FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CLAY SPRINGS ELEMENTARY

District Name: Orange

Principal: Nancy Schroeder

SAC Chair: Jackie Boornazian

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 9/28/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
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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	Nancy Schroeder	BS, MA	13	15	11-12 B; R (63, 78, 79); M (45, 60, 44); W (84); S (44); 10-11 B; R (77, 65, 60); M (68, 59, 61); W (77); S (45); AYP No 77% 09-10 B; R (76, 68, 60); M (65, 58, 60); W (82); S (52); AYP No 85% 08-09 A; R (79, 77, 70); M (76, 67, 63); W (88); S (39); AYP No 97% 07-08 A; R (79, 69, 63); M (73, 64, 63); W (80); S (38); AYP No 90%

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	Jennifer DeVaney	BS, MS	15	2	11-12 B; R (63, 78, 79); M (45, 60, 44); W (84); S (44); 10-11 B; R (77, 65, 60); M (68, 59, 61); W (77); S (45); AYP No 77% 09-10 B; R (76, 68, 60); M (65, 58, 60); W (82); S (52); AYP No 85% 08-09 A; R (79, 77, 70); M (76, 67, 63); W (88); S (39); AYP No 97% 07-08 A; R (79, 69, 63); M (73, 64, 63); W (80); S (38); AYP No 90%
All	Noel Gilbert	BS	18	4	11-12 B; R (63, 78, 79); M (45, 60, 44); W (84); S (44); 10-11 B; R (77, 65, 60); M (68, 59, 61); W (77); S (45); AYP No 77% 09-10 B; R (76, 68, 60); M (65, 58, 60); W (82); S (52); AYP No 85% 08-09 A; R (79, 77, 70); M (76, 67, 63); W (88); S (39); AYP No 97% 07-08 A; R (79, 69, 63); M (73, 64, 63); W (80); S (38); AYP No 90%

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. Use district recruiting system to identify and hire candidates	Principal	May 2013	
2	2. Mentoring	Principal	May 2013	
3	3.Differentiated teacher training	Admin team, team leaders, reading coach, teachers	May 2013	
4	4.Collaborative support through PLCs	Principal, admin team, team leaders, teachers	May 2013	
5	5.School wide discipline plan	Principal, Dean, teachers	May 2013	
6	6.Teacher/staff appreciation	PTA	May 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

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

53	5.7%(3)	15.1%(8)	50.9%(27)	28.3%(15)	34.0%(18)	0.0%(0)	15.1%(8)	5.7%(3)	90.6%(48)

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
Denise Cortes	Allison Lane	Experienced teacher with new teacher	Order of instruction, lesson planning and implementation, assessment, behavior management, modeling of lessons, data meetings
Christine Whitlow	Christopher D'Argenio	Experienced teacher with new teacher	Order of instruction, lesson planning and implementation, assessment, behavior management, modeling of lessons, data meetings
Christine Black	Dionne Vittitow	Experienced teacher with teacher new to school	Order of instruction, lesson planning and implementation, assessment, behavior management, modeling of lessons, data meetings
Susan Whalen	Katie Hunt	Experienced teacher with teacher new to school	Order of instruction, lesson planning and implementation, assessment, behavior management, modeling of lessons, data meetings
Laura Nolin	Emily Smith	Experienced teacher with teacher new to school	Order of instruction, lesson planning and implementation, assessment, behavior management, modeling of lessons, data meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

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.

Nancy Schroeder, Principal; Nancy Appleton, Dean; Noel Gilbert, CRT; Hortence Screws, ELL CT; Jennifer DeVaney, Reading Coach; Zoe Labrada, Staffing Coordinator; Jody Blattner, SLP; Terri Gurley, School Psychologist

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

Clay Springs functions as a professional learning community. In addition to weekly team meetings, grade level PLCs work together on Wednesdays to discuss their students' progress, needs, and responses to interventions. Members of the MTSS team attend these PLC meetings to gain insight and provide support particularly with Tier 3 interventions. Child study team meetings are held for students not responding to classroom and team level interventions at Tier 1 and Tier 2. ELL and ESE teams follow the same format and overlap with grade level teams to address specific needs.

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?

Members of the MTSS team are also included in the school improvement planning process. Teachers work on components of the plan based on their area of expertise. Targets are set based on data from the MTSS process for high standards, learning gains, and learning gains of the lowest 25% of students.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Reading
FCAT, FAIR (PMRN), OCPS Benchmark (Edusoft), SRI (Scholastic), FLKRS, Kindergarten checklist, work samples, teacher designed assessments

Math
FCAT, Envision unit tests, OCPS Benchmark (Edusoft), work samples, teacher designed assessments
Science
FCAT, OCPS Benchmark (Edusoft), Scott Foresman assessments, work samples, teacher designed assessments
Writing
School wide writing prompts, rubric scored classroom writing assignments, work samples, teacher designed assessments
Behavior
Referrals, behavior plans with checklists and/or rubrics, school wide discipline plan incentive program

Describe the plan to train staff on MTSS.

Trainings will be offered by the area support person for MTSS and by the school staffing coordinator on leveling students for Tier II and III interventions and tracking progress.
Training will be provided to all staff on using CORE for progress monitoring.
Teachers will all be trained on Envision computer component and supplementing core math program.

Describe the plan to support MTSS.

MTSS will be supported by the MTSS team through strategies listed above. Members of the MTSS team will work with teachers to gather data and resources, implement strategies, and revise interventions as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Nancy Hecht, Media Specialist; Sharlan Eng-Wilmot, Kindergarten; Bethany Canfield and Mari Ball, 1st grade; Suzanne Thompson, 2nd grade; Carolynn Barnett, 3rd grade; Angelia Morlan, 4th grade; Judy Heidmann, 5th grade; Diana Eagles, gifted; Jennifer DeVaney, reading coach.

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

The Literacy Team meets 4-5 times per year or more frequently as needed. The team establishes procedures and guidelines for literacy activities throughout the school based on the K-12 Reading Plan, NGSSS, and CCSS. The Media Specialist conducts classes in research skills for all grade levels with final presentations to parents using a variety of products such as PowerPoint presentations. Support for grade levels is provided by the CRT and reading coach.

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

Support for common intervention/enrichment time including resource support, Target Literacy Grant, implementation of Common Core Standards, Reading Counts, science literature baskets, and Midnight's Marvelous Words (school based program for multisyllabic words).

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students scoring at Level 3 will increase their DSS or reading level on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 27% (103) of students at Clay Springs Elementary scored at Level 3 on FCAT reading.	By June, 2013, more than 38% (145) of students at Clay Springs Elementary will score at Level 3 on FCAT reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must increase their stamina in reading in order to improve comprehension.	Teachers will incrementally increase the amount of time students spend reading daily. Students will be taught to record and self monitor reading time.	Principal Admin team Teachers	Teachers will determine baseline reading stamina with students and set group and individual goals	Classroom visits/observations Lesson plans Student logs Comprehension scores on school and district assessments
2	Students lack vocabulary needed to meet high expectations in reading, math, and science.	Teachers will assign weekly vocabulary words with daily practice and follow up activities.	Reading Coach CRT Teachers	Students will improve reading comprehension.	Classroom observations Lesson plans HM assessments
3	Students need to increase time speaking/listening to strengthen understanding and retention of information learned by reading fiction and non-fiction text.	Teachers will use center activities, a variety of groupings (pairs, small group, large group), and activities requiring speaking (readers theater,etc.) to build oral communication skills that support reading comprehension.	CRT Reading Coach Teachers	Students will improve their reading comprehension through the use of speaking/listening activities that require application of skills.	Lesson planning Observations HM 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 Levels 4, 5, and 6 in reading. Reading Goal #1b:	In June, 2012, less than 10 students at Clay Springs Elementary took Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, less than 10 students took Florida Alternate Assessment.	In June, 2013, less than 10 students will take Florida Alternate Assessment.

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:	Students scoring at Level 4 or 5 will increase their DSS or reading level on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 33% (124) of all students taking FCAT scored at Level 4 or 5 on FCAT reading at Clay Springs Elementary.	By June, 2013, 36% (135) of all students taking FCAT reading at Clay Springs Elementary will score at Level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need additional time to develop strategies for higher performing students.	Teachers will collaborate in small group Professional Development to identify strategies to challenge high performing readers.	Reading Coach Instructional Coach CRT Teachers	Teachers will use rubric scoring to evaluate higher level comprehension skills.	Comprehension scoring rubric OCPS Benchmark Reading
2	Students struggle to organize information from text.	Teachers will expand the use of Thinking Maps.	CRT Reading Coach Instructional Coach Teachers	Students will demonstrate the ability to use Thinking Maps to organize information from texts.	Classroom observations TM work samples Lesson plans
3	Students need to self-select more challenging reading materials.	Teachers will conference individually with students to set reading goals for Reading Counts.	CRT Reading Coach Teachers	Students will increase their reading lexile by self-selecting challenging reading materials.	Reading Counts reports Conferences 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 reading. Reading Goal #2b:	Less than 10 students took Florida Alternative Assesment in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Less than 10 students took Florida Alternative Assesment in 2012.	Less than 10 students took Florida Alternative Assesment in 2012.

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By June, 2013, all students taking FCAT reading at Clay Springs Elementary will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 78% (293) of students at Clay Springs Elementary made learning gains on FCAT reading.	By June, 2013, 81% (303) of students at Clay Springs Elementary will make learning gains on FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must participate in reading, writing, listening and speaking in order to improve comprehension skills.	Teachers will expand the requirements for responses to written texts. Teachers and students will implement the use of rubrics aligned with Bloom's Taxonomy to evaluate artifacts.	Principal Reading Coach Instructional Coach Teachers	Students will demonstrate improved lexile scores and problem solving through the production of artifacts in response to readings.	OCPS Benchmark tests HM Leveled Reading Passages Florida Ready for Reading and Math
2	Students must be taught to self-monitor learning.	Teachers will instruct students in the use of a scoring rubric and identification of specific criteria at each level.	Principal Admin team Teachers	Students will use scoring rubrics to self-evaluate higher level reading comprehension skills and will discuss with their teachers.	Comprehension scoring rubric
3	Students must increase their stamina in reading in order to improve comprehension.	Teachers will incrementally increase the amount of time students spend reading daily. Students will be taught to record and self monitor reading time.	Principal Admin team Teachers	Teachers will determine baseline reading stamina with students and set group and individual goals.	Classroom visits/observations Lesson plans Student logs Comprehension scores on school and district assessments
4	Students lack specific skills required for success in reading.	Students will participate in a common intervention time school wide to address specific reading skill deficiencies.	Principal Admin team Teachers	Progress monitoring of skills will take place for each skill rotation.	OCPS Benchmarks and mini assessments Resource specific assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	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 reading. Reading Goal #4:	By July, 2013, all students in the lowest 25% of students taking FCAT reading at Clay Springs Elementary will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 79% of the lowest 25% (74) of students taking FCAT reading at Clay Springs Elementary made learning gains.	In June, 2013, 82% of the lowest 25% (77) of students taking FCAT reading at Clay Springs Elementary will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must participate in reading, writing, listening and speaking in order to improve comprehension skills.	Teachers will expand the requirements for responses to written texts. Teachers and students will use a rubric aligned with Bloom's Taxonomy to evaluate artifacts.	Principal Reading Coach Instructional Coach Teachers	Students will demonstrate improved lexile scores through the production of artifacts in response to readings.	OCPS Benchmark SRI HM Leveled Reading Passages
2	Students must increase their stamina in reading in order to improve comprehension.	Teachers will incrementally increase the amount of time students spend reading daily. Students will be taught to record and self monitor reading time.	Principal Admin team Teachers	Teachers will determine baseline reading stamina with students and set group and individual goals.	Classroom visits/observations Lesson plans Student logs Comprehension scores on school and district assessments
3	Students lack vocabulary needed to meet high expectations in reading.	Teachers will assign weekly vocabulary words with daily practice and follow up activities.	Reading coach CRT Teachers	Students will be improve reading comprehension.	Classroom observations Lesson plans HM assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : By June, 2017, Clay Springs Elementary will reduce the achievement gap by 50%.

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:	By June, 2013, all students in ethnic subgroups will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, the following groups scored at level 3 or higher on FCAT: White:66% (125) Black:57% (16) Hispanic:54% (73) Asian:60% (3) Multiracial: 53% (10)	By June, 2013, all subgroups will increase scores at Level 3 or higher on FCAT reading by at least 3%. White:69% (130) Black:63% (18) Hispanic:60% (82) Asian:63% (3) Multiracial: 56% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have background knowledge or vocabulary necessary to perform at grade level.	Use SIOP (Sheltered Instruction Observation Protocol) strategies with subgroup to strengthen vocabulary.	Principal Reading Coach Instructional Coach ELL CT Classroom teachers	Students will demonstrate application of effective strategies for reading comprehension.	Houghton Mifflin LRPs OCPS Benchmark tests
2	Students need to increase time speaking/listening to strengthen understanding and retention of information learned by reading.	Teachers will use center activities, a variety of groupings (pairs, small group, large group), and activities requiring speaking (readers theater, etc.) to build oral communication skills.	CRT Reading Coach Teachers	Students will improve their reading comprehension through the use of speaking/listening activities that require application of skills.	Lesson planning Observations HM assessments
3	Students must increase their stamina in reading in order to improve comprehension	Teachers will incrementally increase the amount of time students spend reading daily. Students will be taught to record and self monitor reading time	Principal Admin team Teachers	Teachers will determine baseline reading stamina with students and set group and individual goals.	Classroom visits/observations Lesson plans Student logs Comprehension scores on school and district 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	All students in the ELL subgroup will make satisfactory progress in reading based on the 2013 FCAT reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 39.8% (26) of ELL students made satisfactory progress on FCAT reading.	By June, 2013, 43% (32) of ELL students will make satisfactoy progress on FCAT reading.

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Students do not have background knowledge or vocabulary necessary to perform at grade level.	Use SIOP (Sheltered Instruction Observation Protocol) strategies to strengthen English language vocabulary.	Principal ELL CT Classroom teachers	Students will learn to apply effective strategies for reading comprehension.	Houghton Mifflin LRPs OCPS Benchmark tests
2	Students need to increase time speaking/listening to strengthen understanding and retention of information learned by reading.	Teachers will use center activities, a variety of groupings (pairs, small group, large group), and activities requiring speaking (readers theater,etc.) to build oral communication skills for ELL students.	ELL CT Reading Coach ELL teachers	ELL students will improve their reading comprehension through the use of speaking/listening activities that require application of skills.	Lesson planning Observations HM assessments
3	Students need extra support from native English speakers to develop language skills.	Use Read2Succeed tutoring program through UCF	Use Read2Succeed tutoring program through UCF	Use Read2Succeed tutoring program through UCF	Observations Read2Succeed data collection

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By June, 2013, students with disabilities at Clay Springs Elementary will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 28% (7) of students with disabilities at Clay Springs Elementary made satisfactory progress in reading.	By June, 2013, 31% (9) students with disabilities at Clay Springs Elementary will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have background knowledge or vocabulary necessary to perform at grade level.	Use strategies specific to each child's IEP to strengthen vocabulary.	Principal ESE teachers CRT Classroom teachers	Students will develop enough background knowledge in order to apply effective strategies for reading comprehension.	Houghton Mifflin LRPs OCPS Benchmark tests Assessments from targeted resources
2	Students need to increase time speaking/listening to strengthen understanding and retention of information learned by reading.	Teachers will use center activities, a variety of groupings (pairs, small group, large group), and activities requiring speaking (readers theater, etc.) to build oral communication skills.	Reading Coach Instructional coach ESE teachers Classroom teachers	Students will improve their reading comprehension through the use of speaking/listening activities that require application of skills.	Lesson planning Observations HM assessments Assessments from targeted resources
3	Students must increase their stamina in reading in order to improve comprehension.	Teachers will incrementally increase the amount of time students spend reading daily. Students will be taught to record and self monitor reading time.	Principal Admin team ESE teachers Classroom teachers	Teachers will determine baseline reading stamina with students and set group and individual goals.	Classroom visits/observations Lesson plans Student logs Comprehension scores on school and district 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading.	By June, 3013, the percentage of economically disadvantaged students making satisfactory progress on

Reading Goal #5E:	FCAT reading at Clay Springs Elementary will increase by at least 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 46% (103)of economically disadvantaged students at Clay Springs Elementary scored in the proficient range on FCAT reading.	By June, 2013, 49% (110)of economically disadvantaged students at Clay Springs Elementary will score in the proficient range on FCAT reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have background knowledge or vocabulary necessary to perform at grade level.	Use SIOP (Sheltered Instruction Observation Protocol) strategies to strengthen vocabulary.	Principal ELL CT CRT Classroom teachers	Students will learn to apply effective strategies for reading comprehension.	Houghton Mifflin LRPs OCPS Benchmark tests
2	Students need to increase time speaking/listening to strengthen understanding and retention of information learned by reading.	Teachers will use center activities, a variety of groupings (pairs, small group, large group), and activities requiring speaking (readers theater, etc.) to build oral communication skills.	Reading Coach Teachers	Students will improve their reading comprehension through the use of speaking/listening activities that require application of skills.	Lesson planning Observations HM assessments
3	Students must increase their stamina in reading in order to improve comprehension.	Teachers will incrementally increase the amount of time students spend reading daily. Students will be taught to record and self monitor reading time.	Principal Admin team Teachers	Teachers will determine baseline reading stamina with students and set group and individual goals.	Classroom visits/observations Lesson plans Student logs Comprehension scores on school and district assessments

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Houghton Mifflin	Reading	District Reading Teacher	New teachers	Sept 23	Lesson plans Observations	Reading Coach CRT
FAIR and OCPS benchmark analysis	Reading	Reading coach	K,1,2,3,4,5 teachers	Sept 27 Jan 10	Team notes Student groupings Observations	Principal Reading Coach CRT

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Strengthen core reading program	Houghton Mifflin training	School budget	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use online assessment program to monitor progress and group for intervention	Study Island and Reading Eggs	School Budget	$2,466.00
			Subtotal: $2,466.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention strategies and progress monitoring	FCRR	School budget	$0.00
Understanding FAIR and OCPS benchmarks	FAIR and OCPS Benchmark Data	School budget	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,466.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By June, 2013 all ELL students will improve their ability to speak and understand English based on CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
In July, 2012, 17% (31)ELL students scored at proficient on CELLA 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	Students do not have background knowledge or vocabulary necessary to perform at grade level.	Use SIOP (Sheltered Instruction Observation Protocol) strategies to strengthen English language vocabulary.	Principal ELL CT Classroom teachers	Students will learn to apply effective strategies for reading comprehension.	Houghton Mifflin LRPs OCPS Benchmark tests CELLA
2	Students need to increase time speaking/listening to strengthen understanding and retention of information learned by reading.	Teachers will use center activities, a variety of groupings (pairs, small group, large group), and activities requiring speaking (readers theater,etc.) to build oral communication skills for ELL students.	ELL CT Reading Coach ELL teachers	ELL students will improve their reading comprehension through the use of speaking/listening activities that require application of skills.	Lesson planning Observations HM assessments CELLA
3	Students need extra support from native English speakers to develop language skills.	Use Read2Succeed tutoring program through UCF	Use Read2Succeed tutoring program through UCF	Use Read2Succeed tutoring program through UCF	Observations Read2Succeed data collection CELLA

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:	By June, 2013, the percentage of ELL students scoring proficient in reading grade-level text will increase by 3%.

2012 Current Percent of Students Proficient in reading:

In 2012, the percentage of ELL students scoring proficient in reading on CELLA was 17% (31).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have background knowledge or vocabulary necessary to perform at grade level.	Use SIOP (Sheltered Instruction Observation Protocol) strategies to strengthen English language vocabulary.	Principal ELL CT Classroom teachers	Students will learn to apply effective strategies for reading comprehension.	Houghton Mifflin LRPs OCPS Benchmark tests CELLA
2	Students need to increase time speaking/listening to strengthen understanding and retention of information learned by reading.	Teachers will use center activities, a variety of groupings (pairs, small group, large group), and activities requiring speaking (readers theater,etc.) to build oral communication skills for ELL students.	ELL CT Reading Coach ELL teachers	ELL students will improve their reading comprehension through the use of speaking/listening activities that require application of skills.	Lesson planning Observations HM assessments
3	Students need extra support from native English speakers to develop language skills.	Use Read2Succeed tutoring program through UCF	Use Read2Succeed tutoring program through UCF	Use Read2Succeed tutoring program through UCF	Observations Read2Succeed data collection

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 June, 2013, the percentage of Ell students scoring proficient in writing on CELLA will increase by 3%.

2012 Current Percent of Students Proficient in writing:

In 2012, the percentage of students in grades K-5 taking CELLA and scoring proficient in writing was 17% (31).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have no experience with some topics used for writing prompts.	Teachers will use Thinking Maps to help students develop ideas for unfamiliar topics.	Principal ELL CT Teachers	Students will gain confidence in addressing challenging topics for writing prompts.	Classroom observations Student writing samples
2	Students lack stamina in writing tasks.	Teachers will incrementally increase the amount of time students spend writing daily.	Principal ELL CT Teachers	Teachers will measure growth in writing stamina using pre/post writing samples.	Classroom observations Student writing samples

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
Intensive listening activities for letter sounds.	Leap Pad sets for specific skills	School Budget	$300.00
			Subtotal: $300.00
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: $300.00

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, 100% (90) of students scoring at Level 3 on FCAT math will increase their DSS or math level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 24% (90) of students taking FCAT math at Clay Springs Elementary scored at Level 3.	By June, 2013, 100% (90) students scoring at Level 3 on FCAT math will increase their DSS or math level.

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 vocabulary needed to meet high expectations in reading, math, and science.	Teachers will assign weekly vocabulary words with daily practice and follow up activities.	Reading Coach CRT Teachers	Students will improve reading comprehension.	Classroom observations Lesson plans HM assessments
2	Students need to increase time speaking/listening to strengthen understanding and retention of information learned by reading fiction and non-fiction text.	Teachers will use center activities, a variety of groupings (pairs, small group, large group), and activities requiring speaking (readers theater,etc.) to build oral communication skills that support reading comprehension.	CRT Reading Coach Teachers	Students will improve their reading comprehension through the use of speaking/listening activities that require application of skills.	Lesson planning Observations HM assessments
3	Students must improve math fact fluency in order to solve mathematical problems.	Teachers will implement daily math fact practice through one or more methods.	Principal Admin team Teachers	Students will record scores from daily math fact practice and demonstrate improved fact fluency.	Precision Teaching Timed fact tests
4	Teachers are still adding to knowledge of math series, Envision.	Provide Envision training.	Principal CRT Teachers	Lesson plans Classroom observations	Envision quick checks

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:	Less than 10 students at Clay Springs Elementary participated in Florida Alternative Assessment in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring at Level 4 and 5 on FCAT math will increase their DSS or math level on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 13% (24) of third grade students, 25% (31) of fourth grade students, and 14% (16) of fifth grade students taking FCAT math at Clay Springs Elementary scored at Level 4 and 5.	By June, 2013, students scoring at Level 4 or 5 will increase their DSS or math level.

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 need additional time to develop strategies for higher performing students.	Teachers will collaborate in small group Professional Development to identify strategies to challenge high performing readers.	Reading Coach Instructional Coach CRT Teachers	Teachers will use rubric scoring to evaluate higher level comprehension skills.	Comprehension scoring rubric OCPS Benchmark Reading
2	Students struggle to organize information from text.	Teachers will expand the use of Thinking Maps.	CRT Reading Coach Instructional Coach Teachers	Students will demonstrate the ability to use Thinking Maps to organize information from texts.	Classroom observations TM work samples Lesson plans
3	Students must be able to verbalize/explain their process of problem solving in mathematics.	Students will keep a math journal.	Principal CRT Teachers	Students will demonstrate the ability to record the process of solving math problems.	OCPS Benchmark Math Envision quick checks
4	Students need additional practice in the use of charts, graphs and tables to solve word problems.	Teachers will use print media containing a variety of data charts to provide practice for students in solving problems.	CRT Teachers	Students will become proficient in the use of data charts to solve problems.	OCPS Benchmark Math Envision quick checks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By June, 2013, 61% (229) of students taking FCAT math at Clay Springs Elementary will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 58% (217) of students taking FCAT math at Clay Springs Elementary made learning gains.	By June, 2013, 61% (229) of students taking FCAT math at Clay Springs Elementary will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must participate in reading, writing, listening and speaking in order to improve comprehension skills.	Teachers will expand the requirements for responses to written texts. Teachers and students will implement the use of rubrics aligned with Bloom's Taxonomy to evaluate artifacts.	Principal Reading Coach Instructional Coach Teachers	Students will demonstrate improved lexile scores and problem solving through the production of artifacts in response to readings.	OCPS Benchmark tests HM Leveled Reading Passages Florida Ready for Reading and Math
2	Students must be taught to self-monitor learning.	Teachers will instruct students in the use of a scoring rubric and identification of specific criteria at each level.	Principal Admin team Teachers	Students will use scoring rubrics to self-evaluate higher level reading comprehension skills and will discuss with their teachers.	Comprehension scoring rubric
3	Students must improve math fact fluency in order to solve mathematical problems.	Teachers will implement daily math fact practice through one or more methods.	Principal CRT Teachers	Students will record scores from daily math fact practice and demonstrate improved fact fluency.	Precision Teaching Timed fact tests
4	Students must increase knowledge of vocabulary for mathematics.	Use of math word walls.	Principal Instructional coach Admin team Teachers	Students will demonstrate increased understanding of mathematical terms in class.	Classroom observations Envision quick checks OCPS Benchmark 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 group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By June, 2013, 65% (61) of the lowest 25% of students taking FCAT math at Clay Springs Elementary will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 42% (39) of the lowest 25% of students taking FCAT math at Clay Springs Elementary made learning gains.	By June, 2013, at least 50% (47) of the lowest 25% of students taking FCAT math at Clay Springs Elementary will make learning gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack understanding of basic math concepts.	Teachers will use reteaching strategies in small groups with students not understanding concepts.	CRT Teachers	Students will be able to demonstrate and explain a math operation correctly.	Classroom observations Envision quick checks
2	Students must improve math fact fluency in order to solve mathematical problems.	Teachers will implement daily math fact practice through one or more methods.	Principal CRT Teachers	Students will record scores from daily math fact practice and demonstrate improved fact fluency.	Precision Teaching Timed fact tests
3	Students must increase knowledge of vocabulary for mathematics.	Use of math word walls.	Principal Admin team Instructional coach Teachers	Students will demonstrate increased understanding of mathematical terms in class.	Classroom observations Envision quick checks OCPS Benchmark Math
4	Students must learn to monitor own progress.	Teachers will conference with each student a minimum of once each grading period.	Principal CRT Teachers	Students will be able to verbalize their progress and goals for math.	Classroom observations Envision quick checks

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By June, 2013, all students in ethnic subgroups taking FCAT math at Clay Springs Elementary will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, the following groups scored at level 3 or higher on FCAT math: White:52% (98) Black:32% (9) Hispanic:35% (47) Asian:40% (2) Multiracial:26% (19)	By June, 2013, all subgroups will increase scores at Level 3 or higher on FCAT reading by at least 3%. White:55% (103) Black:35% (10) Hispanic:38% (52) Asian:45% (3) Multiracial:29% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack reading skills needed to understand math word problems.	Teachers will use non-fiction and fiction reading selections that involve math content as part of small group reading instruction.	Reading Coach Teachers	Students will gain confidence in decoding and understanding math problems independently.	Classroom observations Envision quick checks OCPS Benchmark Math
2	Students must improve math fact fluency in order to solve mathematical problems.	Teachers will implement daily math fact practice through one or more methods.	Principal CRT Teachers	Students will record scores from daily math fact practice and demonstrate improved fact fluency.	Precision Teaching Timed fact tests
3	Students must learn to monitor own progress.	Teachers will conference with each student a minimum of once each grading period.	Principal CRT Teachers	Students will be able to verbalize their progress and goals for math.	Classroom observations Envision quick checks
4	Students need additional practice in the use of charts, graphs and tables to solve word problems.	Teachers will use print media containing a variety of data charts to provide practice for students in solving problems	CRT Teachers	Students will become proficient in the use of data charts to solve problems.	OCPS Benchmark Math Envision quick checks
5	Students must be able to verbalize/explain their process of problem solving in mathematics.	Students will keep a math journal.	Principal CRT Teachers	Students will demonstrate the ability to record the process of solving math problems.	OCPS Benchmark Math Envision quick checks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, all students in the ELL subgroup will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 27% (25) of ELL students taking FCAT math at Clay Springs Elementary made satisfactory progress.	By June, 2013, all students in the ELL subgroup taking FCAT math at Clay Springs Elementary will score at or above grade level.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack reading skills needed to understand math word problems.	Teachers will use non-fiction and fiction reading selections that involve math content as part of small group reading instruction.	Principal Admin team Reading Coach Teachers	Students will gain confidence in decoding and understanding math problems independently.	Classroom observations Envision quick checks OCPS Benchmark Math
2	ELL students do not use effective decoding strategies for difficult new vocabulary.	Small group reading instruction will include math vocabulary decoding.	ELL CT Reading Coach Teachers	ELL students will be able to decode new words in math problems.	Classroom observations Envision quick checks OCPS Benchmark Math
3	ELL students do not have support at home to complete math practice activities.	Provide after school homework support/tutoring for ELL students.	ELL CT Tutors (teachers)	ELL students will gain confidence and skill in completing math homework.	Classroom observations Envision quick checks OCPS Benchmark 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:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By June, 2013, the percentage of students with disabilities making satisfactory progress at Clay Springs Elementary will increase by 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 25% (5) of students with disabilities at Clay Springs Elementary made satisfactory progress in mathematics.	By June, 2013, 50% (10) of students with disabilities at Clay Springs Elementary will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack reading skills needed to understand math word problems.	Teachers will use non-fiction and fiction reading selections that involve math content as part of small group reading instruction.	Reading Coach Instructional Coach ESE Teachers Classroom Teachers	Students will gain confidence in decoding and understanding math problems independently.	Classroom observations Envision quick checks OCPS Benchmark Math Resource specific assessments
2	Students must improve math fact fluency in order to solve mathematical problems.	Teachers will implement daily math fact practice through one or more methods.	Instructional Coach ESE Teachers Classroom Teachers	Students will record scores from daily math fact practice and demonstrate improved fact fluency.	Precision Teaching Timed fact 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:	In June, 2013, all students in the economically disadvantaged subgroup will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 28% (62) of economically disadvantaged students taking FCAT math at Clay Springs Elementary made satisfactory progress in math.	By June, 2013, 31% (69) of economically disadvantaged subgroup taking FCAT math at Clay Springs Elementary will make satisfactory progress 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	Economically disadvantaged students lack reading skills needed to understand math word problems.	Teachers will use non-fiction and fiction reading selections that involve math content as part of small group reading instruction.	Reading Coach Teachers	Students will gain confidence in decoding and understanding math problems independently.	Classroom observations Envision quick checks OCPS Benchmark Math
2	Economically disadvantaged students do not use effective decoding strategies for difficult new vocabulary.	Small group reading instruction will include math vocabulary decoding.	Reading Coach Teachers	Economically disadvantaged students will be able to decode new words in math problems.	Classroom observations Envision quick checks OCPS Benchmark Math

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
Ten Marks	Math	Teachers	2-5	Oct 15	Lesson plans Reports from Ten Marks	Admin team
Use of core math series, Envision	Math	resource teacher	K-5	Sept 25	Classroom observations Lesson plans	Principal
Effective implementation of math standards	Math	School math team and specialists	K-5	Sept 25	Classroom observations Lesson Plans	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Strengthen core math program Envision	Envision math series	School budget	$0.00
Increase use of Thinking Maps	Thinking Maps resources	School budget	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use online assessment to monitor progress and group for intervention	Study Island	School budget	$0.00
Build fact fluency for students	Ten marks	School budget	$1,200.00
			Subtotal: $1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Envision Training	District math resource teachers	School budget	$0.00
Thinking Maps	School based trainers	School budget	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,200.00

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, 50% of students taking FCAT science at Clay Springs Elementary will score at Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 32% (37) of students taking FCAT science at Clay Springs Elementary scored at Level 3.	By June, 2013, 50% (58) of student taking FCAT science at Clay Springs Elementary will score at Level 3 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	Students lack vocabulary needed to meet high expectations in reading, math, and science.	Teachers will assign weekly vocabulary words with daily practice and follow up activities.	Reading Coach CRT Teachers	Students will improve reading comprehension.	Classroom observations Lesson plans HM assessments
2	Students need to increase time speaking/listening to strengthen understanding and retention of information learned by reading fiction and non-fiction text.	Teachers will use center activities, a variety of groupings (pairs, small group, large group), and activities requiring speaking (readers theater,etc.) to build oral communication skills that support reading comprehension.	CRT Reading Coach Teachers	Students will improve their reading comprehension through the use of speaking/listening activities that require application of skills.	Lesson planning Observations HM assessments
3	Loss of science lab for all grades due to funding cuts.	Teachers will plan and implement hands-on science activities for their grade levels.	CRT Teachers	Students will demonstrate a better understanding of science concepts following hands-on work.	Science journals OCPS Benchmark Science
4	Students need practice explaining the process used in solving science problems	Students will use science journals.	CRT Teachers	Students will demonstrate the ability to explain their thinking process in science	Science journals OCPS Benchmark Science

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By June, 2013, 15% (17) of students taking FCAT science at Clay Springs Elementary will score at Level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 9% (11) of students taking FCAT science at Clay Springs Elementary scored at Level 4 and 5.	By June, 2013, 15% (17) of students taking FCAT science at Clay Springs Elementary will score at Level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need additional time to develop strategies for higher performing students.	Teachers will collaborate in small group Professional Development to identify strategies to challenge high performing readers.	Reading Coach Instructional Coach CRT Teachers	Teachers will use rubric scoring to evaluate higher level comprehension skills.	Comprehension scoring rubric OCPS Benchmark Reading
2	Students struggle to organize information from text.	Teachers will expand the use of Thinking Maps.	CRT Reading Coach Instructional Coach Teachers	Students will demonstrate the ability to use Thinking Maps to organize information from texts.	Classroom observations TM work samples Lesson plans
3	Loss of science lab for all grades due to funding cuts.	Teachers will plan and implement hands-on science activities for their grade levels.	CRT Teachers	Students will demonstrate a better understanding of science concepts following hands-on work.	Science journals OCPS Benchmark Science
4	Students need practice explaining the process used in solving science problems.	Students will use science journals.	CRT Teachers	Students will demonstrate the ability to explain their thinking process in science	Science journals OCPS Benchmark Science

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
5th grade science curriculum	Science	Gifted teacher	5th grade PLC	Sept 25	Classroom observations Lesson plans	Principal
Science text	Science	District Science teacher	K-5	Sept 25	Classroom observations Lesson plans	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science resource room	Consumable materials for science experiments	School PTA	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Monitor progress of skill acquisition	Study Island	School funds	$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: $300.00

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:	Clay Springs Elementary will increase the number of students scoring at Level 3 or higher on FCAT Writing by June, 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June, 2012, 84% (106) of students taking FCAT Writing scored at Level 3 or higher.	By June, 2013, 87% (110) of students taking FCAT Writing at Clay Springs Elementary will score at Level 3 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 do not have adequate instructional time to conference individually with students on their writing.	Provide one conferencing day for each fourth grade teacher to meet with every student and coach/critique a completed writing prompt.	Principal CRT Teachers	Observation of conferences Follow up discussion with teachers	Pre/post scores using FCAT Writing rubric
2	Students have no experience with some topics used for writing prompts.	Teachers will use Thinking Maps to help students develop ideas for unfamiliar topics.	Principal CRT Teachers	Students will gain confidence in addressing challenging topics for writing prompts.	Classroom observations Student writing samples

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:	No students at Clay Springs Elementary took Florida Alternative Assessment in writing.
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

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
Focus on level 4 and 5 strategies for more complex writing.	4th Grade	Instructional coach Teachers	4th grade PLC	October 2012	Classroom observations, rubric scored writing prompts	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Strengthen writing strategies	Write Track	School Budget	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	For the 2012-2013 school year, the average daily attendance rate at Clay Springs Elementary will meet or exceed 96% (750).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

For the 2011-2012 school year, the average daily attendance rate at Clay Springs Elementary was 96% (750).	For the 2012-2013 school year, the average daily attendance rate at Clay Springs Elementary will meet or exceed 96% (750).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 28% (223) students had 10 or more absences.	In 2013, 25% (201) students or less will have 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 11% (90) students had 10 or more tardies.	In 2013, 8% (63) students or less will have 10 or more tardies.

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 value being on time to school.	Parents will receive phone call questioning absence and how school can help parent to get child to school.	Principal Registrar Office staff	Compare data on tardies and absences from previous year.	SMS records
2	Students need to understand the importance of being in school every day.	Students earn perfect attendance awards for no absences, no tardies and no early pickups.	Dean Teachers	Compare data on tardies and absences from previous year.	SMS 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
Parent Communication	Attendance	Team leaders	K-5	Aug 22	Attendance records	Registrar Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Perfect Attendance Awards	Certificates and buttons with stickers	School budget	$150.00
			Subtotal: $150.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Monitor attendance	SMS	District system	$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: $150.00

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:	In 2013, Clay Springs Elementary will reduce the number of suspensions from 1.79% (14) to 1% or less.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, Clay Springs Elementary had a total of 9 in-school suspensions.	In 2013, Clay Springs Elementary will have 9 or less in-school suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, Clay Springs Elementary had a total of <1% (7) students in in-school suspension.	In 2013, Clay Springs Elementary will have 1% (7) students or less in in-school suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, Clay Springs Elementary had a total of 22 out of school suspensions.	In 2013, Clay Springs Elementary will have less than 22 out of school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, Clay Springs Elementary had a total of 1.78% (14) students with out-of-school suspensions.	In 2013, Clay Springs Elementary will have less than 1.78% (14) students with out-of-school suspensions.

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	School does not have a guidance counselor, behavior specialist or other designated support for severe behavioral issues.	Staff members will work with parents and outside agencies to acquire intervention services for severe discipline issues.	Dean Staffing specialist Staff	Students will show improved self control as a result of intervention services.	Behavior referrals Student survey
2	Students need to connect with an adult other than their teacher for support.	Staff members will mentor with students showing need for extra support.	Dean Staff	Students will show improved confidence and self control as a result of mentoring.	Behavior referrals Student survey

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 wide discipline program	Discipline	Dean	K-5	Aug 22	Referrals	Dean
Mentoring	Discipline	Dean	K-5	Sept 27	Referrals	Dean

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive school wide behavior plan	How Full is My Bucket (book)	School budget	$200.00
			Subtotal: $200.00
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 in school wide behavior plan	Pride Team (teachers)	School budget	$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: $200.00

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Approximately 83% (632) of Clay Springs parents will participate in one or more school events in 2011-2012.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 80% (660) of Clay Springs parents participated in one or more school events in 2011-2012.	Approximately 83% (632) of Clay Springs parents will participate in one or more school events in 2011-2012.

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 are working more hours and have less time for school events.	Be sure school events are well publicized and involve the children to increase parent participation.	Principal Faculty	Parent surveys and feedback	Parent sign in sheets Parent surveys

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
Report Card Conference Nights	All subjects	Faculty	Parents, faculty	Oct 29-30, 2012 Apr 3, 2013	Parent sign in sheets	Dean CRT
PTA Open House	All subjects	Faculty	Parents, students, faculty	Sep 20, 2012	Parent sign in sheets	CRT
PTA Fall Social and School Book Fair	Reading	PTA Media Specialist Faculty	Parents, students, staff	Nov 2012	Parent survey	Admin team
Family Curriculum Night	STEM	Faculty	Parents, students, faculty	Jan 2013	Parent sign in sheets	Principal Team leaders SAC members
100th Day of School Celebration	Math	Math committee	Parents, students, staff, representatives from Loaves and Fishes local charity	Feb 7, 2013	Parent and student surveys	Math committee CRT
PTA Spring Social and School Book Fair	Reading	PTA Media Specialist	Parents, students, staff	Apr 2013	Parent survey	Admin team

Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Family Curriculum Night	Consumable materials for hands-on activities	School budget	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

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:	Clay Springs Elementary will implement STEM activities through the use of the new science series.

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 will need training on Science Fusion implementation.	All teachers will attend district sponsored training on the Science Fusion series.	Principal CRT Teachers	Follow up discussions on district training.	Exit slips Lesson plans Observations
2	Teachers needs consumable materials for hands-on STEM lessons.	Provide consumable science materials through a resource room available to all teachers.	Principal CRT Teachers	Hands-on STEM activities will be evident in classrooms.	Observations Lesson plans

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
STEM lessons and implementation of Science Fusion	K-5	Select teachers	All teachers grade K-5	May 2013	Science journals FCAT science	Principal Teachers

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Implement STEM lessons	Science Fusion	School Budget	$300.00
			Subtotal: $300.00
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
PLC sharing sessions on Science Fusion implementation	Science Fusion	School Budget	$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: $300.00

End of STEM Goal(s)

Additional Goal(s)

Reading On Grade Level By Age Nine Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Reading On Grade Level By Age Nine Goal Reading On Grade Level By Age Nine Goal #1:	By June, 2013, 65% (85) of third grade students taking FCAT reading will score at Level 3 or above.
2012 Current level:	2013 Expected level:
In June, 2012, 56% (72) of third grade students taking FCAT reading will score at Level 3 or above.	By June, 2013, 65% (85) of third grade students taking FCAT reading will score at Level 3 or above.

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 must participate in reading, writing, listening and speaking in order to improve comprehension skills.	Teachers will expand the requirements for responses to written texts. Teachers and students will implement the use of rubrics aligned with Bloom's Taxonomy to evaluate artifacts.	Principal Reading Coach Instructional Coach Teachers	Students will demonstrate improved lexile scores and problem solving through the production of artifacts in response to readings.	Reading Journals OCPS Benchmark tests HM Leveled Reading Passages Florida Ready for Reading and Math
2	Students must be taught to self-monitor learning.	Teachers will instruct students in the use of a scoring rubric and identification of specific criteria at each level.	Principal Admin team Teachers	Students will use scoring rubrics to self-evaluate higher level reading comprehension skills and will discuss with their teachers.	Comprehension scoring rubric
3	Students must increase their stamina in reading in order to improve comprehension.	Teachers will incrementally increase the amount of time students spend reading daily. Students will be taught to record and self monitor reading time.	Principal Admin team Teachers	Teachers will determine baseline reading stamina with students and set group and individual goals.	Classroom visits/observations Lesson plans Student logs Comprehension scores on school and district assessments
4	Students lack specific skills required for success in reading.	Students will participate in a common intenvention time school wide to address specific reading skill deficiencies.	Principal Admin team Teachers	Progress monitoring of skills will take place for each skill rotation.	OCPS Benchmarks and mini assessments FLKRS CELLA FAIR Resource specific assessments

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

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

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

Budget:

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

End of Reading On Grade Level By Age Nine Goal(s)

VPK Students Entering School Ready Based On FLKRS Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. VPK Students Entering School Ready Based On FLKRS Goal VPK Students Entering School Ready Based On FLKRS Goal #1:	Clay Springs Elementary does not have a VPK program.
2012 Current level:	2013 Expected level:
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

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

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

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

Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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 VPK Students Entering School Ready Based On FLKRS Goal(s)

Students Who Become Fluent in Math Operations Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Students Who Become Fluent in Math Operations Goal Students Who Become Fluent in Math Operations Goal #1:	By June, 2013, 50% (61) of 5th grade students at Clay Springs Elementary will score at Level 3 or above on FCAT math.

2012 Current level:	2013 Expected level:
In June, 2012, 39% (47) of 5th grade students at Clay Springs Elementary scored at Level 3 or above on FCAT math.	By June, 2013, 50% (61) of 5th grade students at Clay Springs Elementary will score at Level 3 or above on FCAT 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 must be able to verbalize/explain their process of problem solving in mathematics.	Students will keep a math journal.	Principal CRT Teachers	Students will demonstrate the ability to record the process of solving math problems.	OCPS Benchmark Math Envision quick checks
2	Teachers need additional tools to monitor progress of skill mastery at each grade level.	Teachers will work to identify effective formative assessments that provide evidence of skill mastery.	Principal Admin team Math team Teachers	Students will be able to demonstrate mastery on specific math skills.	OCPS Benchmarks Benchmark Mini Assessments Envision Quick Checks
3	Students need additional time and exposure with math skills and concepts in order to reach fluency.	Teachers will expand the use of small group intensive instruction and learning centers for math.	Principal Admin team Math team Teachers	Students will increase their understanding of math concepts and application of skills.	OCPS Benchmarks Benchmark Mini Assessments Envision Quick Checks Math Journals

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
See PD under Math Goal.						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
See math budget under Math Goal.			$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 Students Who Become Fluent in Math Operations Goal(s)

Decrease the Achievement Gap for Each Identified Subgroup by 10% Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Decrease the Achievement Gap for Each Identified Subgroup by 10% Goal Decrease the Achievement Gap for Each Identified Subgroup by 10% Goal #1:	By June, 2016, Clay Springs Elementary will reduce the achievement gap for each identified subgroup by 10%.
2012 Current level:	2013 Expected level:
White-Black % Gap: 9.3% White-Hispanic % Gap: 12.8% White-Others % Gap: 12.3% GenEd-ESE % Gap: 35.5% GenEd-ELL % Gap: 27.4% FRL-NonFRL % Gap: 36%	White-Black % Gap: 7% White-Hispanic % Gap: 10% White-Others % Gap: 10% GenEd-ESE % Gap: 32% GenEd-ELL % Gap: 25% FRL-NonFRL % Gap: 33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See Reading Goal 5B and Math Goal 5B.				

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
See PD for Reading Goal and Math Goal						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

See budget for Reading Goal and Math Goal			$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 Decrease the Achievement Gap for Each Identified Subgroup by 10% Goal(s)

Maintain High Fine Arts Enrollment Percentage Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Maintain High Fine Arts Enrollment Percentage Goal Maintain High Fine Arts Enrollment Percentage Goal #1:	100% of students at Clay Springs Elementary will participate in fine arts classes.
2012 Current level:	2013 Expected level:
In 2012, 100% (785) of students at Clay Springs Elementary participated in fine arts classes.	In 2013, 100% (785) of students at Clay Springs Elementary will participate in fine arts classes.

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	No anticipated barrier.				

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

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

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

Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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 Maintain High Fine Arts Enrollment Percentage Goal(s)

Increase College and Career Awareness Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Increase College and Career Awareness Goal Increase College and Career Awareness Goal #1:	All 5th grade students at Clay Springs Elementary will learn research and study skills and complete a research projects.
2012 Current level:	2013 Expected level:
In 2012, 75% (90) students in 5th grade were taught research and study skills and completed a research project.	In 2013, all 5th grade students at Clay Springs Elementary will learn and apply research and study skills to complete a research project.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students must be taught the steps in	5th grade students will attend research classes	Media Specialist 5th Grade	Completed research projects by 5th grade	Rubric for projects

1	conducting research.	in the Media Center and work through the process of a research project.	Teachers Principal	students.	

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
Research and study skills	5th grade	Media Specialist	5th grade teachers	5th grade classes will participate in research classes on a rotating basis throughout the year.	Completed projects using rubric.	Principal Media Specialist Teachers

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 Increase College and Career Awareness Goal(s)

Decrease Disproportionate Classification in Special Education Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Decrease Disproportionate Classification in Special Education Goal Decrease Disproportionate Classification in Special Education Goal #1:	By 2013, Clay Springs will work to increase representation of Black, Hispanic, and Multiracial students in the gifted program.

2012 Current level:	2013 Expected level:
Total White: 47.4% (351) Gifted Program White: 76% (29) Total Black: 8.6% (64) Gifted Program Black: 0% (0) Total Hispanic: 36.8% (272) Gifted Program Hispanic: 10.5% (4) Total Multiracial: 5% (37) Gifted Program Multiracial: 10.5% (4)	By 2013, Clay Springs will work to increase representation of Black, Hispanic, and Multiracial students in the gifted program.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are need training in identifying potential gifted candidates.	Training will be provided by the gifted teacher and staffing specialist on identifying gifted students.	Gifted Teacher Staffing Specialist Teachers	Referrals for gifted screening.	Students qualifying for gifted testing and the gifted program.

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
Identifying gifted students	K-5	Gifted Teacher Staffing Specialist	Teachers grades K-5	October 2012	Exit slips Referrals for gifted screening	Principal Staffing Specialist

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 Decrease Disproportionate Classification in Special Education Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Strengthen core reading program	Houghton Mifflin training	School budget	$0.00
Mathematics	Strengthen core math program Envision	Envision math series	School budget	$0.00
Mathematics	Increase use of Thinking Maps	Thinking Maps resources	School budget	$0.00
Science	Science resource room	Consumable materials for science experiments	School PTA	$300.00
Writing	Strengthen writing strategies	Write Track	School Budget	$0.00
Attendance	Perfect Attendance Awards	Certificates and buttons with stickers	School budget	$150.00
Suspension	Positive school wide behavior plan	How Full is My Bucket (book)	School budget	$200.00
STEM	Implement STEM lessons	Science Fusion	School Budget	$300.00
Reading On Grade Level By Age Nine	See information under Reading Goal.			$0.00
Students Who Become Fluent in Math Operations	See math budget under Math Goal.			$0.00
Decrease the Achievement Gap for Each Identified Subgroup by 10%	See budget for Reading Goal and Math Goal			$0.00
				Subtotal: $950.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use online assessment program to monitor progress and group for intervention	Study Island and Reading Eggs	School Budget	$2,466.00
CELLA	Intensive listening activities for letter sounds.	Leap Pad sets for specific skills	School Budget	$300.00
Mathematics	Use online assessment to monitor progress and group for intervention	Study Island	School budget	$0.00
Mathematics	Build fact fluency for students	Ten marks	School budget	$1,200.00
Science	Monitor progress of skill acquisition	Study Island	School funds	$0.00
Attendance	Monitor attendance	SMS	District system	$0.00
				Subtotal: $3,966.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Intervention strategies and progress monitoring	FCRR	School budget	$0.00
Reading	Understanding FAIR and OCPS benchmarks	FAIR and OCPS Benchmark Data	School budget	$0.00
Mathematics	Envision Training	District math resource teachers	School budget	$0.00
Mathematics	Thinking Maps	School based trainers	School budget	$0.00
Suspension	Training in school wide behavior plan	Pride Team (teachers)	School budget	$0.00
STEM	PLC sharing sessions on Science Fusion implementation	Science Fusion	School Budget	$0.00
				Subtotal: $0.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Parent Involvement	Family Curriculum Night	Consumable materials for hands-on activities	School budget	$300.00
				Subtotal: $300.00
				Grand Total: $5,216.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

○ Priority	○ Focus	○ Prevent	● NA

Are you a reward school: ○ Yes ● No

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

No Attachment (Uploaded on 9/14/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to support Curriculum Nights for Clay Springs families. The focus will be on science and STEM activities.	$300.00

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

Monitor the school improvement plan
Topics for presentations, discussions and guest speakers:
Implementation of CCSS
Virtual education
FCAT 2.0
STEM and science curriculum

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
CLAY SPRINGS ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	68%	77%	45%	267	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?	60% (YES)	61% (YES)			121	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 = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Orange School District
CLAY SPRINGS ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	65%	82%	52%	275	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	68%	58%			126	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)	60% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					521	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested