FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WARRINGTON ELEMENTARY SCHOOL

District Name: Escambia

Principal: Peggy Tucker

SAC Chair: Jessica Fragoso

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 11/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Peggy Tucker	BA English, MEd Administration and Supervision K-12	17	20	Warrington Elementary recieved a D on the 2012 FCAT 2.0. Warrington Elementary received a C on the 2010 and 2011 FCAT. Last year, Warrington Elementary's Reading proficiency was 40%, Math proficiency was 37%, Writing proficiency was 58%, and Science proficiency was 40%. Reading learning gains were 54% and Math learning gains were 43%. Reading lowest quartile gains were 78% and Math lower quartile gains were 56%.
Assis Principal	Jessica Bryan	BA Elementary Education MEd Educational Leadership K-12	4	1	Warrington Elementary recieved a D on the 2012 FCAT 2.0. Warrington Elementary received a C on the 2010 and 2011 FCAT. Last year, Warrington Elementary's Reading proficiency was 40%, Math proficiency was 37%, Writing proficiency was 58%, and Science proficiency was 40%. Reading learning gains were 54% and Math learning gains were 43%. Reading lowest quartile gains were 78% and Math lower quartile gains were 56%.

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	Lisa Hale	BA Elementary Education K-5 Exception Education K-12 Masters Degree Reading Specialist K-12 Advanced Graduate Certification Educational Leadership	2	2	Warrington Elementary recieved a D on the 2012 FCAT 2.0. Last year, Warrington Elementary's Reading proficiency was 40%. Reading learning gains were 54% and Reading lowest quartile gains were 78%.

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	Create model classrooms where selected faculty share expertise with peers	Principal	May 2013	
2	30, 60, 90 day rounding	Principal	Dec. 2012	
3	Partner new teachers with veteran staff	Principal	Jan. 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
One(3.1%) teacher	Support teacher in his/her efforts to obtain a passing level on the Subject Area Exam.

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
32	12.5%(4)	53.1%(17)	62.5%(20)	18.8%(6)	65.6%(21)	96.9%(31)	25.0%(8)	0.0%(0)	31.3%(10)

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
Harriet Hubbard	Dione Nyahay	Veteran teacher, same grade level, common planning, same content	Regular meetings of new teacher with Principal and Assistant Principal

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

Services are provided to ensure students requiring additional remediation are assisted by hiring two Teacher Assistants, a Curriculum Coordinator and a Technology Specialist. Additional funds will be used to purchase student supplies, technology and transportation for an afterschool tutoring program for struggling students.

Title I, Part C- Migrant

After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 27 Migrant students at Warrington Elementary. We are providing the following services to these students: Instruction in all required academic areas, interpretors, home support services.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL Center and we serve 43 children in Grades K - 5.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Warrington Elementary, we have identified 6 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

Warrington Elementary will receive $9,103.00 for 2013. The funds will be used for extra pay and supplies to implement an afterschool tutoring program for struggling students in reading, math and science.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and

harassment of students and staff on school grounds, at school-sponsored events and through school computer networks.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

The Head Start Program is overseen by the Title I Prekindergarten Office. We do not house a Head Start class at Warrington Elementary.

Adult Education

Evening programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principal/Guidance Counselor/Behavior Coach: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of the school staff, and communicates with parents regarding school-based RtI plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

ESE Teachers: Participates in the Tier process to provide support and offer strategies to the general education teacher.

School Psychologist: Participates in the collection, interpretation, and data analysis of data; facilitates development of intervention plans; and provides support for intervention fidelity and documentation.

Speech Teacher: Educates the team in the role that language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of student needs with respect to language.

Intervention Specialist: Participates in the Tier process to provide support and offer behavior interventions to all faculty and staff.

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 team meets on a regular basis to engage in the following activities: Review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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?

After test scores have been released, the team will meet to discuss the data. Other data to discuss is from the Tier 1, 2, and 3 meetings. Academic and social/emotional areas will be addressed and clear expectations for instruction will be made. The team will provide input to help develop the School Improvement Plan.

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.

After test scores have been released for the year, the RtI Leadership Team will meet to discuss the data. Other data to discuss is from the Tier 1, 2, and 3 meetings. Academic and social/emotional areas will be addressed and clear expectations for instruction will be made. The team will provide information to the entire teaching staff so everyone can have input into the development of the School Improvement Plan.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT 2.0), Discovery Ed
Progress Monitoring: PMRN, Common Core Assessments,SRA Benchmark Assessments, Go Math Benchmark Assessments, Discovery Ed
Midyear: FAIR, Go Math, Discovery Ed
End of Year: FAIR, FCAT
Frequency of Data Days: Twice a month of data analysis

Describe the plan to train staff on MTSS.

Professional development in the problem-solving process, elements of the tiers, and data collection/graphing will be provided by the Guidance Counselor for all employees in September, 2012. Continuing professional development will be provided by content specialists during teachers' common planning time. Small sessions will be held throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings.

The district is currently developing additional uniform supports and training.

Describe the plan to support MTSS.

Continuing professional development will be provided by content specialists during teachers' common planning time. Small sessions will be held throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings.

The district is currently developing additional uniform supports and training.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Warrington Elementary School's Literacy Leadership Team consist of the principal, assistant principal and teachers from various grade levels with a plethora of knowledge in literacy and those seeking to gain knowledge about researched based reading strategies. The Literacy Team consists of the principal, assistant principal, reading coach, technology coordinator, and grade level chairpersons.

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

The Literacy Leadership Team will meet monthly with the Literacy Leadership Team. The role of the Literacy Leadership Team is to build a capacity of reading throughout the school.

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

The major initiatives of the Literacy Leadership Team are as follows: Planning school activities that will aid in increasing students vocabulary. The reading coach, along with the principal or assistant principal will meet with grade levels monthly to discuss data and using data to help drive instruction. The team will provide teachers with professional development and resources to understand data and connecting corresponding strategies to FAIR data.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*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.

Each spring, Pre-Kindergarten students and their parents are invited to a Transition Visit. The morning is spent visiting in the Kindergarten classes and touring the school. The visit concludes with milk and cookies served in the cafeteria. Kindergarten students are screened within the first month of school. The readiness assessments provide valuable information regarding the need for instruction or intervention in academic and social areas. A Kindergarten checklist guides instruction and student progress.

*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:	Warrington Elementary School's reading goal for the 2013 FCAT 2.0 assessment is to increase the number of students scoring a level 3, 4 and 5 by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5 38%(90) of students achieved proficiency in reading on the 2012 FCAT 2.0 reading assessment.	In 2013 43% of students will achieve mastery on the FCAT 2.0 reading assement.

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	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward sysem to promote and encourage a postive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the montly celebration events.	PBS Activities Reports 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment

					2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4					

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Warrington Elementary School's reading goal for the 2013 Florida Alternate Assessment is to decrease the number of students scoring a level 4, 5 and 6 by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5 20%(1) of students scored at Levels 4, 5, and 6 in reading on the 2012 Florida Alternate Assessment. 80% (4) students scored higher than a Level 6.	In 2013 19% of students will score at Levels 4,5, and 6 on the Florida Alternate Assessment. The remaining 81% will score at Levels 7, 8, and 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
1	Learning gains of our students present challenges due to their cognitive functioning level.	Present instructional material in the Floida Alternate Assessment format. Adjusting curriculum to reflect the needs of the students.	Principal, Assistant Principal , and Behavior Coach	Review data from curriculum assessments.	2013 Florida Alternate 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 reading. Reading Goal #2a:	Warrington Elementary School's reading goal is to increase the number of students in grades 3-5 scoring a level 4 or 5 on the 2013 FCAT 2.0 reading assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 2.0 reading assessment, the number of students in grades 3-5 scoring a level 4 or 5 maintained at 16%(37).	In 2013, 17% of students in grades 3-5 will score a level 4 or 5 on the FCAT 2.0 reading assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate whcih students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sigh-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year

					Curriculum ASsessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum ASsessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	PBS Activities Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum ASsessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum 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:	Warrington Elementary School's reading goal for the 2013 Florida Alternate Assessment is to increase the number of students scoring a level 7, 8 and 9 by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5 80%(4) of students scored at Levels 7, 8, and 9 in reading on the 2012 Florida Alternate Assessment.	In 2013 81% of students will score at Levels 7,8, and 9 on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learning gains of our students present challenges due to their cognitive functioning level.	Present instructional material in the Floida Alternate Assessment format. Adjusting curriculum to reflect the needs of the students.	Principal, Assistant Principal , and Behavior Coach	Review data from curriculum assessments.	2013 Florida Alternate 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 reading. Reading Goal #3a:	The number of students making learning gains in reading will increase by 5%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
On the 2012 FCAT 2.0 reading assessment 54%(127) of students in grades 3-5 made learning gains in reading.	In 2013, 59% of students in grades 3-5 will make learning gains in reading on the FCAT 2.0 reading assessment.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Length of school day.</td>
<td>Offer after school tutoring and evening curriculum events.</td>
<td>Principal</td>
<td>Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.</td>
<td>Sign-In sheets for after school tutoring and curriculum events.

2013 FCAT 2.0 Assessment

2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum ASsessments</td>
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<tr>
<td>2</td>
<td>Number of tardies and absences of students.</td>
<td>Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.</td>
<td>Principal and Assistant Principal</td>
<td>Monthly attendance reports will be reviewed by the Principal.</td>
<td>School Attendance Report

2013 FCAT 2.0 Assessment

2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum ASsessments</td>
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<tr>
<td>3</td>
<td>Lack of student motivation to learn and/or do well.</td>
<td>Continue to use a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.</td>
<td>Principal, Assistant Principal, PBS Team, Clasrroom Teachers</td>
<td>Review the number of students meeting the school-wide behavior goal to attend the monthly celebrations.</td>
<td>PBS Activities Report

2013 FCAT 2.0 Assessment

2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum ASsessments</td>
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<tr>
<td>4</td>
<td>Lack of student engagement in the learning process.</td>
<td>Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.</td>
<td>Principal, Assistant Principal, Student Engagement Leadership Team</td>
<td>Review data from 30 Day Assessments, daily practice, and student/teacher feedback.</td>
<td>30 Day Assessments

2013 FCAT 2.0 Assessment

2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments</td>
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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:

	3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Warrington Elementary will increase by 1% the number of students making learning gains in reading on the Florida Alternate Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1) of students taking the 2012 Florida Alternate Assessment made learning gains.	51% of the students taking the 2013 Florida Alternate Assessment will make a learning gain in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learning gains of our students present challenges due to their cognitive functioning level.	Present instructional material in the Floida Alternate Assessment format. Adjusting curriculum to reflect the needs of the students.	Principal, Assistant Principal , and Behavior Coach	Review data from curriculum assessments.	2013 Florida Alternate 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2013 the number of students in the lowest 25% making learning gains in reading will increase by 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 2.0 reading assessment in grades 3-5, 78%(27) of students in the lowest 25% made learning gains in reading.	In 2013 80% of grades 3-5 students in the lowest 25% will make learning gains on the FCAT 2.0 reading assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-1013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments.
2	Number of tardies and absences of sudents.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-1013 Beginning of Year,

					Middle of Year, and End of Year Curriculum Assessments.
3	Lack of students motivation to learn and/or do well.	Continue to use a Positive Behavior Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebrations.	PBS Activities 2013 FCAT 2.0 Assessment 2012-1013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments.
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our school will reduce the achievement gap by 50% by increasing our proficiency in reading by six(6) percentage points over the course of six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	46	52	58	64	

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:	In 2013, subgroups making satisfactory progress will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 38% of white students and 32% of black students were proficient on the FCAT 2.0 reading assessment.	On the 2013 FCAT 2.0 reading assessment 39% of white students and 33% of black students will be proficient.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment

					2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students. Monitor tardy/attendance records for each student.	Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report

2013 FCAT 2.0 Assessment

2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments |
| 3 | Lack of student motivation to learn and/or do well. | Continue to use a Positive Behavior Support Model with a reward sysem to promote and encourage a postive learning environment. | Principal, Assistant Principal, PBS Team, Classroom Teachers | Review the number of students meeting the school-wide behavior goal to attend the montly celebration events. | PBS Activities Reports

2013 FCAT 2.0 Assessment

2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments |
| 4 | Lack of student engagement in the learning process. | Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants. | Principal, Assistant Principal, Student Engagement Leadership Team | Review data from 30 Day Assessments, daily practice, and student/teacher feedback. | 30 Day Assessments

2013 FCAT 2.0 Assessment

2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C: | 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	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events.

2013 FCAT 2.0 Assessment

2012-2013 |

					Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward sysem to promote and encourage a postive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the montly celebration events.	PBS Activities Reports 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum 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 reading. Reading Goal #5D:	In 2013, subgroups making satisfactory progress will increase by 1% for students with disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 2.0 reading assessment only 25% of students with disabilities were proficient in reading.	On the 2012 FCAT 2.0 reading assessment 26% of students with disabilities will be proficient.

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year,

					Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students. Monitor tardy/attendance records for each student.	Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward sysem to promote and encourage a postive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the montly celebration events.	PBS Activities Reports 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the 2013 FCAT 2.0 reading assessment economically disadvantaged students making satisfactory progress in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 2.0 reading assessment only 38% of economically disadvantaged students were proficient in reading.	On the 2013 FCAT 2.0 reading assessment 39% of economically disadvantaged students will be proficient.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and

					End of Year Curriculum Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward sysem to promote and encourage a postive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the montly celebration events.	PBS Activities Reports 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments

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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
Cooperative Structures	PK-5	Lisa Hale	School-Wide	1X per month for K-2 1X per month for 3-5	Teachers will utilize a strategy and email the strategy to a colleague and to L. Hale.	Lisa Hale
Higher Order Questioning Strategies	K-5	Philicia Rich (DOE) / Lisa Hale	School-Wide	2 Meetings with Grades K-5	Observation, classroom walk-through	P. Rich / L. Hale
Small Group Differentiation (Assist)	Educational Support Staff PK-5	Lisa Hale	School-Wide	1X per month for Ed. Support	Observation, classroom walk-through	L. Hale
Close Reading	2-5	Kim Gunn / Lisa Hale	Grade Levels	3 Meetings with grades 2-5	Modeling of strategy and observation to follow-up.	L. Hale / K. Gunn
Questioning and Engagement	K-5	Lisa Hale	PLC Reading Leadership Team	1X per month with PLC group	Observation / Classroom walk-through	L. Hale
Text Complexity and Text Dependent Questioning	K-5	Kim Gunn / Verna Smith	Grade Level Meeting K-2 and 3-5	Planning Day	Observation / Classroom walk-through	K. Gunn

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island and Reading Eggs	Daily 15 minute session for students. Sessions are tailored to each individual student.	Title I	$3,361.50
Renaissance Learning	Students read AR books and are tested on comrehension. STAR test is administered three times a year to assess student's reading level.	Title I	$2,358.00
			Subtotal: $5,719.50
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Higher Order Questioning Strategies	Question Stems	NA	$0.00
Cooperative Learning Strategies	Engagement Ring (Internet download)	NA	$0.00
Close Reading	Exemplars (achievethecore.org)	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Leveled Book Library (Differentiation)	Provide teachers with leveled readers for success with small group differentiation.	Grant Money	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $8,219.50

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	On the 2013 CELLA, students will increase their proficiency in Listening/Speaking by 1%.
2012 Current Percent of Students Proficient in listening/speaking:	
On the 2012 CELLA, 30%(6) students were proficient in Listening/Speaking.	

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

1	Length of scshool day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attendingthe after school tutoring and curriculum events to see if ESL students are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents,and/or interpretor, to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of students motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	PBS Activities Report 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studenr Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments

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:	On the 2013 CELLA, students will increase their proficiency in Reading by 1%.
2012 Current Percent of Students Proficient in reading:	
On the 2012 CELLA, 45%(9) students were 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

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attendingthe after school tutoring and curriculum events to see if ESL students are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents,and/or interpretor, to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of students motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	PBS Activities Report 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studenr Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	On the 2013 CELLA, students will increase their proficiency in Writing by 1%.
2012 Current Percent of Students Proficient in writing:	
On the 2012 CELLA, 15%(3) students were proficient in Writing.	
Problem-Solving Process to Increase Student Achievement	

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

1	Length of school day.	Offer after school tutoring and evening curriculum events.	Evaluate which students are attendingthe after school tutoring and curriculum events to see if ESL students are attending the activities.	Sign-In sheets for after school tutoring and curriculum events.	2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents,and/or interpretor, to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of students motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	PBS Activities Report 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studenr Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 CELLA Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments

CELLA Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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:	The percent of students scoring at a Level 3 or higher in Math on the 2013 FCAT 2.0 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 37%(87) of students were proficient in math on the FCAT 2.0.	In 2013, 42% of students will be proficient in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward sysem to promote and encourage a postive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the montly celebration events.	PBS Activities Reports 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year,

					Middle of Year, and End of Year Curriculum 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:	Warrington Elementary School's math goal for the 2013 Florida Alternate Assessment is to decrease the number of students scoring a level 4, 5 and 6 by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5 40%(2) of students scored at Levels 4, 5, and 6 in math on the 2012 Florida Alternate Assessment. 60%(3) students scored higher than a Level 6.	In 2013 39% of students will score at Levels 4,5, and 6 on the Florida Alternate Assessment in math. The remaining 61% will score at Levels 7, 8, and 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
1	Learning gains of our students present challenges due to their cognitive functioning level.	Present instructional material in the Floida Alternate Assessment format. Adjusting curriculum to reflect the needs of the students.	Principal, Assistant Principal , and Behavior Coach	Review data from curriculum assessments.	2013 Florida Alternate 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:	The percent of students scoring at a Level 4 or 5 in Math on the 2013 FCAT 2.0 will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT reading assessment, the number of students in grades 3-5 scoring a level 4 or 5 maintained at 12%(29). On the 2011 FCAT 2.0 reading assessment, the number of students in grades 3-5 scoring a level 4 or 5 maintained at 23%(54).	On the 2013 FCAT 2.0, the percent of students scoring above proficiency in reading will be 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	Length of day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate whcih students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sigh-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum

					ASsessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum ASsessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	PBS Activities Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum ASsessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum 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 mathematics. Mathematics Goal #2b:	Warrington Elementary School's math goal for the 2013 Florida Alternate Assessment is to increase the number of students scoring a level 7, 8 and 9 by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5 60%(3) of students scored at Levels 7, 8, and 9 in math on the 2012 Florida Alternate Assessment.	In 2013 61% of students will score at Levels 7,8, and 9 on the Florida Alternate Assessment in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learning gains of our students present challenges due to their cognitive functioning level.	Present instructional material in the Floida Alternate Assessment format. Adjusting curriculum to reflect the needs of the students.	Principal, Assistant Principal , and Behavior Coach	Review data from curriculum assessments.	2013 Florida Alternate 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:	In grades 3-5, the percent of students making a learning gain in Math on the 2013 FCAT 2.0 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 43%(101) of students made learning gains in math on the FCAT 2.0.	In 2013, 48% of students will make learning gains in math on the FCAT 2.0.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum ASsessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum ASsessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, Clasrroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebrations.	PBS Activities Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum ASsessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments

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

	3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Warrington Elementary will increase by 10% the number of students making learning gains in math on the Florida Alternate Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students taking the 2012 Florida Alternate Assessment made learning gains in math.	10% of the students taking the 2013 Florida Alternate Assessment will make a learning gain in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learning gains of our students present challenges due to their cognitive functioning level.	Present instructional material in the Floida Alternate Assessment format. Adjusting curriculum to reflect the needs of the students.	Principal, Assistant Principal , and Behavior Coach	Review data from curriculum assessments.	2013 Florida Alternate 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:

	4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percent of students in the lower quartile in math that will make a learning gain on the 2013 FCAT 2.0 will increase by 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percent of students in the Lowest 25% making learning gains in Math on the FCAT 2.0 was 56%(20).	On the 2013 FCAT 2.0, the percent of students in the lower quartile in math making learning gains will be 58%.

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	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-1013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments.
2	Number of tardies and absences of sudents.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-1013 Beginning of Year,

					Middle of Year, and End of Year Curriculum Assessments.
3	Lack of students motivation to learn and/or do well.	Continue to use a Positive Behavior Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebrations.	PBS Activities 2013 FCAT 2.0 Assessment 2012-1013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments.
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum 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 # Our school will reduce the achievement gap by 50% by increasing our proficiency in math by six(6) percentage points over the course of six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37	43	49	55	61	

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:	In 2013, subgroups making satisfactory progress will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 42% of white students and 29% of black students were proficient on the FCAT 2.0 math assessment.	On the 2013 FCAT 2.0 reading assessment 43% of white students and 30% of black students will be proficient in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
					2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students. Monitor tardy/attendance records for each student.	Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report

2013 FCAT 2.0 Assessment

2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments |
| 3 | Lack of student motivation to learn and/or do well. | Continue to use a Positive Behavior Support Model with a reward sysem to promote and encourage a postive learning environment. | Principal, Assistant Principal, PBS Team, Classroom Teachers | Review the number of students meeting the school-wide behavior goal to attend the montly celebration events. | PBS Activities Reports

2013 FCAT 2.0 Assessment

2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments |
| 4 | Lack of student engagement in the learning process. | Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants. | Principal, Assistant Principal, Student Engagement Leadership Team | Review data from 30 Day Assessments, daily practice, and student/teacher feedback. | 30 Day Assessments

2013 FCAT 2.0 Assessment

2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

Mathematics Goal #5C: | In 2013, ELL students making satisfactory progress will increase by 1%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, 33% of ELL students were proficient in math on the FCAT 2.0. | On the 2013 FCAT 2.0 reading assessment 34% of ELL students will be proficient in math. |

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events.

2013 FCAT 2.0 Assessment

2012-2013 |

					Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward sysem to promote and encourage a postive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the montly celebration events.	PBS Activities Reports 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum 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:	The percent of students with disabilities making satisfactory progress in math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29% of students with disabilities were proficient in math on the FCAT 2.0.	In 2013, 30% of students with disabilities will be proficient in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year,

					Middle of Year, and End of Year Curriculum Assessments
2	Number of tardies and absences of students. Monitor tardy/attendance records for each student.	Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward sysem to promote and encourage a postive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the montly celebration events.	PBS Activities Reports 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum 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:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percent of students who are Economically Disadvantaged making satisfactory progress in math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 35% of students who are Economically Disadvantaged were proficient in math on the FCAT 2.0.	In 2013, 36% of students with disabilities will be proficient in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and

					End of Year Curriculum Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
3	Lack of student motivation to learn and/or do well.	Continue to use a Positive Behavior Support Model with a reward sysem to promote and encourage a postive learning environment.	Principal, Assistant Principal, PBS Team, Classroom Teachers	Review the number of students meeting the school-wide behavior goal to attend the montly celebration events.	PBS Activities Reports 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments
4	Lack of student engagement in the learning process.	Implement 30 Day Plan with Learning Targets with support from Studer Education Consultants.	Principal, Assistant Principal, Student Engagement Leadership Team	Review data from 30 Day Assessments, daily practice, and student/teacher feedback.	30 Day Assessments 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum Assessments

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
Components of Go Math!	K-5	Ramona Wright, Tammy Barton	School-wide	Monthly	Teachers will develop collaborative strategies that address student needs based on data and engagement.	Ramona Wright, Tammy Barton, Jessica Bryan
Rigor and Questioning	K-5	Tammy Barton, Ramona Wright, Jessica Bryan	School-wide	Monthly	Observation, Classroom Walk Through, DA Module	Tammy Barton, Ramona Wright, Jessica Bryan
Common Core	Kindergarten and First Grade	Ramona Wright	Kindergarten and First Grade Teachers	Monthly	Observation, Classroom Walk Through, PLC Meetings	Ramona Wright

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
IXL	Math program that focuses on NGSSS and Common Core. Daily 15 minute sessions.	Title I	$2,250.00
			Subtotal: $2,250.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $2,250.00

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:	The percentage of students who are proficient in science on the 2013 FCAT 2.0 will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 2.0, 34%(27) of students were proficient in science.	The percent of students scoring 3, 4, and 5 in science on the 2013 FCAT 2.0 should increase to 39%.

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	Length of school day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate which students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sign-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum 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 science. Science Goal #1b:	Warrington Elementary School's Science goal for the 2013 Florida Alternate Assessment is to decrease the number of students scoring a level 4, 5 and 6 by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5 50%(1) of students scored at Levels 4, 5, and 6 in Science on the 2012 Florida Alternate Assessment. 50%(1) students scored higher than a Level 6.	In 2013 49% of students will score at Levels 4,5, and 6 on the Florida Alternate Assessment in Science. The remaining 51% will score at Levels 7, 8, and 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
1	Learning gains of our students present challenges due to their cognitive functioning level.	Present instructional material in the Floida Alternate Assessment format. Adjusting curriculum to reflect the needs of the students.	Principal, Assistant Principal , and Behavior Coach	Review data from curriculum assessments.	2013 Florida Alternate 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 science. Science Goal #2a:	The students scoring a level 4 or 5 in science on the 2013 FCAT 2.0 will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percent of students above proficiency in science on the FCAT 2.0 was 14%(11). In 2011, the percent of students above proficiency in science on the FCAT was 10%(8).	In 2013, 11% of students will be proficient in science on the FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of day.	Offer after school tutoring and evening curriculum events.	Principal	Evaluate whcih students are attending the after school tutoring and curriculum events to see if students with the greatest needs are attending the activities.	Sigh-In sheets for after school tutoring and curriculum events. 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum 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:	Warrington Elementary School's Science goal for the 2013 Florida Alternate Assessment is to increase the number of students scoring a level 7, 8 and 9 by 1%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	In grades 3-5 50%(1) of students scored at Levels 7, 8, and 9 in reading on the 2012 Florida Alternate Assessment.	In 2013 51% of students will score at Levels 7,8, and 9 on the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learning gains of our students present challenges due to their cognitive functioning level.	Present instructional material in the Floida Alternate Assessment format. Adjusting curriculum to reflect the needs of the students.	Principal, Assistant Principal , and Behavior Coach	Review data from curriculum assessments.	2013 Florida Alternate Assessment

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
Rigor and Questioning	K-5	Adrienne Stephenson, Nancy Stanley	School-wide	Monthly	Observations, Classroom Walk Through	Adrienne Stephenson, Nancy Stanley, Peggy Tucker, Jessica Bryan
Using Hands-On Materials	K-5	Nancy Stanley	School-wide	Monthly	Lesson Plans, Observations, Classroom Walk Through	Nancy Stanley, Peggy Tucker, Jessica Bryan
Student Engagement	K-5	Adrienne Stephenson, Nancy Stanley,	School-wide	Monthly	Observations, Classroom Walk Through, Follow-up PD	Adrienne Stephenson, Nancy Stanley, Peggy Tucker, Jessica Bryan
STEM	Kindergarten	Adrienne Stephenson, Latasha Gardner, Tammy Barton	Kindergarten	November	Observations, Classroom Walk Through, Follow-up PD	Adrienne Stephenson, Nancy Stanley, Peggy Tucker, Jessica Bryan

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score Science	A multiple choice Science Exam will be administered two times by the Write Score Company.	Title I	$482.33

			Students and teachers will recieve feedback from the exams.
			Subtotal: $482.33

Technology

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $482.33

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:	Fourth grade writing proficiency will increase by 5% on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the percent of students that were proficient in writing on the FCAT 2.0 was 66%(40).	71% of fourth grade students will be proficient in writing on the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language, vocabulary and real world experiences.	Continue to use Lucy Caulkins strategies and implement a writing block for every grade level.	Principal, Assistant Principal, and Reading Coach	Review data from school-wide writing prompts.	School-wide Writing Prompts 2013 FCAT 2.0 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 4 or higher in writing. Writing Goal #1b:	On the 2013 FAA, students scoring a 4 or higher will remain the same(100%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FAA, 100%(1) of students scored a 4 or	On the 2013 FAA, 100%(2) students will score a 4 or

	higher.		higher.		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learning gains of our students present challenges due to their cognitive functioning level. Present instructional material in the Floida Alternate Assessment format.	Present instructional material in the Floida Alternate Assessment format. Adjusting curriculum to reflect the needs of the students.	Principal, Assistant Principal , and Behavior Coach	Review data from curriculum assessments.	2013 Florida Alternate Assessment

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
Rubrics	Third and Fourth	Brian Spivey, Peggy Tucker, Lisa Hale	Third and Fourth Grade Teachers	Monthly	Observations, Classroom Walk Through, Data	Brian Spivey, Peggy Tucker, Lisa Hale
Comprehensive Writing and Student Conferencing	K-5	Beverly Patteson, Brian Spivey, Lisa Hale	School-wide	Monthly	Coaching support from Reading Coach and District Coaches	Beverly Patteson, Brian Spivey, Lisa Hale

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	Practice Writing Essays that are graded by Write Score Company. Students will write three essays and be provided with feedback.	Title I	$1,128.93
		Subtotal: $1,128.93	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
		Subtotal: $0.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
		Subtotal: $0.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
		Subtotal: $0.00	
		Grand Total: $1,128.93	

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:	The district average daily attendance rate is 94.8%. Warrington Elementary's average daily attendance rate is 93.2%. Warrington Elementary will increase the average daily attendance rate by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.2%	94.2%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
257	245
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
144	137

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	Number of tardies and absences of students.	Monitor tardy/attendance records for each student. Conduct Child Study Attendance Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal.	School Attendance Report 2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum 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

NA	NA	NA	NA	NA	NA	NA

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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:	57 Warrington Elementary students received In School Suspensions. 43 students received Out of School Suspensions. The Out of School Suspension figure represents 43 unduplicated students.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
94	90
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
57	54
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
75	71
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

43			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	Serious offenses or infractions of the school's four "Non-Negotiable Rules" result in Out of School Suspension.	Implementation of schoolwide Positive Behavior Support (PBS).	Principal, Curriculum Coordinator, Intervention Specialist, Guidance Counselor	SWIS data which tracks the types of offenses, frequency and location, and consequences.	SWIS

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
NA	NA	NA	NA	NA	NA	NA

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In 2013, the number of Parent Involvement activities will increase by 1 event and average parent attendance will increase by 1%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, there were 35 parental involvement activities with an average of 45% parent participation.	In 2013, there will be at least 36 parental involvement activities with an average of 46% parent attendance.

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	Warrington Elementary struggles with parent enthusiasm and involvement with their child's learning.	The parental involvement activities will include snacks and items for parents to take home to work with their child.	Grade Level Chairperson, Assistant Principal, Principal	Parent surveys, Parent sign in sheets.	Assess percentage of parents participating and analyze Parent Customer Satisfaction Survey.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Teacher Conferences and Parent Involvement Activities	Teachers will have an initial conference with individual parents during the first 9 weeks. Each grade level will have Parent Involvement Activities once every 6 weeks.	Title I	$3,048.00
		Subtotal: $3,048.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00

			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $3,048.00

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:	Review, develop and align curriculum to ensure STEM experiences for all students will provide awareness, exploration and preparation as appropriate.

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	Length of school day.	Offer after school STEM activities.	Principal	Evaluate which students are attending the after school STEM activities. Sign-In sheets for after school STEM Activities.	2013 FCAT 2.0 Assessment 2012-2013 Beginning of Year, Middle of Year, and End of Year Curriculum 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
Incorporating STEM into Core Subjects	Kindergarten	Latashia Fisher	Kindergarten Teachers	October	Lesson Plans Observations and Classroom Walk Through	Principal, Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	Write Score Science	A multiple choice Science Exam will be administered two times by the Write Score Company. Students and teachers will recieve feedback from the exams.	Title I	$482.33
Writing	Write Score	Practice Writing Essays that are graded by Write Score Company. Students will write three essays and be provided with feedback.	Title I	$1,128.93
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	Parent Teacher Conferences and Parent Invovlement Activities	Teachers will have an initial conference with individual parents during the first 9 weeks. Each grade level will have Parent Involvement Activities once every 6 weeks.	Title I	$3,048.00
STEM	NA	NA	NA	$0.00
				Subtotal: $4,659.26

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island and Reading Eggs	Daily 15 minute session for students. Sessions are tailored to each individual student.	Title I	$3,361.50
Reading	Renaissance Learning	Students read AR books and are tested on comrehension. STAR test is administered three times a year to assess student's reading level.	Title I	$2,358.00
CELLA	NA	NA	NA	$0.00
Mathematics	IXL	Math program that focuses on NGSSS and Common Core. Daily 15 minute sessions.	Title I	$2,250.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $7,969.50

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Higher Order Questioning Strategies	Question Stems	NA	$0.00
Reading	Cooperative Learning Strategies	Engagement Ring (Internet download)	NA	$0.00
Reading	Close Reading	Exemplars (achievethecore.org)	NA	$0.00

CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Leveled Book Library (Differentiation)	Provide teachers with leveled readers for success with small group differentiation.	Grant Money	$2,500.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $2,500.00
				Grand Total: $15,128.76

Differentiated Accountability

School-level Differentiated Accountability Compliance

๓ Priority	๓ Focus	๓ Prevent	๓ NA

Are you a reward school: ๓ Yes ๓ No

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

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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
Funds will be used to buy toner and supplemental reading materials for the 2013 school year.	$3,607.32

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

Monthly meetings will be held on the third Wedneday of each month at 11:30. SAC will discuss budgets, for 2013 and 2014. The SAC will also provide input for the Title I plan, including the Parent Involvement Plan and School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
WARRINGTON ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	61%	68%	29%	213	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	55%	61%			116	3 ways to make gains: - Improve FCAT Levels - Maintain Level 3, 4, or 5 - Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	71% (YES)			126	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					455	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Escambia School District
WARRINGTON ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	57%	63%	42%	221	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	58%	50%			108	3 ways to make gains: - Improve FCAT Levels - Maintain Level 3, 4, or 5 - Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	66% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					451	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested