

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: MOORE HAVEN ELEMENTARY SCHOOL

District Name: Glades

Principal: Jim Brickel

SAC Chair: Robbie Ahern

Superintendent: Wayne Aldrich

Date of School Board Approval: 10/25/2012

Last Modified on: 10/10/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jim Brickel	Masters Degree in Educational Leadership; Bachelors Degree in Social Science Education Certified in School Principal, Educational Leadership and Social Science (6-12) Education	9	13	2008/2009 School Grade A AYP 100% of Criteria Satisfied 2009/2010 School Grade B AYP 90% of Criteria Satisfied 2010/2011 School Grade A AYP 92% of Criteria Satisfied 2011/2012 School Grade B
Assis Principal	Brian Pollitt	Masters Degree in Educational Leadership; Bachelors Degree in Music Education. Certified in Educational Leadership and	2	2	2010/2011 School Grade A AYP 92% of Criteria Satisfied 2011/2012 School Grade B

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Janet Harris	Certified in Elementary Education (1-6). Has completed the Reading Endorsement.	5	5	2008/2009 School Grade A AYP 100% of Criteria Satisfied 2009/2010 School Grade B AYP 90% of Criteria Satisfied 2010/2011 School Grade A AYP 92% of Criteria Satisfied 2011/2012 School Grade B

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Moore Haven Elementary School uses a web-based application system that allows us to advertise positions to any interested party.	Principal	Ongoing	
2	2. Q-Tips, Glades County's Teacher Induction Program, helps new teachers adjust to the teaching profession in a small, rural county.	Q-Tips Coordinator	Ongoing	
3	3. Offer supplements for leadership positions and for completion of the reading endorsement.	Principal	Ongoing	

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
2% [1]	The school and district offer an Alternative Certification Program for all teachers to go through to become highly effective. Additionally, those staff members who are teaching out-of-field are sent information pertaining to online course work offered by area universities to allow them to become certified in the particular subject area they have been assigned to teach to become an in-field certified teacher.

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
29	10.3%(3)	24.1%(7)	44.8%(13)	20.7%(6)	20.7%(6)	34.5%(10)	24.1%(7)	0.0%(0)	55.2%(16)

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
Wendy Mullens	Dianne Tillery	Ms. Mullens is Clinical Educator Certified and is the Kindergarten chairperson. Mrs. Tillery is assigned to kindergarten, and therefore Ms. Mullens can help her to prepare her students for first grade.	Teacher meetings, observations
Bertha Toledo	Jodie Faust	Ms. Toledo is Clinical Educator Certified and has been the 1st grade chairperson. Ms. Faust is assigned to 1st grade and therefore Ms. Toledo can help her to prepare her students for 2nd grade.	Teacher meetings, observations
Pamela Decker	Autumn Tack	Ms. Decker is Clinical Educator Certified, a 4th grade teacher, and has been a teacher of the year. Additionally, Ms. Decker brings experience with preparing students for the FCAT and is very diverse in understanding the curriculum that goes with 3rd grade. Ms. Tack is assigned to 3rd grade, and therefore Ms. Decker can help her to prepare her students for 4th grade. Lastly, both teachers are originally	Teacher meetings, observations

from Western Pennsylvania so have an instant common bond.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I-A funds are utilized for supplemental staff positions and research-based programs and materials. Title I-A staff provide services to ensure students requiring additional remediation are assisted during the school year and after-school as funds allow. The district coordinates Title I-A, Title II, Title III and Title VI to ensure staff development needs are provided.

Title I, Part C- Migrant

The district's Migrant Advocate/Recruiter provides services and support to students and parents based on the Migrant Education Program Priority for Services. The Advocate and Federal Programs Supervisor coordinate with Title I-A, Title III and other programs to ensure student needs are met.

Title I, Part D

The District receives funds to support the Educational Opportunities Center and a residential DJJ facility. The District coordinates curriculum, assessment and professional development with both facilities. Credit retrieval/grade replacement programs are provided for at-risk students.

Title II

The District utilizes Title II funds to provide opportunities for core area teachers and administrators to increase their knowledge of strategies and programs that lead to continuous academic improvement. Initiatives include, but are not limited to Kagan Cooperative Structures, Teacher Induction, FCIM, Lesson Study, NGSSS/CCSS, Building Academic Vocabulary, and Alternative Certification. The district coordinates Title I-A, Title II, Title III and Title VI to ensure staff development needs are provided.

Title III

Title III services are provided district-wide for instructional services designed to increase academic achievement and English language proficiency of current and former English language learners (ELLs). Services include but are not limited to: English language proficiency instructional software (Rosetta Stone); supplemental materials; parent outreach, training activities designed to assist parents to become active participants in the education of their children (Family Literacy activities); and ELL focused professional development.

Title X- Homeless

The District Homeless Coordinator (Supervisor of Federal Programs) provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act as required.

Supplemental Academic Instruction (SAI)

MHES has a GAP In The Neighborhood program. This program is an afterschool tutoring program that is provided free of charge to all students who need extra help services. Due to large distances students travel to attend our school, we have set up various different locations for students to attend this program in their neighborhood.

Violence Prevention Programs

MHES has a Character Education program. This program is designed to teach and incorporate into daily lessons a "key character trait" each month. Teachers are provided with posters and resources to use in their lessons planning.

Nutrition Programs

The school nurse provides guidance and talks to all elementary school students about making healthy choices. In PE students are also taught the importance of having a healthy body and eating nutritional foods. Students are provided with fruit during these lessons.

Housing Programs

Head Start

Head Start services are provided on the campuses of Moore Haven Elementary School and West Glades School by Redlands Christian Migrant Association.

Adult Education

GED preparation classes are provided by the district.

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.

Identify the school-based MTSS leadership team.
James Brickel – Principal
Brian Pollitt – Assistant Principal
Barbara Scruggs – Guidance Counselor
Janet Harris – Reading Coach
Lainey Stokes – 2nd Grade Teacher
Felinda Langdale – ESE Inclusion Teacher

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

Principal – Oversees the entire RtI process to make sure that data is collected, reviewed, and different interventions are properly implemented. He also approves Professional Development activities that support RtI implementation.
Assistant Principal – Helps in the collection of data, assists in the reviewing of data and helps to develop interventions. He also takes care of all the paperwork for the Professional Development activities that support the RtI implementation.
Guidance Counselor – Aids in the collection and review of data collection. Offers and assists in the implantation of intervention strategies.
Reading Coach – Uses the data collected to determine what areas are in need of interventions. Offers intervention ideas and strategies.
Teachers – Mostly responsible for take the interventions discussed and putting them into practice within the classroom. They share the information gained from each meeting with other teachers.

The MTSS Leadership team meets regularly to discuss data and identify students who are in need of interventions. The school assesses regularly to determine the strengths and limitations of each student. These assessments are aligned with the curriculum standards of each grade level, as well as vertically aligned between grade levels when appropriate. Based on the data collected, we are able to determine what interventions need to be implemented for selected students. Teachers are giving the opportunity to learn how to use the interventions determined by the MTSS team through Professional Development and Professional Learning Communities. We coordinate our efforts with other schools through our District Director of ESE Services.

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 MTSS team plays a crucial role in developing the school improvement plan. The school improvement plan focuses on how to improve instruction. The MTSS team is responsible for collecting, processing and assessing data to determine how well each student is progressing academically. Based on collected data, interventions are implemented that will enhance the classroom instruction, thereby improving instruction. The goals that are set within the school improvement plan are goals the

MTSS team feels are obtainable within the academic calendar year, based on the data collected.

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.

Moore Haven Elementary School will use data collected from Performance Matters, Unit Reading Tests, FAIR, Odyssey Reports, weekly benchmark tests, and student grades to decide how to help struggling students.

Describe the plan to train staff on MTSS.

Selected staff members have been receiving training provided by the State through various consortia. Two faculty members have successfully completed "train the trainer" training. They will be the main "go to" people on campus and will conduct training as needed. As mentioned previously, the District MTSS coordinator has delivered training to District faculty and is available for further assistance.

Describe the plan to support MTSS.

During the weekly PLC's with teacher grade level teams, the administration will be reviewing weekly data of each student those teachers have. Students who are showing areas of limitations will be discussed with the classroom teacher to find out what forms of support those students might need to change the limitation into a strength. A plan will be developed, with a timeline for implementation with the classroom teacher. Follow-up and monitoring of the support being given to the student will be checked and discussed as future PLC meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jim Brickel – Principal
Brian Pollitt – Assistant Principal
Janet Harris – Reading Coach
Grade Level Chairs

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

The LLT meets monthly with the chair, Janet Harris to go over data and ways to improve reading strategies. The Reading Coach collects data pertaining to student reading development and designs strategies for teachers to implement within their classrooms to increase reading gains. The Principal and Assistant Principal oversee the implementation process, and review with the Reading Coach data to determine if the strategies are working. The administration is also responsible for providing Professional Development for those teachers that have difficulty implementing the reading strategies. The Grade Level Chairs review the data and learn how to implement the strategies. They offer insight into strengths and limitations of each strategy which helps to determine what Professional Development needs to be offered in order to make the strategies successful.

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

The LLT will be focusing on implementing more rigor and relevance of the reading curriculum within classrooms. Students should be able to understand the text at higher complexity thinking, than simply be able to read the text with no comprehension. Additionally we will continue to work with our Kindergarten teachers as well as begin work with 1st and 2nd grade teachers to help them understand and implement the Common Core State Standards (CCSS).

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Moore Haven Elementary School has been working very closely with the early childhood program (RCMA) to help prepare those students for kindergarten. Monthly meetings are scheduled between the staff at RCMA and the Administration/Kindergarten staff at MHES. Throughout the school year, small groups of students from the RCMA visit the kindergarten classroom and are able to observe and participate in mini-lessons conducted by the kindergarten teacher. Additionally, many of the students attending the RCMA ride the school bus to and from school with MHES students.

The MHES Leadership Team, with some of the kindergarten teachers host "Kindergarten Round-Up" night where parents of kindergarten ready students can come and register their child for the following school year. During this night parents are given information about MHES while their child is given an assessment test. This assessment test provides valuable data for the administration and the kindergarten teachers, so they know the major areas of limitations as well as strengths for the incoming kindergarten students. Because MHES is committed to serving all Glades County kindergarten ready students, the "Kindergarten Round-Up" is held at various locations on various nights.

Lastly, MHES is providing the summer Voluntary Pre-K. Students enrolled in this program will become acquainted with one of the kindergarten classrooms that will be used during the school year, as well as the computer software programs. MHES staff that is working over the summer will have the opportunity to meet some of next years' kindergarteners (and their parents) so that they can become friendly faces.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	After receiving our scores back for grades 3 and 4, we were very disappointed in the level of performance. Our goal this year is to work with the 3rd and 4th grade teachers in the subject area of reading, as well as monitor and develop an assistance plan for the current years 5th graders.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
51% [110]	80%

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	We have two new teachers to 3rd grade this year and larger class sizes in 4th grade.	The school leadership team will be reviewing student data each week in the weekly PLC meetings with the grade level teachers. Additionally, more classroom walk through's will be conducted to check on the fidelity in which the curriculum is being taught. The data collected from mini weekly assessments and the walk through's will be discussed at the PLC's and strategy plans will be created as appropriate.	School Leadership Team (Principal, Assistant Principal, Guidance Counselor, Reading Coach)	There will be data pulled and collected weekly as our focus of conversation in the weekly PLC meetings. We, as a leadership team, will be able to quickly identify any areas of limitations and get them resolved.	Weekly Assessment Test; Classroom Walk-Through's; Performance Matters
2		We have arranged to have one of our paraprofessionals be with the 4th grade teachers all day. This provides an extra adult to work either in small group instruction or to be utilized in any other appropriate manner to best serve the students and the teacher.	Principal/Assistant Principal	There will be data pulled and collected weekly as our focus of conversation in the weekly PLC meetings. We, as a leadership team, will be able to quickly identify any areas of limitations and get them resolved.	Weekly Assessment Test; Classroom Walk-Through's; Performance Matters

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase the percentage of students achieving above proficiency in reading, by increasing the cognitive complexity of the questions teachers ask their students in class and on tests.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% [41]	25%

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	Making sure the teachers understand the importance of increased cognitive complexity.	In weekly PLC meetings with the teachers, focus will be on student data and their achievement levels. Students will be taking weekly assessment tests on specific benchmark strands and will be closely monitored by the teacher and administration on how well they are mastering the benchmark.	School Leadership Team	All weekly assessments will have the results posted in either the software program Odyssey or Performance Matters. At the PLC meetings, this information will be shared with everyone involved and discussion will take place based on the results shown.	Performance Matters, Odyssey – Weekly Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Our 3rd and 4th Grade scores were below state average this year. Our goal is to focus more attention on the third and fourth grade teachers as well as the students entering 4th and 5th grade to make sure that learning gains are earned.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (106)	80%

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	We have two new teachers to 3rd grade this year and larger class sizes in 4th grade.	We will plan to do careful monitoring of what is begin taught and the progress each student is making, by having students take weekly assessment tests. These results will be discussed in weekly PLC meetings with each grade level.	School Leadership Team	Results from the weekly assessment tests will inform the school leadership team as well as the classroom teacher how well the students are progressing on specific benchmark standards.	Weekly Assessment Tests
2		Administration will conduct more classroom walk throughs throughout the year, focusing the majority of the walk throughs in grades 3 and 4. Any minor or major issues observed, will be addressed with the classroom teacher immediately to have remedied.	Administration	Data collected from the classroom walk throughs will be discussed with teachers on a private basis. Follow-up walk throughs will be done to see if the teacher has made the necessary ramifications to improve areas of limitations.	Class Room Walk Through Tool; Observation 360

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	78% of our lowest 25% made some sort of learning gain. Our goal is to continue to know who these students are and supply them with the appropriate resources and tools to help them make larger achievement gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (29)	83%

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	We were disappointed with our 3rd and 4th grade results. We will need to reassess who the students are that make up our lowest 25%. The majority of these students might be entering 4th graders, and in that case the barrier will be having maximum class sizes with only two teachers.	Due to the larger class size and only two teachers, the administration has scheduled a para to work with 4th grade for each day all day long. Our lowest 25% will be recognized and the increased resources will be made available to them to help them make learning gains.	Administration	Since we will know who the lowest 25% of the students are, the administration will be monitoring their learning through weekly assessment data. Conversations about the progress of these students will be held with the classroom teacher at weekly PLC meetings.	Weekly Assessment Data

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 # It is the goal of MHES to try to fulfill the state's request of reducing the achievement gap by 50% in 6 years 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74% - Reading	51% - Reading	80% - Reading	85% - Reading	90% - Reading	

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:	Our goal is to identify the students that did not make satisfactory progress in reading and provide additional interventions that will help them achieve a satisfactory progress in reading next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: 12% (13)
 Black: 35% (14)
 Hispanic: 24% (17)
 Asian: 0
 American Indian: 0

White: 7%
 Black: 24%
 Hispanic: 18%
 Asian: 0
 American Indian: 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	The anticipated barrier for achieving our goal is the limited resources that we have based on the allocated budget. We reduced our 4th grade teaching staff to just two teachers (down from 3). Additionally, we have a new third grade team that needs to get familiar and comfortable with the curriculum.	Weekly PLC's will be targeting student growth and achievement. Weekly assessment tests will be given to students and the data collected from these assessments will be discussed and strategies implemented to improve on any areas of limitations.	School Leadership team	Monitoring of the weekly assessment tests will allow the school leadership team to determine if the students in these subgroups are making appropriate learning gains to obtain a satisfactory progress level in reading.	Weekly Assessment 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Our goal is to identify the students that did not make satisfactory progress in reading and provide additional interventions that will help them achieve a satisfactory progress in reading next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6)	40%

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	The anticipated barrier for achieving our goal is the limited resources that we have based on the allocated budget. We reduced our 4th grade teaching staff to just two teachers (down from 3). Additionally, we have a new third grade team that needs to get familiar and comfortable with the curriculum.	Weekly PLC's will be targeting student growth and achievement. Weekly assessment tests will be given to students and the data collected from these assessments will be discussed and strategies implemented to improve on any areas of limitations.	School Leadership Team	Monitoring of the weekly assessment tests will allow the school leadership team to determine if the students in these subgroups are making appropriate learning gains to obtain a satisfactory progress level in reading.	Weekly Assessment 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Our goal is to identify the students that did not make satisfactory progress in reading and provide additional interventions that will help them achieve a satisfactory progress in reading next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (18)			30%		
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	The anticipated barrier for achieving our goal is the limited resources that we have based on the allocated budget. We reduced our 4th grade teaching staff to just two teachers (down from 3). Additionally, we have a new third grade team that needs to get familiar and comfortable with the curriculum.	Weekly PLC's will be targeting student growth and achievement. Weekly assessment tests will be given to students and the data collected from these assessments will be discussed and strategies implemented to improve on any areas of limitations.	School Leadership Team	Monitoring of the weekly assessment tests will allow the school leadership team to determine if the students in these subgroups are making appropriate learning gains to obtain a satisfactory progress level in reading.	Weekly Assessment 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal is to identify the students that did not make satisfactory progress in reading and provide additional interventions that will help them achieve a satisfactory progress in reading next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (38)	18%

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	The anticipated barrier for achieving our goal is the limited resources that we have based on the allocated budget. We reduced our 4th grade teaching staff to just two teachers (down from 3). Additionally, we have a new third grade team that needs to get familiar and comfortable with the curriculum.	Weekly PLC's will be targeting student growth and achievement. Weekly assessment tests will be given to students and the data collected from these assessments will be discussed and strategies implemented to improve on any areas of limitations.	School Leadership Team	Monitoring of the weekly assessment tests will allow the school leadership team to determine if the students in these subgroups are making appropriate learning gains to obtain a satisfactory progress level in reading.	Weekly Assessment Tests

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
Kagan Workshop Training	All Grades	Kagan Workshop	School-Wide	August 17, 2012 (1 Day Training)	Administration will do more classroom observations, and collect data using CWT technology	Principal/Assistant Principal
FCIM/Weekly Reading Assessment Tests	Grades 3-6	Reading Coach/Grade Level Chair	Grade Level	Teachers will get together weekly during their planning periods to review the weekly assessment data collected	Reading Coach will sit down with each grade level PLC to help breakdown and understand data collected from the weekly assessment tests.	Leadership Team
Common Core Standards	K-2	Leadership Team	Grade Level	Throughout the school year the Leadership Team will work with the K-2 Grade Levels to introduce and teach the CCSS to those teachers.	Teachers will be able to change their general instruction practice to better serve the students, based on the new CCSS.	Principal/Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
REN Enterprise	Computer software used as supplemental learning materials.	Title I	\$2,952.00
Compass Learning Odyssey	Computer software used as supplemental learning materials.	Title I	\$2,500.00
GAP in the Neighborhood	After school program designed to give supplemental instruction to students in need	Title I	\$9,491.75
			Subtotal: \$14,943.75
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Waterford	Computer Software Program	Title I	\$19,710.00
			Subtotal: \$19,710.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM Consultant	Will be used to help evaluate and assess collected data.	Title I/Title II	\$120.00
PD Misc	Stipends, materials, travel, consultants	Title I/Title II	\$4,562.00
Kagan Workshop	Will be used to help teachers learn how to teach the curriculum effectively	Title I/Title II	\$2,400.00
			Subtotal: \$7,082.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Teaching Materials	Materials, supplies and textbooks	Title I	\$3,291.00
			Subtotal: \$3,291.00
			Grand Total: \$45,026.75

End of Reading Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		MHES is committed to increase the proficiency to 50% (23) of the students in the areas of listening and speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
K – 0% Proficient 1st – 55% Proficient 2nd – 78% Proficient 3rd – 14% Proficient 4th – 50% Proficient 5th – N/A (no ELL students) 6th – 0% Proficient					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Academic Skills	The ELL paraprofessional will provide 100% more instruction time to kindergarten students to increase their Listening/Speaking skills.	Guidance Counselor and ELL Paraprofessional	Weekly class assignments; benchmark tests	CELLA & IPT
2		Incomplete school year due to migrant travel			
3		Non-English spoken at home			

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal # 2:		MHES is committed to increase the proficiency to 50% (23) of the students in the area of reading.			
2012 Current Percent of Students Proficient in reading:					
K – 0% Proficient 1st – 18% Proficient 2nd – 22% Proficient 3rd – 0% Proficient 4th – 50% Proficient 6th – 0% Proficient					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Academic Skills	The ELL paraprofessional will provide 100% more instruction time to kindergarten students to increase their Listening/Speaking skills.	Guidance Counselor and ELL Paraprofessional	Weekly class assignments; benchmark tests	CELLA & IPT
2		Incomplete school year due to migrant travel			

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

3. Students scoring proficient in writing. CELLA Goal #3:	MHES is committed to increase the proficiency to 50% (23) of the students in the area of writing.
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2012 Current Percent of Students Proficient in writing:

K – 0% Proficient
 1st – 9% Proficient
 2nd – 56% Proficient
 3rd – 0% Proficient
 4th – 0% Proficient
 6th – 25% Proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Academic Skills	The ELL paraprofessional will provide 100% more instruction time to kindergarten students to increase their Listening/Speaking skills.	Guidance Counselor and ELL Paraprofessional	Weekly class assignments; benchmark tests	CELLA & IPT
2		Incomplete school year due to migrant travel			
3		Non-English spoken at home			

CELLA Budget:

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

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:	Our math scores in 3rd and 4th grade did not look great. We will be doing more data analysis of the 3rd and 4th grade curriculum, as well as providing extra teaching support during the math instruction. 5th and 6th grade math scores were some of the highest we have had in recent year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(125)	80%

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	We have two new teachers to 3rd grade this year and larger class sizes in 4th grade.	Meet weekly with the grade level teachers to review data and discuss areas of limitations as appropriate to assist in the increase of the math scores.	Leadership Team/Principal./Assistant Principal	Administrators will conduct more CWT's throughout the school year to collect more data on the learning instruction taking place within the classrooms. The data will be shared with teachers at grade level meetings.	CWT's and Weekly Assessment 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:

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.	We are going to continue to push for more students to
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Mathematics Goal #2a:	achieve above proficiency levels in the area of math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (46)	40%

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	5th grade will be taking math online this year. Additionally, last year's 4th graders (this year's 5th graders) did not perform well on the math assessment test. By taking the assessment on the computer, we are throwing another variable into the equation.	Provide the correct computer online tools to the 5th grade teacher, create new computer labs for 5th graders to practice taking the online assessments on the computer.	Administration	Continuous monitoring of computer usage, and looking at lesson plans to see if the 5th grade math teacher is fully implementing the computer tools with her students.	Online weekly assessments, BM assessment 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our 5th grade and 6th grade teachers showed the most amount of growth with their students in math. We want to continue working with those teachers to keep them doing what they are doing, but also focus on the 3rd and 4th grade teachers to make sure that they are identifying the level of students they have and pushing them to increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (131)	70%

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	5th grade will be taking math online this year. Additionally, last year's 4th graders (this year's 5th graders) did not perform well on the math assessment test. By taking the assessment on the computer, we are throwing another variable into the equation.	Provide the correct computer online tools to the 5th grade teacher, create new computer labs for 5th graders to practice taking the online assessments on the computer.	Administration	Continuous monitoring of computer usage, and looking at lesson plans to see if the 5th grade math teacher is fully implementing the computer tools with her students.	Online weekly assessments, BM assessment 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:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal # 4:	We knew this year who the lowest 25% of the students were, and provided additional resources to those students to help them make learning gains. We want to continue doing what we did and increase the amount of students in the lowest 25% making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	75%

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
	Encouraging the students in the lowest 25% to take advantage of the	Utilize the GAP in the neighborhood program afterschool to give the	GAP Lead Teacher	Students that participate in GAP in the neighborhood can be	Student assessments

1	additional resources we are providing to them.	students supplemental instruction that can aid in math gains.	monitored, and have data collected to determine if the program is being successful.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	It is the goal of MHES to try to fulfill the state's request of reducing the achievement gap by 50% in 6 years					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		58% - Math Pro	80% - Math Pro	85% - Math Pro	90% - Math	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal is to identify the students that did not make satisfactory progress in math and provide additional interventions that will help them achieve a satisfactory progress in reading next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 12% (13) Black: 42% (17) Hispanic: 10% (7) Asian: 0 American Indian: 0	White: 8% Black: 33 % Hispanic: 6% Asian: 0 American Indian: 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	The anticipated barrier for achieving our goal is the limited resources that we have based on the allocated budget. We reduced our 4th grade teaching staff to just two teachers (down from 3). Additionally, we have a new third grade team that needs to get familiar and comfortable with the curriculum.	Weekly PLC's will be targeting student growth and achievement. Weekly assessment tests will be given to students and the data collected from these assessments will be discussed and strategies implemented to improve on any areas of limitations.	School Leadership team	Monitoring of the weekly assessment tests will allow the school leadership team to determine if the students in these subgroups are making appropriate learning gains to obtain a satisfactory progress level in reading.	Weekly Assessment 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Our goal is to identify the students that did not make satisfactory progress in math and provide additional interventions that will help them achieve a satisfactory progress in reading next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	14%

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	The anticipated barrier for achieving our goal is the limited resources that we have based on the allocated budget. We reduced our 4th grade teaching staff to just two teachers (down from 3). Additionally, we have a new third grade team that needs to get familiar and comfortable with the curriculum.	Weekly PLC's will be targeting student growth and achievement. Weekly assessment tests will be given to students and the data collected from these assessments will be discussed and strategies implemented to improve on any areas of limitations.	School Leadership team	Monitoring of the weekly assessment tests will allow the school leadership team to determine if the students in these subgroups are making appropriate learning gains to obtain a satisfactory progress level in reading.	Weekly Assessment 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal is to identify the students that did not make satisfactory progress in math and provide additional interventions that will help them achieve a satisfactory progress in reading next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (15)	30%

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	The anticipated barrier for achieving our goal is the limited resources that we have based on the allocated budget. We reduced our 4th grade teaching staff to just two teachers (down from 3). Additionally, we have a new third grade team that needs to get familiar and comfortable with the curriculum.	Weekly PLC's will be targeting student growth and achievement. Weekly assessment tests will be given to students and the data collected from these assessments will be discussed and strategies implemented to improve on any areas of limitations.	School Leadership team	Monitoring of the weekly assessment tests will allow the school leadership team to determine if the students in these subgroups are making appropriate learning gains to obtain a satisfactory progress level in reading.	Weekly Assessment 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Our goal is to identify the students that did not make satisfactory progress in math and provide additional interventions that will help them achieve a satisfactory progress in reading next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (30)	10%

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	The anticipated barrier for achieving our goal is the limited resources that we have based on the allocated budget. We reduced our 4th grade teaching staff to just two teachers (down from 3). Additionally, we have a new third grade team that needs to get familiar and comfortable with the curriculum.	Weekly PLC's will be targeting student growth and achievement. Weekly assessment tests will be given to students and the data collected from these assessments will be discussed and strategies implemented to improve on any areas of limitations.	School Leadership team	Monitoring of the weekly assessment tests will allow the school leadership team to determine if the students in these subgroups are making appropriate learning gains to obtain a satisfactory progress level in reading.	Weekly Assessment Tests

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
Kagan Workshop Training	All Grades	Kagan Workshop	School-Wide	August 17, 2012 (1 Day Training)	Administration will do more classroom observations, and collect data using CWT technology	Principal/Assistant Principal
Common Core Standards	K-2	Leadership Team	Grade Level	Throughout the school year the Leadership Team will work with the K-2 Grade Levels to introduce and teach the CCSS to those teachers.	Teachers will be able to change their general instruction practice to better serve the students, based on the new CCSS.	Principal/Assistant Principal
FCIM/Weekly Reading Assessment Tests	Grades 3-6	Reading Coach/Grade Level Chair	Grade Level	Teachers will get together weekly during their planning periods to review the weekly assessment data collected	Reading Coach will sit down with each grade level PLC to help breakdown and understand data collected from the weekly assessment tests.	Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
GAP in the Neighborhood	Supplemental teaching instruction done afterschool.	Title I	\$9,491.75
			Subtotal: \$9,491.75
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Compass Learning Odyssey	Software program that will allow students to master needed skills and standards at their own pace. Teachers will be able to custom set a curriculum for each student and check on the progress being	Title I	\$2,500.00

	made.		
AR Enterprise	Computer software used as supplemental learning materials.	Title I	\$2,952.00
			Subtotal: \$5,452.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM Consultant	Will be used to help evaluate and assess collected data.	Title II	\$120.00
PD Misc.	Stipends, materials, travel, consultants	Title I/Title II	\$4,562.00
Kagan Workshop	Will be used to help teachers learn how to teach the curriculum effectively	Title I/Title II	\$2,300.00
			Subtotal: \$6,982.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$21,925.75

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:		Our science scores are beginning to show increase results over the years. We want to continue to push the vertical curriculum of science to stress the importance of teaching science in the lower grade levels.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
42%		60%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The science curriculum in the lower grades does not receive the same amount of importance as the reading and mathematics curriculum.	Offer professional development to all teachers that help them to understand how to incorporate science into other subject areas.	Leadership Team	Teachers that participate in the Professional Development activities will need to complete an implementation documentation form that demonstrates the skills learned in the PD activity are working.	Lesson plan review and classroom observations.
2		Teachers in lower grade levels are unaware that certain science standards are only covered in their grade level curriculum, and then tested on the 5th grade science FCAT test.	Offer professional development to teachers that allow the teachers to view the science curriculum vertically, and to understand which		

			standards are covered in which grade levels.		
3		Teachers do not know how to combine curriculums together (incorporate science into the reading and math lessons).			

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	We would like to try to increase the Science curriculum in ALL grade levels in order to develop a more cognitive base knowledge that will provide better opportunities for increased learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (3)	25%

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	The science curriculum in the lower grades does not receive the same amount of importance as the reading and mathematics curriculum.	Offer professional development to all teachers that help them to understand how to incorporate science into other subject areas.	Leadership Team	Teachers that participate in the Professional Development activities will need to complete an implementation documentation form that demonstrates the skills learned in the PD activity are working.	Lesson plan review and classroom observations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Workshop Training	All Grade Levels	Kagan Workshop	School-wide	August 17, 2012	Teachers will implement what they were taught into their lesson plan and lesson delivery. Administration will check lesson plans and conduct CWT's to determine the effectiveness of the teacher.	Principal/Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Discovery Science Streaming	This is a technological video resource that will allow teachers to use as supplemental material when presenting a lesson	Title IV	\$1,570.00
			Subtotal: \$1,570.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
FCIM Consultant	Will be used to help evaluate and assess collected data.	Title II	\$120.00
Kagan Workshop Training	Will be used to help teachers learn how to teach the curriculum effectively.	Title I/Title II	\$2,300.00
			Subtotal: \$2,420.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,990.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	We are planning on continuing using the same writing curriculum and aim to get better results. Additionally, we will be implementing the same SMILE writing curriculum into grades K-5
2012 Current Level of Performance: 68%	2013 Expected Level of Performance: 90%

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	Making sure that all grade levels are teaching the curriculum with integrity.	Continuous monitoring of teacher lesson plans and student writing samples.	Leadership Team/Consultants	Students will be given several writing prompts throughout the school year. Grade level teachers will grade and evaluate student writing for their grade level. Near the end of the school year, grade level teachers of one grade higher will evaluate student writing so they can get a clear understanding of what level of writing proficiency the students are at.	Student Assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SMILE	Grades K-6	Gina Navarro	Grade level teachers in K-6	PD will be offered throughout the school year to monitor the implementation of the SMILE writing program	Reports will be generated by the PD facilitator to indicate where the teachers are during the implementation stages.	Leadership Team/Consultant

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SMILE Program	A writing program/curriculum designed for grade level K-6 teachers	Title II	\$1,750.00
Subtotal:			\$1,750.00
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
SMILE Program	A writing program/curriculum designed for grade level K-6 teachers	Title II	\$7,250.00
Subtotal:			\$7,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$9,000.00

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:		Make sure that students are receiving the most amount of instruction by making sure they are attending school.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
98%		99%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
1		0			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
25		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	Getting parents to understand the importance of their child attending school on a regular basis.	Send out daily attendance phone calls, encouraging parents to have their child return to school as soon as possible with an excuse. Keep track of those students with excessive tardies, and follow the district truancy plan.	Guidance Counselor/Assistant Principal	Students who begin to become excessively absent from school will be carefully monitored. After the truancy plan is implemented, simple data collection on daily attendance will let us know if the truancy plan is working.	Daily attendance records.

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
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Parent Involvement	ALL GRADES	Assistant Principal	School-wide	Scheduled open-houses, monthly evening activities	Collecting data on students who show excessive Absences and Tardies	Assistant Principal/School Counselor
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Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Help students recognize why certain behaviors are not appropriate behavior patterns to conduct at school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
140	100
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
72	50
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
32	20
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

18	8				
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	Some students do not realize that the behavior they observe outside of school is not always appropriate behavior to conduct inside of school.	When a child conducts an inappropriate behavior in-school, conference with the student and parent to explain why that behavior is inappropriate.	Assistant Principal	Use of the electronic referral forms will allow for more organized record keeping. Students who become repeat offenders for the same behavior issues can be easily identified to determine if strategy is working.	Every nine weeks data can be looked at based on discipline referrals to see how many students are being referred for the same offenses. If students do not show a tendency to be repeat offenders, then the strategy is working.
2		At the start of the school year, go from classroom to classroom and explain to all of the students what the expected behavior is at MHES.			
3		Send home Code of Student Conduct Handbooks to all parents that highlight what is the expected behavior of each student at school.			

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Encourage parents to become a more integral part in their child's education.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Approx. 70%		85%			
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 do not know how they can play and active role in their child's education	Communicate effectively to the parents about how they can play an active role through use of telephone, letters, meetings and posted advertisements.	Principal/Assistant Principal	Maintain accurate data logs of every school-wide parent phone call (Connect Ed), and have sign-in sheets at every meeting/event for parents. Data can be collected to see how many parents were reached about the meetings/events and compared to the number of parents in attendance at the meetings/events.	Evaluations will be made using collected data of number of times the school reached out to the parents compared to the number of parents that came out to the meetings/events.
2		Recruit parents to open-house's through various activities such as Talent Shows, school musicals and			

		African American History Poster Contests.		
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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
"How Can I Help My Child" workshops	All Grades	Assistant Principal/ Parent Involvement Coordinator	All Parents	Monthly meetings, held in the evenings	Data can be collected and evaluated from the students of the parents who attend the workshops.	Data can be collected and evaluated from the students of the parents who attend the workshops.
Family Literacy	All grades	Elementary Teacher	All parents	Weekly evening meetings	Data can be collected to determine if the parents participating in learning how to speak English are attending more school functions	Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Rosetta Stone	Technology software that can be used to help decrease the language barrier between non-english speaking parents and the school.	Title I	\$1,090.00
			Subtotal: \$1,090.00
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
Supplement Salary and Benefits	Parent Involvement Coordinator/Family Literacy Instructor	Title I	\$3,385.00
			Subtotal: \$3,385.00
			Grand Total: \$4,475.00

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:			Begin to push the STEM concept onto the teachers, and the classrooms.		
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	Educating the entire school on what the STEM concept is	In weekly PLC's and faculty meetings, begin to define and relate to what the STEM concept is	Administration	PLC Conversations, CWT's	CWT's

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

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

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

STEM Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	REN Enterprise	Computer software used as supplemental learning materials.	Title I	\$2,952.00
Reading	Compass Learning Odyssey	Computer software used as supplemental learning materials.	Title I	\$2,500.00
Reading	GAP in the Neighborhood	After school program designed to give supplemental instruction to students in need	Title I	\$9,491.75
Mathematics	GAP in the Neighborhood	Supplemental teaching instruction done afterschool.	Title I	\$9,491.75
Writing	SMILE Program	A writing program/curriculum designed for grade level K-6 teachers	Title II	\$1,750.00
				Subtotal: \$26,185.50
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Waterford	Computer Software Program	Title I	\$19,710.00
Mathematics	Compass Learning Odyssey	Software program that will allow students to master needed skills and standards at their own pace. Teachers will be able to custom set a curriculum for each student and check on the progress being made.	Title I	\$2,500.00
Mathematics	AR Enterprise	Computer software used as supplemental learning materials.	Title I	\$2,952.00
Science	Discovery Science Streaming	This is a technological video resource that will allow teachers to use as supplemental material when presenting a lesson	Title IV	\$1,570.00
Parent Involvement	Rosetta Stone	Technology software that can be used to help decrease the language barrier between non-english speaking parents and the school.	Title I	\$1,090.00
				Subtotal: \$27,822.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCIM Consultant	Will be used to help evaluate and assess collected data.	Title I/Title II	\$120.00
Reading	PD Misc	Stipends, materials, travel, consultants	Title I/TitleII	\$4,562.00
Reading	Kagan Workshop	Will be used to help teachers learn how to teach the curriculum effectively	Title I/Title II	\$2,400.00
Mathematics	FCIM Consultant	Will be used to help evaluate and assess collected data.	Title II	\$120.00
Mathematics	PD Misc.	Stipends, materials, travel, consultants	Title I/Title II	\$4,562.00
Mathematics	Kagan Workshop	Will be used to help teachers learn how to teach the curriculum	Title I/Title II	\$2,300.00

		effectively		
Science	FCIM Consultant	Will be used to help evaluate and assess collected data.	Title II	\$120.00
Science	Kagan Workshop Training	Will be used to help teachers learn how to teach the curriculum effectively.	Title I/Title II	\$2,300.00
Writing	SMILE Program	A writing program/curriculum designed for grade level K-6 teachers	Title II	\$7,250.00
				Subtotal: \$23,734.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental Teaching Materials	Materials, supplies and textbooks	Title I	\$3,291.00
Parent Involvement	Supplement Salary and Benefits	Parent Involvement Coordinator/Family Literacy Instructor	Title I	\$3,385.00
				Subtotal: \$6,676.00
				Grand Total: \$84,417.50

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

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
Honor Roll Party	\$500.00
FCAT Fun Day – Incentive for doing best on the test	\$6,000.00

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

School Advisory Council will monitor school's compliance with the S.I.P. and review, adjust and approve them Parent Involvement Policy.
SAC will fund and volunteer at the Honor Roll Parties, and sponsor our Annual FCAT Fun Day.

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

Glades School District MOORE HAVEN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	87%	87%	45%	293	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	64%	69%			133	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?	70% (YES)	78% (YES)			148	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					574	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Glades School District MOORE HAVEN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	77%	80%	49%	276	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	59%			124	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?	55% (YES)	57% (YES)			112	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					512	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested