

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CENTRAL AVENUE ELEMENTARY SCHOOL

District Name: Osceola

Principal: Trenisha Davis-Simmons

SAC Chair: Sharon Matthews

Superintendent: Melba Luciano

Date of School Board Approval: 10/10/12

Last Modified on: 10/30/2012

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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
Assis Principal	Jennifer Ritchey Perez	Professional-Elementary Education, School Principal	2	8	Celebration School, Assistant Principal 2 years (05-06 A, AYP- yes, 06-07 A, AYPyes) Narcoossee Community School, Assistant Principal 1 ½ years (07-08 A, AYP- no), Flora Ridge Elementary, Assistant Principal 6 mos. (08-09 C, AYP- yes, 09-10 D, AYP-no, Central Avenue Elementary (11-12: C)
Principal	Trenisha Davis-Simmons	BS Elementary Education, MS Education Leadership, ESOL Endorsement, School Principal	1	8	Chestnut Elementary 2011-12 Grade=B 2010-11 Grade=B, AYP 90% 2009-10 Grade=B, AYP 72% 2008-09 Grade=A, AYP 92% 2007-08 Grade=A, AYP 72% 2006-07 Grade=C, AYP 100% 2005-06 Grade=D, AYP 72%

### 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)
Literacy Coach	Sharon Matthews	BS Criminal Justice M Ed Early Childhood	6	2	Central Ave Elem 2007-08 C AYP- No 2008-09 B AYP- No 2009-10 D AYP- No 2010-11 B AYP- No 2011-12 C
Math/Science	Nancy Hitt	BS Elem. Ed Med Ed Leadership	7	7	Central Ave Elem 2006-07 C AYP- No 2007-08 C AYP- No 2008-09 B AYP- No 2009-10 D AYP- No 2010-11 B AYP- No 2011-12 C

### 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	The Osceola School District online application system, screening and monitoring by Human Resources and interviews by school based administrators ensures that all newly hired teachers are highly qualified	Osceola School District Human Resources Department and school based administrators	On-going	
2	Regular meetings of new teachers (includes experienced but new to our school) with our administrative team and our Preparing New Educators Facilitator	Nancy Hitt	June 2013	
3	New Teacher Mentoring Program	Nancy Hitt	June 2013	
4	Professional Learning Communities and Lesson Study	Trenisha Simmons	June 2013	
5	Curriculum Professional Development Opportunities	Leadership Team	June 2013	
6	Marzano	Trenisha Simmons Jennifer Perez Sharon Matthews Sarah McKenney	June 2013	
7	Teacher Appreciation and Recognition	Administration	June 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
100% of the paraprofessional staff members are in-field 30% (16) of teachers are out of field for ESOL 5% (3) of teachers are out of field for Gifted	Staff members are attending inservices sponsored by the School District to complete the certification in Gifted and/or ESOL instruction.

## 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
52	13.5%(7)	46.2%(24)	34.6%(18)	5.8%(3)	30.8%(16)	100.0%(52)	7.7%(4)	5.8%(3)	69.2%(36)

## 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
Nancy Hitt	Kristen Cummings, Courtney Fuller, Marcus Dickson, Bridgette Turner	Mrs. Hitt is an experienced teacher currently serving as Math/Science Coach	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Theresa Hardin	Sabrina Kincaide, Vanessa Bell, Ariana Morales, Brittany Farrell	Mrs. Hardin is an experienced teacher	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Susan Roman	Karen Hill, Cynthia Rieder, Jennifer Rojas	Mrs. Roman is an experienced fourth grade teacher.	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Sharon Matthews	Britni McLaughlin, Megan Mynczywor	Mrs. Matthews is an experienced teacher. She is currently working as the Reading Coach	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Lutgarda Fernandez	Shenay Williams, Erica Cooper, Betty Cruz, Lauren Sculley, Tiffany Gibson	Mrs. Fernandes is an experienced first grade teacher.	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Amarillis Melendez	Danielle Dunn, Amanda Pennington	Mrs. Melendez is an experienced kindergarten teacher	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Dorothy Iaquinto	Erica Stewart	Mrs. Iaquinto is an experienced ESE teacher.	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.

## 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 1, Part A will supplement the academic instruction at the Title 1 school-wide school. The funds will supplement reading, math, writing, and science to increase student achievement. The Title 1, Part A funds will be used to raise the achievement of the school as a whole to meet State Standards in core academic subjects.

#### Title I, Part C- Migrant

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with Osceola District Drop-Out Prevention.

#### Title I, Part D

District receives funds to support the Education Alternative Outreach program. Services are coordinated with Osceola District Drop-Out Prevention.

#### Title II

Title II, Part A is supplementing all schools through the use of resource teachers/coaches to increase student achievement. Title II, Part A also supplements training through the professional development department at the district office. Training opportunities are offered to increase quality effective teaching to increase student achievement. Title II, Part A funds supplement district funds to increase high quality instructional teachers.

#### Title III

Title III money is used to help support ESOL assistants to work with our Non English Speaking students and other limited English students in the school.

#### Title X- Homeless

Title X funds are used to supplement homeless student needs which arise as a result of the unique needs brought about by students and families being homeless. The funds are used to meet these unique needs: lack of transportation, lack of required uniforms, offering services to students in non-title schools equivalent to Title I services.

#### Supplemental Academic Instruction (SAI)

SAI funds are used to provide additional instruction for students that are performing below grade level as based on standardized assessments. The students that receive services by these funds are on a progress monitoring plan and are monitored by their core teacher. Students are invited to receive the additional instruction through written communication, parent/teacher conference and/or telephone contact by the teacher with the parent.

#### Violence Prevention Programs

CAE is a Positive Behavior Support school.

We are also proactive in awareness, prevention, and control of bullying. Our staff is also trained on the District and School Emergency Management Plan. CAE has 12 members trained in CPI - Crisis Prevention Intervention a program focused on safe management of disruptive and assaultive behavior.

#### Nutrition Programs

Central Avenue Elementary offers free breakfast and lunch to all students at no cost to the family. There is a food assistance program for students that have limited access to food on the weekends. The selected students receive 5-7 non-perishable food items every Friday. CAE has a Wellness Committee that provides information and activities throughout the year to better the help of students and staff.

#### Housing Programs

NA

#### Head Start

CAE houses an off-campus Prekindergarten class in the community.

#### Adult Education

NA

#### Career and Technical Education

NA

NA

Other

NA

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Central Avenue Elementary Response to Intervention Leadership Team consists of the Principal, Assistant Principal, School Psychologist, Literacy Coach, Math/Science Coach, Guidance Counselor, Title teacher/Learning Focus Strategies Coach, and an ESE instructional teacher.

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

#### Meeting Process:

Central Avenue Elementary's RtI team is scheduled to meet weekly for two hours every Wednesday. Prior to the meeting an agenda is supplied to each team member by the RtI coach.

The RtI referral process is initiated after reviewing school wide data from various assessments and then identifying the lowest quartile. At that point the committee and the school psychologist select students to start gathering individual data.

Student data is provided for the committee through the use of student data folders. Every RtI and Title I student is included in data folders which contain an informational sheet that is updated weekly and reviewed by the RtI team on a rotating basis.

Progress monitoring for RtI students is completed by reviewing data forms regularly and then based on the number of data points, the outcome of the invention is determined. The progress monitoring of this data determines the general effectiveness of the intervention.

Documentation for meetings is provided through the use of minutes taken by the RtI Committee Secretary which are then retained in a historical binder for future reference.

#### Roles/Functions:

##### Administration-

- Set the vision for problem-solving process
- Ensure compliance with RTI procedure
- Ensure fidelity of instruction
- Participate on RTI Committee
- Monitor results of assessments and screening
- Monitor staff supports/climate

##### RTI Coordinator/ Guidance

- Ensure pre-meeting preparation
- Facilitates movement through process
- Sets follow-up schedule/ communication
- Distribute assessment, screening, and progress monitoring materials
- Collect results
- Participate on RTI Committee
- Assign to intervention groups
- Modifications to unsuccessful interventions

##### School Psychologist

- Meet with RTI Coordinator and Resource-Coach to analyze data
- Assists in data analysis
- Participate on RTI Committee problem solving
- Consult with Teachers/Parents about students who should be referred for special education
- Perform diagnostic assessments

##### Resource/Coach

- Distribute assessment, screening, and progress monitoring materials
- Collect results

- Participate on RTI Committee
  - Assists in data analysis
  - Modifications to unsuccessful interventions
- Teacher- Regular Ed and ESE
- Administer assessments and screenings
  - Progress monitor students at Tier II and III
  - Implement and document interventions
  - Complete referral packet

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?

At CAE, the SIP and RtI elements work together to complement each other and the development of one leads naturally into the other. The RtI process encompasses instruction, assessment, scheduling, and allocation of resources when implemented as part of a well-developed master plan. RtI can be the vehicle of change for overall school improvement.

Based on analysis of the "Needs Assessment Identified Areas for Improvement", school wide data is shared with the staff by the RtI Leadership Team. In addition to instructional supplement programs, strategies and resources are identified to aid teachers in providing interventions will are useful for progress monitoring. These strategies and resources become embedded in the SIP. Processes are also used to determine effectiveness of each action step of the RtI process throughout the year as the SIP is reviewed.

### 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.

The progress monitoring tool used for each RtI student was a data form which was placed in an individual folder which was maintained by the teacher or Title 1 instructor. The folder was then reviewed by the RtI Leadership Team on the student's individual needs. At that time the student's name was placed on the agenda for the team to review.

Describe the plan to train staff on MTSS.

During CAE preplanning "Welcome Back" rotations, the guidance counselor-RtI committee member will be presenting an overview of the RtI process for instructional staff. This training will include a refresher on the process necessary for referring a CAE student, functions of the RtI committee, and district/state requirements. Further support and training will be facilitated as needed during grade level and staff meetings. In addition, RtI team members will be holding individual meetings with classroom teachers to address individual student needs.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Central Avenue Elementary Literacy Leadership Team consists of the Principal, Assistant Principal, Literacy Coach, Title teacher, Learning Focus Strategies Coach, one representative from each grade level K-5 and an ESE instructional teacher.

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

The CAE Literacy Leadership Team meeting will be chaired by the Literacy coach. Data from the Professional Learning Communities will determine the focus of the monthly meeting. The accountability of each meeting will be documented through a predetermined agenda and copies minutes.

One person from each grade level will be designated the "CAE Literacy representative." This individual will be the liaison between the grade level members and the school's administrators or District- CAE Literacy representative (intermediate or primary).

Duties will be as follows:

- Analyze the grade level and school wide Literacy data to determine strengths and weaknesses to set goals.
  - Discuss & develop the Instructional Calendar as pertains to the specific grade level
  - Attend a monthly meeting on the first Monday of the month with other Literacy members.
- o If a member is to be absent it is his/her responsibility to find a representative to attend the meeting.
- Be able to assist teachers and be knowledgeable about the District Reading Curriculum, Language Art Standards and other literacy technology available.
  - Be knowledgeable about LFS- Learning Focused Solutions and methods of using it in the classroom as pertains to Literacy.
  - Be knowledgeable about the Continuous Improvement Model - CIM model and methods of using it in the classroom as pertains to Literacy.
  - Assist in planning and organizing school-wide Literacy-related events and professional development in-services.
- Each member of the team will be given a Literacy folder to collect their information and other notes from their grade level to discuss during the monthly meetings.

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

The major initiatives of the LLT was determined by analyzing the results from the CAE Academic Focus 2012:

3rd grade - Comparisons/Reference/Research, including but not limited to similarities/differences, cause/effect, comparison, and contrast.

4th grade - Literary Analysis, Fiction and Non-fiction, Comparisons, including but not limited to similarities/differences, cause/effect, comparison, and contrast.

5th grade - Words and Phrases, including but not limited to antonyms, synonyms, and analysis/inferences

FAIR's third assessment indicates that Kindergarten through second grade will be focusing on increasing the fidelity of Literacy stations and teacher directed small group instruction.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

CAE houses an off-campus Pre-Kindergarten class at Chambers Park. This area is zoned for the school, so approximately 16% of the students will attend CAE in 2011-2012. Parents and staff of these students are invited to meetings and events at the school. Students also attend a visitation to the school at the end of their PreK year.

CAE also hosts several orientations for parents and potential kindergarten students from the community in the Spring and Summer to ease the transition to kindergarten.

Contact is made with local daycares to host visitations by incoming students to familiarize them with the school. All orientations/visitations are initiated/hosted by the Parent Liaison.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

### \*High Schools Only

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

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

NA

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

NA

## Postsecondary Transition

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

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

NA



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	On the 2012 FCAT 2.0 Reading Assessment, students in grades 3-5 scoring level 3 and above was 36% which is a decrease of 24% from the 2011 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%	46%

#### 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 various reading deficiencies	Provide opportunities for students to engage in activities to strengthen their prerequisite skills through guided reading groups, iii, CIM, Title 1 pull-out and extended learning opportunities	Administration, Grade level PLCs, Literacy Committee (Literacy Leadership Team)	Data analysis of 2012 FCAT 2013, FAIR analysis, Weekly assessments and teacher data binders	FAIR and FCAT
2	Students lack motivation in reading	Provide opportunities for students to be involved in activities such as reading buddies, Bookmark Buddies, Accelerated Reader, FCAT Explorer, Compass Odyssey, literacy family fun nights, sight word challenge, media block and ROURKE	Administration, Literacy Coach, Literacy Leadership Team, Classroom Teachers, Media Specialist and Parents	Classroom walkthroughs, progress monitoring report from various electronic programs	AR, Compass Odyssey, FCAT Explorer, FAIR and FCAT
3	Low attendance for extended learning opportunities	Provide opportunities for students to receive additional instruction on a 5 week rotation during block 2 days per week.	Assistant Principal	ELO Attendance Sheets	ELO attendance

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students scoring at or above Achievement Level 4 in reading will meet or exceed the District average
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher Expectations and understanding of higher level questioning	Provide professional development opportunities for instructional staff members on depth of knowledge, higher order questioning and common core questioning	Literacy Coach	Classroom walkthroughs, lesson plan analysis and PLC agendas and meeting minutes	FCAT and weekly assessments
2	Lack of academic challenge for students working above grade level	Provide opportunities for students to extend their thinking and enrichment activities	Literacy Coach	Lesson plans and classroom walkthroughs	FCAT and weekly assessments

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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:	On the 2012 FCAT 2.0 Reading assessment, the percentage of students making learning gains in grades 4th and 5th was 59%, a 3% decrease from the 2011 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%	69%

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	Fourth and fifth grade students are weak in the basic reading skills	Provide opportunities for teachers to analyze achievement data and have data chats with students; continue the use of intervention programs; discuss strategies during PLCs	Administration, Teachers	Weekly assessments, classroom walk throughs, PLC Goals	Teacher data binders and weekly assessments
2	Fourth and fifth grade students lack vocabulary development	Provide opportunities for students to strengthen their vocabulary through graphic organizers, thinking maps, guided reading groups and instructional centers	Administration, Literacy Coach and Teachers	Weekly assessments, classroom walk throughs, PLC	Teacher data binders, weekly assessments, FAIF and FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	On the 2012 FCAT 2.0 Reading Assessment 74% of students in the lowest quartile made learning gains in reading. This is 16% increase from the 2011 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%	84%

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	High ELL population and mobility rate	Provide opportunities for students to strengthen their skills in areas of deficiency due to language and/or movement through iii, CIM, Title pull-out, guided reading groups, ROURKE, AR	Administration, Literacy Coach, Title Reading Teacher, Classroom Teachers	Classroom walk throughs, PLC, Title Progress monitoring	PMPs, FAIR, FCAT Title Scores
2	Lack of student engagement	Provide opportunities for students to actively be apart of the lesson through Kagan structures, cooperative learning activities, SMART boards, and Senteos.	Administration and Teachers	Classroom walk throughs, and reports from computer based programs	Student surveys and classroom wal throughs

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 #					
	Based on the 2011 reading FCAT 2.0 64% of students scored a level 1 or 2. That amount will be reduced by 14% over the next 6 years to 32% in 2016-2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	55%	48%	41%	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 subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Based on the 2013 FCAT the percentage of 4th and 5th grade students making learning gains will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 59% of 4th and 5th grade students made learning gains in reading	Based on the 2013 FCAT 65% of 4th and 5th grade students will make learning gains in all ethnic subgroups.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students lack the necessary support at home to help them academically	Provide workshops for parents on strategies to use at home to assist their child.	Literacy Coach and Math/Science Coach	Workshop evaluation sheets	Parent Survey
2	Students have various reading deficiencies	Provide opportunities for students to engage in activities to strengthen their prerequisite skills through guided reading groups, iii, SIM, Title 1 pull-out and extended learning opportunities.	Administration, Grade level PLCs, Literacy Leadership Team	Data analysis, FAIR analysis, weekly assessments	Teacher data binders, FAIR and FCAT

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:	Based on the 2013 FCAT the percentage of 4th and 5th grade students making learning gains will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 59% of 4th and 5th grade students made learning gains in reading	Based on the 2013 FCAT 65% of 4th and 5th grade students will make learning gains in all ethnic subgroups.

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	Language of the students	Provide English Language Learners with support in reading by the teacher or ELL funded paraprofessionals, extended learning opportunities and guided reading groups	Title Reading Teacher, ELL paraprofessionals, Classroom teacher	Weekly Assessment, ROURKE	ROURKE
2	Students have various reading deficiencies	Provide opportunities for students to engage in activities to strengthen their prerequisite skills through guided reading groups, iii, SIM, Title 1 pull-out and extended learning opportunities.	Administration, Grade level PLCs, Literacy Leadership Team	Data analysis, FAIR analysis, weekly assessments	Teacher data binders, FAIR and FCAT

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:	Based on the 2013 FCAT the percentage of 4th and 5th grade students making learning gains will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 59% of 4th and 5th grade students made learning gains in reading	Based on the 2013 FCAT 65% of 4th and 5th grade students will make learning gains in all ethnic subgroups.

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	Organization of ideas and processing information	Provide opportunities for students to use cooperative learning strategies, graphic organizers, and thinking maps to reinforce learning	Literacy Coach, Teachers, PLC	Classroom walk throughs and teacher monitoring	Student conferences
2	Students have various reading deficiencies	Provide opportunities for students to engage in activities to strengthen their prerequisite skills through guided reading groups, iii, CIM, instruction from VE teacher and extended learning opportunities.	Administration, Grade level PLCs, VE Teacher, Literacy Leadership Team	Data analysis, FAIR analysis, weekly assessments	Teacher data binders, FAIR and FCAT

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:	Based on the 2013 FCAT the percentage of 4th and 5th grade students making learning gains will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 59% of 4th and 5th grade students made learning gains in reading	Based on the 2013 FCAT 65% of 4th and 5th grade students will make learning gains in all ethnic subgroups.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills for understanding of grade level comprehension of concepts	Use iii, and small group instruction. Teachers will make sure students have concrete and representational understanding of comprehension concepts	Administration and Literacy coach	Treasures Benchmark assessments, formative and teacher assessments for learning	Student Assessments
2	Organization of ideas	Provide opportunities for students to use cooperative learning strategies, graphic organizers, and thinking maps to reinforce learning	Literacy Coach, Teachers, PLC	Classroom walk throughs PLCs, and teacher monitoring	Student conferences and weekly assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Instructional Strategies	K-5	Marzano Vanguard Team, Administration, Osceola 100 Team Member and Osceola 50 Team Member	School-wide	August 2012 - June 2012	Marzano Classroom Observations	Administration
Kagan Structures	K-5	Administration, Courtney Fuller	School-Wide	August 2012 - June 2013	Walkthroughs and Observations	Administration and Coaches
Professional Learning Communities	K-5	District Personnel	School-wide	August 2012 - June 2013	PLC Agendas and meeting minutes	Principal
Common Core	K-5	Literacy Coach	School-wide	August 2012 - June 2013	Observations	Administration Sharon Matthev
Guided Reading	K-5	Literacy Coach	School-wide	August 2012 - June 2012	Walkthroughs and Observations	Administration and Literacy Coach
The Daily Five Book Study	K-5	Literacy Coach	School-wide	October 2012 - November 2012	Walkthroughs	Literacy Coach
The Cafe Book Study	K-5	Literacy Coach	School-wide	November 2012 - December 2012	Walkthroughs	Literacy Coach
Close Reading to Understand Complex Text	K-5	Literacy Coach	School-wide	February 2013	Walkthroughs	Literacy Coach
SEM-R	2-5	Tracy Merritt	2-5	October 2012	Walkthroughs and lesson plans	Literacy Coach

Reading 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
Renaissance Learning, Inc	Accelerated Reader, English in a Flash and STAR Reading	School Budget	\$1,698.01
			Subtotal: \$1,698.01
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano Instructional Practices	Marzano Consultant	Title 1	\$2,500.00
Book Study	The Daily Five and The Cafe Book		\$0.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$4,198.01</b>

# Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				



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

CELLA Budget:

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

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	On the 2012 FCAT 2.0 Math Assessment, students in grades 3-5 scoring level 3 and above was 33% which is a decrease of 26% from the 2011 assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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33%	43%
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### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of motivation in mathematics	Provide students with opportunities to engage in Kagan structures, cooperative learning strategies, and use Smartboards and Senteos	Administration, Math/Science Coach and Teachers	Classroom walkthroughs and student conversations	FCAT and Math Formative Assessments
2	Students lack math prerequisites	Provide students will opportunities to improve their math skills through electronic resources, math centers, Title pull-out, CIM review, iii and extended learning opportunities	Administration, Math/Science Coach, Teachers, Title Teacher	Weekly assessments	FCAT, reports from electronic programs and Mat Formative Assessments
3	Teachers understanding of math concepts and strategies for teaching math	Provide opportunities for teachers to discuss math best practices	Administration and Math/Science Coach	PLC agendas and meeting minutes, classroom walkthroughs, weekly assessments	FCAT and Math Formative Assessments

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring at or above Achievement Level 4 in mathematics will meet or exceed the District average
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of rigorous instruction and academic challenge	Provide opportunities for students to engage in higher order questioning instruction, learning stations, and enrichment sessions	Math/Science Coach	Lesson plans and classroom walkthroughs	FCAT and Math formative assessments
2	Teacher expectations of students	Provide professional development opportunities for teachers on the Ruby Payne series	Principal	Classroom walkthroughs, lesson plans and teacher math chats with students	FCAT, Math formative assessments and lesson plans

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Math assessment, the percentage of students making learning gains in grades 4th and 5th was 58%, a 10% decrease from the 2011 assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
58%	68%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack math prerequisite skills	Provide opportunities to strengthen student skills through iii, small group instruction, extended learning opportunities and presenting lessons from concrete to abstract.	Administration and Math/Science Coach	Go Math, formative and teacher assessments for learning	Think Central, Data Director, Student Assessments
2	Students understanding of mathematics vocabulary	Provide opportunities for students to improve their use and understanding of math vocabulary through the use of thinking maps, graphic organizers and math word walls.	Administration and Math/Science Coach	Go Math, formative and teacher assessments for learning	Student assessments and lesson plans

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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:	On the 2012 FCAT 2.0 Math Assessment 67% of students in the lowest quartile made learning gains in math. This is a 5% decrease from the 2011 assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
67%	77%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fluency with basic math skills	Provide opportunities for students to strengthen their basic math skills through Kagan structures, cooperative learning strategies, computer based programs, extended learning opportunities and math challenges	Administration, Math/Science Coach and RTI Team	Reports from computer based programs, Weekly assesemtns and math conversations	Student assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Based on the 2013 FCAT the percentage of 4th and 5th grade students making satisfactory progress will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 58% of fourth and fifth grade student made learning gains.	Based on the 2013 FCAT 2.0 68% of fourth and fifth grade students will make learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents ability to assist their child with academics	Provide parents with the skill set to assist their child with math content via access to the Go Math website, Math Family Fun Nights, and Parent tips on the website and school newsletter	Administration, Math/Science Coach and Parent Liaison	Sign in sheets	Parent surveys
2	Lack of fluency with basic math skills	Provide opportunities for students to strengthen their basic math skills through Kagan structures, cooperative learning strategies, computer based	Administration, Math/Science Coach and RTI Team	Reports from computer based programs, Weekly assesemtns and math conversations	Student assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Based on the 2013 FCAT the percentage of 4th and 5th grade students making satisfactory progress will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 58% of fourth and fifth grade student made learning gains.	Based on the 2013 FCAT 2.0 68% of fourth and fifth grade student made learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have various math deficiencies	Provide opportunities for students to engage in activities to strengthen their prerequisite skills through guided math groups, iii, SIM, Title 1 pull-out and extended learning opportunities.	Administration, Grade level PLCs, Literacy Leadership Team	Data analysis, FAIR analysis, weekly assessments	Teacher data binders, FAIR and FCAT
2	Language of the students	Provide English Language Learners with support in math by the teacher or ELL funded paraprofessionals, extended learning opportunities and math small groups	Title Reading Teacher, ELL paraprofessionals, Classroom teacher	Weekly Assessment, Sumdog	Teacher data binders and Math Formative Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on the 2013 FCAT the percentage of 4th and 5th grade students making satisfactory progress will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 58% of fourth and fifth grade student made learning gains.	Based on the 2013 FCAT 2.0 68% of fourth and fifth grade student made learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Organization of ideas and processing information	Provide opportunities for students to use cooperative learning strategies, graphic organizers, and thinking maps to reinforce learning	Administrations, Math/Science Coach, ESE Teachers	Teacher Monitoring and Student conferences	Math Formative Assessment

2	Students have various math deficiencies	Provide opportunities for students to engage in activities to strengthen their prerequisite skills through previewing skills with VE teacher, SIM review, reteaching and extended learning opportunities.	Administration, Math/Science Coach, VE Teacher	Lesson Plans, classroom walkthroughs, weekly math assessments	Math Formative 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Based on the 2013 FCAT the percentage of 4th and 5th grade students making satisfactory progress will increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT 2.0 58% of fourth and fifth grade students made learning gains.	Based on the 2013 FCAT 2.0 68% of fourth and fifth grade students made learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills for understanding of grade level comprehension of concepts	Use iii, and small group instruction. Teachers will make sure students have concrete and representational understanding of math concepts before using abstract algorithms	Administration and Math/Science Coach	Go Math assessments	Formative Math Assessments
2	Teacher expectations of students	Provide professional development for teachers in the Ruby Payne series	Administration and District Personnel	Lesson Plans and classroom walkthroughs	Student Surveys and Classroom Observations

*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
Number Sense and Operations	K-5	Nancy Hitt	School-wide	September 2012 - October 2012	Classroom Walkthroughs	Math/Science Coach
Common Core Math	K-5	Nancy Hitt	School-wide	August 2012 - May 2013	Classroom Walkthroughs and PLC	Math/Science Coach
Visible Thinking Book Study and Building Numerical Literacy Book Study	K-5	Nancy Hitt	School-wide	January 2013 - February 2013	Classroom Walkthroughs	Math/Science Coach

Linking Science with Math	K-5	Nancy Hitt	School-wide	February 2013	Lesson Plans and Classroom Walkthroughs	Math/Science Coach
Measurement	K-5	Nancy Hitt	School-wide	January 2013	Classroom Walkthroughs	Math/Science Coach

Mathematics 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
Compass Odyssey	Compass Math	School Budget	\$2,500.00
			Subtotal: \$2,500.00
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: \$2,500.00

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 Science FCAT, 32% of fifth grade students scored level 3 and above which is a decrease of 1% from the 2011 assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32%		42%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers understanding of science concepts and strategies for teaching science.	Provide opportunities for teachers to enhance their understanding of science concepts and teaching strategies	Administration and Math/Science Coach	Classroom walkthroughs, professional development evaluation sheets, PLC meeting minutes and	Science Assessments and Lesson Plans



		through professional development opportunities, lesson study and PLC.		lesson plans	
2	Students lack prerequisite skills for understanding of grade level comprehension of concepts	Provide opportunities for students to strengthen their understanding of science concepts through extended learning, offering a science block class, iii, and hands-on instruction in class and the science block class	Administration, Math/Science Coach, Science Block Teacher and Classroom Teachers	Classroom walkthroughs, student performance on hands-on activities, and weekly grades	Science Formative 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 science.  Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	On the 2012 Science FCAT, 32% of fifth grade students scored level 3 and above which is a decrease of 1% from the 2011 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%	42%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of high order thinking opportunities	Incorporate high order questioning strategies and opportunities into instruction. Students given the opportunity to participate in Science Olympiad	Administration and Math/Science Coach	Lesson plans and classroom walkthroughs	Student assessments and lesson plans

2	Teacher expectations of students	Provide professional development for teachers on the Ruby Payne series	Administration	Lesson plans and classroom walkthroughs	Student assessments and lesson plans
3	Family Involvement	Provide Family Science Nights to provide parents with ideas to assist their children at home.	Administration and Math/Science Coach	Parent Night evaluation sheets	Student assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Hands-On Standards	K-5	Nancy Hitt	School-wide	January 2013	Classroom walkthroughs and lesson plans	Math/Science Coach
Linking Science to Math	K-5	Nancy Hitt	School-wide	February 2013	Classroom walkthroughs and lesson plans	Math/Science Coach

Science Budget:

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

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

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:	On the 2012 Writing FCAT, 76% of fourth grade students scored at or above the proficiency level which is a decrease of 8% from the 2011 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%	86%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student use of higher level vocabulary in oral and written language	Provide opportunities for students to increase their use and understanding of complex vocabulary through centers, extended learning, increasing word attack skills and sight word challenge	Reading Coach, Title Teacher and Classroom Teachers	Teacher observations and student grades	FAIR and FCAT
2	Students lack the correlation between reading and writing	Provide students with cross curricular writing opportunities across grade levels and subjects	Classroom Teachers and Reading Coach	Classroom walkthroughs and teacher chats with students and Reading Coach	Student content based writing
3	New teachers understanding of PDA and Core Connections writing instruction	Provide professional development opportunities for teachers to enhance their understanding of the writing formats	Administration, Reading Coach and Core Connections Consultant	Student conferences and rubric scores	FCAT and writing grades

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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Connections	K-2, 5	Core Connections Consultant	K-2, 5	August 2012 - June 2013	Lesson Plans and classroom walkthroughs	Reading Coach
PDA	3rd and 4th	Core Connections Consultant	3rd and 4th	August 2012 - June 2013	Lesson Plans and classroom walkthroughs	Reading Coach
Utilizing Cooperative Learning with reading and writing	K-2	Reading Coach	K-2	October 2012	Lesson Plans and classroom walkthroughs	Reading Coach

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

Core Connections	Core Connections and PDA	Title 1	\$1,200.00
			Subtotal: \$1,200.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,200.00</b>

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		Central Avenue students attendance rate will meet or exceed the district and States' 95% attendance rate.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
93%		95%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
5%		3%			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
8%		3%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Unemployment rate	Positive Behavior Support Attendance Activities - Hear and On Time Award and incentives for perfect attendance at Honor Ceremony	Assistant Principal and Truancy Assistant	Data collected weekly from Records Clerk	Monthly attendance printout
2	Transportation	Work with teachers to ensure that appropriate referrals are produced for pupils whose level or pattern of attendance is a cause for concern.	Assistant Principal and Truancy Assistant	Weekly Data Analysis/ District Office	Monthly attendance printout
3	(FIT) Family in Transition status	Collect data and analyze attendance patterns in order to identify trends and to allocate resources	Guidance Counselor and Parent Liaison	Weekly Data Analysis	Attendance printout

		effectively.			
4	Lack of means/ Low social economics	Devise and implement a variety of strategies schoolwide aimed at improving student attendance	Guidance Counselor/ Administration/District Student Services	Weekly Attendance Classroom Data Analysis	Monthly attendance printout

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

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

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

Attendance Budget:

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

*End of Attendance Goal(s)*

Suspension Goal(s)

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

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

1. Suspension	
Suspension Goal #1:	Reduce the out of school suspension by 20% and in school suspension by 2%

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
16	15
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
13	13
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
112	90
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
57	46

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of following school rules and procedures	Positive Behavior Support Program.	PBS Committee	Data collection and Grade level Analysis of behavioral trends	District Reports Data collection tally sheets
2	Unaware of the hidden rules of school culture	Provide professional development for staff on Ruby Payne's Understanding Poverty and Think Time Classroom Intervention.	PBS Committee Guidance Office RTI Committee	Data collection and Grade level Analysis of behavioral trends	District Reports Data collection tally sheets
3	Inconsistency in home-school communication	Provide multiple sources of home/school communication to include flyers, newsletters, SAC, PTO, website, emails, dial outs and phone contact	PBS Committee Guidance Office RTI Committee	Data collection and Grade level Analysis of behavioral trends	District Survey and Data collection tally sheets

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PBS	Behavior Incentives	PBS Funds	\$550.00
			Subtotal: \$550.00
			<b>Grand Total: \$550.00</b>

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:		Based on the established criteria we will earn the Golden School Award, 5 Star Award and establish a PTO.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Based on the 2011-2012 criteria our school received the 5 Star School Award and Golden School Award for volunteerism and community involvement		Based on the 2012-2012 criteria we will earn the 5 Star Award and Golden School Award for volunteerism and community involvement.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of English Language.	Translate all documents leaving the school and provide translation at meetings when notified in advance	Administration and Parent Liaison	Parent sign-in log at meetings	Meeting Evaluations sheets and District Surveys
2	Childcare	Provide childcare for PTO and SAC Meetings	Administration, Committee Chairs and Parent Liaison	Parent sign-in log at meetings.	Meeting Evaluations sheets and



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
Childcare	Have childcare available at the meetings to watch children	School Budget	\$200.00
Snacks	Provide the child of parents attending PTO/SAC meetings with an afternoon snack	SAC Budget	\$200.00
			Subtotal: \$400.00
			Grand Total: \$400.00

*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:	

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						

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Renaissance Learning, Inc	Accelerated Reader, English in a Flash and STAR Reading	School Budget	\$1,698.01
Mathematics	Compass Odyssey	Compass Math	School Budget	\$2,500.00
				Subtotal: \$4,198.01
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Marzano Instructional Practices	Marzano Consultant	Title 1	\$2,500.00
Reading	Book Study	The Daily Five and The Cafe Book		\$0.00
Writing	Core Connections	Core Connections and PDA	Title 1	\$1,200.00
				Subtotal: \$3,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	PBS	Behavior Incentives	PBS Funds	\$550.00
Parent Involvement	Childcare	Have childcare available at the meetings to watch children	School Budget	\$200.00
Parent Involvement	Snacks	Provide the child of parents attending PTO/SAC meetings with an afternoon snack	SAC Budget	\$200.00
				Subtotal: \$950.00
				Grand Total: \$8,848.01

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student snacks Teacher Conferences Student Incentives Student Competitions Other requests submitted by teachers and approved by SAC throughout the school year	\$2,500.00

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

Develop, implement and monitor the 2012-2013 School Improvement Plan goals.

## 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

Osceola School District CENTRAL AVENUE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	59%	84%	33%	236	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	62%	68%			130	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	58% (YES)	72% (YES)			130	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					496	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Osceola School District CENTRAL AVENUE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	57%	74%	38%	222	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	50%	48%			98	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	40% (NO)	68% (YES)			108	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					428	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested