

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: HENRY F. KITE ELEMENTARY SCHOOL

District Name: Duval

Principal: Deidra Johnson

SAC Chair: Robin Browne

Superintendent: Ed Pratt Dannals

Date of School Board Approval: November 1, 2012

Last Modified on: 10/5/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Deidra Johnson	Master's in Educational Leadership from University of North Florida Bachelor of Science from Florida Agricultural and Mechanical University Elem Ed K-6	4	11	Served as principal for Henry F. Kite Elementary for the following school years: 2009 – 2010 School grade =D 2010 – 2011 School grade =C 2011 – 2012 School grade =D The neighborhood feeder pattern for Henry F. Kite Elementary is Ribault Middle School, however many students continue with the IB magnet or seek entrance into other Magnet Schools including James Weldon Johnson, Darnell Cookman or Landon Middle schools.

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)
Instructional	Alice Smith	B.A. Elementary Education University of Florida, M.A.T. Elementary Education Jacksonville University/ Primary Education (K-3), Elementary Education (1-6), Reading Endorsement	6	5	Mrs. Smith has been a Duval County teacher for 20 years, including 6 years as a Reading Recovery teacher. She has provided numerous trainings to classroom teachers on DRA2, Administering and Analyzing Running Records, Inform and Limelight. She has participated in curriculum writing for the district in the areas of reading and writing.
Reading	Jill Newhouse	B.A. Elementary Education West Virginia University/ Elementary Education (1-6), Specific Learning Disabilities (K-12) and Mentally Handicapped (K-12)/ National Board Certification	3	6	Ms. Newhouse has been a Duval County teacher for 25 years. During her 12 years as a Reading Recovery teacher, she provided numerous trainings to classroom teachers on a variety of literacy-related topics. Ms. Newhouse developed a school-based professional reading group that met regularly to discuss current research and trends in education. She has also trained new teachers to the district during New Teacher Orientations held at the Schultz Center and has participated in curriculum writing for the district in the areas of reading and writing.
Math	Erica D. Dobson	Bachelor of Science, Biology Elementary Education, Grades K-6	3	3	Ms. Dobson has been a Duval County teacher for 10 years, including 3 years as a Math Coach. She has provided numerous trainings to classroom teachers on Inform, Limelight, Data Analysis and Science 5 E Model. . She has participated in curriculum writing for the district in the areas of math and science.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Mentoring (partnering new teachers with high performing veteran teachers)	Deidra Johnson Alice Smith Jill Newhouse Erica Dobson District Cadre	Partnering: June 2013 Mentoring: June 2013 Monthly Meetings : Ongoing	
2	2. Instructional Coach, Curriculum Integration Specialist, Literacy Leads, and Principal model instructional strategies and parallel teach with teachers to provide in-depth, one-on-one professional development in the classroom	Deidra Johnson Alice Smith Jill Newhouse Erica Dobson Literacy Leads District Support Team ESE Support Team	June 2013	
3	3. On-site monthly professional development	Deidra Johnson Alice Smith Jill Newhouse Erica Dobson Literacy Leads District Support Team ESE Support Team	June 2013	
4	4. Participation in one professional academic Vertical Learning Community (VLC): Math, Science, Reading /Writing. Meetings are monthly and follow up is on-going throughout the school year.	VLC Leads	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	NA

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
24	0.0%(0)	54.2%(13)	20.8%(5)	25.0%(6)	33.3%(8)	100.0%(24)	4.2%(1)	4.2%(1)	41.7%(10)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer Boettger	Tarsha Watson	Ms. Boettger is a highly effective teacher on the same grade level as Mrs. Watson.	Observing in each other's classrooms, lesson planning together, and availability for questions to be answered.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

Deidra Johnson, Principal - Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Megan Ryan, General Education Teacher (Primary) - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Alice Smith, Instructional Coach - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The RtI/Inclusion Facilitator assists in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Terri Dieker, Guidance Counselor / Facilitator - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Paula Carter, ESE Liaison - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Julie King, Speech Pathologist - Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Robert Poole, District ESE Rep. – Analyzes data collected from teachers regarding students. Provides student assessments for next steps for teacher and RTI team.

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

The MTSS Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The team meets once a month to engage in the following activities:

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

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

The MTSS Team will meet with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the 2012-13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT2.0 scores and the lowest 25%
- AYP and subgroups
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

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.

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.

Baseline data: Baseline data:

- Florida Comprehensive Assessment Test (FCAT) 2.0
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- K-3 Literacy Assessment System
- Diagnostic Reading Assessment (DRA2)
- Progress Monitoring and Reporting Network (PMRN)

- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT) 2.0
- FCAT Writes
- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)

Frequency of Data Days: twice a month for data analysis

Tier 1: Core curriculum with accompanying assessments, DRA2, FAIR, District Benchmarks, PMA's, Science Diagnostics, Destination Success, District Writing Prompts, CHAMPs, School-wide behavior plan, Inform, Data Notebooks, biweekly Data Meetings per grade level

Tier 2: Soar to Success, Literacy Navigator, Math Navigator, RtI groups, After-school tutoring, Target Meetings, Data Notebooks, biweekly Data Meetings per grade level

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff during school year 12-13.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.

In addition, MTSS/RtI learning will be job-embedded and occur during the following:

- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Study
- Lesson Study (Coaching Cycles)

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Continuous monitoring :

- Data
- Classroom best practices
- Surveys of teachers/students
- In-class support for teachers

On-going professional development

School-Based Literacy Leadership Team

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

Deidra Johnson – Principal
Jill Newhouse – Reading Coach
Alice Smith – Instructional Coach
Tonya Mayfield – Intermediate ELA Teacher
Rachel Dailo – Intermediate Writing Teacher
Jhamari Johnson – Intermediate Reading Teacher
Angela Kite – Intermediate ELA Teacher
Megan Ryan – Primary Teacher
Ashley Morgan – Primary Teacher
Janay Milton – Primary Teacher
Paula Carter – ESE Teacher
Marisol Torres – Spanish Teacher

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

Our LLT meets monthly to review the diagnostic data and monitor need for support. Based upon this information the team will identify professional development activities needed to create effective learning environments. The data used to guide conversations will include FAIR, DRA2, Benchmarks, PMA's and District Writing Prompts.

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

The major initiatives for this year include, but are not limited to, the following:

- Progress monitoring of lowest 25% students
- FCIM
- RtI
- Vertical Learning Communities
- Mentoring, remediation, tutoring and other services
- Small group instruction

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3 – 5, 45% of the students (66) tested will achieve mastery for reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 42% (71) of students tested achieved levels 3-5 on the FCAT Reading Test.	In 2013, 45% (66) of the students tested are expected to achieve levels 3 – 5 on the FCAT Reading Test.

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	Parental Involvement	Regularly scheduled "Parent Night" events and frequent communication of involvement opportunities (Parent Link, Kite Chronicle, class room newsletters, school website, student agendas) Add reading tab to school website with "at-home" suggestions/ideas "Data Attache" Conference Nights	Parent Liaison, Administration, Coaches, Teachers Reading Coach, Technology Rep. Administration, Coaches	Analysis of Parent Surveys, volunteer logs, conference logs, parent night sign-in logs and student agendas to determine level of parental involvement. Frequency of visitors to website, Analysis of Parent Surveys Analysis of Parent Surveys	Parent Surveys, "Parent Night " Attendance Logs, Volunteer Logs, Conference Logs, Student Agendas Parent Surveys Parent Surveys
2	Higher Order Thinking/Questioning	Embed higher order questioning techniques throughout the daily curriculum including use of IB Wondering Wall and IB Units of Inquiry Provide additional professional development in questioning via PLCs	Administration, Coaches, Teachers, Administration, Coaches	Lesson plans including higher order questions will be reviewed during classroom walkthroughs and will be available for the Principal to review. Classroom visitation utilizing FLDOE Differentiated Accountability indicators	Classroom visitation log and focus walk forms to determine frequency of higher order questions. Monitoring Forms/Lesson Plans
	Student Behavior	Implementation of ISSP (In-School Suspension Program) School-wide implementation of	Administration, ISSP staff, Teachers Administration,	Analysis of SESIR statistics to determine if there is a reduction in discipline referrals and classroom observations	Classroom observation forms Conduct grades Classroom

3		CHAMPS School-wide implementation of PYP Pals	Coaches Administration, CIS	Analysis of SESIR statistics to determine if there is a reduction in discipline referrals and classroom observations Analysis of SESIR statistics to determine if there is a reduction in discipline referrals and classroom observations	observation forms Conduct grades Classroom observation forms Conduct grades
4	Students entering FCAT tested grades reading below grade level. Lacking comprehension and vocabulary skills needed to analyze reading passages	School wide K-5 Response to Intervention time is built into our daily schedules to provide for differentiation in the reading curriculum. School wide K-5 use of graphic organizers with rigor in vocabulary.	RTI Leadership Team, Classroom Teachers, Administration	Classroom visits during FCIM/RTI time. Focus Walks, FCIM/RTI Plans	District Benchmark, Core Assessments, DRA, Summatives
5	Students lack of reading stamina.	Students will participate in daily independent reading activities using a combination of appropriate leveled text (independent and higher text complexity) and will be required to read 30-45 minutes at home.	Classroom teachers/students	Teachers will require students to show evidence of reading strategies during independent reading through readers' response journals, conferencing, and author's chair.	Readers' Response Journals, Book Logs, and teacher conference

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:		In grades 3 – 5, 20% (30) of the students tested will achieve mastery for reading on the 2013 FCAT Reading Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, 17% (28) of students tested achieved levels 4-5 on the FCAT Reading Test.		In 2013, 20% (30) of the students are expected to achieve levels 3 – 5 on the FCAT Reading Test.			

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	Higher Order Thinking/ Questioning	Embed higher order questioning techniques throughout the daily curriculum (including implementation of the IB Wondering Wall and IB Units of Inquiry). Utilize Principal's Book of the Month Implementation Sheet to provide recommended higher order questions/thinking activities	Administration, Coaches, Teachers Administration, Coaches Teachers	Lesson plans will be reviewed by administration prior to the week of implementation and appropriate feedback re: higher order questions will be provided as needed Classroom observations and inclusion of higher order questions in lesson plans	Classroom visitation log and focus walk forms to determine frequency of higher order questions. Lesson plans with higher order questions indicated Visitation forms and lesson plans
2	Consistent FCIM/RtI Implementation across grade levels	Assist teachers in data analysis/differentiation strategies during bi-weekly data chats. Maintain leveled school bookroom to increase availability of higher level/more complex texts for small group reading instruction Implement "Enrichment Days" for students achieving "beyond proficiency" in Reading (Enrichment portion of FCIM lesson cycle)	Administration, Coaches, Teachers Reading Coach, Instructional Coach Administration, Coaches	Evidence of differentiation seen in lesson plans Analysis of FCIM mini-assessment data, Success rate of RtI intervention strategies Analysis of check-out chart in book room. Observation of enrichment groups and documentation of enrichment strategies used in lesson plans Analysis of FCIM mini-assessment data	FCIM mini assessments RtI charts/graphs/assessments Book room check-out pocket chart Benchmark Assessments, PMAs, Theme/Summative Assessments, Classroom Observations
3	Student Engagement	Implement "Literature Circles" during Reader's Workshop or RtI time for students achieving above proficiency (FCAT levels 4 and 5) Implement "Enrichment Days" for students achieving "beyond proficiency" in Reading Continue implementation of Principal's Book Club for students achieving levels 4 and 5 in FCAT Reading	Administration, Coaches, Teachers Administration, Coaches Administration	Classroom observation of implementation of literature circles Lesson plans including differentiation for "above proficient" readers utilizing literature circles Observation of enrichment groups and documentation of enrichment strategies used in lesson plans Analysis of the reading engagement portion of the DRA2	Lesson plans, classroom observation forms Lesson plans, classroom observation forms DRA2 Kits

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.

NA

Reading Goal #2b:					
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 reading. Reading Goal #3a:	In grades 3-5, 63% (93) of the students tested will make learning gains on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 60% (101) of students tested made learning gains on the FCAT Reading Test.	In 2013, 63% (93) of the students tested will make learning gains on the FCAT Reading Test.

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	Parental Involvement	Conducting regularly scheduled ELA Parent workshops Frequent and varied communication of involvement opportunities (Parent Link, Kite Chronicle, class newsletters, school website, student agendas) Add reading tab to school website with "at-home" suggestions/ideas	Parent Liaison, Administration, Coaches, Teachers Parent Liaison, Administration, Coaches, Teachers Reading Coach, Technology Rep.	Analysis of Parent Survey, Increase in parent volunteers/hours, increase in workshop/conference attendance Analysis of Parent Survey, Increase in parent volunteers/hours, increase in workshop/conference attendance Frequency of visitors to website, Analysis of Parent Surveys	Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs Parent Surveys, school website
2	Higher Order Thinking /Questioning	Embed higher order questioning techniques throughout the daily curriculum including use of IB Wondering Wall and IB Units of Inquiry	Administration, Coaches, Teachers	Lesson plans will be reviewed during classroom walkthroughs and will be available for the Principal to review weekly to determine implementation of	Classroom visitation log and focus walk forms to determine frequency of higher order questions.

				higher order questioning/thinking	
3	Consistent FCIM/RtI Implementation across grade levels	Assisting teachers in data analysis/differentiation strategies (including facilitating use of FCIM process) Maintain leveled school bookroom to increase availability of a range of texts to be used during consistent implementation of guided reading groups Utilization of FCRR activities during RtI groups to address individual needs	Administration, Coaches, Teachers Reading Coach, Instructional Coach Administration, Coaches, Teachers	Evidence of differentiation seen in lesson plans Analysis of FCIM mini-assessment data Success rate of RtI intervention strategies Evidence of leveled text used documented in Guided Reading lesson plans Evidence of use of FCRR activities included in lesson plans	Observation, FCIM mini-assessments, RtI charts/graphs/assessments Book Room Check-out Chart Guided Reading Plans Benchmark Assessments, PMA, Theme/ Summative Assessments, Classroom Observations

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

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.			In grades 3-5, 74 % (110) of students in the lowest 25% will make learning gains on the FCAT Reading Test.		
Reading Goal #4:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 71% (30) of students in the lowest 25% made learning gains on the FCAT Reading Test.			In 2013, 74% (110) of students in the lowest 25% will make learning gains on the FCAT Reading Test.		
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	Consistent FCIM/RtI implementation across grade levels	Assisting teachers in data analysis/differentiation strategies during bi-weekly data chats Maintain leveled school book room to increase availability of a range of texts to be used during small group instruction Continued implementation of Data Room with FCAT Reading and FAIR data posted After-school tutoring efforts aimed at lowest 25% making gains in reading	Administration, Coaches Reading Coach, Instructional Coach Administration, Coaches Administration, Teachers, Coaches	Analysis of FCIM mini-assessment data Success rate of RtI intervention strategies Analysis of check-out chart in book room Observation of teachers engaged with data during biweekly data chats held in Data Room Observation of tutoring sessions with lowest 25% of students making gains in reading	FCIM mini-assessment data, RtI charts/graphs/assessments Book Room check-out chart Observation FAIR, DRA2, PMAs and Benchmark assessments
2	Parental Involvement	Parent workshops, frequent communication of involvement opportunities (Parent Link, Kite Chronicle, Class Newsletters, website) Implementation of Data Attaches with current ELA data and utilizing them as conference tools	Parent Liaison, Administration, Coaches Administration, Coaches	Analysis of Parent Survey, Increase in parent volunteers/hours, increase in workshop/conference attendance Analysis of responses to parent surveys	Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs Parent Surveys, Conference Logs
3	Student Engagement	Provide RtI Tier 2 Interventions to small groups during daily scheduled RtI time Implement "Book Clubs" with students performing in the lowest 25%	Administration, Guidance Counselor, Coaches, Teachers Administration, Coaches	Observation of engaged students during RtI walkthroughs, Analysis of RtI plans Observation of student engagement during Book Club meetings	Classroom Observations, RtI plans Monitoring forms with student engagement noted

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 # In 2013, 45% (66 students) will achieve the Annual Measureable Objectives of reading performance targets as measured by the FCAT 2.0.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	55%	60%	64%	69%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 3-5, 55% (82 students) of the students tested will achieve mastery in reading on the 2013 FCAT Reading Test
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
42% (63 students)			55% (82 students)		
White: Black:145 Hispanic: Asian: American Indian:			White: Black:145 Hispanic: Asian: American Indian:		
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	White:NA Black:145 Hispanic:NA Asian:NA American Indian:NA Parental Involvement	Conduct regularly scheduled Parent workshops Provide frequent and varied communication of involvement opportunities (Parent Link, Kite Chronicle, class newsletters, school website, student agendas) Sharing students' "data attaches" during Parent Conferences and implementing student-led conferences nts' "data attaches" during Parent Conferences and implementing student-led conferences	Parent Liaison, Administration, Coaches, Teachers Parent Liaison, Administration, Coaches, Teachers Administration, coaches, teachers	Analysis of Parent Survey, Increase in parent volunteers/hours, increase in workshop/conference attendance Analysis of Parent Surveys, Analysis of Conference Logs Analysis of feedback on parent surveys	Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas Parent Surveys, Conference Logs Parent surveys
2	Black Student Engagement	Consistently embed engagement techniques during instructional routines (turn and talk, think-pair-share, Kagan strategies, etc.)	Administration, Coaches, Teachers	Tracking number of students engaged using FLDOE Differentiated Accountability form and analyzing data	DA form for student engagement
3	Black Consistent FCIM/RtI implementation across grade levels	Assisting teachers in data analysis/differentiation strategies during bi-weekly data chats and weekly grade level meetings Maintain leveled school bookroom to increase availability of leveled text and high interest titles Development of Instructional Focus Calendar for ELA /Implementation of FCIM Lessons	Administration, Coaches Reading Coach, Instructional Coach, Classroom Teachers Administration, Coaches, Teachers	Analysis of FCIM mini-assessment data Success rate of RtI intervention strategies Determine effectiveness using "Teacher Check-Out Chart" to note usage Survey teachers for "Wish List" of levels/topics Principal will meet with grade levels to discuss the Instructional Focus Calendars during bi-weekly data chats	FCIM mini-assessments RtI data/charts/graphs Teacher check-out chart, Teacher surveys ELA Focus Calendars, FCIM lesson plans

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	NA
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Reading Goal #5C:					
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			NA		
Reading Goal #5D:					
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:			In grades 3- 5, 55% (82 students)of the students tested will achieve mastery for reading on the 2013 FCAT Reading Test.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
42% (63 students)			55% (82students)		
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
	Parental Involvement	Conduct regularly scheduled "Parent Night" events	Parent Liaison, Administration, Coaches, Teachers	Analysis of Parent Surveys, Increase in parent volunteers/hours, increase in	Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas

1		Provide frequent communication of involvement opportunities (Parent Link, Kite Chronicle, class newsletters, school website, student agendas)	Parent Liaison, Administration, Coaches, Teachers	workshop/conference attendance Analysis of Parent Surveys, Increase in parent volunteers/hours, increase in workshop/conference attendance	Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas
2	Consistent FCIM/RtI implementation across grade levels	Assisting teachers in data analysis/differentiation strategies during bi-weekly data chats	Administration, Coaches	Analysis of FCIM mini-assessment data	FCIM mini-assessments RtI charts/graphs/assessment data
3	Student Engagement	Embed engagement strategies in daily ELA instructional routines (Think-Pair-Share, Turn & Talk, Kagan Strategies, etc.)	Administration, Coaches, Teachers	Analysis of classroom observations/walk-throughs	FLDOE DA form with indicators for Student Engagement

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
RtI/MTSSS	K-5/All	Administration, Coaches	Grade-Level, VLC, School-wide	Weekly Grade-Level Mtgs. Early Release	Evidence of differentiation seen in lesson plans and classroom observations	Administration, Coaches
FCIM	3-5/Reading, Math, Science	Administration, Coaches	Grade-Level, VLC, School-wide	Weekly Grade-Level Mtg. Early Release	Evidence of FCIM seen on Instructional Focus Calendars, lesson plans, and classroom observations	Administration, Coaches
FAIR and DRA2 Data Analysis	K-5/All	Administration, Coaches	Grade-Level, VLC, School-wide	Bi-weekly Grade-Level data chats, Early Release	Evidence of data analysis/use will result in differentiated instruction/weekly grade level data meetings to monitor	Administration, Coaches
Common Core Book Study	K-5/Reading	Administration, Coaches	Grade- Level, VLC, School-wide Professional Book Study	Monthly VLCs (starting in September)	Evidence of a variety of professional books available for checkout for all instructional staff	Administration, Coaches
Higher Order Thinking/Questioning	K-5/Reading	Administration, Coaches	Grade-level, VLC, School-wide	Weekly Grade-Level Mtgs. Early Release	Evidence of higher order thinking/questioning demonstrated in plans and during classroom observations	Administration, Coaches
Student Engagement (including ownership of data utilizing "Student Data Attaches")	K-5/Reading	Administration, Coaches	Grade-Level, VLC, School-wide	Weekly Grade-Level Mtg. Early Release	Evidence of implementation of engagement strategies observed during classroom visitation and noted in lesson plans. Evidence of student ownership of data via "Data Attaches"	Administration, Coaches

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, 100% of teachers will implement the core reading series	Houghton-Mifflin Core Reading Program	District Funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, teachers will implement interactive whiteboard technology in weekly ELA lessons	15 Interactive whiteboards Software for interactive whiteboards	District Magnet Office	\$2,000.00
In grades K-5, teachers will utilize iPad technology in weekly ELA lessons	10 iPads	District Magnet Office	\$1,500.00
			Subtotal: \$3,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
K-5 Teachers will attend literacy training as needs are identified	Attendance at Literacy component sessions thru Schultz Center	School Operating Budget	\$200.00
Leadership Team attending Lucy Calkins Workshop	Lucy Calkins Workshop 9/15/12	School Operating Budget	\$200.00
Enhance ELA instructional practices via professional book studies	Words Their Way texts Making Words texts (Grades K-3)	School Operating Budget	\$60.00
			Subtotal: \$460.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,960.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening /speaking. CELLA Goal # 1:			NA		
2012 Current Percent of Students Proficient in listening /speaking:					
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

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

2. Students scoring proficient in reading.			NA		
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
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

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

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:	In 2013, 46% (68 students) of students tested are expected to achieve proficiency levels 3-5 on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 43% (72 students) of the students tested achieved levels 3-5 on FCAT Math Test.	In 2013, 46% (68 students) of students tested are expected to achieve levels 3-5 on the FCAT Math Test.

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	Implement with fidelity, a 60 minute Math Workshop in all mathematics classrooms using the Core math curriculum of EnVisions and Math Investigations with the infusion of Every Day Counts Calendar Math.	Continuous math instruction and professional development for all faculty and staff.	Administration, Coaches, Teachers	Focus walk throughs used by Administration to ensure that all teachers are using the core with fidelity.	Diagnostic Assessments, Benchmarks, FCIM, Daily Exit Tickets and use of Data Attaches'.
2	Continue differentiation of instruction based on data.	Teachers will meet with students to set individual math goals for each benchmark. te)	Administration, Coaches, Classroom Teachers	Evidence of differentiation seen in lesson plans along with observation of implementation.	Benchmarks, Progress Monitoring Assessments, Classroom Observations, Lesson Plans.
3	Rigorous Math Instruction with higher ordered questions.	Grade levels will create detailed math plans demonstrating how to move lowest 25% and subgroups using specific strategies.	Administration, Coaches, Classroom Teachers	Evidence of rigor in lesson plans along with observation of implementation.	Lesson Plans, Benchmarks, Progress Monitoring Assessments, Data Attaches'.
4	Lack of mathematics content knowledge of teachers, especially the high percentage of teacher at our school who have been only teaching 1-5 years.	Establish model classrooms for math in each grade level. Provide professional development through the following means: sending teachers to Foundations of Math 101, Math Content Workshops and Academy of Math at the district level; providing in-house training sessions on math topics such as: NGSSS CCSS, cognitive complexity, FCAT Test Specifications, and conceptual math. Also provide time to observe in model math classrooms at our school.	Classroom Teachers, Administration	Workshop participants will be required to report out at a faculty meeting and share what they learned. There should be evidence in their classroom of their training (use of monitoring forms, changes and/or improvements in lesson plans, use of best practices, strategies, etc.). Debrief with teachers who observe in model classrooms and determine next steps for their classroom and practice.	Lesson plans, informal observations, benchmarks, and conversations.

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:			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 mathematics. Mathematics Goal #2a:			In 2013, 17% (25 students) of students tested are expected to achieve proficiency levels 4-5 on the FCAT Math Test.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 14% (24 students) of the students tested achieved levels 4-5 on FCAT Math Test.			In 2013, 17% (25 students) of students tested are expected to achieve proficiency levels 4-5 on the FCAT Math Test.		
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	Rigorous Math Instruction	Data analysis and alignment of the benchmarks with current teaching. Use of small group instruction to differentiate instruction in all classrooms using item specifications for higher order questioning.	Administration, Coaches, Classroom Teachers	Determination of students for students needing intervention, remediation and enrichment.	Benchmarks, Progress Monitoring Assessments, Classroom Observations, Lesson Plans.
2	Student Engagement / Higher Order Thinking Questions	Embed higher order questioning techniques throughout the curriculum.	Administration, Coaches, Classroom Teachers	Lesson plans will be reviewed as well as observation of questioning techniques throughout the lesson	Lesson plans, student math journals, Classroom focus walks and math data attaches.

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.			In 2013, 42% (62 students) of students tested will make learning gains in mathematics on the FCAT.		
Mathematics Goal #3a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 39% (66 students) of students tested made learning gains on the FCAT Math Test.			In 2013, 42% (62 students) of students tested will make learning gains in mathematics on the 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	Proper implementation of the Core Math Curriculum using a combination of EnVisions and Math Investigations.	Continuous math instruction and professional development for teachers and staff with emphasis on using problem solving with four steps.	Principal and Instructional Coaches.	Focus walks by administration to ensure all teachers are implementing the math curriculum	Summative Assessments, Benchmark, FCIM Progress of all students on formative assessments
2	Lack of Interventions	RTI Interventions within EnVisions and the Math Investigations curriculum	RTI Team, Coaches, Classroom Teachers	Data analysis and Focus walks by administration / coaches	Implementation Log used with Intervention Kit
3	Student Engagement	Student Incentive Program	Administration, Coaches, Classroom Teachers	Increase student participation and increase achievement on assessments	Benchmarks, Progress Monitoring Assessments, Daily Exit Tickets

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:	In 2013, 39% (58 students) of students in the lowest 25% will make learning gains on the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (16 students)	39% (58 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	Student Engagement	Differentiation of Instruction and Guided Math Groups	Administration, Coaches, Classroom Teachers	Teacher assessment and student self evaluation	Anecdotal Notes, Conference Logs, Data Attaches`
2	Differentiation of instruction based on data	Assisting teachers in data analysis/differentiated strategies	Administration, Coaches	Evidence of differentiation seen in lesson plans and implementation	Benchmark Assessments, PMA Assessments, Classroom Observations
3	Type of Intervention Activities	Differentiation based on the individual student needs (Progress Monitoring Plan)	Administration, Coaches, Classroom Teachers	Use of data from Assessments for follow up for interventions or remediation strategies	Progress Monitoring Plan

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 # In 2013, 58% (86 students) will achieve the Annual Measureable Objectives of mathematics performance targets as measured by the FCAT 2.0. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	58%	62%	66%	70%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, 58% (84 students) of the students tested will achieve mastery in reading on the 2013 FCAT Reading Test
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
43% (62 students)			58% (84 students)		
White: Black:145 Hispanic: Asian: American Indian:			White: Black:145 Hispanic: Asian: American Indian:		
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	White:NA Black:145 Hispanic:NA Asian:NA American Indian:NA Parental Involvement	Conduct regularly scheduled Parent workshops Provide frequent and varied communication of involvement opportunities (Parent Link, Kite Chronicle, class newsletters, school website, student agendas) Sharing students' "data attaches" during Parent Conferences and implementing student-led conferences	Parent Liaison, Administration, Coaches, Teachers Parent Liaison, Administration, Coaches, Teachers Administration, coaches, teachers	Analysis of Parent Survey, Increase in parent volunteers/hours, increase in workshop/conference attendance Analysis of Parent Surveys, Analysis of Conference Logs Analysis of feedback on parent surveys	Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas Parent Surveys, Conference Logs Parent surveys
3	White:NA Black: 145 Hispanic:NA Asian:NA American Indian:NA Consistent : FCIM/RtI implementation across grade levels	Assisting teachers in data analysis/differentiation strategies during bi-weekly data chats and weekly grade level meetings Maintain leveled school bookroom to increase availability of leveled text and high interest titles Development of Instructional Focus Calendar for ELA /Implementation of FCIM Lessons	Administration, Coaches Reading Coach, Instructional Coach, Classroom Teachers Administration, Coaches, Teachers	Analysis of FCIM mini-assessment data Success rate of RtI intervention strategies Determine effectiveness using "Teacher Check-Out Chart" to note usage Survey teachers for "Wish List" of levels/topics Principal will meet with grade levels to discuss the Instructional Focus Calendars during bi-weekly data chats	FCIM mini-assessments RtI data/charts/graphs Teacher check-out chart, Teacher surveys ELA Focus Calendars, FCIM lesson plans

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5, 58% (84 students) of the students tested will achieve mastery in reading on the 2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (62 students) White: Black:145 Hispanic: Asian: American Indian:	58% (84 students) White: Black:145 Hispanic: Asian: American Indian:

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	Parental Involvement	Conduct regularly scheduled "Parent Night" events Provide frequent communication of involvement opportunities (Parent Link, Kite Chronicle, class newsletters, school website, student	Parent Liaison, Administration, Coaches, Teachers Parent Liaison, Administration, Coaches, Teachers	Analysis of Parent Surveys, Increase in parent volunteers/hours, increase in workshop/conference attendance Analysis of Parent Surveys, Increase in parent volunteers/hours,	Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas Parent Survey, Workshop Attendance Logs, Volunteer Log, Conference Logs, Student Agendas

		agendas)		increase in workshop/conference attendance	
2	Consistent FCIM/RtI implementation across grade levels	Assisting teachers in data analysis/differentiation strategies during bi-weekly data chats	Administration, Coaches	Analysis of FCIM mini-assessment data	FCIM mini-assessments RtI charts/graphs/assessment data
3	Student Engagement	Embed engagement strategies in daily ELA instructional routines (Think-Pair-Share, Turn & Talk, Kagan Strategies, etc.)	Administration, Coaches, Teachers	Analysis of classroom observations/walk-throughs	FLDOE DA form with indicators for Student Engagement

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
Connecting the Learning Schedule to Common Core	K-5/ All grade levels	Administration/Coaches	Grade levels, VLC's, School Wide	Weekly Grade level meeting, Early Release Days, Data Chats	Evidence of data analysis / use will result in differentiated instruction/weekly grade level data meeting to monitor progress.	Administration/Coaches
Unpacking the NGSSS	3-5	Administration	All grade 3-5 math teachers	Preplanning and throughout the school year	Reflective teachings, peer observation, focus walks, videotaping, informal and formal observations.	Administration and teachers
Analyzing Math Data/Common Core	K-5/ All grade levels	Administration/Coaches	Grade levels, VLC's, School Wide	Weekly Grade level meeting, Early Release Days, Data Chats	Evidence of data analysis / use will result in differentiated instruction/weekly grade level data meeting to monitor progress.	Administration/Coaches
Unpacking the CCSS	K-5	Administration	All grade K-5 math teachers	Preplanning and throughout the school year	Reflective teachings, peer observation, focus walks, videotaping, informal and formal observations.	Administration and teachers
Instructional Alignment to Common Core	K-5/ All grade levels	Administration/Coaches	Grade levels, VLC's, School Wide	Weekly Grade level meeting, Early Release Days, Data Chats	Evidence of data analysis / use will result in differentiated instruction/weekly grade level data meeting to monitor progress.	Administration/Coaches

Mathematics Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, 100% of teachers			

will implement Math Investigations and EnVisions as demonstrated on the Learning Schedule.	Math Investigations Curriculum EnVisions Curriculum	District Funds	\$0.00
In grades K-5, 100% of teachers will utilize the Every Day Counts Calendar Math Curriculum.	Every Day Counts Calendar Math Curriculum	Turnaround Funds	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In grades 3-5, 72% of students will achieve mastery in math on the FCAT.	Destination Math FCAT Explorer Gizmo's Pearson Success Net	District	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
In grades 3-5, 72% of students will achieve mastery in math on the FCAT.	Development of Math Instructional Focus Calendars Focus and alignment of assessments with Math Benchmarks	NA	\$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 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:			In 2013, 39% (20) of the students tested are expected to achieve levels 3-5 on the FCAT Science Test.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 36% (20) of the students achieved levels 3-5 on the FCAT Science Test.			In 2013, 39% (20) of the students tested are expected to achieve levels 3-5 on the FCAT Science Test.		
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	Incorporation of hands on science lab activities several times a week.	Student use of Science journals/ notebooks to document hands on science activities.	Administration, Coaches, Classroom Teachers.	Lesson Plans, Learning Schedule, Student Portfolios, Scoring Rubrics, and Science Journals/Notebooks.	Portfolio work with Performance task tied to Benchmarks, Progress Monitoring Assessments, Benchmark Assessments, POE's Daily Exit Tickets and the use of Student

					Data Attaches'.
2	Student Engagement with the core instruction and curriculum.	Students will be provided supplemental and small group science instruction through the use of technology and manipulatives.	Administration, Coaches, Classroom Teachers	Grade level teams will review results of exit tickets and common assessments data weekly to determine effectiveness	Performance tasks, Progress Monitoring Assessments, POE's, Journals, Daily Exit Tickets, and Learning Schedule Assessments
3	Instructional methods to support scientific reasoning and problem solving.	Teachers will instruct students using interesting and challenging activities or tasks for students to explore and discuss ideas, and solve problems.	Administration, Coaches, Classroom Teachers	Grade level teams will use the learning schedule to guide scientific explorations as well as the data from assessments.	Performance tasks, Progress Monitoring Assessments, POE's, Journals, Daily Exit Tickets, and Learning Schedule Assessments.
4	54% of teachers have between 1-5 years of experience.	Coaches work with teachers on lesson planning and provide support modeling lessons.	Administration Coaches Teachers	Classroom visitation utilizing FLDOE Differentiated Accountability indicators	Classroom focus walk forms K-2 Diagnostics Benchmarks PMA's

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:	In 2013, 36% (19 students) of the students tested are expected to achieve levels 4-5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 11% (6 students) of the students achieved levels 4-5.	In 2013, 36% (19 students) of the students tested are expected to achieve levels 4-5.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Incorporation of hands on science lab activities several times a week with Higher Order Questioning.	Utilize the benchmarks in the learning schedule to complete hands on experiments three times a week using the 5E's model and science stations.	Administration, Coaches, and Classroom Teachers	Science labs will be implemented with fidelity with benchmark based activities.	Performance tasks, Progress Monitoring Assessments, Science Journals/Notebooks
2	5E's Instructional Model Implementation along with student engagement	Teachers will use the 5E's Science Instructional model and include POE's (Predict, Observe and Explain) as well as use the scientific method to guide science exploration with the use of technology.	Coaches, Classroom TeachersCoach, and classroom teachers	Review and discussion of Science Lesson Plans, Learning Schedules, Science portfolios, Scoring Rubrics and Science Journals.	Portfolio work with Performance Tasks, Progress Monitoring Assessments, District Benchmark results, Daily Exit Tickets, Student Data Attaches', Learning Schedule Assessments and daily lesson plans.
3	Use of Science Journals/Notebooks	Teachers will use Science journals to assess student understanding of science concepts addressed by the Essential Question and benchmark.	Administration, Coaches, Classroom Teachers	Review of lesson plans, Learning Schedules, Science journals, student portfolios	Performance Tasks, Progress Monitoring Assessments, District Benchmarks and Learning Schedule Assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			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 Too
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.

				Target	
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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)	Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpacking Science Standards/Using the Science Book as a reading resource	K-5/ All grade levels	Administration/Coaches	Grade Level, Vertical Learning Communities, School Wide	Weekly Grade Level Meetings, Early Release Days	Evidence of using the Science text as a reading resource through lesson plans as well as through classroom observations.	Administration, Coaches
Hands on Science Explorations	K-5 / All grade levels	Administration/Coaches	Grade Level, Vertical Learning Communities, School Wide	Weekly Grade Level Meetings, Early Release Days	Evidence of hands on science explorations in lesson plans and through classrooms observations	Administration, Coaches
Use of Science Journals/Notebooks	K-5/ All grade levels	Administration/Coaches	Grade Level, Vertical Learning Communities, School Wide	Weekly Grade Level Meetings, Early Release Days	Evidence of Science Journals/Notebooks through classroom observations and lesson plans.	Administration, Coaches

Science Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, 100% of classroom teachers will utilize the 5 E's model as stated in the District Learning Schedule.	District Learning Schedule / Curriculum Science Cart with Unit Modules Science Kits through Interactive Science Curriculum	District Funds Magnet Funds	\$0.00
In grades K-5, 100% of classroom teachers will implement small group instruction as a part of the Explain portion of the 5 E's model.	Non-Fiction Text Science Leveled Readers Pearson Success Net – Interactive Science Materials	School Operating Budget District Funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In grades 3-5, 100% of classroom teachers will incorporate technology as a part of science instruction.	Riverdeep – Destination Success Gizmos FCAT Explorer Pearson Success Net – Interactive Science Materials Smart Boards Clickers	District Funds Turnaround Funds Magnet Funds	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
In grades 3-5, 100% of classroom teachers will receive professional development in the area of science instruction.	5 E Model Implementation Instructional Focus Calendars Attendance at District Science Inquiry Workshops	NA	\$0.00
District Level – Academy of Science	TDE Coverage for Professional Development to attend Academy of Science and other district level science workshops.	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase science proficiency	Science recognition and awards	School and SAC	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

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:	In grades 4, 49% (24) of the students tested will achieve a Level 4.0 on the 2013 FCAT Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 46% (28) of the students tested achieved level 4.0 on the FCAT Writing Test.	In 2013, 49% (24) of the students tested are expected to achieve level 4.0 on the FCAT Writing Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher familiarity with rigor of writing process	Establish consistent writing instruction across each grade level Training by District Literacy Coach Sharing lessons and student work during biweekly data chats	Administration, Coaches, Teachers	Analyzing student writing across each grade level Ongoing progress monitoring of District Writing Prompts	Genre specific Analytic Rubrics and 6 point FCAT scoring rubrics found on Riverdeep
2	Weak student vocabulary	Vocabulary instruction implemented following Bringing Words to Life format Text Talk implemented at each grade level	Administration, Coaches, Teachers	Ongoing progress monitoring using FAIR, Interim Benchmarks and PMA's.	FAIR (K-2 AP 1 and 3), Interim Benchmarks (3-5), PMA's (3-5).
3	Students reading below grade level expectations	RtI, FCIM, after-school tutoring	Administration, Coaches, Teachers	Ongoing progress monitoring using DRA2, running records, FAIR, Interim Benchmarks and PMA's.	DRA2, FAIR, Interim Benchmarks, PMA's
4	54% of teachers have between 1-5 years of experience.	Coaches work with teachers on lesson planning and provide support modeling lessons.	Administration Coaches Teachers	Classroom visitation utilizing FLDOE Differentiated Accountability indicators	Classroom focus walk forms District Writing Prompts End of Genre Pieces

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
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
Alignment of K-5 pacing of spelling, language and mechanics	K-5	Literacy Team	All Writing Teachers	Early Release, Data Chats	Classroom observation of instruction aligned to standards and Principal COI's	Principal, Instructional Coach , Literacy Team
Lessons Learned from FCAT Writing	3-5 Writing	District Coach	Intermediate teachers	Early Release	Analysis of district prompt writing data	Administration, Coaches
Genre Study	K-5 ELA PLC	ELA PLC Leaders	K-5 ELA PLC members	Early Release days once a month	Analysis of district writing prompts and end of genre pieces	Administration, Coaches
Use of 6 point FCAT Writing Rubric and Anchor Papers for scoring writing.	4th grade	Administration	4th grade teachers	January 11, 2013	District Writing Prompt Results	Teachers/Administration

Writing Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, 100% of teachers will implement Writer's Workshop with fidelity as guided by the District Learning Schedule assessments and the 2013 FCAT Writing Test.	Houghton-Mifflin Writing Handbook District Learning Schedule	District Funds	\$0.00
In grades K-5, 100% of teachers will implement small writing groups /conferences as a part of the Writer's Workshop on a daily basis.	District Writing Prompts	District Funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In grades 3-5, Language Arts teachers will use State FCAT Writing 2012 Anchor Papers and School FCAT Writing 2012 CD as part of writing instruction.	State FCAT Writing 2012 Anchor Papers School FCAT Writing 2012 Writing CD	District Funds	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Elementary FCAT Writing 2.0 Instruction in Scoring Workshop	State trainer provides scoring instruction for Reading Coach and 4th grade writing teacher	District Funds	\$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:			The goal is to decrease the number of absences of 10 or more from 24% (72students) to 19% (57 students) and students with 21 or more absences from 5% (15 students) to 3% (9 students).		
2012 Current Attendance Rate:			2013 Expected Attendance Rate:		
In the 2011-2012 school year 24% (84 students) had between 10-19 absences and 11% (39 students) had 20 or more absences.			Our goal is to decrease the number of absences of 10 or more from 24% (72 students) to 19% (57 students) and students with 21 or more absences from 5% (15 students) to 3% (9 students).		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
In the 2011-2012 school year 42% (121 students) had 10 or more absences.			Our goal is to decrease the number of 10 or more absences from 24% (72 students) to 19% (57 students).		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
In the 2011-2012 school year 4% (14 students) had 10 or more absences.			Our goal is to decrease the number of 10 or more absences from 4% (14 students) to 3% (10 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	Inclement weather - large population of walkers don't attend school on days when weather is rainy, cold or inclement.	Communicate our expectation of attendance following the first significant weather event and reword one class in each grade level each week with the best attendance.	Guidance Counselor, classroom teachers, Principal, district AIT representative	Compare attendance at each quarter to percentages from previous years beginning with 2009-2010 school year; compare number of students with excessive absences (10 or more, etc.) to previous year.	Attendance numbers from Genesis and Attendance Intervention Team numbers
2	Parental needs	Communicating with parents the school's expectation with phone calls, school-wide call outs, AIT involvement	Administration, Guidance Counselor, Teachers	Compare quarterly attendance percentages to previous year.	Attendance numbers from Genesis and AIT numbers

		when students are absent 5 days in 30 school days, etc.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content / Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Absenteeism	K-5	Administration	School-wide	Teachers / guidance counselor will work with students on attendance goals	Teachers / guidance counselor will work with students on attendance goals	Administration
Second Step Training	K-3	Teachers Guidance Counselor	All teachers	On-going	Lesson Plans	Classroom Teacher Guidance Counselor

Attendance Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Apply for a grant for incentives for attendance/tardies	Money used for rewards for better attendance/tardies	Grant provider	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$200.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	Our goal is to decrease the number of Out-Of-School

Suspension Goal #1:			Suspensions by 2%		
2012 Total Number of In–School Suspensions			2013 Expected Number of In-School Suspensions		
During 2011-12 there were 34 In-School-Suspensions			Our goal is to decrease ISS to 30 or less, however in decreasing OSS this may be a barrier		
2012 Total Number of Students Suspended In-School			2013 Expected Number of Students Suspended In-School		
34			30		
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
During 2011-12 there were 22 Out-of-School suspensions			Our goal is to decrease OSS by 5-6%.		
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
22			20		
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	Parental Involvement	Guidance Counselor will meet with parents to link interventions used at school with those in use at home	Guidance Counselor	Analysis of referral/suspension rates	Referral/suspension graphs
2	Limited success of interventions, personnel	Added behavior support personnel; Guidance Counselor will assist in developing interventions	Behavior Support personnel	Track success rate of each intervention attempted per student; develop an Functional Behavior Assessment for chronic students	Behavior Intervention data/graphs; FBA success rate
3	Lack of communication and direct instruction of school and classroom expectations	CHAMPs and School-wide Five Colors of Conduct Discipline “Flip Card” Program. Implement school-wide Positive Points (Positive Discipline).	Principal, Classroom Teachers, and Foundations Team	Monitor monthly Conduct Incident Reports and office referrals. Conference with parents of students receiving incident reports and referrals. Class Meeting Agendas (weekly). Collect and analyze suspension data weekly for individual students	Genesis system for reduction in number of students receiving referrals.

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
Foundations/Champs	K-5	Foundation Team Members	School-Wide (District program)	Early Release/Workshop days	Data from referrals and suspensions including intervention strategies used	Foundations Team, Principal, Guidance Counselor
Counselor Mediation Groups	K-5	Guidance Counselor	School-wide participation	Early Release Day and Faculty Meetings	Class Meeting (modeling and discussion)	Principal and Guidance Counselor

Suspension Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement "Positive Point" system for students doing the right thing in classrooms, hallways, cafeteria and all common areas	Classroom "Positive Points" celebration when classes earn 25 points. Points can be earned for collective classroom behavior.	School Operating Budget	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$200.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parent participation and attendance at Parent Nights, i.e., Literacy Night, Book Fair, PTA, and IB Learner Profiles.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Parent attendance at parent night activities in 11-12 was 33% of student population.	Increase parent attendance at all parent night activities to 35% in 12-13.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent participation at school instructional events and volunteer opportunities	Provide opportunities at Family Literacy Night, PTA nights, Book Fair days and nights, etc.	Principal, PTA President, Instructional Coaches, Media Specialist, Literacy VLCs, teachers, Volunteer Coordinator	Monitoring of Parent Attendance Sign-In sheets.	Collect participation data and survey families.
2	Parent interest level in school programs	Offer Informational FCAT Parent Night, Math/Science Night, etc.	Principal, Instructional Coaches, teachers	Collect participation data and survey families	Parent Attendance Sign-In sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase parent volunteer numbers	K-5 Parents	Principal and Academic Coach	All parents and outside volunteers	TBA dates during the year	Parent Volunteer Coordinator and teachers will keep records of volunteer hours	Principal, Teachers, PVC
Parent "Portal" workshops and internet Educational sites	All Parents and Volunteers	Administration, Teachers, PVC, PTA	All Parents and outside volunteers	TBA dates during the year	Parent Volunteer Coordinator and teachers will keep records of volunteer hours	Principal, Teachers, PVC

Parent Involvement Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Orientation Workshops	Volunteer information for parents	PTA	\$200.00
Parent Portal Workshops and internet educational sites	Informational meetings for parents	NA	\$0.00
Subtotal:			\$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teach parents about internet support	Time and availability of technology	NA	\$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: \$200.00

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:			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
NA	NA	NA	NA	NA	NA	NA

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)

Safety goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.

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. Safety goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures. Goal			Safety goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.		
Safety goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures. Goal #1:					
2012 Current level:			2013 Expected level:		
100% of faculty and staff			100% of faculty and staff		
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	New teachers and limited to practice of procedures	Develoop and practice procedures for school's Crisis Plan	Leadership Team Foundation Team	Observations and Drills	Emergency evacuation and monthly fire drill reports

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
Review of school's Emergency Plans	K-5	Foundations Team Chair Principal	School-wide meetings	Preplanning & Mid-Year Review	Observations	School Leadership
Code Yellow Drill	School-wide	Foundations Team	School-wide	Dec. 2012	Observations/anecdotal notes from drill/debriefing with Foundations Team members	Principal Foundations Team
Code Red Drill	School-wide	Foundations Team	School-wide	May 2013	Observations/anecdotal notes from drill/debriefing with Foundations Team members	Principal Foundations Team

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 Safety goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.

Goal(s)

FINAL BUDGET

Evidence-based Program(s) / Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In grades K-5, 100% of teachers will implement the core reading series	Houghton-Mifflin Core Reading Program	District Funds	\$0.00
Mathematics	In grades K-5, 100% of teachers will implement Math Investigations and EnVisions as demonstrated on the Learning Schedule.	Math Investigations Curriculum EnVisions Curriculum	District Funds	\$0.00
Mathematics	In grades K-5, 100% of teachers will utilize the Every Day Counts Calendar Math Curriculum.	Every Day Counts Calendar Math Curriculum	Turnaround Funds	\$0.00
Science	In grades K-5, 100% of classroom teachers will utilize the 5 E's model as stated in the District Learning Schedule.	District Learning Schedule / Curriculum Science Cart with Unit Modules Science Kits through Interactive Science Curriculum	District Funds Magnet Funds	\$0.00
Science	In grades K-5, 100% of classroom teachers will implement small group instruction as a part of the Explain portion of the 5 E's model.	Non-Fiction Text Science Leveled Readers Pearson Success Net – Interactive Science Materials	School Operating Budget District Funds	\$0.00
Writing	In grades K-5, 100% of teachers will implement Writer's Workshop with fidelity as guided by the District Learning Schedule assessments and the 2013 FCAT Writing Test.	Houghton-Mifflin Writing Handbook District Learning Schedule	District Funds	\$0.00
Writing	In grades K-5, 100% of teachers will implement small writing groups /conferences as a part of the Writer's Workshop on a daily basis.	District Writing Prompts	District Funds	\$0.00
Attendance	Apply for a grant for incentives for attendance/tardies	Money used for rewards for better attendance/tardies	Grant provider	\$200.00
Suspension	Implement "Positive Point" system for students doing the right thing in classrooms, hallways, cafeteria and all common areas	Classroom "Positive Points" celebration when classes earn 25 points. Points can be earned for collective classroom behavior.	School Operating Budget	\$200.00
Parent Involvement	Parent Orientation Workshops	Volunteer information for parents	PTA	\$200.00
Parent Involvement	Parent Portal Workshops and internet educational sites	Informational meetings for parents	NA	\$0.00
				Subtotal: \$600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In grades K-5, teachers will implement interactive whiteboard technology in weekly ELA lessons	15 Interactive whiteboards Software for interactive whiteboards	District Magnet Office	\$2,000.00
Reading	In grades K-5, teachers will utilize iPad technology in weekly ELA lessons	10 iPads	District Magnet Office	\$1,500.00

Mathematics	In grades 3-5, 72% of students will achieve mastery in math on the FCAT.	Destination Math FCAT Explorer Gizmo's Pearson Success Net	District	\$0.00
Science	In grades 3-5, 100% of classroom teachers will incorporate technology as a part of science instruction.	Riverdeep – Destination Success Gizmos FCAT Explorer Pearson Success Net – Interactive Science Materials Smart Boards Clickers	District Funds Turnaround Funds Magnet Funds	\$0.00
Writing	In grades 3-5, Language Arts teachers will use State FCAT Writing 2012 Anchor Papers and School FCAT Writing 2012 CD as part of writing instruction.	State FCAT Writing 2012 Anchor Papers School FCAT Writing 2012 Writing CD	District Funds	\$0.00
Parent Involvement	Teach parents about internet support	Time and availability of technology	NA	\$0.00
				Subtotal: \$3,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	K-5 Teachers will attend literacy training as needs are identified	Attendance at Literacy component sessions thru Schultz Center	School Operating Budget	\$200.00
Reading	Leadership Team attending Lucy Calkins Workshop	Lucy Calkins Workshop 9/15/12	School Operating Budget	\$200.00
Reading	Enhance ELA instructional practices via professional book studies	Words Their Way texts Making Words texts (Grades K-3)	School Operating Budget	\$60.00
Mathematics	In grades 3-5, 72% of students will achieve mastery in math on the FCAT.	Development of Math Instructional Focus Calendars Focus and alignment of assessments with Math Benchmarks	NA	\$0.00
Science	In grades 3-5, 100% of classroom teachers will receive professional development in the area of science instruction.	5 E Model Implementation Instructional Focus Calendars Attendance at District Science Inquiry Workshops	NA	\$0.00
Science	District Level – Academy of Science	TDE Coverage for Professional Development to attend Academy of Science and other district level science workshops.	NA	\$0.00
Writing	Elementary FCAT Writing 2.0 Instruction in Scoring Workshop	State trainer provides scoring instruction for Reading Coach and 4th grade writing teacher	District Funds	\$0.00
				Subtotal: \$460.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Increase science proficiency	Science recognition and awards	School and SAC	\$200.00
				Subtotal: \$200.00
				Grand Total: \$4,760.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority	☒ Focus	☐ Prevent	☐ NA
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Are you a reward school: ☐ Yes ☒ No

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

[View uploaded file](#) (Uploaded on 9/14/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Classroom supplemental materials	\$900.00

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

The School Advisory Council (SAC) has an important function for the success of Henry F. Kite Elementary. Listed below are some of the functions of the SAC.

- Participating in planning and monitoring of the School Improvement Plan.
- Initiating activities or programs that generate greater cooperation between the community and the school.
- Recommending various support services for the school. (Mentoring, Tutoring, Remediation)
- Assisting with the dissemination of magnet related information (i.e. marketing, program continuity, and International Baccalaureate Primary Year Programme).
- Assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.
- Assisting in the development of educational goals and objectives.
- Assisting in the preparation of the accreditation report.
- Performing other functions as requested by the principal.

The SAC is involved with the academic planning and ongoing monitoring of our School Improvement Plan. Monthly meetings focus on data and results. Each meeting focuses on one curriculum area. SAC makes decisions on the School Improvement Funds and has input in the budget. SAC also hosts special meetings for parents on timely topics of interest to parents. In January, SAC will complete a midyear review of the School Improvement Plan. As data is released at the end of the year, SAC will receive a complete report of outcomes on state assessments. In addition, SAC will provide input in the budgetary process twice yearly in the fall and again in the spring.

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

Duval School District HENRY F. KITE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	69%	65%	29%	229	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	66%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	63% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					463	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District HENRY F. KITE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	52%	82%	26%	227	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	54%	46%			100	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	43% (NO)	42% (NO)			85	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					412	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested