

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: PERSHING ELEMENTARY

District Name: Orange

Principal: Debra J. Vereen

SAC Chair: Holly Strawn

Superintendent: Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 10/23/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					<p>Spring 2012 - Pershing Elementary 2011-2012 B grade, 61% High Standards in Reading, 47% in Math, 80% in Writing, 43% in Science. 69% students made learning gains in reading, 68% of the lowest 25% made learning gains in reading, 40% made learning gains in math, and 41% of lowest 25% made learning gains in math.</p> <p>Fall 2009- Spring 2011 MetroWest Elem 2010-11 A grade, 87% High Standards in Reading, 89% in Mathematics, 95% high standards in Writing, 63% made High Standards in Science, 76% made learning gains in Reading, 75% in Mathematics, 72% of the Lower 25% made learning gains in Reading. , 80% of the Lower 25% made learning gains in Mathematics</p> <p>Winter 2005- Spring 2009 Mollie Ray Elem. -05-06-B grade, 64% High Standards in Reading, 54% in Mathematics, 84% high standards in Writing, 61% made learning</p>

Principal	Debra Vereen				<p>gains in Reading, 64% in Mathematics, 72% of the Lower 25% made learning gains in Reading</p> <p>06-07 D grade, 44% High Standards in Reading, 30% in Mathematics, 73% high standards in Writing, 13% made High Standards in Science, 63% made learning gains in Reading, 52% in Mathematics, 64% of the Lower 25% made learning gains in Reading. , 72% of the Lower 25% made learning gains in Mathematics.</p> <p>07-08 F grade, 36% High Standards in Reading, 31% in Mathematics, 58% high standards in Writing, 7% made High Standards in Science, 55% made learning gains in Reading, 62% in Mathematics, 63% of the Lower 25% made learning gains in Reading , 81% of the Lower 25% made learning gains in Mathematics.</p> <p>08-09 A grade, 59% High Standards in Reading, 61% in Mathematics, 97% high standards in Writing, 19% made High Standards in Science, 71% made learning gains in Reading, 76% in Mathematics, 64% of the Lower 25% made learning gains in Reading. , 78% of the Lower 25% made learning gains in Mathematics.</p> <p>Fall 2005-2006 West Oaks Elem- C There for 4 months</p> <p>2004-2005 Citrus Elem- A grade, 82% High Standards in Reading, 71% in Mathematics, 80% high standards in Writing, 73% made learning gains in Reading, 60% in Mathematics, 62% of the Lower 25% made learning gains in Reading.</p>
Principal		<p>BS in Elementary/Early Childhood Education, MS in Special Education</p> <p>Specialist Cert in Ed Leadership and Supervision, Ed.S.</p>	2	8	

## 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)
					<p>2011-2012 Westbrooke Elementary School - earned "A" grade; 72% of students reading at or above grade level; 76% of students making a year's worth of progress in reading; 71% of struggling students making a year's worth of progress in reading; 70% of students at or above grade level in math; 80% of students making a year's worth of progress in math; 73% of struggling students making a year's worth of progress in math; 87% of students are meeting state standards in writing; 76% of students at or above grade level in Science.</p> <p>2010-2011 Westbrooke Elementary School - earned "A" grade; 90% of AYP criteria met; 88% of students reading at or above grade level; 83% of students making a year's worth of progress in reading; 75% of struggling students making a year's worth of progress in reading; 86% of students at or above grade level in math; 77% of students making a year's worth of</p>

Curriculum Resource Teacher	Elaine Lundberg	BS Elementary Education, MA Education Administration and Supervision	<p>progress in math; 69% of struggling students making a year's worth of progress in math; 93% of students are meeting state standards in writing; 87% of students at or above grade level in Science.</p> <p>2009-2010 Westbrooke Elementary School - earned an "A"; met 97% of the AYP criteria; 91% of students reading at or above grade level 68% of students making a year's worth of progress in reading; 59% of struggling students making a year's worth of progress in reading; 89% of students at or above grade level in math; 77% of students making a year's worth of progress in math; 77% of struggling students making a year's worth of progress in math; 94% of students are meeting state standards in writing; 80% of students at or above grade level in Science.</p> <p>2008-2009 Westbrooke Elementary School - earned an "A" and met 100% of AYP criteria; 89% of students reading at or above grade level; 75% of students making a year's worth of progress in reading; 73% of struggling students making a year's worth of progress in reading; 90% of students at or above grade level in math; 82% of students making a year's worth of progress in math; 82% of struggling students making a year's worth of progress in math; 97% of students are meeting state standards in writing; 93% of students at or above grade level in Science.</p> <p>2007-2008 Dillard Street Elementary School - earned an "A" and met 100% of AYP criteria; 84% of students reading at or above grade level; 70% of students making a year's worth of progress in reading; 60% of struggling students making a year's worth of progress in reading; 93% of students at or above grade level in math; 74% of students making a year's worth of progress in math; 71% of struggling students making a year's worth of progress in math; 76% of students are meeting state standards in writing; 71% of students at or above grade level in Science.</p> <p>2006-2007 Dillard Street Elementary School - earned an "A" and met 97% of AYP criteria. 83% of students reading at or above grade level; 82% of students making a year's worth of progress in reading; 65% of struggling students making a year's worth of progress in reading; 83% of students at or above grade level in math; 76% of students making a year's worth of progress in math; 67% of struggling students making a year's worth of progress in math; 78% of students are meeting state standards in writing; 55% of students at or above grade level in Science.</p>
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## 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	<p>Weekly communication via staff newsletter. Monthly faculty/staff meetings. Monthly Professional development.</p> <p>New(er) teachers will be assigned an official mentor who they will meet with regularly and receive assistance in the completion of PECs.</p> <p>Attendance at weekly data/team meetings to provide support and answer questions.</p> <p>Recognize teachers that are meeting data targets.</p>	<p>Principal Principal Principal/Leadership Team members Principal/Mentors</p> <p>Principal/Leadership Team Principal</p>	<p>Ongoing Ongoing Ongoing Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

## 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
(1)3%	Support with classroom management, planning and delivery of instruction shall be provided by the CRT. Immediate and specific feedback shall be provided on all classroom observations (formal and informal). Job imbedded professional development shall be provided by staff.  Regular PLC/Data meetings (team and individual) Common Core training

## 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
30	6.7%(2)	33.3%(10)	30.0%(9)	30.0%(9)	30.0%(9)	86.7%(26)	6.7%(2)	0.0%(0)	90.0%(27)

## 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
Rina Bontemps	Isaiah Pace	Instructional coach experienced with Special Area scheduling, can provide instructional support.	Model lessons, analyze data, new teacher orientation, communicate regularly concerning any issues or concerns, monitor use of Marzano Stragles, offer support where necessary.
Elaine Lundberg	Kerry Hastings	CRT is familiar with curriculum, understands demands of newer classroom teacher, and can provide proper instructional coaching.	Model lessons, analyze data, new teacher orientation, communicate regularly concerning any issues or concerns, monitor use of Marzano Stragles, offer support where necessary and complete ACP (alternative certification program).
Elaine Lundberg	Kimberly Herrick	CRT is familiar with curriculum, understands demands of newer classroom teacher, and can provide	Model lessons, analyze data, new teacher orientation, communicate regularly concerning any issues or concerns, monitor use of Marzano Stragles, offer support where necessary and

## 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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

### School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Principal- Debra J. Vereen, CRT- Elaine Lundberg, Staffing Coordinator and ESE - Elizabeth Craft, Media Specialist - Lisa Dunlop, Instructional Support/RTI - Rina Bontemps, and Grade-level Team Leaders.

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?

A member of the team will be assigned to and attend weekly grade level PLC's/Data meetings to provide monitor, support and direction as teachers plan core and intervention instruction. The Leadership Team will then meet twice monthly with teachers to discuss identified students and to plan for intervention and progress monitoring. The team will also meet on alternating weeks to review data at each grade level and classroom level to identify students who are at risk for not meeting benchmarks.

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?

Step 1: General whole group instruction is provided for all students and progress of students monitored weekly using formative assessment data. Teachers also provide differentiated, intervention and enrichment, instruction with flexible grouping for 45 minutes four days per week.

Step 2: If the data suggests that there is minimal progress or regression for any student, the teacher inputs data on RTI documentation and provides this information to the RTI team (Principal, Guidance Counselor, CRT, speech/language instructor, school psychologist, classroom teacher, ESE teacher (when applicable), subject area/intervention teacher). The teacher analyzes problem to determine if instructional or behavioral interventions are needed using appropriate evidence-based Tier II interventions.

Step 3: If a Tier II intervention necessary, a highly qualified teacher provides specific supplemental instruction to student in a flexible small group setting (3-6 students) to support student's specific instructional or behavioral needs. Progress monitoring continues on a weekly basis. Teachers collect 5-6 weeks of data.

Step 4: After Tier II instruction has been implemented and there is 5-6 data points, teacher meets with RTI team (Principal, Guidance Counselor, CRT, speech/language instructor, school psychologist, classroom teacher, ESE teacher (when applicable), subject area/intervention teacher) to reanalyze student progress data and review newly implemented strategies.

Step 5: If targeted students are not making expected progress at the Tier II level, teachers must change instruction after 5 data points and continue the RTI process. At this point, continued documentation/evidence (graph) is required to show the student's limited progress. The team analyzes continuing problem with teacher to determine if more intense, individualized instructional or behavioral modifications are necessary through Tier III Intervention and Support.

Step 6: Implementation of Tier III begins if teams considers it necessary. Individualized, intense more focused Tier III intervention, is provided by a highly qualified teacher, in a small group setting (1-3 students). Teachers continue to collect data weekly and monitor progress of student for an additional 5-6 weeks.

Step 7: During this time the school psychologist may schedule an informal meeting with the RTI team and the classroom teacher to get to know the student if she feels it is necessary. Further evaluation and discussion of the student is completed and sent on to the staffing coordinator to schedule a "Consent Meeting" if team feels additional information on the student is required of the school psychologist. The RTI process (including interventions and progress monitoring) continues throughout the school year to meet the needs of the student.

Step 8: All RTI documentation is turned in to be attached to the Blue and Pink cards to be turned over to the next year's teacher or sent in the cum if a child transfers mid-year.

The RTI process provides the necessary intervention to meet the needs of all students and allows schools to meet the goals and objectives stated on the School Improvement Plan. The RTI process also allows us to monitor student achievement data regularly and make appropriate adjustments to the School Improvement Plan throughout the school year. The Leadership team will also provide data to SAC on targets, and the plan to meet expectation, they will assist in setting clear expectations for instruction along with the facilitation of a systematic approach to teaching and learning.

### 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.

Tier I: Whole Group, Core instruction  
90-minute (minimum) instruction which includes:

30-minute (minimum) whole group, on-grade level instruction  
60-minute (up to) small group instruction, differentiated by student ability including small group, explicit reading instruction and reading centers.

Tier II: School-wide Intervention/Enrichment block

40-45 minute block, school-wide block in which groups arranged to differentiate instruction based on student ability/ assessment data.

(NOTE: This 40-45 minute block may include the required 15-20 minutes of Tier III interventions, as needed.)

Up to 30 minutes of small group comprehensive (have all 6 components of reading) and supplemental (only address parts of the reading process) instruction. Flexible ability grouping within the grade level teams small group, explicit reading instruction using scientifically based resources, other than the core including: smaller groups for students working below grade level (students who are 1 year or more below g.l. based on assessment data should be in the smaller groups)

Tier III: School-wide Intervention/Enrichment block

15-20 minutes of explicit, direct instruction, to a small group of students (or one-on-one, if possible) groups arranged to differentiate instruction based on student ability/ assessment data including: small flexible ability grouping within the grade level teams, explicit reading instruction using scientifically based resources (other than the core) re-Teach or review of portions of lessons taught in Tier II.

Specific Assessments:

Math: FCAT, Envision topic assessments and benchmark tests, OCPS benchmark and mini-benchmark assessments, Grade Level developed, common formative assessments to assess student learning of NGSSS or Common Core, program-specific progress monitoring tools/assessments (based on which resource is being used for instruction), diagnostic data from instructional technology sources, Florida Achieves (FOCUS) benchmark assessments.

Reading: FCAT, Houghton Mifflin Weekly assessments and benchmark tests, OCPS benchmark and mini-benchmark assessments, Grade Level developed, common formative assessments to assess student learning of NGSSS and Common Core, FAIR OPM (bi-weekly at the Tier II level of instruction/intervention support), Florida Achieves (FOCUS) benchmark assessments, Program-specific progress monitoring tools/assessments (based on which resource is being used for instruction), diagnostic data from instructional technology sources (Reading Counts, SRI, Imagine Learning, etc.)

Writing: Write Score (6 Expository and 3 Narrative assessments per year), Write From the Beginning Instructional Program Rubrics

Science: OCPS Benchmarks, Mini-Benchmark Tests, Florida Achieves (FOCUS) benchmark assessments.

Behavior: teacher observation analytical notes, classroom behavior management plan, individualized behavior modification plan

Data Management Systems:

Math: IMS, EduSoft, FAIR, School server data spreadsheet, individualized student data binder, EDW (educational data warehouse), cum folders

Reading: IMS, EduSoft, FAIR, School server data spreadsheet, individualized student data binder, EDW (educational data warehouse), cum folders

Writing: School server data spreadsheet, individualized student data binder, EDW (educational data warehouse), cum folders

Science: IMS, EduSoft, FAIR, School server data spreadsheet, individualized student data binder, EDW (educational data warehouse), cum folders

Behavior: individualized student data binder, EDW (educational data warehouse), cum folders

Describe the plan to train staff on MTSS.

Through weekly PLC meetings by grade level the structure and implementation of RtI is facilitated and monitored by the administrative leadership team. Teachers will be trained on new common language and research-based strategies. Teams will be trained on new information at pull-out planning days and on an as needed basis.

Describe the plan to support MTSS.

Weekly PLC meetings and Leadership meetings will allow the appropriate time for MTSS to communicate about any arising issues. Issues will be handled using the group norms created by the PLCs in a effective and timely manner. Each team has a team leader and leadership team member to speak to and find support.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lisa Dunlop (Media Specialist-Chair), Jeffrey Andre (5th Grade Teacher), Monica Burke (4th Grade Teacher), Jaclyn Hanson (Kindergarten Teacher), Kerry Hastings (3rd Grade Teacher), Wendy Siegler (2nd Grade Teacher), Stephanie Little (1st Grade

Teacher)

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

The school based LLT is a collaborative team who meets monthly (minimum) to make certain that all students, parents, and teachers are involved in acquiring students' proficiency of literacy skills and reading education. The school based LLT will also collaborate regularly with the district Reading Leadership Team to support the reading related goals and objectives stated in this School Improvement Plan.

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

The initiative for the LLT this year are those established in the OCPS Reading Plan. The five goals established by the LLT:

1. Organize and level classroom libraries.
2. Incorporate literacy into Math and Science lessons.
3. Additional After-school literacy programs. (Partners-in-Print, Reading through Art History)
4. Increase writing responses to reading.
5. Use of flexible grouping during reading intervention.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

NA

### \*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:	During the 2011-2012 school year, Pershing Elementary had 43% (77) of students in 3rd-5th grades achieve proficiency (FCAT Level 3) in reading on the 2012 FCAT. We expect a 3% increase or 46% (83) of students in 3rd-5th grades at Pershing Elementary School will achieve proficiency (FCAT Level 3) in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, 43% (77) of students in 3rd-5th grades at Pershing Elementary School achieved proficiency (FCAT Level 3) in reading on the 2011 FCAT.	We expect a 3% increase or 46% (83) of students in 3rd-5th grades at Pershing Elementary School will achieve proficiency (FCAT Level 3) in reading on the 2013 FCAT.

#### 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	Varying levels of student proficiency require differentiated instruction.	School Wide Intervention/Enrichment time is built into the daily schedule. Research-based resources are available for teachers to use during intervention. Resource teachers to assist classroom teachers in implementation of new intervention plan.	Debra Vereen, Principal Elaine Lundberg, CRT	Informal and formal instructional rounds (observations) will be conducted to assess the implementation of the intervention/enrichment block. Data will be reviewed weekly with teachers during team meetings, following the PLC guiding questions.	Formative Assessment Data, Summative Data (IMS), Teacher Observations, Lesson Plan Checks.
2	Common understanding of standards and learning goals among the grade level to provide appropriate rigor and relevance.	Teacher Leaders will participate in PLC data study and planning meetings throughout the year, in an effort to analyze lessons and collaborate on best instructional practices.	Debra Vereen, Principal Elaine Lundberg, CRT	Teacher Leaders will participate in Lesson Study professional development sessions throughout the year, in an effort to analyze lessons and collaborate on best practices when teaching.	Formative Assessment Data, Summative Data (IMS), Lesson Plan Checks, Teacher Observations.
3	Limited common language regarding best instructional practices.	Staff Development regarding Marzano High Yield Strategies, their applications to reading instruction and their correlation to increased student achievement.	Debra Vereen, Principal Elaine Lundberg, Curriculum Resource Teacher	Informal and formal instructional rounds (observations) will be conducted to assess the fidelity of the implementation of the strategy. Data will be reviewed with teachers during team PLC meetings.	Teacher Evaluations, Formative and Summative Student Data.

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

NA	NA				
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	NA	NA	NA	NA	NA

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:	During the 2011-2012 school year, 57% (104) of students at Pershing Elementary in 3rd-5th grades achieve above proficiency (FCAT Levels 4 and 5) in reading on the 2012 FCAT. We expect a 3% increase or 60% (109) of students in 3rd-5th grades at Pershing Elementary School will achieve proficiency (FCAT Levels 4 and 5) in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, 57% (104) of students at Pershing Elementary in 3rd-5th grades achieved above proficiency (FCAT Levels 4 and 5) in reading on the 2012 FCAT.	We expect a 3% increase or 60% (109) of students in 3rd-5th grades at Pershing Elementary School will achieve above proficiency (FCAT Level 4 or 5) in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not taking ownership of their own learning.	Implementation of student rubrics and scales. Teachers will help students become more aware of their learning and progress so that they take ownership.	Debra Vereen, Principal	Informal instructional rounds (observations) will be conducted to assess the implementation.	Teacher Evaluation.
2	Limited Common Language regarding Best Practice.	Staff Development regarding Marzano High Yield Strategies, their applications to reading instruction and their correlation to increased student achievement.	Debra Vereen, Principal	Informal instructional rounds (observations) will be conducted to assess the implementation of the strategies. Also, observation of PLC meetings by leadership team to determine if common language is increasing within grade level teams.	Teacher Evaluation and PLC Meetings.
3	Limited understanding of the standards and the necessity of rigor in instructional practices.	Provide planning time for teachers to study standards, provide IMS (instructional management system) training as a tool to find information about grade level standards, and instructional support by leadership team.	Debra Vereen, Principal Elaine Lundberg, Curriculum Resource Teacher Liz Craft, Guidance and Staffing Rina Bontemps, Instructional Resource Teacher	Informal and formal instructional rounds (observations) will be conducted to assess the fidelity of the implementation of the strategy. Data will be reviewed with teachers during team PLC meetings.	Formative Assessment Data, Summative Assessment Data, Teacher Observation.
	Varying levels of student proficiency require differentiated instruction.	School Wide Intervention/Enrichment time is built into the daily	Debra Vereen, Principal	Informal and formal instructional rounds (observations) will be	Formative Assessment Data, Summative Data

4	schedule. Research-based resources are available for teachers to use during intervention. Resource teachers to assist classroom teachers in implementation of new intervention plan.	Elaine Lundberg, CRT	conducted to assess the implementation of the intervention/enrichment block. Data will be reviewed weekly with teachers during team meetings, following the PLC guiding questions.	(IMS), Teacher Observations, Lesson Plan Checks
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA

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:	During the 2011-2012 school year, 69% (75) of students at Pershing Elementary made Learning Gains in reading. We expect a 3% increase or 72% (78) of students at Pershing Elementary School will make learning gains in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, 69% (75) of students at Pershing Elementary made Learning Gains in reading.	We expect a 3% increase or 72% (78) of students at Pershing Elementary School will make learning gains in reading on the 2013 FCAT.

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 common understanding of essential, instructional goals among teachers within vertical grade levels to ensure they have the same rigor and relevance to meet the needs of all students.	Administrative and leadership team members will meet with grade level PLCs to discuss rigorous and relevant instructional plans, following the Professional Learning Communities guiding questions. Teams will develop instructional pacing guides to include specific	Debra Vereen, Principal Elaine Lundberg, CRT Rina Bontemps, Instructional Coach Elizabeth Craft, Guidance and Staffing	Review of data with leadership team, discussion of data with teachers during team meetings, following the PLC Quarterly submission of grade level learning goals and formative assessments.	Formative Assessment Data and PLC meetings.

		benchmarks and materials to be used to teach those benchmarks by all members of the grade level team, as well as common formative assessments to be used for data analysis.	Coordinator		
2	Student specific reading needs are not being met through intervention.	Progress monitoring through weekly curriculum-aligned formative assessments to guide intervention or small group instruction. Results of intervention will be monitored through weekly data meetings.	Debra Vereen, Principal Elaine Lundberg, CRT Rina Bontemps, Instructional Coach Elizabeth Craft, Guidance and Staffing Coordinator	Administrative and leadership team members will analyze formative assessment data and meet with grade level teams to review instructional plans to meet the needs of specific students.	Formative Assessment Data and PLC meetings.
3	Students struggle to relate to curriculum.	Creating lessons that meet the needs of our students by focusing on learning goals and not just the curriculum to increase relevance.	Debra Vereen, Principal Elaine Lundberg, CRT	Informal instructional rounds (observations) will be conducted to assess the implementation of relevant material.	Instructional Rounds (observations)

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

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

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:		During the 2011-2012 school year, 68% (32) of students at Pershing Elementary in Lowest 25% made learning gains in Reading on 2012 FCAT. We expect a 5% increase or of students in Lowest 25% will make learning gains in reading on the 2013 FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
During the 2011-2012 school year, 68% (32) of students at Pershing Elementary in Lowest 25% made learning gains in Reading on 2012 FCAT.		We expect a 5% increase or 72% (35) of students in Lowest 25% will make learning gains in reading on the 2013 FCAT.			
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not provided necessary intervention when not performing at grade level expectations.	Build in a skill-based intervention block for all grade levels and monitor progress through PLC data meetings.	Debra Vereen, Principal Elaine Lundberg, CRT Elizabeth Craft, ESE and Staffing Rina Bontemps, Instructional Resource	Use of student concerns document used to monitor student data, parent communication, behavior, and intervention strategies. Discussions at PLC data meetings, weekly. Monitor student achievement data closely.	Data (formative and summative assessments), Student Concerns Form
2	Many of our lowest 25% ride the bus to school and our unable to attend any additional tutoring or after school support.	Intervention time has been built into the schedule and resource teachers are providing additional support to students in lowest 25%.	Debra Vereen, Principal Elaine Lundberg, CRT Elizabeth Craft, ESE and Staffing Rina Bontemps, Instructional Resource Lisa Dunlop, Media Specialist	Discussions at PLC data meetings, weekly. Discussions at leadership meetings to discuss how their needs are being met. Monitor student achievement data closely.	Data (formative and summative assessments)
3	Many of our lowest 25% become frustrated and shut down when curriculum becomes rigorous.	Teachers will be trained in Marzano Strategies that make the curriculum accessible to all students. Teachers will then implement these strategies in their classrooms to support students in the lowest 25%.	Debra Vereen, Principal Elaine Lundberg, CRT Elizabeth Craft, ESE and Staffing Rina Bontemps, Instructional Support	Teacher observations will determine if Marzano strategies are being implemented correctly and on a regular basis.	Teacher observation data (informal and formal)

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	During the 2010-2011 school year, Westbrooke Elementary had of Black students in 3rd-5th grades did not make Satisfactory Progress in reading on 2012 FCAT. We expect a 10% decrease or a maximum of 30% of Black students in 3rd-5th grades at Pershing Elementary School will not make Satisfactory Progress in reading on 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2010-2011 school year, Pershing Elementary had of Black students in 3rd-5th grades did not make Satisfactory	We expect a 10% decrease, or a maximum of , of Black students in 3rd-5th grades at Pershing Elementary School will

Progress in reading on 2012 FCAT.	not make Satisfactory Progress in reading on 2012 FCAT.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA ( < 30 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA ( < 30 students)	NA ( < 30 students)

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	NA	NA	NA	NA	NA

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	
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Reading Goal #5E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus: Yearly Plans and Formative Assessments	K-5	Debra Vereen, Principal Elaine Lundberg, CRT	school-wide	Pre-planning, weekly at PLC meetings	Monitor use of developed yearly plans and study formative assessment data; discussion of formative assessments at PLC meetings	Debra Vereen, Principal Elaine Lundberg, CRT
PD Content: Marzano DQ's 2,5,7, and 9	K-5	Debra Vereen, Principal	school-wide	Professional Development Wednesdays (monthly)	Monitor use and effectiveness of strategies in teacher observations (formal and informal)	Debra Vereen, Principal
PD Content: Expert Series (Reading Focus: Leveled Libraries, Common Core Standards ELA, Scales and Goals, Creating Formative Assessments)	K-5	Debra Vereen, Principal Elaine Lundberg, CRT Lead Teachers	school-wide	Professional Development Wednesdays (monthly)	Monitor use and effectiveness of strategies in teacher observations (formal and informal); discussions during PLC meetings	Debra Vereen, Principal Elaine Lundberg, CRT

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase of Social Studies Curriculum to support district adoption.	Comprehensive Social Studies curriculum for grades k-2.	budget	\$5,092.00

Use of supplemental Language arts/phonics materials to be used for intervention and small group instruction and support	Curriculum Associates phonics leveled readers. STARS and CARS workbooks Florida Ready Instruction Language Arts materials.	budget	\$1,790.00
			Subtotal: \$6,882.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Use of online materials to support new social studies series	Online worktext access interactive curricular materials	budget	\$36.63
Brain Pop subscription	On line subscription to support interactive learning in all subject areas all grade levels.	budget	\$1,125.00
			Subtotal: \$1,161.63
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,043.63

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.		Our goal is to increase the number of ELL students scoring proficient on the listening/speaking portion of the CELLA assessment by 3% or 55% (15) of our ELL students.		
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
During the 2011-2012 school year, 52% (14) of ELL students at Pershing scored at proficient on listening/speaking of the CELLA assessment.				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	Our goal is to increase the number of ELL students scoring proficient on the reading portion of the CELLA assessment by 3% or 41% (12) of our ELL students.
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	



During the 2011-2012 school year, 38% (10) of ELL students at Pershing scored at proficient on the reading portion of the CELLA assessment.

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Our goal is to increase the number of ELL students scoring proficient on the writing portion of the CELLA assessment by 3% or 36% (10) of our ELL students.

2012 Current Percent of Students Proficient in writing:

During the 2011-2012 school year, 33% (9) of ELL students at Pershing scored at proficient on the writing portion of the CELLA assessment.

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*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:	During the 2011-2012 school year, Pershing Elementary had 23% (41) of students in 3rd-5th grades achieve proficiency (FCAT Level 3) in math on the 2012 FCAT. We expect a 10% increase or 33% (61) of students in 3rd-5th grades at Pershing Elementary School will achieve proficiency (FCAT Level 3) in math on the 2013 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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During the 2011-2012 school year, 23% (41) of students in 3rd-5th grades achieved proficiency (FCAT Level 3) in math on the 2012 FCAT.	We expect a 10% increase or 33% (61) of students in 3rd-5th grades at Pershing Elementary School will achieve proficiency (FCAT Level 3) in math on the 2013 FCAT.
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### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of student proficiency require differentiated instruction.	School Wide Intervention/Enrichment time is built into the daily schedule. Research-based resources are available for teachers to use during intervention. Resource teachers to assist classroom teachers in implementation of new intervention plan.	Debra Vereen, Principal Elaine Lundberg, CRT	Informal and formal instructional rounds (observations) will be conducted to assess the implementation of the intervention/enrichment block. Data will be reviewed weekly with teachers during team meetings, following the PLC guiding questions.	Formative Assessment Data, Summative Data (IMS), Teacher Observations, Lesson Plan Checks.
2	Common understanding of standards and learning goals among the grade level to provide appropriate rigor and relevance.	Teacher Leaders will participate in PLC data study and planning meetings throughout the year, in an effort to analyze lessons and collaborate on best instructional practices.	Debra Vereen, Principal Elaine Lundberg, CRT	Teacher Leaders will participate in Lesson Study professional development sessions throughout the year, in an effort to analyze lessons and collaborate on best practices when teaching.	Formative Assessment Data, Summative Data (IMS), Lesson Plan Checks, Teacher Observations.
3	Limited common language regarding best instructional practices.	Staff Development regarding Marzano High Yield Strategies, their applications to reading instruction and their correlation to increased student achievement.	Debra Vereen, Principal Elaine Lundberg, Curriculum Resource Teacher	Informal and formal instructional rounds (observations) will be conducted to assess the fidelity of the implementation of the strategy. Data will be reviewed with teachers during team PLC meetings.	Teacher Evaluations, Formative and Summative Student Data.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:	During the 2011-2012 school year, 23% (42) of students at Pershing Elementary in 3rd-5th grades achieved above proficiency (FCAT Levels 4 and 5) in math on the 2012 FCAT. We expect a 12% increase or 35% (65) of students in 3rd-5th grades at Pershing Elementary School will achieve above proficiency (FCAT Levels 4 and 5) in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, 23% (42) of students at Pershing Elementary in 3rd-5th grades achieved above proficiency (FCAT Levels 4 and 5) in math on the 2012 FCAT.	We expect a 12% increase or 35% (65) of students in 3rd-5th grades at Pershing Elementary School will achieve above proficiency (FCAT Levels 4 and 5) in math on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not taking ownership of their own learning.	Implementation of student rubrics and scales. Teachers will help students become more aware of their learning and progress so that they take ownership.	Debra Vereen, Principal	Informal instructional rounds (observations) will be conducted to assess the implementation.	Teacher Evaluation.
2	Limited Common Language regarding Best Practice.	Staff Development regarding Marzano High Yield Strategies, their applications to reading instruction and their correlation to increased student achievement.	Debra Vereen, Principal	Informal instructional rounds (observations) will be conducted to assess the implementation of the strategies. Also, observation of PLC meetings by leadership team to determine if common language is increasing within grade level teams.	Teacher Evaluation and PLC Meetings.
3	Limited understanding of the standards and the necessity of rigor in instructional practices.	Provide planning time for teachers to study standards, provide IMS (instructional management system) training as a tool to find information about grade level standards, and instructional support by leadership team.	Debra Vereen, Principal Elaine Lundberg, Curriculum Resource Teacher Liz Craft, Guidance and Staffing Rina Bontemps, Instructional Resource Teacher	Informal and formal instructional rounds (observations) will be conducted to assess the fidelity of the implementation of the strategy. Data will be reviewed with teachers during team PLC meetings.	Formative Assessment Data, Summative Assessment Data, Teacher Observation.
4	Varying levels of student proficiency require differentiated instruction.	School Wide Intervention/Enrichment time is built into the daily schedule. Research-based resources are available for teachers to use during intervention. Resource teachers to	Debra Vereen, Principal Elaine Lundberg, CRT	Informal and formal instructional rounds (observations) will be conducted to assess the implementation of the intervention/enrichment block. Data will be reviewed weekly with	Formative Assessment Data, Summative Data (IMS), Teacher Observations, Lesson Plan Checks

	assist classroom teachers in implementation of new intervention plan.	teachers during team meetings, following the PLC guiding questions.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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	NA	NA	NA	NA	NA

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:	During the 2011-2012 school year, 43% (52) of 4th-5th grade students at Pershing Elementary made Learning Gains in math. We expect a 30% increase or 73% (89) of students in 4th-5th grades at Pershing Elementary School will make learning gains in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, 43% (52) of 4th-5th grade students at Pershing Elementary made Learning Gains in math.	We expect a 30% increase or 73% (89) of students in 4th - 5th grades at Pershing Elementary School will make learning gains in math on the 2013 FCAT.

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 common understanding of essential, instructional goals among teachers within vertical grade levels to ensure they have the same rigor and relevance to meet the needs of all students.	Administrative and leadership team members will meet with grade level PLCs to discuss rigorous and relevant instructional plans, following the Professional Learning Communities guiding questions. Teams will develop instructional pacing guides to include specific benchmarks and materials to be used to teach those benchmarks by all members of the grade level team, as well as common formative assessments to be used for data analysis.	Debra Vereen, Principal Elaine Lundberg, CRT Rina Bontemps, Instructional Coach Elizabeth Craft, Guidance and Staffing Coordinator	Review of data with leadership team, discussion of data with teachers during team meetings, following the PLC Quarterly submission of grade level learning goals and formative assessments.	Formative Assessment Data and PLC meetings.

2	Student specific reading needs are not being met through intervention.	Progress monitoring through weekly curriculum-aligned formative assessments to guide intervention or small group instruction. Results of intervention will be monitored through weekly data meetings.	Debra Vereen, Principal Elaine Lundberg, CRT Rina Bontemps, Instructional Coach Elizabeth Craft, Guidance and Staffing Coordinator	Administrative and leadership team members will analyze formative assessment data and meet with grade level teams to review instructional plans to meet the needs of specific students.	Formative Assessment Data and PLC meetings.
3	Students struggle to relate to curriculum.	Creating lessons that meet the needs of our students by focusing on learning goals and not just the curriculum to increase relevance.	Debra Vereen, Principal Elaine Lundberg, CRT	Informal instructional rounds (observations) will be conducted to assess the implementation of relevant material.	Instructional Rounds (observations)

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

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

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	NA	NA	NA	NA	NA

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:	During the 2011-2012 school year, 41% (13) of 4th and 5th grade students in the lowest 25% at Pershing Elementary made Learning Gains in math. We expect a 29% increase or 70% (21) of students at Pershing Elementary School will make learning gains in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, 41% (13) of 4th and 5th grade students in the lowest 25% at Pershing Elementary made Learning Gains in math.	We expect a 29% increase or 70% (21) of students in the lowest 25% of 4th-5th grade at Pershing Elementary School will make learning gains in math on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are not provided necessary intervention when not performing at grade level	Build in a skill-based intervention block for all grade levels and monitor progress through PLC	Debra Vereen, Principal Elaine Lundberg,	Use of student concerns document used to monitor student data, parent communication,	Data (formative and summative assessments), Student Concerns

1	expectations.	data meetings.	CRT Elizabeth Craft, ESE and Staffing Rina Bontemps, Instructional Resource	behavior, and intervention strategies. Discussions at PLC data meetings, weekly. Monitor student achievement data closely.	Form
2	Many of our lowest 25% ride the bus to school and our unable to attend any additional tutoring or after school support.	Intervention time has been built into the schedule and resource teachers are providing additional support to students in lowest 25%.	Debra Vereen, Principal Elaine Lundberg, CRT Elizabeth Craft, ESE and Staffing Rina Bontemps, Instructional Resource Lisa Dunlop, Media Specialist	Discussions at PLC data meetings, weekly. Discussions at leadership meetings to discuss how their needs are being met. Monitor student achievement data closely.	Data (formative and summative assessments)
3	Many of our lowest 25% become frustrated and shut down when curriculum becomes rigorous.	Teachers will be trained in Marzano Strategies that make the curriculum accessible to all students. Teachers will then implement these strategies in their classrooms to support students in the lowest 25%.	Debra Vereen, Principal Elaine Lundberg, CRT Elizabeth Craft, ESE and Staffing Rina Bontemps, Instructional Support	Teacher observations will determine if Marzano strategies are being implemented correctly and on a regular basis.	Teacher observation data (informal and formal)

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

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

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>
Problem-Solving Process to Increase Student Achievement	

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*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
PLC Focus: Yearly Plans and Formative Assessments	K-5	Debra Vereen, Principal Elaine Lundberg, CRT	school-wide	Pre-planning and PLC meetings weekly	Monitor use of developed yearly plans and study formative assessment data; discussion of formative assessments at PLC meetings	Debra Vereen, Principal Elaine Lundberg, CRT
PD Focus: Marzano DQ's 2,5,7, and 8	K-5	Debra Vereen, Principal	school wide	Professional Development Wednesdays (monthly)	Monitor use of implementation and effectiveness through teacher observations (informal and formal)	Debra Vereen, Principal
Expert Series: Focus Math (Common Core MA Standards, STEM projects, IMS curriculum, formative assessments)	K-5	Debra Vereen, Principal Elaine Lundberg, CRT Lead Teachers	school-wide	Wednesdays (monthly)	Monitor use of implementation and effectiveness through teacher observations (informal and formal); Discuss effectiveness of strategies at PLC meetings, weekly	Debra Vereen, Principal Elaine Lundberg, CRT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of document cameras in each classroom to support the use of technology and interactive learning.	Ladibug Flatbed Document Camera	grant	\$10,878.00
			Subtotal: \$10,878.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$10,878.00			

*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:	During the 2011-2012 school year, Pershing Elementary had 34% (22) of students in 5th grade achieve proficiency (FCAT Level 3) in science on the 2012 FCAT. We expect a 3% increase or 37% (25) of students in 5th grade at Pershing Elementary School will achieve proficiency (FCAT Level 3) in science on the 2013 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, 34% (22) of students in 5th grade achieved proficiency (FCAT Level 3) in science on the 2012 FCAT.	We expect a 3% increase or 37% (25) of students in 5th grade at Pershing Elementary School will achieve proficiency (FCAT Level 3) in science on the 2013 FCAT.

### 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	Varying levels of student proficiency require differentiated instruction.	School Wide Intervention/Enrichment time is built into the daily schedule. Research-based resources are available for teachers to use during intervention. Resource teachers to assist classroom teachers in implementation of new intervention plan.	Debra Vereen, Principal Elaine Lundberg, CRT	Informal and formal instructional rounds (observations) will be conducted to assess the implementation of the intervention/enrichment block. Data will be reviewed weekly with teachers during team meetings, following the PLC guiding questions.	Formative Assessment Data, Summative Data (IMS), Teacher Observations, Lesson Plan Checks.
2	Common understanding of standards and learning goals among the grade level to provide appropriate rigor and relevance.	Teacher Leaders will participate in PLC data study and planning meetings throughout the year, in an effort to analyze lessons and collaborate on best instructional practices.	Debra Vereen, Principal Elaine Lundberg, CRT	Teacher Leaders will participate in Lesson Study professional development sessions throughout the year, in an effort to analyze lessons and collaborate on best practices when teaching.	Formative Assessment Data, Summative Data (IMS), Lesson Plan Checks, Teacher Observations.
	Limited common language regarding best instructional practices.	Staff Development regarding Marzano High Yield Strategies, their applications to reading	Debra Vereen, Principal Elaine Lundberg,	Informal and formal instructional rounds (observations) will be conducted to assess	Teacher Evaluations, Formative and Summative

3		instruction and their correlation to increased student achievement.	Curriculum Resource Teacher	the fidelity of the implementation of the strategy. Data will be reviewed with teachers during team PLC meetings.	Student Data.
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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:

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

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	NA	NA	NA	NA	NA

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:	During the 2011-2012 school year, 9% (5) of students at Pershing Elementary in 5th grade achieved above proficiency (FCAT Levels 4 and 5) in science on the 2012 FCAT. We expect a 3% increase or 12% (6) of students in 5th grade at Pershing Elementary School will achieve proficiency (FCAT Levels 4 and 5) in science on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, 9% (5) of students at Pershing Elementary in 5th grade achieved above proficiency (FCAT Levels 4 and 5) in science on the 2012 FCAT.	We expect a 3% increase or 12% (5) of students in 5th grade at Pershing Elementary School will achieve proficiency (FCAT Levels 4 and 5) in science on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not taking ownership of their own learning.	Implementation of student rubrics and scales. Teachers will help students become more aware of their learning and progress so that they take ownership.	Debra Vereen, Principal	Informal instructional rounds (observations) will be conducted to assess the implementation.	Teacher Evaluation.
2	Limited Common Language regarding Best Practice.	Staff Development regarding Marzano High Yield Strategies, their applications to reading instruction and their correlation to increased student achievement.	Debra Vereen, Principal	Informal instructional rounds (observations) will be conducted to assess the implementation of the strategies. Also, observation of PLC meetings by leadership	Teacher Evaluation and PLC Meetings.

				team to determine if common language is increasing within grade level teams.	
3	Limited understanding of the standards and the necessity of rigor in instructional practices.	Provide planning time for teachers to study standards, provide IMS (instructional management system) training as a tool to find information about grade level standards, and instructional support by leadership team.	Debra Vereen, Principal Elaine Lundberg, Curriculum Resource Teacher Liz Craft, Guidance and Staffing Rina Bontemps, Instructional Resource Teacher	Informal and formal instructional rounds (observations) will be conducted to assess the fidelity of the implementation of the strategy. Data will be reviewed with teachers during team PLC meetings.	Formative Assessment Data, Summative Assessment Data, Teacher Observation.
4	Varying levels of student proficiency require differentiated instruction.	School Wide Intervention/Enrichment time is built into the daily schedule. Research-based resources are available for teachers to use during intervention. Resource teachers to assist classroom teachers in implementation of new intervention plan.	Debra Vereen, Principal Elaine Lundberg, CRT	Informal and formal instructional rounds (observations) will be conducted to assess the implementation of the intervention/enrichment block. Data will be reviewed weekly with teachers during team meetings, following the PLC guiding questions.	Formative Assessment Data, Summative Data (IMS), Teacher Observations, Lesson Plan Checks

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

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

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
PLC Focus: Yearly Plans and Formative Assessments	K-5	Debra Vereen, Principal Elaine Lundberg, CRT	school-wide	Pre-planning and PLC meetings weekly	Monitor use of developed yearly plans and study formative assessment data; discussion of formative assessments at PLC meetings	Debra Vereen, Principal Elaine Lundberg, CRT
PD: Marzano DQ's 2,5,7, and 8	K-5	Debra Vereen, Principal Elaine Lundberg, CRT	school-wide	Professional Development Wednesdays (monthly)	Monitor use and effectiveness through teacher evaluations (informal and formal)	Debra Vereen, Principal
PD: Expert Series (Focus Science: STEM activities, using literature in the content areas,	K-5	Debra Vereen, Principal Elaine Lundberg, CRT Lead Teachers	school-wide	Wednesdays (monthly)	Monitor use and effectiveness through teacher evaluations (informal and formal; discussions during PLC meetings)	Debra Vereen, Principal

Science Budget:

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

End of 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:

During the 2011-2012 school year, Pershing Elementary had 80% (60) of students in 4th grade achieve proficiency (FCAT Level 4) in writing on the 2012 FCAT. We expect a 3% increase or 83% (64) of students in 4th grade at Pershing Elementary School will achieve

	proficiency (FCAT Level 3) in writing on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2011-2012 school year, Pershing Elementary had 80% (60) of students in 4th grade achieve proficiency (FCAT Level 4) in writing on the 2012 FCAT.	We expect a 3% increase or 83% (64) of students in 4th grade at Pershing Elementary School will achieve proficiency (FCAT Level 4) in writing on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not have a clear understanding of 4th grade writing expectations.	Professional development to practice using FCAT calibration papers to better understand what is expected.	Debra Vereen, Principal Elaine Lundberg, CRT	Teachers discuss writing prompts at PLC meetings to determine if progress is being made.	Monthly writing prompts and formative writing assessments.
2	Teachers do not grade papers at the same rigor as other members of the team.	Teachers grade monthly formative writing assessments together using FCAT calibration papers.	Debra Vereen, Principal Elaine Lundberg, CRT	Teachers discuss writing prompts at PLC meetings to determine if teachers are teaching and grading to similar standards.	Monthly writing prompts and formative writing assessments.
3	Teachers do not have a clear and straight forward curriculum to teach all parts of the writing curriculum.	Collaborate and plan together using the best portions of the different curriculum.	Debra Vereen, Principal Elaine Lundberg, CRT	Teachers will collaborate and plan together to make sure curriculum is used to teach the standards	Monthly writing prompts and formative writing assessments.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus: Yearly Plans and Formative Assessments	K-5	Debra Vereen, Principal Elaine Lundberg, CRT	school-wide	Pre-planning and PLC weekly meetings	Monitor use of developed yearly plans and study formative assessment data; discussion of formative assessments at PLC meetings	Debra Vereen, Principal Elaine Lundberg, CRT
Writing as a response to reading	K-5	Elaine Lundberg, CRT	school-wide	October	Monitor use of reading journals; have teachers bring reflections to weekly PLC meetings	Debra Vereen, Principal Elaine Lundberg, CRT
PD: Holistic Scoring of 4th Grade Writing and use of calibration papers	4th Grade/Writing	Elaine Lundberg	4th Grade	September, December	Work with teachers to score monthly writing prompts	Debra Vereen, Principal Elaine Lundberg, CRT

Writing Budget:

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

End of Writing Goals

## Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	During the 2011-2012 school Pershing Elementary had an attendance rate of 95.77%. We would like to increase the attendance rate by 1% to 96.77% by encouraging better attendance of those students with excessive absences and tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

During the 2011-2012 school year, Pershing students had an attendance rate of 95.77% (365).	Pershing Elementary will increase their attendance rate by 1% to 96.77% (369).				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
During the 2011-2012 school year, Pershing had 12% (44) of students with excessive absences.	Pershing Elementary will decrease the number of students with excessive absences by 3% to a maximum of 9% (33).				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
During the 2011-2012 school year, Pershing had 29% (111) of students with excessive tardies.	Pershing Elementary will decrease the number of students with excessive absences by 3% to a maximum of 26% (100).				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are suspended from the bus are not able to get to school.	Reduce bus suspensions by using alternate means of discipline, campus clean up, assigned seating on the bus, etc.	Bus Drivers Instructional Support staff SLD teacher Principal	Reduction in the number of bus suspensions and student absences	EDW data

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
PLC Focus: Yearly Plans and Common Formative assessment	K-5	Debra Vereen, Principal Elaine Lundberg, CRT	school-wide	Pre-planning, weekly at PLC meetings	Monitor use of developed yearly plans and study formative assessment data; discussion of formative assessments at PLC meetings	Debra Vereen, Principal Elaine Lundberg, CRT
PD: Marzano DQ 8 (Establish and Maintain Effective Relationships with Students)	K-5	Debra Vereen, Principal	school-wide	October	Monitor use and effectiveness through teacher observations (informal and formal)	Debra Vereen, Principal

Attendance Budget:

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



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

End of 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:		During the 2011-2012 school year, 5% (19) of Pershing Elementary students received a total of 38 suspensions. Our goal is to decrease the number of students receiving out-of-school suspensions by 1%, a maximum 4% (16) of students and to the decrease the number of suspensions by 5.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
During the 2011-2012 school year, 0 was the total number of In-School Suspensions for Pershing Students.		Our expected number for In-School suspensions for the 2012-2013 school year is 0.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
During the 2011-2012 school year, 0 was the total number of students receiving In-School Suspensions for Pershing Students.		Our expected maximum number for the number of students receiving In-School suspensions for the 2012-2013 school year is 0.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
During the 2011-2012 school year, 38 was the total number of Out-of-School Suspensions for Pershing Students.		Our expected maximum number for Out-of-School suspensions for the 2012-2013 school year is 33.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
During the 2011-2012 school year, 19 was the total number of students receiving Out-of-School Suspensions for Pershing Students.		Our expected number for the number of students receiving Out-of-School suspensions for the 2012-2013 school year is 16.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Teachers are unaware or have not been	Provide support for teachers through	Debra Vereen, Principal	Observe teachers implementing new	Student Data System

1	trained properly in specific and research-based behavior modification strategies.	coaching, professional developments, and practice.	Elaine Lundberg, CRT Elizabeth Craft, ESE and Staffing Rina Bontemps, Instructional Support	behavior modification strategies. Monitor the number of infractions that lead to suspensions.	
2	Not enough parent communication to discuss classroom behavior problems prior to them escalating.	Teachers will call, email, or write home regularly to discuss behavior.	Debra Vereen, Principal Rina Bontemps, Instructional Support	Teachers will be keeping a communication log for all students so that Leadership Team can monitor the communication.	Communication Log
3	Frustration level of student behavior can escalate issues when curriculum is challenging and rigorous.	Professional development will be provided for teachers to implement the use of Marzano Strategies to make the curriculum accessible to all students.	Debra Vereen, Principal Elaine Lundberg, CRT Elizabeth Craft, ESE and Staffing Rina Bontemps, Instructional Support	Teacher Observation (formal and informal) to monitor the use of Marzano Strategies.	Teacher Evaluation.

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
PLC Focus: Yearly Plan and Formative Assessments	K-5	Debra Vereen, Principal Elaine Lundberg, CRT	school-wide	Weekly throughout the school year	Monitor use of yearly plans and formative assessments to track academic instruction.	Debra Vereen, Principal Elaine Lundberg, CRT
PD: Marzano DQ's 2,5,7, and 8.	K-5	Debra Vereen, Principal Elaine Lundberg, CRT	school-wide	Professional Development Wednesdays (monthly)	Monitor use and effectiveness of strategies through teacher observations (informal and formal)	Debra Vereen, Principal
PD: Expert Series (Focus Behavior: Strategies to Modify/Change Behavior, Developmental Goals on Report Cards, Character Education)	K-5	Debra Vereen, Principal Rina Bontemps, Instructional Resource	school-wide	Wednesdays (monthly)	Monitor use and effectiveness of strategies through teacher observations (informal and formal). Discussions about strategies at weekly PLC meetings.	Debra Vereen, Principal Rina Bontemps, Instructional Resource

Suspension Budget:

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

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		During the 2011-2012 school year, 4,470 of volunteer hours were logged by parents and other school volunteers. Our goal is to increase the number of school volunteer hours by 500 hours for 4,970 hours to support instruction, parent involvement, and student achievement.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
During the 2011-2012 school year, 4,470 of volunteer hours were logged by parents and other school volunteers.		Our goal is to increase the number of school volunteer hours by 500 hours or 4,970.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unable to volunteer because they work.	Provide additional ways for parents to volunteer outside of the normal school day hours.	Debra Vereen, Principal PTA President	Number of volunteer hours logged at school.	Volunteer Sign-in
2	A small group of parents do much of the work.	To extend invitations out to all Pershing Families to a variety of events so that everyone feels welcomed and comfortable volunteering.	Debra Vereen, Principal	Number of volunteer hours logged at school and record of the variety of parents serving in the school.	Volunteer Sign-in

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

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

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

Parent Involvement Budget:

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

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:	During the 2011-2012 school year, 43% (28) of Pershing 5th graders scored at or above proficiency on the science portion of the FCAT. Our goal is to increase the implementation of planned STEM activities across all grade levels to promote critical thinking, engineering, scientific, and mathematical skills and ultimately, increase student achievement in math and science.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	There is no purchased curriculum for teachers to follow to implement STEM projects in the classroom.	Provide resources for teachers to find lessons and projects that will meet the needs of their students.	Elaine Lundberg, CRT	Feedback from teachers about implementation of projects during school-wide STEM block.	Math and Science EduSoft Scores and formative assessments.
2	Teachers do not have a clear understanding of STEM goals for the District and Nation.	Provide professional development and training on District and National STEM goals so that teachers are more clear on expectations.	Debra Vereen, Principal Elaine Lundberg, CRT	Teacher observation during STEM block.	Teacher observation.
3	Time to implement STEM projects.	Provide designated STEM time for all grade levels K-5.	Debra Vereen, Principal Elaine Lundberg, CRT	Feedback from teachers about implementation and teacher observation.	Teacher observation and Math and Science EduSoft scores.

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
PD: Expert Series (FOCUS STEM: Implementing student-focused learning projects during STEM time)	K-5	Debra Vereen, Principal Elaine Lundberg, CRT Lead Teacher	school-wide	November	Monitor use and effectiveness of strategies through teacher observations (informal and formal). Discussions of formative assessments in PLC meetings.	Debra Vereen, Principal
PD: Marzano DQ's 2,5,7, and 8. K-5	K-5	Debra Vereen, Principal Elaine Lundberg, CRT	school-wide	Professional Development Wednesdays (monthly)	Monitor use and effectiveness of strategies through teacher observations (informal and formal)	Debra Vereen, Principal

STEM Budget:

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

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

*End of STEM Goal(s)*

## Additional Goal(s)

### Fine Arts Enrollment Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Fine Arts Enrollment Goal Fine Arts Enrollment Goal #1:		During the 2011-2012 school year we had one after-school fine arts program - Art Club. Our goal is to double the number of after-school fine arts programs available to students at Pershing Elementary by also adding a choir to enhance musical knowledge and ability.		
2012 Current level:		2013 Expected level:		
During the 2011-2012 school year we had one after-school fine arts program - Art Club.		Our goal is to double the number of after-school fine arts programs available to students at Pershing Elementary by also adding a choir to enhance musical knowledge and ability.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

### Budget:

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

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

End of Fine Arts Enrollment Goal(s)

## College and Career Readiness Goal:

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

1. College and Career Readiness Goal College and Career Readiness Goal #1:	During the 2011-2012 school year, 48 students in 5th grade and 5th grade teachers at Pershing Elementary participated Destination College to increase College and Career readiness. Our goal is to increase the program by 100%(77) extending the program to both 4th and 5th grades.				
2012 Current level:	2013 Expected level:				
During the 2011-2012 school year, 48 students in 5th grade and 5th grade teachers at Pershing Elementary participated Destination College to increase College and Career readiness.	Our goal is to increase the Destination College program by 100%(77) extending the program to both 4th and 5th grades.				
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	Training teachers on the Destination College program.	Use some of the built in district professional development days to train 4th grade teachers on Destination College.	Debra Vereen, Principal Elaine Lundberg, CRT	Observation of use of strategy by both teachers and students. Monitor student data.	Informal and Formal observations. Student data.

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
PD: Expert		Debra Vereen,				



Series FOCUS College and Career Readiness, 21st Century Skills	K-5	Principal Elaine Lundberg, CRT  Lead Teacher	school-wide	November	Monitor use of strategies in the classroom. Discuss their use during weekly PLC meeting.	Debra Vereen, Principal
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Budget:

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

*End of College and Career Readiness Goal(s)*

## Special Education Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Special Education Goal Special Education Goal #1:		During the 2011-2012 school year, 0% (0) of our black or African American subgroup of Pershing students are underrepresented in the gifted program. Our goal is to increase this number to 2% (3) students in the 2012-2013 school year.			
2012 Current level:		2013 Expected level:			
During the 2011-2012 school year, 0% (0) of Black Pershing Students are represented in the gifted program.		Our goal is to increase this number to 2% (3) students in the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not properly trained to identify gifted characteristics.	Provide professional development on the characteristics of giftedness.	Debra Vereen, Principal Elaine Lundberg, CRT	Number of students being identified and evaluated by the school psychologist.	Student data system.

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

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

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

Budget:

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

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase of Social Studies Curriculum to support district adoption.	Comprehensive Social Studies curriculum for grades k-2.	budget	\$5,092.00
Reading	Use of supplemental Language arts/phonics materials to be used for intervention and small group instruction and support	Curriculum Associates phonics leveled readers. STARS and CARS workbooks Florida Ready Instruction Language Arts materials.	budget	\$1,790.00
				Subtotal: \$6,882.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of online materials to support new social studies series	Online worktext access interactive curricular materials	budget	\$36.63
Reading	Brain Pop subscription	On line subscription to support interactive learning in all subject areas all grade levels.	budget	\$1,125.00
Mathematics	Use of document cameras in each classroom to support the use of technology and interactive learning.	Ladibug Flatbed Document Camera	grant	\$10,878.00
				Subtotal: \$12,039.63
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$18,921.63

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/23/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Assist with the implementation and monitor of SIP.  
Plan and implement Media Center interior painting.  
Plan and implement book drive.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Orange School District PERSHING ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	83%	85%	49%	294	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	64%			128	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	57% (YES)	67% (YES)			124	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					546	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District PERSHING ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	81%	79%	62%	302	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	74%	72%			146	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	60% (YES)	63% (YES)			123	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					571	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested