principal CRT Media Specialist</p>	<p>Destination College PDS online course participation Destination College Team meeting notes Grades 4 and 5 team meeting notes</p>	<p>Destination college notebook Destination College PDS Online training completion report</p>
2	Parents unfamiliar with the Destination College program and how it impacts student learning.	<p>Provide Destination College overview presentation to parents during Open House</p> <p>Provide Destination College information on the School Website.</p> <p>Provide Destination College overview in Grades 4 and 5 classroom brochures.</p> <p>Communicate Destination College</p>	<p>Grades 3-5 Classroom Teachers Destination College Team Assistant Principal Media Specialist CRT Principal</p>	<p>Parent-teacher conference notes Student work from Destination College-centered activities Destination College School-wide notebook</p>	<p>School-effectiveness survey Parent-Teacher conference notes Destination College School-wide notebook</p>

		activities in monthly grade level news letter Host a Destination College Kick-off Tailgate to help increase parental excitement and interest in the Destination College program			
3	Lack of time in the academic schedule to teach and model some of the different DC components.	Destination college team will discuss ways to integrate Destination College concepts and lessons into the core content areas. Destination College team will partner with Media specialist to develop ways to target Destination College concepts through the Media Center Grades 4 and 5 will discuss ways to integrate Destination College concepts into enrichment and intervention activities.	Grades 3-5 Classroom teachers Destination College Team Assistant Principal Media Specialist CRT Principal	Lesson plan reviews Classroom observations Team meeting notes	Destination College notebook Student Work samples

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
Destination College PDS Course	3rd -5th Grade Teachers	District	3rd - 5th grade teachers	Year-long PDS course	Completion of Destination College Notebook	District Destination College contact person

Budget:

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

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

End of Orange Center elementary will have successfully completed year 1 of Destination College implementation as part of the One-Vision-One Voice 11 Essential Outcomes to try to create a more college-and career-ready student body. Retention data will be used as measure of effectiveness. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SRA Imagine it! Comprehensive Core Curriculum (Florida Edition)	Imagine it Student Resources (basils and consumables)	School Budget	\$20,000.00
Reading	STARS- Reading Intervention	Student Materials for Reading Intervention program	School Budget	\$2,500.00
Reading	SRA Early Intervention in Reading Intervention	Student Materials	School Budget	\$1,500.00
Reading	Early Reading Tutor	Student Materials	School Budget	\$500.00
Reading	Corrective Reader	Student Materials	School Budget	\$900.00
Reading	Reading Mastery	Student Materials	School Budget	\$200.00
Reading	Florida Ready	Student Materials	School Budget	\$3,000.00
Mathematics	EnVision	Student and teacher resources	OCPS funds	\$0.00
Mathematics	STAMS - Math Skills Intervention	Student resources	School budget	\$1,500.00
Mathematics	Florida Ready	Student resources	School budget	\$2,500.00
Science				\$0.00
Attendance				\$0.00
Parent Involvement				\$0.00
STEM	STEM	UCF-National Societ of Black Engineers	General	\$2,500.00
	Orange Center elementary will have successfully completed year 1 of Destination College implementation as part of the One-Vision-One Voice 11 Essential Outcomes to try to create a more college-and career-ready student body. Retention data will be used as measure of effectiveness.			\$0.00
				Subtotal: \$35,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus Lexia	Computer-based Reading Intervention Program	School Improvement Funds	\$23,000.00
Mathematics	STMath	Computer-based Intervention Program	School Improvement	\$3,000.00
Science				\$0.00
Attendance				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
	Orange Center elementary will have successfully completed year 1 of Destination College implementation as part of the One-Vision-One Voice 11 Essential Outcomes to try to create a more college-and career-ready student body. Retention data will be used as measure of effectiveness.			\$0.00
				Subtotal: \$26,000.00
Professional Development				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Learning Community	Professional Development	Title I	\$1,200.00
Reading	Imagine It Reading	Professional Development	Title I	\$1,000.00
Reading	Lesson Study	Professional Development	Title I	\$1,000.00
CELLA		Training required for ESOL Compliance of any teacher with ESOL Students.	District	\$0.00
Mathematics	STMath Training	Face-to-face training	School Improvement	\$0.00
Mathematics	EnVision Training	Face-to-face training	School Improvement	\$0.00
Science				\$0.00
Attendance	Grammar, Usage, and Mechanics	Cunningham, Riley, & Associates	General	\$5,900.00
Suspension	CHAMPS Training	ED-TRAK	Title I	\$2,500.00
Suspension	CHAMPS Training Manual	Pacific NW Publishing	General	\$550.00
Parent Involvement				\$0.00
STEM				\$0.00
Orange Center elementary will have successfully completed year 1 of Destination College implementation as part of the One-Vision-One Voice 11 Essential Outcomes to try to create a more college-and career-ready student body. Retention data will be used as measure of effectiveness.				\$0.00
				Subtotal: \$12,150.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Computer-based Reading Intervention Program	School Budget	\$3,500.00
Science				\$0.00
Attendance				\$0.00
Parent Involvement	Parent Monthly Workshops		Title I	\$2,000.00
STEM				\$0.00
Orange Center elementary will have successfully completed year 1 of Destination College implementation as part of the One-Vision-One Voice 11 Essential Outcomes to try to create a more college-and career-ready student body. Retention data will be used as measure of effectiveness.				\$0.00
				Subtotal: \$5,500.00
				Grand Total: \$78,750.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 1/29/2013)

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 for nooks and tutoring.	\$1,500.00

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

The SAC council meets monthly to go over the areas of Reading, Math, Writing, Science and subgroup populations. As a group we monitor the activities and instruction data to see how we as a committee can help the students succeed. We will break into sub groups and focus on specific subject areas as a committee to ensure student achievement.

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

Orange School District ORANGE CENTER ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	62%	92%	24%	244	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	61%	43%			104	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?	47% (NO)	43% (NO)			90	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					438	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Orange School District ORANGE CENTER ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	63%	84%	24%	228	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	46%	60%			106	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	57% (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					451	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested