

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GREYNOLDS PARK ELEMENTARY SCHOOL

District Name: Dade

Principal: Jorge Mazon

SAC Chair: Nancy Arnett

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/2/2012

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
325 West Gaines Street
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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	Jorge Mazon	ELEM ED, Educational Leadership.	1	5	'12 '11 '10 '09 '08 '07 School Grade - Pending B B B C C AYP - Pending N N Y N N High Standards – RDG Pending 69 66 65 53 54 High Standards – MATH Pending 72 73 71 64 46 Lrng. Gains – RDG Pending 66 62 69 58 55 Lrng. Gains – MATH Pending 61 56 54 61 64 Gains – R- 25% Pending 55 58 67 57 61 Gains – M – 25% Pending 60 60 67 65 86
Assis Principal	Peter Jenkins	ELEM ED, ED LEADERSHIP, Ed.D ORGANIZATIONAL LEADERSHIP	1	6	'12 '11 '10 '09 '08 School Grade – D, D, C, C, F High Standards – RDG 50, 38, 39, 37, 30, High Standards – MATH 52, 35, 36, 33, 24 Lrng. Gains – RDG 60, 55, 19, 58, 50 Lrng. Gains – MATH 55, 59, 62, 63, 54 Gains – R- 25% - 55, 64, 76, 69, 67 Gains – M – 25% - 53, 64, 72, 70, 68
Principal					

Principal					
Principal					

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 Coach	Judy Gelman	Elementary Education, ESOL, Primary Education	8	8	'12 '11 '10 '09 '08 School Grades – C B C A B A AYP - Pending N N N Y Y High Standards – RDG 51 69 66 72 71 79 Lrng. Gains – RDG 73 66 59 67 69 73 Gains – R- 25 82 50 41 58 53 57
Math Coach	Marthe Jackson	Elementary Education, ESOL, ESE	6	1	'12 '11 '10 '09 '08 School Grades – C B C A B A Lrng. Gains – MATH 57 61 56 54 61 Gains – M – 25% 51 60 60 67 65 86

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. Participate in Student Teaching Internship Programs with Florida Colleges and Universities. (Recruit) 2. Utilize Professional Learning Communities and Mentors to partner new teachers with veteran staff members. (Retain)	Principal Assistant Principal	June 6, 2013	
2	3. Solicit recommendations and recruit from field through outreach to staff and Job Fairs. (Recruit) 4. Reading, Math/Science Lead teachers will provide continuous support and mentoring. (Retain)	Principal Reading Coach	September 28, 2012 June 6, 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
3	Completing ESOL Endorsement Completing ESOL Endorsement Completing Gifted Endorsement

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
58	1.7%(1)	8.6%(5)	37.9%(22)	51.7%(30)	39.7%(23)	77.6%(45)	10.3%(6)	0.0%(0)	74.1%(43)

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
Astrid Smith	Jacqueline Feighen-Novac	Ms. Smith teaches primary as does Ms. Feigen.	Mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. Mentors will model lessons and allow time for peer observations. Time will be given for feedback, coaching, and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A
 Greynolds Park Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities during-school, after-school, intervention programs, Saturday Academy or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Our Reading Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for

assessment and implementation monitoring.
 Greynolds Park Elementary has several Support services that are provided to students, and families. Our Title I Community Involvement Specialists (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Reading Coaches develop, lead, and evaluate school core content standards/ programs. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening programs that provide early intervention services for children to be considered "at risk." They assist in progress monitoring, data collection, and data analysis, participate in the delivery of professional development, and provide support for assessment and implementation monitoring. Parents participate in the developing of our school's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Parents are informed of the importance of this survey via CIS, School flyer, and Connect-Ed. This survey, is available in English, Spanish and Haitian-Creole, online and via hard copy. Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students are also integrated into the school-wide program.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents when applicable. The District Migrant liaison

coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group Implementation and protocols.

At Greynolds Park we allow beginning teachers to observe our MINT mentor teachers who demonstrate best practices and have continuously demonstrated growth. Mentor teachers will then observe mentee in the delivery of instructional lessons and assist in monitoring student progress and modifying instruction. Mentor and mentee will meet biweek and inform administration of any additional support needed.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Greynolds Park Elementary School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is used by ELL students and recently arrived immigrant students (K-5)

The above services will be provided should funds become available for the 2012-2013 school year.

Title X- Homeless

Greynolds Park Elementary School is eligible to receive services through Project Upstart upon identification and classification of a student as homeless.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Greynolds Park Elementary School participates in the District's research-based bullying program. Training is provided for counselors, administrators, teachers, and students. Students will participate in an assembly program that will provide the strategies. In addition our we participate in the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and counselor.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after-care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Greynolds Park Elementary works to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center. Information is provided to inform parents about available programs, referrals, and their rights under No Child Left Behind. An important goal is to increase parental involvement through our school's Title I School-Parent Compact, and our Title I Parent Involvement Plan. We conduct a Title I Annual Meeting and adhere to and comply with dissemination and reporting requirements.

Additionally, the M-DCPS Title I Parent/Family Survey is completed annually in May. The Survey's results are used to assist with revision of our Title I parental documents for the next school year. Greynolds Park Elementary conducts parent surveys to determine the needs of our parents, and offers workshops and Parent Academy Courses that accommodate our parents' schedules while building their capacity for involvement.

The School Health Initiative (Dr. John T. Macdonald Foundation - School Health Initiative - through University of Miami, Miller School of Medicine) has been in Greynolds Park for about nine years. Currently, the School Health Initiative is part of Health Connect in Our Schools (HCiOS), which is funded by The Children's Trust, The Miami Dade County Health Department, Miami Dade County Public Schools, as well as the Dr. John T. Macdonald Foundation/University of Miami. School Clinic Medical Services are provided by nurses, medical assistants, Nurse practitioner (ARNP) at North Miami Beach Senior HS, and a doctor, Dr. Joycelyn Lawrence, the Medical Director of the School Health Initiative, who is based at JFK Middle School. Through the School Health Clinic, Free Glasses are provided through the Miami Lighthouse Program, as well as dental sealant program and dental services for 2nd and 3rd graders at Nova Southeastern Dental School in North Miami Beach. Social work services, including crisis intervention, individual, group and family counseling, as well as participation in School Support team meetings, IEP meetings, staffings, social histories, behavioral assessments, are provided by a Clinical Social Worker.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI is an extension of the school's MTSS, and as such, meets monthly. The Team utilizes the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring. The Team is comprised of Department Chairpersons who meet weekly in Professional Learning Communities. This facilitates monitoring of academic and behavioral data while evaluating progress by addressing the following important areas:

- Curriculum based on standards
- Assessments and evaluations
- Utilize the Response to Intervention problem solving process and monitor progress of interventions
- Provide enrichment opportunities

The Team provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

The Team gathers and analyzes data to determine professional development for faculty as indicated by student intervention and achievement needs;

holds regular team meetings; maintains communication with staff for input and feedback, as well as keeping all stakeholders updated on procedures and progress; supports collaborative planning sessions that design, implement, and evaluate daily instruction and specific interventions; provides clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery; and assists with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

The RtI is an extension of the school's Leadership Team, and as such, meets monthly. The Team utilizes the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring. The Team is comprised of Department Chairpersons who meet weekly in Professional Learning Communities. This facilitates monitoring of academic and behavioral data while evaluating progress by addressing the following important areas:

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The MTSS will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Meet monthly the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

The Greynolds Park Elementary School RtI MTSS meets with the Educational Excellence School Advisory Council (EESAC) and Principal to develop and implement the School Improvement Plan (SIP).

1. The MTSS monitors and adjusts the school's academic and behavioral goals through data gathering and data analysis.

2. The MTSS monitors the fidelity of the delivery of instruction and intervention.

The MTSS provides levels of support and interventions to students based on data.

3. The MTSS will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

4. The MTSS will consider data the end of year Tier 1 problem solving

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development

create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators,

Ongoing Progress Monitoring Tools, Phonics Screening Inventory

- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- FCAT 2.0
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions
- Referrals by student behavior
- Office referrals per day per month
- Team climate surveys
- Attendance

Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Administrators will participate in professional development provided by the district in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan.
2. Administrators will provide training/ support for school staff to understand basic RtI principles and procedures; and
3. Provide a network of ongoing support for RtI organized through neighboring schools.

Describe the plan to support MTSS.

Administration will provide RtI support to staff at faculty meetings by:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate school level.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administrators: Mr. Jorge Mazon, Principal and Dr. Peter Jenkins, Assistant Principal
Reading Coach: Ms. Judith Gelman
Reading Teacher Leaders/Ready School Miami (RSM) Teacher Fellows: Primary and Intermediate Teachers: Sarah Chatel and Jessica Goldberg

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

The Literacy MTSS meets monthly to discuss student data. This process involves collecting and analyzing data, studying and planning a course of action, implementing a course of action based on new knowledge, and determining the effectiveness of the course of action.

The following steps will be used to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS will: Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Learning is ongoing. Therefore, the work of the Literacy MTSS will evolve as time progresses.

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

This initial stage of this plan requires the Literacy MTSS to devise a plan to methodically and thoroughly observe and study students' literacy knowledge. By collecting and analyzing data from several different sources, the root of students' literacy needs are likely to be revealed, allowing the Literacy MTSS to make informed decisions and thereby selecting the most effective and efficient intervention.

In addition, we will continue training for the LLT and development and implementation of our school's School Literacy Plan, which includes fidelity of the Reading Program, intervention groups, and continued, differentiated instruction within the reading class.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/10/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists the Greynolds Park Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This assists with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY)

Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Greynolds Park Elementary School welcomes Pre-Kindergarten students attending local Head Start Programs as part of the "Welcome to Kindergarten" program throughout the school year. Students are invited to observe morning activities typical to a kindergarten school day, and enjoy a school lunch with other kindergarten students. Parents and children gain familiarity with kindergarten and receive information relative to the matriculation of students at the school. Our principal also meets with

the center directors of neighborhood centers.

Prior to the beginning of the school year, parents of incoming kindergarten students attend an Open House Orientation where

they are given an overview of the Kindergarten curriculum with daily activities to be expected. Parents are encouraged to become involved both at school and at home by reinforcing skills with interactive homework assignments.

At Greynolds Park Elementary all Kindergarten students are assessed using the Florida Kindergarten Readiness Screening (FLKRS) and the Florida Assessment and Inventory of Reading (FAIR) to prescribe instruction for individual and group needs, for success in all subject areas of the kindergarten curriculum. Kindergarten teachers use the data to plan academic and social/emotional instruction for all students and groups of students who may need intervention beyond core instruction.

FAIR screening tools will be re-administered mid-year and at the end of the school year in order to determine student learning gains.

English Language Learners (ELL students) will be administered the CELLA test at the end of the school year to diagnose proficiency in the English language.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The result of the 2012 FCAT 2.02.0 Reading assessment indicate that 21% of the students achieved proficiency. Our Goal for the 2012-2013 school year is to increase the average of the students achieving proficiency by 7 percentage points to 28 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (78)	28% (102)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The percentage of students meeting high standards in reading increased by 3 percent. Data indicated that students in 3 and 5 require additional assistance with Reporting Category 4, (Informational Text and Research Process) And Grade 4 with Reporting Category 3 (Literary Analysis: Fiction and Non-Fiction). These barriers have provided students with limited exposure to literature and making connections to text.	Implement a word of the week program school wide to enhance vocabulary skills. percent due to weaknesses in specific content clusters at different grades. Use graphic organizers to compare and contrast across the curriculum. Interpret graphical information (graphics, legends, illustrations, diagrams, charts, and keys); locate, interpret, and organize information; and determine validity and reliability of information within and across texts in all subject areas. Implement the Florida Continuous Improvement Model (FCIM) to support the facilitation of differentiated instruction in the classroom for students K-5.	Literacy Leadership Team (LLT)	Following the FCIM model, review student Edusoft data during collaborative planning sessions within professional learning communities (PLC's) and data chats and adjust instruction as needed.	Baseline and Interim Assessments and 2013 Reading FCAT Test
2	The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading was Reporting Category 2-Reading Application	1a.1. Students will use grade-level appropriate text to focus on what the author thinks and feels. Main idea may be stated or implied. Students will use reciprocal teaching and apply these strategies across the curriculum. Students should be able to identify a correct summary statement and causal relationships	1a.1. LLT	1a.1. Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students progress and adjust instruction as needed. The RtI Team will review data bi-weekly and make recommendations based on needs assessment.	Formative: Baseline and Interim Assessments Summative: 2013 Reading FCAT Test

	<p>imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading was Reporting Category 2- Reading Application	<p>1a.1. Students will use grade-level appropriate text to focus on what the author thinks and feels. Main idea may be stated or implied. Students will use reciprocal teaching and apply these strategies across the curriculum. Students should be able to identify a correct summary statement and causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.</p>	LLT	<p>Process Used to Determine Effectiveness of Strategy</p> <p>1a.1. Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students progress and adjust instruction as needed. The RtI Team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>1a.1. Formative: FAIR data, Interim, Success Maker Reports, weekly teachers generated assessment.</p> <p>Summative: 2013 Florida Alternative Assesment</p>

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>The result of the 2012 FCAT 2.02.0 Reading assessment indicate that 27% of the students achieved at or above Achievement Levels 4 and 5 in reading.</p> <p>Our Goal for the 2012-2013 school year is to increase the average of the students achieving at or above Achievement Levels 4 and 5 in reading by 3percentage points to 30 %.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(78)	30%(102)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading was Reporting Category 3- Literary Analysis Fiction/Nonfiction.	Teachers will utilize Reciprocal Teaching and graphic organizers to help students identify and interpret elements of story structure within and across texts. Teacher will help students understand asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Students will utilize NonFiction supplemental materials like editorials and magazines to build background knowledge and interpret elements of story structure across texts.	Literary Leadership Team	Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students progress and adjust instruction as needed. The RtI Team will review data bi-weekly and make recommendations based on needs assessment	Formative: FAIR data, Interim, Success Maker Reports, weekly teachers generated assessment. Summative: 2013 FCAT 2.0 Reading Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Our goal for the 2012-2013 school year is to increase students scoring at or above Level 7.
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
	It is evident that these students would benefit from vocabulary instruction with and	Students will be exposed high interest low readability informational text that includes	Literary Leadership Team	Students' work samples and interaction with vocabulary word walls will be observed during	Formative: Classroom Observations Student's work

1	without picture prompts and exposure students to informational text	vocabulary words with pictures. Introduce vocabulary words with pictures prompts. The use of pictures will be faded to develop long term comprehension and retention. Students will use content related vocabulary and interactive word walls in the classrooms.	classroom walkthroughs	samples Summative: 2013 FAA Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The result of the 2012 FCAT 2.02.0 Reading assessment indicate that 73% of the students made Learning Gains in reading. Our Goal for the 2012-2013 school year is to increase the average of the students making Learning Gains in reading by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(169)	78%(181)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading was Reporting Category 1- Vocabulary.	Students will utilize reading strategies that help students determine meanings of words by using context clues. Instruction will allow students to build their general knowledge of words and word relationships. Teachers will provide students with practice in recognizing word relationships and identifying the multiple meanings of words. Instruction will provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. Students will participate in Voyager and Success Maker reading intervention to target word study skills and decoding skills.	Literary Leadership Team	Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students progress and adjust instruction as needed. The RtI Team will review data bi-weekly and make recommendations based on needs assessment.	Formative: FAIR data, Interim, Success Maker Reports, weekly teachers generated assessment. Summative: Reading Test. 2013 FCAT 2.0

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	
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reading. Reading Goal #3b:	Our goal for the 2012-2013 school year is to increase students scoring at or above Level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is evident that these students require a variety of pre-reading strategies in order to gain better understanding of a written text.	<p>Students will use picture walks and oral discussion to assist them in making predictions of a reading selection.</p> <p>Students will continuously review and become familiar with reading concepts such as title, key words, and picture cues when interacting with a written text for the first time.</p> <p>Students will be provided with visual choices during reading instructions as presented in the Florida Alternate Assessment.</p>	Literary Leadership Team	Students' work samples and oral discussion prior to beginning a reading selection will be observed during classroom walkthroughs.	<p>Formative: Classroom Observations Student's work samples</p> <p>Summative: 2013 FAA Reading Assessment</p>

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:	The result of the 2012 FCAT 2.02.0 Reading assessment indicate that 82% of the Lowest 25% students made Learning Gains in reading. Our Goal for the 2012-2013 school year is to increase the average of the Lowest 25% students making Learning Gains in reading by 5 percentage points to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%	87%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Reading was Reporting Category 2-Reading Application	Students will receive Voyager and/or Success maker reading intervention on a daily basis for 30 minutes	MTSS/RtI	MTSS /RtI will monitor Voyager comprehension assessment results, fluency results for bi-weekly for Voyager passages and will adjust intervention groups accordingly.	<p>Formative: FAIR Assessment, Voyager assessments,</p> <p>Summative: 2013 FCAT 2.0</p>
	These students would benefit from continuous repetition when learning	Students will be provided with continuous repetition and practice	Literacy Leadership Team	Students' work samples and exposure to reading concepts during reading	Formative: Classroom Observations

2	reading concepts and exposure to the visual choices	when introduced to reading concepts. Students will be provided	instruction will be observed during classroom walkthroughs.	Student's work samples Summative: 2013 FAA Reading Assessment
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our Goal from 2011-2017 is to reduce the percent of non proficient students by 50 percent. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our goal for the 2012 – 2013 school year is to increase the percent of students in all subgroups to make learning gains .
2012 Current Level of Performance:	2013 Expected Level of Performance:
B: 45% (62) W: 54% (12) H: 54% (100) A: 85% (11)	B: 54% (75) W: 82% (19) H: 59% (110) A: 94% (13)

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	Black: Our Black subgroup constitutes Haitian-Creole who are also ELL learners thus have fairly limited vocabulary (Reporting Category 1) due to the acquisition of English as a second language.	Develop a schedule for daily usage of Success Maker's Initial Reading and Readers Workshop to improve student's vocabulary.	LLT	Following the FCIM model, monitor SuccessMaker's Learning Gains Reports and adjust instruction as needed.	SuccessMaker Report 2013 FCAT 2.0 Reading
2	Hispanic: Our Hispanic constitutes Hispanics who are ELL learners thus have fairly limited vocabulary (Reporting Category 1) due to the acquisition of English as a second language.	Develop a schedule for daily usage of Success Maker's Initial Reading and Readers Workshop to improve student's vocabulary	LLT	Following the FCIM model, monitor SuccessMaker's Learning Gains Reports and adjust instruction as needed.	SuccessMaker Report 2013 FCAT 2.0 Reading
3	White: Our White sub group has struggled with main idea (Reporting Category 2) due to challenging verbage and concepts embeded into the reading passages.	Develop a schedule for daily usage of Success Maker's Readers Workshop to improve student's main idea.	LLT	Following the FCIM model, monitor SuccessMaker's Learning Gains Reports and adjust instruction as needed	SuccessMaker Report 2013 FCAT 2.0 Reading
	Asian:	Develop a schedule for	LLT	Following the FCIM	SuccessMaker

4	Our White sub group has struggled with main idea (Reporting Category 2) due to challenging verbage and concepts embeded into the reading passages.	daily usage of Success Maker's Readers Workshop to improve student's main idea.	model, monitor SuccessMaker's Learning Gains Reports and adjust instruction as needed.	Report 2013 FCAT 2.0 Reading.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Our goal for the 2012-2013 school year is to increase the percent of students in all subgroups making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (29)	42% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary development (Reporting Category 1) is a major obstacle for English language learners Students have difficulties decoding unfamiliar words. This impedes their reading and comprehension	Provide daily English Language Learner (ELL) instruction for levels 1 and 2 students in grades 3-5. Use materials from the Houghton –Mifflin reading program that support ELL students with fidelity. Develop a systematic plan to address the phonemic needs of second and third graders to increase their vocabulary of targeted students.	LLT	Review formative biweekly assessment data reports to ensure progress is being made and adjust intervention as needed. Monitor fluency of challenging students using FAIR passage	Formative: Data from FAIR, District Interims and School-site assessments Summative: 2013 Reading FCAT 2.0

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:	As noted in the administration of the 2012 FCAT 2.0 Reading Test Students with Disabilities subgroup did not make satisfactory progress in the area of Report Category 4: Informational Text/Research Processes. These students would benefit from consistent differentiated small group instruction in the area of fluency, comprehension and word attack skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (6)	42% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	N/A	N/A	N/A	N/A	N/A
2	As noted in the administration of the 2012 FCAT 2.0 Reading Test Students with Disabilities subgroup did not make satisfactory progress in the area of Report Category 4: Informational Text/Research Processes. These students would benefit from consistent differentiated small group instruction in the area of fluency, comprehension and word attack skills.	Students will use how-to articles, brochures, flyers and websites to identify text features and to locate, interpret and organize information. Assist teachers with analyzing data and identify patterns and pre-requisite skills of deficiencies and instructional implications. Ensure that targeted instruction meets the needs of students as specified by the data.	LLT	Students work samples and student based projected will be reviewed during classroom walkthroughs. Discussions at grade level meetings will take place monthly with an emphasis on students grouping and differentiated instruction and progress monitoring.	Formative: Students' work samples Classroom Walkthrough Logs Interim Assessments FAIR Assessments School-based Assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal for the 2012-2013 school year is to increase the percentage of Economically Disadvantaged students meeting high standards from 57% to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (160)	57% (190)

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 would benefit from a greater exposure to reading and variety of genres. (Reporting Category 3), Literary Analysis	Economically disadvantaged students will participate in the school sponsored Accelerated Reader program where students who meet their quarterly reading goals/ points will be rewarded with incentives.	Media Specialist, Administration	Reading MTSS will review AR Summary of Point Report monthly to determine students who are reading independently and monitor their progress.	Formative: AR Reports Summative: 2013 Reading FCAT 2.0

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
Reciprocal Teaching Strategies	ALL	Reading Coach	K-5	September 17, 2012	Evidence of strategies in lesson plan and student performance.	Administration.

Use of Common Core Standards to Guide Instruction.	Grade 3 / 4	District Reading Support Staff	3-4	September 10, 2012	Evidence of strategies in lesson plan and student performance.	Administration
Data Analysis of District Assessments	ALL	Reading Coach and Teachers	K-5	September 20 & 21, 2012 November 6, 2012 January 18, 2013	Evidence of strategies in lesson plan and student performance.	Administration and Literacy Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5 Interventions	Para professionals to provide interventions	Title I	\$10,000.00
			Subtotal: \$10,000.00
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
Goals 1-5 Data Sessions	Substitute Coverage	District	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Goals 1-5 Student incentives for reading achievements	Miscellaneous Rewards	PTA	\$500.00
			Subtotal: \$500.00
			Grand Total: \$11,100.00

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.		Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient in the area on Listening/Speaking on the CELLA assessment.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
51% (113)					
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	<p>Vocabulary development (Reporting Category 1) is a major obstacle for English language learners</p> <p>Students have difficulties decoding unfamiliar words. This impedes their reading and comprehension.</p> <p>Students don't have sufficient opportunity to be able to listen to and speak a second language.</p>	<p>1.1. Students will use visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book. These materials have been provided to teach readers about the topic and provide essential information as well as to stimulate interest.</p> <ul style="list-style-type: none"> •Teachers will model looking at the illustrations before reading the text. •Ask students what the illustrations tell us about the topic. •Ask students open-ended questions so that students are processing the information and articulating it on their own. Ask questions like "What can you tell about from the graph/diagram, etc.?" <p>Encourage students to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change?"</p> <p>1.1. LLT</p>	LLT	<p>LLT will monitor fluency of challenging students using FAIR passages. If there is no evidence of improvement instructional practices will be adjusted.</p>	<p>Formative: FAIR</p> <p>Summative: 2013 CELLA Assessment</p>
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Students read in English at grade level text in a manner similar to non-ELL students.	
<p>2. Students scoring proficient in reading.</p> <p>CELLA Goal #2:</p>	<p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring proficient Reading on the CELLA assessment.</p>
2012 Current Percent of Students Proficient in reading:	
21% (46)	
Problem-Solving Process to Increase Student Achievement	
	<p>Person or Process Used to</p>

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulties decoding unfamiliar words. This impedes their reading and comprehension	Provide daily English Language Learner (ELL) instruction for levels 1 and 2 students in grades 3-5. Use materials from the Houghton –Mifflin reading program that support ELL students with fidelity. Develop a systematic plan to address the phonemic needs of second and third graders to increase their vocabulary of targeted students. Students will begins stories with picture walks to gain an understanding of the story and to illicit story related language.	LLT	Administration and Literacy MTSS will review lesson plans bi-weekly during focused walkthroughs and meet with grade levels to ascertain if students are making progress	Formative: Student work journals, Text tests Summative: 2013 CELLA Assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Our goal for the 2012-2013 school year is to increase the number of students writing in English at grade level in a manner similar to non-ELL students on the CELLA assessment.

2012 Current Percent of Students Proficient in writing:

24% (53)

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 difficulty with written expression due to poor vocabulary and difficulty organizing their thoughts	Provide students opportunities to use Dialogue Journals and Graphic Organizers. The Dialogue journals will provide students the opportunity to write on topics of their choice. The use of Graphic Organizers will provide students with formats to organize related ideas.	LLT	Administration and Literacy MTSS will monitor student progress using the FCIM and will make on-going assessments/observations focusing on writing and vocabulary through journals.	Formative: Student work journals, Text tests Summative: 2013 CELLA Assessment

CELLA Budget:

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 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:	Results of the 2012-2013 FCAT 2.02.0 Mathematics Test indicate that 25% of the students achieved proficiency Level 3. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 5 percentage points to 30% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (90)	30% (109)

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	Data from the 2012 administration of the FCAT 2.0 Mathematics Test, showed that the greatest difficulty for 3rd and 4th grades in the Reporting Category 2 Number: Fractions. Students struggle with a true understanding of fractions and fraction equivalence.	Teachers will use manipulatives and hands-on activities throughout the school year and across the curriculum. They will integrate virtual manipulatives and the technology component of the new "GO MATH! Florida" textbook using SmartBoards and computer assisted programs (CAP) to provide visual stimulus and real-world applications that reinforce grade-level appropriate mathematics deficiencies with fractions. Use GIZMOs to engage students in activities that develop conceptual understanding of fractions. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts of fractions, reinforcing skills and allowing for correction of misconceptions.	Administrative Team	LTT will review benchmark assessment data to evaluate student mastery of benchmarks and utilize intervention strategies as applicable. District interim Data reports will be reviewed quarterly by teachers and adjustments to strategies made as needed	Formative: School and District Benchmark Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2	Data from the 2012 administration of the FCAT 2.02.0 Mathematics Test, showed that the greatest difficulty for 5th grade was Geometry and Measurement	Students must be involved in continuous repetition, review and practice of learning Mathematics concepts, toe counting, and fact fluency through the use of hands-on activities.	MTSS Leadership Teams	Review classroom assignments and assessments data that target application of the skills taught.	Formative: Student Works Samples School-based assessments Summative: 2013 FAA Mathematics Assessment

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:	Our goal for the 2012-2013 school year is to increase students scoring at Levels 4,5 and 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is evident that these students would benefit from instruction in the use of tools for measurement	Students must be involved in continuous repetition, review and practice of learning Mathematics concepts, toe counting, and fact fluency through the use of hands-on activities.	MTSS Leadership Teams	Review classroom assignments and assessments data that target application of the skills taught.	Formative: Student Works Samples School-based assessments Summative: 2013 FAA Mathematics Assessment

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:	Results of the 2012 - 2013 FCAT 2.02.0 Mathematics Test indicate that 25 % of the students achieved proficiency at Level 4 and 5. Our goal for the 2012-2013 school year is to increase Level 4 and 5 proficiency by 3 percentage points from 25% to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (92)	28% (102)

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 require a variety of scaffolded opportunities when solving mathematical problems that involve moderate to higher levels of complexity. Data from the 2012 administration of the FCAT 2.0 Mathematics Test, showed deficiencies for 3rd and 4th grade within Reporting Category 2 Number: Fraction.	In order to maintain the number of students scoring at Level 4 and 5, teachers in grades 3 and 4 will build students' cognitive bases by providing exposure to activities that prepare them to engage in more abstract reasoning, planning, analysis, judgment, and creative thought addressing high cognitive levels of complexity needed for success with fractions.	Administrative Team	LLT will review of Benchmark Assessments quarterly and identify areas of need	Formative: School and District Benchmark Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

2	Students require a variety of scaffolded opportunities when solving mathematical problems that involve moderate to higher levels of complexity. Data from the 2012 administration of the FCAT 2.0 Mathematics Test, showed deficiencies for 5th grade within Reporting Category Number Base 10 and Fractions.	In order to maintain the number of students scoring at Level 4 and 5, teachers in grades 5 will provide students with an opportunity to develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine and real world problems.	Administrative Team	LLT will review of Benchmark Assessments quarterly and identify areas of need.	Formative: School and District Benchmark Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Our goal for the 2012-2013 school year is to increase the number of students scoring at or above Achievement Level 7 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	It is evident that these students would benefit from exposure to real life Mathematics problems.	Students will participate in guided discussions in order to engage and develop a better understanding of real life Mathematics problems. Students will draw graphical representations of word problem before solving.	MTSS Leadership Team	Review classroom assignments and assessment data that target application of the skills taught	Formative: Student Works Samples School-based assessments Summative: 2013 FAA Mathematics Assessment

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:	Results of the 2012-2013 FCAT 2.02.0 Mathematics Test indicate that 57% of students demonstrated learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points from 57% to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (131)	67% (154)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics for grades 3 and 4 was Reporting Category 2- Number: Fractions.	Engage students in activities that use technology (GIZMOS, Success Maker, and the technology components of the "GO MATH! Florida" textbook series) to ensure ongoing exposure to fractions. Use "Successful Test Taking" materials from Leadership Resources to focus on test items that involve understanding of fractions.	Administrative Team	Leadership Team will review monthly data generated from reports to ensure progress is being made and intervention strategies are adjusted as applicable. Engage in grade level data chats to determine progress made towards benchmarks.	Formative: CAP reports, monthly Benchmark assessments, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2	3a.2. The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics for grade 5 was Reporting Category 2- Expressions Equations and Statistics	Engage students in activities that use technology (GIZMOS, Success Maker, and the technology components of the "GO MATH! Florida" textbook series) to ensure ongoing exposure to expressions, equations and statistics. Use "Successful Test Taking" materials from Leadership Resources to focus on test items that involve understanding of expressions, equations and statistics.	Administrative Team	Leadership Team will review monthly data generated from reports to ensure progress is being made and intervention strategies are adjusted as applicable. Engage in grade level data chats to determine progress made towards benchmarks.	Formative: CAP reports, monthly Benchmark assessments, District Interim Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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:	Our goal for the 2012-2013 is to increase the number of students making learning gains in mathematics.
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
	These students would benefit from learning new math concepts through in a variety of ways.	Students will be provided with multiple opportunities to learn new math concepts using manipulatives, graphic	MTSS Leadership Team	Review and monitor utilization reports from computer assisted programs.	Formative: Computer Assisted Programs Generated Reports School-based

1		representations, number lines and technology.	Monitor the use of a variety of strategies during math lesson when conducting classroom walkthroughs. Monitor students' progress on assessments.	Assessments Summative: 2013 FAA Mathematics Test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 10 percentage points, from 51% to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (34)	61% (41)

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	Data from the 2012 FCAT 2.0 Mathematics administration shows that the percentage of students making learning gains in the lower quartile decreased from % in 2011 to % in 2012 and show deficiencies in fractions. As the fiscal crisis in the District becomes more evident, the money available to fund various tutorial programs could be negatively impacted This includes materials and part-time hourly tutors as well as Title III funded programs.	Provide students the opportunity to develop quick recall of addition, subtraction, multiplication and division facts. Use manipulatives to enhance student learning, engage students in activities to use technology, and use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations and the applications of fractions.	Administrative Team	MTSS/RtI Team will review data monthly to determine progress towards benchmarks. Interventions may be adjusted to meet the needs of these students.	Progress will be monitored by reports generated from Edusoft and other computer assisted programs (Gizmos, and SuccessMaker); District Interim Assessments; Summative results from 2013 FCAT 2.0 Mathematics Assessment; Data Chats

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. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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:	Results of the 2012 FCAT 2.0 test indicate that % of Black students and % of Hispanic students met AYP standards. Our goal for the 2012-2013 FCAT 2.0 Mathematics Test is to increase the percent of Black students meeting proficiency to % and Hispanic students meeting proficiency to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
B: 47% (65) H: 25% (92) W: 54% (12) A: 92% (12)	B: 64% (119) H: 28% (102) W: 71% (16) A: 100% (13)

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	Hispanic: Data from the 2012 administration of the FCAT 2.0 Mathematics Test, Showed deficiencies in Reporting Category 2-Number: Fractions. Students lacked conceptual understanding of tested benchmarks	Use manipulatives and hands-on activities in small group instruction to teach in-depth with instruction that aims at application of fractions	Administrative Team	Classroom teachers will review formative data to ensure progress is being made and intervention strategies are adjusted as applicable. Rtl Team will review monthly data to determine progress towards benchmarks.	Formative: Mini-benchmark Assessments; Curriculum based assessments Summative: 2013 FCAT 2.0
2	Black: Data from the 2012 administration of the FCAT 2.0 Mathematics Test, showed deficiencies in Reporting Category 2-Number: fractions. Students lacked conceptual understanding of tested benchmarks.	Use manipulatives and hands-on activities in small group instruction to teach in-depth with instruction that aims at application of fractions.	Administrative Team	Classroom teachers will review formative data to ensure progress is being made and intervention strategies are adjusted as applicable. Rtl Team will review monthly data to determine progress towards benchmarks.	Formative: Mini-benchmark Assessments; Curriculum based assessments Summative: 2013 FCAT 2.0
3	White: Data from the 2012 administration of the FCAT 2.0 Mathematics Test, Showed deficiencies in developing an understanding of decimals, including the connection between fractions and decimals. Students lacked conceptual understanding of tested benchmarks	use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.	Administrative Team	Classroom teachers will review formative data to ensure progress is being made and intervention strategies are adjusted as applicable. Rtl Team will review monthly data to determine progress towards benchmarks.	Formative: Mini-benchmark Assessments; Curriculum based assessments Summative: 2013 FCAT 2.0
4	Asian: Data from the 2012 administration of the FCAT 2.0 Mathematics Test, Showed deficiencies in Reporting Category 2-Number: Develop an understanding of and fluency with division of whole numbers. Students lacked conceptual understanding of tested	Use manipulatives and hands-on activities in small group instruction to teach in-depth with instruction that aims at application of fractions.	Administrative Team	Classroom teachers will review formative data to ensure progress is being made and intervention strategies are adjusted as applicable. Rtl Team will review monthly data to determine progress towards benchmarks.	Formative: Mini-benchmark Assessments; Curriculum based assessments Summative: 2013 FCAT 2.0

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:	Results of the 2012 FCAT 2.0 Mathematics Test indicate that % of English Language Learners met proficiency standards. This is an increase of %. Our goal for the 2012-2013 FCAT 2.0 Mathematics Test is to increase the percent of ELL students meeting proficiency to % by percentage points, from % to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for the ELL subgroup, as noted on the 2012 FCAT 2.0 Mathematics, was Reporting Category 2 - Number: Fractions	An instructional mathematics program that emphasizes vocabulary integration, glossaries, journals, use of visual representations and models, collaboration, and manipulatives will facilitate the understanding and application of mathematical fractions	Administrative Team	Administrators will conduct Focused classroom walk-throughs, and evaluate and monitor data to ensure progress is being made and strategies are adjusted as applicable.	Formative: School and District Benchmark Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment.

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:	Results of the 2012 FCAT 2.02.0 Mathematics Test indicate that 14 % of Students with Disabilities met proficiency standards. Our goal for the 2012-2013 FCAT 2.02.0 Mathematics Test is to increase the percentage of SWD meeting proficiency by percentage points, from 14% to 25 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (7)	21% (9)

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
	The area of deficiency for the SWD subgroup, as noted on the 2012 FCAT 2.0 Mathematics, was Reporting Category 2 - Number: Fractions An instructional mathematics program	An instructional mathematics program that emphasizes vocabulary integration, glossaries, journals, use of visual representations and models, collaboration, and manipulatives will	Administrative Team	Review of monthly tutoring progress reports; Reviewing data generated from reports to ensure progress is being made and intervention strategies are adjusted as applicable; Engage in	Formative: School and District Benchmark Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

1	that emphasizes vocabulary integration, glossaries, journals, use of visual representations and models, collaboration, and manipulatives will facilitate the understanding and application of mathematical fractions	facilitate the understanding and application of mathematical fractions.	grade level data chats to determine progress made towards benchmarks.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Results of the 2010-2011 FCAT 2.0 Mathematics Test indicate that 63% of Economically Disadvantaged Students met proficiency standards. This is an increase of 4%. Our goal for the 2011-2012 FCAT 2.0 Mathematics Test is to increase the percentage of Economically Disadvantaged students meeting proficiency by 4 percentage points, from 63% to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (196)	67% (208)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for the Economically Disadvantage subgroup, as noted on the 2012 FCAT 2.0 Mathematics, was Reporting Category 2 - Number: Fractions	Economically Disadvantaged students will receive free math tutoring through Supplemental Education Services (SES). The SES providers will be asked to focus on Numbers and fractions. Mathematics Liaison will work with all grade levels to empower teachers to collaborate, design, and recommend instructional strategies that incorporate the new standards with the District's Pacing Guide and the new "Go Math!" Florida text, to increase student achievement particularly in Category 2- Number: Fractions	Administrative Team	Review of monthly tutoring progress reports; Reviewing data generated from reports to ensure progress is being made and intervention strategies are adjusted as applicable; Engage in grade level data chats to determine progress made towards benchmarks.	Formative: School and District Benchmark Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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
Data Analysis Sessions	K-5	Administration	Mathematic Teachers	September 26, 2012 November 22, 2012 January 26, 2013	Monitor plans at the data meetings and focus on week benchmarks	Administration
Best practices obtained at the district Math Liaison Training	K-5	Administration	Mathematic Teachers	October 8, 2012 February 6, 2012	Follow up activities as reflected on lesson plans	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
5E.1. Implement and monitor tutorial services afterschool hours at least 2 days a week using instructional focus calendars that address content clusters in need of improvement.	FCAT Supplemental Resources	Title I	\$600.00
			Subtotal: \$600.00
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: \$600.00

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:	On the 2012 administration of the Science FCAT, 25 % of the students achieved proficiency at Level 3. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency in Level 3 science to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (29)	29% (34)

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	Data from 2012 indicates an increase of one percentage point from 2011. The area in need of greatest improvement is Earth and Space. Students continue to struggle with understanding concepts in Earth and space Science.	<p>Provide regular, hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.</p> <p>To increase the rigor, teachers will provide activities for students to design and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science.</p> <p>Administration will support teachers in their efforts to increase student achievement as they collaborate, design, and implement instructional strategies that will foster deeper understandings of Earth and Space.</p>	Leadership Team	Following the FCIM model, evaluate mini-Benchmark Assessments; review data generated from reports; and engage in grade level data chats to determine progress made towards benchmarks. District Baseline and Interim Assessments; Mini Benchmark Assessments; Science Projects; Science Journals Summative	<p>Formative: District Baseline and Interim Assessments; Mini Benchmark Assessments; Science Projects; Science Journals</p> <p>Summative: 2013 FCAT 2.0 Science Test</p>

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:	Our goal for the 2012-2013 school year is to increase the number of students scoring Level 4, 5 and 6.
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
	These students can	Provide instruction	MTSS Leadership	Monitor science	Formative:

1	benefit from exposure to hands-on and multisensory instruction so that they can manipulate and explore actions and outcomes.	that include hands-on and multisensory activities so that students can manipulate and explore scientific actions and outcomes. Students must participate in continuous review and practice when learning science concepts.	Team	activities through classroom walkthroughs, students work samples and teacher lesson plans.	Classroom Observations and Students work samples Summative: 2013 FAA Science Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Science Goal #2a: The results of the 2012 FCAT 2.0 Science Test indicates that 0% of students achieved proficiency scoring at achievement levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (16)	16% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data from 2012 indicates that 14% of the students tested scored at FCAT 2.0 Level 4 and 5, with the greatest deficiency in Earth and Space.	Provide hands on science experiences to increase understanding of Earth and Space and use GIZMOs in different modes with an emphasis on Earth and Space Science.	Administrative Team	Administration and MTSS will review data reports bi-weekly to ensure student groups are making progress and redesign to target the needs of students based on assessment.	Formative: District Baseline and Interim Assessments; Mini Benchmark Assessments; Science Projects; GIZMO Summative: 2013 FCAT 2.0 Science Test.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Our 2012-2013 school year will be to increase the number of students scoring achievement level 7 on the FAA in Science.
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
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1	These students would benefit from visual prompts and modified text when exploring and identifying key scientific concepts.	Students will interact with modified scientific text and engage in continuous review and practice of key scientific concepts.	MTSS Leadership Team	Monitor and observe through classroom walkthroughs and students work samples.	Formative: Classroom Walkthrough Logs Student Work Sample Summative: 2013 FAA Science Assessment
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Family Science Night	4-5	Science Leader	Grades 4 - 5	October 17, 2012	Classroom Science Projects	Administrative
Science Liaison sharing Best Practices with focus on earth and space	K-5	Science Liaison	School Wide	November 14, 2012	Classroom Walkthroughs	Administrative, LLT Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AIMS	Hands on Activities	School Funds	\$150.00
			Subtotal: \$150.00
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: \$150.00

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:	The result of the 2012 FCAT 2.0 Writing assessment indicate that 73% of the students achieved Level 3.0 or higher in writing. Our Goal for the 2012-2013 school year is to increase the average of students achieving Level 3.0 or higher in writing by 3 percentage points to 76 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (79)	76% (82)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 administration of the FCAT 2.0 Writing quality of details and support and word choice.	Students will keep a writer's notebook to practice skills utilizing specific and relevant supporting details that clarify the meaning and increase control of the quality of details while answering to a given monthly prompt. Students will conference with other students on a one-to-one basis to discuss writing response and target areas needing improvement. Reading Coach will meet with the students on a monthly basis to target mini lessons addressing quality of details and word choice.	Administrative Team	Student monthly writing prompts will be reviewed and scored by teachers and LLT team members to monitor students' progress and adjust focus as needed.	Formative: Monthly Writing assessment and District Writing assessment. Summative: 2013 FCAT 2.0 Writing.

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:	Our goal for the 2012-2013 school year is to increase the number of students scoring at 4 or higher.
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
	These students would	Students will use	MTSSS	Students writing	Formative:

1	benefit from repetition and guided practice when learning writing concepts.	picture cues, high frequency words and models when participating in writing activities.	Leadership Team	samples	Students Writing Samples Summative: 2013 FAA Writing Assessment
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Writing PD	Third - Fifth	District Curriculum Specialist	Third - Fifth Grade Teachers	November 6, 2012	Administer and score students' monthly writing prompts to monitor students' progress and adjust instruction. Monitor the use of students' writing journals during writing instruction.	MTSS Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attend professional development that would assist instruction on the writing process.	Hiring of temporary instructors	District Funds	\$200.00
			Subtotal: \$200.00
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 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:	Our goal for this year is to increase attendance to 96% by minimizing absences due to illnesses and truancy, and to create a climate in or school where parents, students and faculty feel welcomed and appreciated
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.66% (826)	96.16% (830)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
244	232
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
147	140

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance decreased from the previous year. Communicable diseases continued to cause student absences.	Maintain a clean environment throughout the school while teaching and emulating healthy choices and prevention strategies in the classroom and through the Health Connect in Our Schools Program (HCiOS). HCiOS offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds.	Administrative Team	Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school	Attendance Rosters Cognos Reports
2	Trends delineate lack of adherence to tardy policy.	Monitor classroom tardies and refer students with a pattern of chronic tardiness to school site attendance committee. The team will provide intervention services for students via counseling and inform parents of tardy policies through parent meetings.	Administrative Team	On-going monitoring of late arrivals to track students with excessive tardiness.	Daily Attendance Bulletin

(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
Maintaining a Healthy and Clean Environment	K-5 Attendance	Counselor	K-5 Teachers	September 14, 2012	Monitor attendance Rosters	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Attendance Incentives CIS Home visits	Certificates Home Discussions	Internal Funds Title One	\$400.00
			Subtotal: \$400.00
			Grand Total: \$400.00

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:	Our goal for the 2012-2013, school year is to decrease the total number of students suspended from 53 to 48.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
53	48				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
35	32				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Several parents are unfamiliar with the Student Code of Conduct and are unaware of the reasons for their child's outdoor suspensions.	Provide parents with training on building an understanding of the Student Code of conduct. The school's Counselors will contact parents of students who have been placed on outdoor suspension.	Administrators, LLT	Administrators will monitor programs by grade level and monitor COGNOS report for suspension rates.	Include monthly COGNOS suspension report as part of data discussed during grade level data chats.
2	Students that ride the bus parents may have no other form of transportation.	Maintain 0 indoor suspensions by continuing a detention policy where parents receive 48 hours notice.	LLT	Monitor Parent Contact Logs for evidence of communication with parents of students who have been placed on detention.	Parent Contact Logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	K- 5	School Wide	Parents and Students	October 17, 2012	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor Spot Success monthly report.	Administrative Team

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
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						

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
Community Involvement Specialist	CIS to communicate with parents and organize Parent Academy and improve sense of community at school	Title One	\$14,000.00
			Subtotal: \$14,000.00
			Grand Total: \$14,000.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The STEM goal for the 2012-2013 is to increase the number of students participating in the school wide science fair as a means of preparing students to participate in STEM courses in the future.			
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 would benefit from developing their process skills and completing their science projects to their conclusion	Students in First through Fifth grade will participate in at least one quarterly "Science Camp" where they will spend over half their days engaged in	Assistant Principal	Science Logs / Activity Sheets Walkthroughs Analysis of data from interim assessments. Monitor the number of	Formative: School based assessments and district interim assessments. Summative: 2013

1	<p>multiple hands on experiments on targeted benchmarks addressing identified needs based on data.</p> <p>Provide opportunity for students to experience the scientific method by testing hypotheses, data analysis, explanation of variables and experimental designs through their participation in the school sponsored science fair and the Greynolds Park Science and Engineering Fair.</p> <p>Implement a timeline to assist</p>	<p>science projects entered in the school based science fair and the Greynolds Park Science and Engineering Fair.</p> <p>Use a science process skills checklist.</p>	FCAT 2.0 Science Assessment
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

STEM Budget:

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

Additional Goal(s)

Reading Goals Goal:

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 Reading Goals Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 1-5 Interventions	Para professionals to provide interventions	Title I	\$10,000.00
Mathematics	5E.1. Implement and monitor tutorial services afterschool hours at least 2 days a week using instructional focus calendars that address content clusters in need of improvement.	FCAT Supplemental Resources	Title I	\$600.00
Science	AIMS	Hands on Activities	School Funds	\$150.00
				Subtotal: \$10,750.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 1-5 Data Sessions	Substitute Coverage	District	\$600.00
Writing	Attend professional development that would assist instruction on the writing process.	Hiring of temporary instructors	District Funds	\$200.00
				Subtotal: \$800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Goals 1-5 Student incentives for reading achievements	Miscellaneous Rewards	PTA	\$500.00
Attendance	Student Attendance Incentives CIS Home visits	Certificates Home Discussions	Internal Funds Title One	\$400.00
Parent Involvement	Community Involvement Specialist	CIS to communicate with parents and organize Parent Academy and improve sense of community at school	Title One	\$14,000.00
				Subtotal: \$14,900.00
				Grand Total: \$26,450.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/12/2012)

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 enhance and support the needs of Greynolds Park Elementary. These funds will be used to support our literacy initiative(\$1000) and data analysis (\$2600).	\$3,600.00

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

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

Dade School District GREYNOLDS PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	72%	90%	48%	279	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	66%	61%			127	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	50% (YES)	60% (YES)			110	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					516	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District GREYNOLDS PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	69%	83%	44%	262	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	59%	55%			114	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	41% (NO)	44% (NO)			85	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					461	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested