

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: FERN CREEK ELEMENTARY

District Name: Orange

Principal: Patrick Galatowitsch

SAC Chair: Gracie Fowler

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: January 29, 2013

Last Modified on: 1/26/2013

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	Patrick Galatowitsch	ED.D., ED.S., M.A., B.A., B.S. School Principal K-12	4	23	Principal of Fern Creek Elementary School 2009-2012 2011-2012 Grade: B Reading Mastery 62% Math Mastery 58% Writing Mastery 84% Science Mastery 50% Reading Gains Lowest 25% 69% Math Gains Lowest 25% 54% 2010-2011 Grade: A Reading Mastery 81% Math Mastery 79% Writing Mastery 91% Science Mastery 70% Reading Gains 70% Reading Gains Lowest 25% 66% Math Gains 64% Math Gains Lowest 25% 53% Did not make AYP 2009-2010 Grade: A Reading Mastery 69% Math Mastery 79% Writing Mastery 94% Science Mastery 52%

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.

	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)
No data submitted					

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	Regular meetings of new teachers with Principal	Principal	On-going	
2	Partnering new teachers with veteran staff	Principal	On-going	
3	Collaborative support within Professional Learning Communities	Curriculum Resource Teacher	On-going	
4	Conscious Discipline training	Dean Conscious Discipline Team	On-going	

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
0	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
32	3.1%(1)	28.1%(9)	31.3%(10)	34.4%(11)	34.4%(11)	0.0%(0)	9.4%(3)	0.0%(0)	71.9%(23)

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
Beth Oxarart	Ashley Mulholland	Ashley Mulholland will be teaching first grade as a second year teacher. Beth Oxarart is a veteran first grade teacher with mentoring experience. She was Ashley's mentor last year and will continue to provide support this year.	Mrs. Oxarart and Ms. Mulholland will confer weekly as members of the first grade Professional Learning Community. Mrs. Oxarart will guide Ms. Mulholland as she completes all requirements for her second year of teaching and will participate with her in the first grade Professional Learning Community to implement all areas of RtI, the Florida Continuous Improvement Model, and Marzano's High Yield strategies, along with best practices for planning and delivering instruction throughout the school day.
Cassie Yehnert	Carly Davis	Carly Davis will be teaching third grade as a first year teacher. Cassie Yehnert is an experienced teacher and is the third grade team leader.	Mrs. Yehnert and Ms. Davis will confer daily at the beginning of the school year. They will also meet weekly as members of the third grade Professional Learning Community. Mrs. Yehnert will guide Ms. Davis as she completes all requirements for her first year of teaching and will participate with her in the third grade Professional Learning Community to implement all areas of RtI, the Florida Continuous Improvement Model, and Marzano's High Yield strategies along with best practices for planning and delivering instruction throughout the school day.

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

Students requiring additional interventions are provided additional services within the school day and during scheduled after school tutoring times to ensure academic growth. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

NA

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Professional training opportunities and materials are provided for the staff through Title II funds. The students at Fern Creek Elementary School will benefit in all areas of learning through these staff trainings and materials during the 2011-2012 year

with special emphasis on Conscious Discipline and decoding multi-syllabic words.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be utilized for a tutor to conduct reading and math intervention groups for Level 1 and 2 students.

Violence Prevention Programs

The school offers non-violence education through the Bullying Prevention Education program provided by the district and taught by the school dean, staffing specialist and classroom teachers. Fern Creek participates each year in the Red Ribbon Week activities to educate our students on making drug-free choices. Fern Creek also educates our students in strategies for making personal positive behavior choices through the Conscious Discipline program.

Nutrition Programs

Fern Creek provides nutrition education for students through the Michele Puppert Company presentation and videos on healthy lifestyle habits. Students are given nutritional learning opportunities through the school breakfast and lunch programs as they make choices from varied entrees, side dishes and types of milk on the menu.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Patrick Galatowitsch, Principal, Kathi Holt, Staffing Specialist, Jacqueline Swinderman, CRT, Leonard Conner, Resource Teacher, Mary Sue Perreault, Resource Teacher/CCT, Margaret Donovan, School Psychologist, Shanita Highland, Dean, Lisa Massa, Media Specialist, Keri Hefferin, Resource Teacher

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

The MTSS Leadership Team will meet weekly to plan and monitor the implementation of the RtI processes at all grade levels. Members of the MTSS Leadership Team will be assigned as an RtI Coach for a specific grade level. These team members will meet weekly with their grade levels to facilitate the identification of student needs based on current data, to assist in determining appropriate interventions, to work with the teachers to monitor assessments and to collaborate in the development of progress monitoring plans for students as needed.

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 Leadership Team meets to review all FCAT data and other student assessment data. The MTSS Leadership Team then determines the subject area needs for improvement in reading, math, writing, and science. Once these are confirmed, a plan of action is written for each area of need. Finally, the MTSS Leadership Team plans for the presentation and facilitation of staff development trainings and activities to provide our teachers with the knowledge and skills to empower them to increase learning for all students.

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.

Baseline data: FAIR (Florida Assessment for Instruction in Reading), FCAT (Florida Comprehensive Assessment Test), Edusoft Benchmark Assessments, Write Score Writes 4th Grade Assessments, Write Scores Science 5th Grade Assessments
Midyear: FAIR, Edusoft Benchmark Assessments, Write Score Writes 4th Grade Assessments, Curriculum Based Assessment (CBA), Write Scores Science 5th Grade Assessments
Ongoing Data Source: Data Based Decision Making Plan for reading, math, and behavior

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and staff PLC/ RTI mini-session trainings throughout the year.

Describe the plan to support MTSS.

Grade Levels and the Principal will meet weekly as Professional Learning Communities to review student data. They will make adjustments to interventions based on the student needs determined by this data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Patrick Galatowitsch, Principal; Jacqueline Swinderman, CRT; Lisa Massa, Media Specialist; Rekha Vasisht, Kindergarten
Shannon Preshong, 1st grade; Robin Croy, 2nd Grade; Cassie Yehnert, 3rd Grade; Joy Saslov, 4th Grade; and Chris Crisona, 5th grade.

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

The school-based LLT will meet monthly. The coordinator of the LLT will be Jacqueline Swinderman, CRT. She will schedule all meetings and ensure that all meeting agendas and minutes are maintained.

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

Monitoring and supporting implementation of the Common Core ELA standards in K-1 and Next Generation Sunshine State Standards in 2nd-5th classrooms.
Monitoring and supporting differentiated instruction within the 90 minute reading block by modeling lessons, observing in classrooms, and providing feedback.
Monitoring and supporting reading intervention programs and instruction for Tier 2 and Tier 3 students in all classes.
Develop and implement activities to promote increased school-wide reading for all students.
Planning Family Literacy Night Activities

Public School Choice

Supplemental Educational Services (SES) Notification

*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.

For students entering Kindergarten, notices are mailed home in advance inviting all families to the Meet the Teacher event in August, 2012. The teachers and school presents information, school T-shirts, backpacks, PTA information and a hot dog dinner for all families at this event.

*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:	We will work as a school to increase the number of students achieving proficiency in reading in the following ways: All teachers will participate in weekly Grade Level PLC Team planning meetings, essential standards will be established for reading instruction, common assessments will be determined (created) and data on student progress in reading will be studied. The Continuous Improvement Model will be followed to guide the planning, implementation, assessment, remediation and enrichment of student reading skills. The Literacy Leadership Team will plan activities and incentives to increase the time that all students spend reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (26)	25% (29)

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	1.1. Inconsistent implementation of instruction of the standards through research based instructional materials and strategies	1.1. Increased focus and discussion of research based instructional materials and strategies in grade level Professional Learning Communities	1.1. Principal CRT Grade Level Support Teachers	1.1. Analysis of FAIR Assessment, Benchmark Assessment, FCAT data and common formative assessment data Classroom Observations	1.1. FAIR Assessments, Benchmark Assessments, FCAT, common formative assessment data Review of Instructional Plans
2	1.2. Inconsistent Progress Monitoring of student progress	1.2. Weekly progress monitoring of all students below grade level in reading and weekly data discussions in grade level Professional Learning Communities.	1.2. Principal CRT Grade Level Support Teachers	1.2. Analysis of Progress Monitoring data at weekly PLC/RTI Team meetings	1.2. Progress Monitoring records
3	1.3. Lack of focus on differentiated instruction during the 90 minute reading block	1.3. Provide additional training and modeling on differentiating instruction including the use of Study Island and Reading Plus computer programs.	1.3. CRT Grade Level Support Teachers	1.3. Observations and classroom walkthroughs	1.3. Observation and classroom walkthrough data and review of instructional plans
4	1.4 Lack of opportunities for students to read and practice skills outside of the school day	1.4 Provide afterschool tutoring for all students working below grade level in 3rd-5th grades and extend the hours that the media center is open beyond school hours.	1.4 Principal Dean CRT Classroom Teacher Media Specialist	1.4 Analysis of Progress Monitoring data at weekly PLC/RTI Team meetings	1.4 Progress Monitoring records

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.	NA
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Reading Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	To ensure high levels of learning in reading, 30 minute reading enrichment times will be provided daily in addition to the 90 minute reading block of core instruction and differentiated group instruction. School wide incentives will be used including Accelerated Reader and Sunshine State Readers goals to motivate students to increase time reading and develop strong reading skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (34)	32% (37)

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	2.1. Inconsistent use of Webb's Depth of Knowledge strategies with an emphasis on Levels 3 and 4 during the 90 minute reading block	2.1. Increased monitoring and support for classroom teachers	2.1. Principal CRT Grade Level Support Teachers	2.1. Analysis of FAIR Assessment, Benchmark Assessment and FCAT data	2.1. FAIR Assessments, Benchmark Assessments, FCAT
2	2.2. Lack of enrichment instruction for Level 4 and 5 students	2.2. Assign an enrichment teacher to meet with these students during the scheduled intervention/enrichment time	2.2. Principal CRT Grade Level Support Teachers	2.2. Analysis of FAIR Assessment, Benchmark Assessment and FCAT data	2.2. FAIR Assessments, Benchmark Assessments, FCAT
3	2.3. Lack of focus on differentiated instruction during the 90 minute reading block	2.3 Provide additional training, modeling, and feedback on differentiating instruction including the use of Study Island and Reading Plus computer programs.	2.3 Principal CRT Grade Level Support Teachers	2.3 Observations and classroom walkthroughs	2.3 Observation and classroom walkthrough data and review of instructional plans
4	2.4 Inadequate opportunities for reading beyond school hours	2.4 Extend media center hours beyond school hours	2.4 Media Specialist	2.4 Monitor number of students using extended hours and analysis of assessment data	2.4 Destiny reports, FAIR, Benchmark Assessments, FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:		NA		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:			To increase the number of students making Learning Gains in reading,we will do the following: Through weekly Grade Level PLC/RtI Team meetings, the data from common assessments, unit tests and Benchmark assessments will be monitored to see that progress is occurring with every child. Intervention groups and differentiated lessons will occur daily. For those students with intervention instruction, ongoing progress monitoring will be administered and adjustments in instruction will occur as needed to ensure mastery of essential skills.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
69% (53)			72% (55)		
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Inconsistent implementation of instruction of the standards through research based instructional materials and strategies	3.1. Increased focus and discussion of research based strategies during weekly grade level PLC meetings	3.1. Principal CRT Grade Level Support Teachers	3.1. Analysis of FAIR Assessment, Benchmark Assessment and FCAT data	3.1. FAIR Assessments, Benchmark Assessments, FCAT
2	3.2. Inconsistent Progress Monitoring of student progress	3.2. Weekly progress monitoring of all students working below grade level in reading and weekly data discussions with the principal in grade level Professional Learning Communities	3.2 Principal CRT Grade Level Support Teachers	3.2. Analysis of Progress Monitoring data at weekly PLC/RtI Team meetings	3.2. Progress Monitoring records
3	3.3. Lack of focus on differentiated instruction during the 90 minute reading block	3.3. Provide additional training and modeling on differentiating instruction including the use of Study Island and Reading Plus computer programs	3.3. CRT Grade Level Support Teachers	3.3. Observations and classroom walkthroughs	3.3. Observation and classroom walkthrough data and review of instructional plans

4	3.4 Inadequate opportunities for students to read beyond the school day	3.4 Provide afterschool tutoring for students who are working below grade level in reading and information to parents about computer programs that can be accessed at home. Extend the media center hours beyond the school day	3.4 Principal Dean CRT Grade Level Support Teachers Classroom Teachers Media Specialist	3.4 Analysis of Progress Monitoring data at weekly PLC/RTI meetings	3.4 Progress Monitoring records
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Consistent review of the Data Based Decision Making Plans for students will occur at Grade Level PLC meetings to ensure that each student is receiving the appropriate intervention. These students will receive differentiated instruction as needed and will be recommended for afterschool tutoring and for community mentoring and tutoring opportunities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (20)	72% (22)

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	4.1. Inconsistent implementation of instruction of the standards through research based instructional materials and strategies	4.1. Increased focus and discussion of research based strategies during weekly grade level PLC meetings	4.1. Principal CRT Grade Level Support Teachers	4.1. Analysis of FAIR Assessment, Benchmark Assessment and FCAT data	4.1. FAIR Assessments, Benchmark Assessments, FCAT
	4.2. Lack of focus on differentiated instruction	4.2. Provide additional training and resources for	4.2. CRT	4.2. Analysis of common formative assessments in	4.2. Common formative

2	and additional instruction and practice time	differentiated instruction including Study Island and Reading Plus computer programs	Grade Level Support Teachers	weekly grade level PLC Team meetings	assessments
3	4.3. Inconsistent Progress Monitoring of interventions	4.3. Weekly progress monitoring for students reading below grade level and weekly data discussions with the principal during grade level Professional Learning Communities	4.3. Principal CRT Grade Level Support Teachers	4.3. Analysis of Progress Monitoring data at weekly PLC/RTI Team meetings	4.3. Progress Monitoring Data
4	4.4 Inadequate opportunities for reading practice outside of the school day	4.4 Provide afterschool tutoring for all students in the lowest 25% and provide parents with information about computer programs to do at home. Extend the media center hours beyond the school day	4.4 Principal Dean CRT Grade Level Support Teachers Classroom Teachers	4.4 Analysis of Progress Monitoring data at weekly PLC/RTI meetings	4.4 Progress Monitoring data and instructional program reports

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 order to reduce our achievement gap by 50% we will closely monitor the progress of our Low-performing subgroups. We will provide differentiated instruction for them based on their needs identified by FCAT data,			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70%	73%	75%	78%	81%	

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 order to help student subgroups to make satisfactory progress in reading we will provide differentiated instruction based on the analysis of progress monitoring data during the 90 minute reading block as well as during the 30 minute intervention block. We will also provide afterschool tutoring.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (23) of Black students scored satisfactory. 65% (16) of Hispanic students scored satisfactory. 90% (33) of White students scored satisfactory.	40% (24) of Black students will score satisfactory. 68% (17) of Hispanic students will score satisfactory. 93% (34) of White students will score satisfactory.

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	5B.1 Inconsistent implementation of instruction through the standards based research based instructional materials and strategies	5B.1 Increased focus and discussion of research based strategies during weekly grade level PLC meetings	5B.1 Principal CRT Grade Level Support Teachers	5B.1 Analysis of FAIR Assessments, Benchmark Assessments, and FCAT data and review of instructional plans	5B.1 FAIR Assessments, Benchmark Assessments, FCAT, Instructional Plans
2	5B.2 Lack of focus on differentiated instruction	5B.2 Provide additional training and resources for differentiating including Study Island and Reading Plus computer programs	5B.2 CRT Grade Level Support Teachers	5B.2 Analysis of common formative assessments and program reports in weekly grade level PLC meetings	5B.2 Common Formative Assessments and program reports
	5B.3 Inconsistent	5B.3 Weekly progress	5B.3	5B.3	5B.3 Progress

3	progress monitoring	monitoring of all students reading below grade level and weekly data discussions with the principal during grade level Professional Learning Communities	Principal Grade Level Support Teachers	Analysis of progress monitoring data at weekly PLC meetings	monitoring data
4	5B.4 Inadequate opportunities for reading practice outside of the school day	5B.4 Provide afterschool tutoring for all 3-5 grade students reading below grade level. Extend the media center hours beyond the school day.	5B.4 Principal Dean CRT Grade Level Support Teachers Media Specialist Classroom Teachers	5B.4 Analysis of progress monitoring data at weekly PLC meetings	5B.4 Progress monitoring data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In order to help ELL students make satisfactory progress in reading we will differentiate instruction and use research based strategies for working with ELL students. We will provide afterschool tutoring for those students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (9) of English Language Learners scored satisfactory.	53% (10) of English Language Learners will score satisfactory.

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	5C.1 Inadequate mastery of English vocabulary	5C.1 ELL paraprofessional and classroom teacher will use the ELL strategies recommended in the Houghton Mifflin Reading program and on IMS	5C.1 CCT Classroom teachers	5C.1 Analyze assessment data from Houghton Mifflin and Common Assessments	5C.1 Houghton Mifflin Reading Assessments and Common assessments
2	5C.2 Inadequate time to practice reading skills during the school day	5C.2 Provide afterschool tutoring to students not making satisfactory progress in reading	5C.2 Principal Dean Classroom Teachers	5C.2 Analyze progress monitoring data	5C.2 Progress monitoring data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In order to help our students with disabilities make satisfactory progress in reading we will provide differentiated instruction based on the needs of the students. Those needs will be determined by analyzing FAIR, Benchmark, FCAT and Common Assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4) of Students with Disabilities scored satisfactory.	33% (5) of Students with Disabilities will score satisfactory.

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	5D.1 Inconsistent progress monitoring to determine the needs of students	5D.1 Weekly progress monitoring of students not making satisfactory progress in reading and weekly data discussions with the principal during grade level PLC meetings	5D.1 Principal ESE Teacher Classroom Teachers	5D.1 Analyze progress monitoring data	5D.1 Progress monitoring data
2	5D.2 Inadequate time to practice reading skills during the school day	5D.2 Provide afterschool tutoring to students not making satisfactory progress in reading	5D.2 Principal Dean Classroom Teachers	5D.2 Analyze progress monitoring data	5D.2 Progress monitoring data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In order to help our Economically Disadvantaged students make satisfactory progress in reading we will provide them with additional time and resources .
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (66) of Economically Disadvantaged Students scored satisfactory.	60% (69) of Economically Disadvantaged Students scored satisfactory.

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	5E.1 Inadequate time and materials to practice reading skills outside of the school day	5E.1 Provide students with afterschool tutoring and supplies needed for school including book give-aways at our Family Nights	5E.1 Principal Dean CRT Classroom teachers	5E.1 Analyze progress monitoring data	5E.1 Progress monitoring data
2	5E.2 Lack of resources to meet basic needs	5E.2 Provide students with clothing and food from our clothing closet and food pantry	5E.2 Dean Office Staff	5E.2 Analyze assessment data	5E.2 FAIR, Benchmark, FCAT, and Common Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-2	Common Core ELA Blackbelt Team	K-2 Professional Learning Communities	Monthly during weekly grade level PLC meetings	Classroom Observations Review of Lesson Plans	Principal CRT Grade Level Support Teachers
Conscious Discipline	K-5	Dean	K-5 Professional Learning Communities	Monthly during weekly grade level PLC meetings	Classroom Observations	Principal Grade Level Support Teachers

Effective Strategies for Differentiating instruction	K-5	CRT	K-5 Professional Learning Communities	Monthly during weekly grade level PLC meetings	Classroom Observations Review of Lesson Plans	Principal CRT Grade Level Support Teachers
Reading Plus Computer Program	3-5	Grade Level Support Teachers	3-5 Classroom Teachers	Early Release Wednesday	Classroom Observations	Grade Level Support Teachers
Creating Common Assessments	K-5	Instructional Coach	K-5 Teachers	Early release Wednesday in October	Share Common Assessments during grade level PLC meetings	Grade Level Support Teachers Instructional Coach
Integrating Technology	K-5	Instructional Coach	K-5 Teachers	Early release Wednesday in April	Classroom Observations and review instructional plans	Instructional Coach Grade Level Support Teachers
Design Question 2: What will I do to help students effectively interact with new knowledge	K-5	Instructional Coach	K-5 Teachers	Early release Wednesdays	Classroom Observations and review instructional plans	Principal Instructional Coach Dean Grade Level Support Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading multisyllable words	Blueprint for Intervention: Multisyllable Phonics Routine Cards	Title 11	\$237.60
			Subtotal: \$237.60
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
Participate in a book study to develop strategies for building a school family	Creating A School Family books	Title 1	\$968.00
Participate in ELA and Math Common Core Black Belt training provided by the district	Substitute Teachers	Title 11	\$1,162.40
			Subtotal: \$2,130.40
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional instruction and practice in reading and math	Tutor to work with small groups of students	SAI	\$5,606.27
			Subtotal: \$5,606.27
			Grand Total: \$7,974.27

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:

To increase the percentage of students acquiring and attaining English language proficiency in listening and speaking we will provide opportunities for students to work together in cooperative groups to build their English vocabulary.

2012 Current Percent of Students Proficient in listening/speaking:

63% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Lack of English vocabulary knowledge	1.1 The ELL paraprofessional and classroom teacher will work with ELL students individually or in small groups to increase their vocabulary by using the ELL strategies suggested in the Houghton Mifflin reading program and on IMS.	1.1 Classroom Teachers CCT	1.1 Analyze CELLA results	1.1 CELLA
2	1.2 Inadequate opportunities to practice English outside of the schoolday	1.2 Provide afterschool tutoring to students	1.2 Principal Dean Classroom Teachers	1.2 Analyze CELLA results	1.2 CELLA

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

2. Students scoring proficient in reading.

CELLA Goal #2:

We will increase the percentage of students attaining proficiency in reading by using the ELL strategies provided in the Houghton Mifflin Reading program and on IMS.

2012 Current Percent of Students Proficient in reading:

38% (15)

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	2.1 Inadequate mastery of English vocabulary	2.1 ELL Paraprofessional and Classroom teacher will use the ELL strategies recommended in the Houghton Mifflin Reading Program and on IMS.	2.1 Classroom Teachers CCT	2.1 Analyze the data from the Houghton Mifflin assessments and Common Reading Assessments developed by the grade level.	2.1 Houghton Mifflin Reading Assessments, Common Reading Assessments, CELLA
2	2.2 Inadequate time to practice reading skills during the regular school day	2.2 Provide afterschool tutoring to students in 3rd-5th grade who are working below grade	2.2 Principal Dean CCT	2.2 Analyze progress monitoring data	2.2 Houghton Mifflin Reading Assessments, Common Reading

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

3. Students scoring proficient in writing. CELLA Goal #3:	We will increase the percentage of students acquiring proficiency in writing in English through the use of research based strategies for ELL students.
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2012 Current Percent of Students Proficient in writing:

33% (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	3.1 Lack of knowledge of English vocabulary and sentence structure	3.1 The ELL paraprofessional and classroom teachers will use the research based ELL strategies in the Houghton Mifflin Reading Program and IMS	3.1 CCT Classroom Teachers	3.1 Analysis of writing samples	3.1 Writing Rubric
2	3.2 Inadequate opportunities for students to practice writing outside of the schoolday.	3.2 Provide afterschool tutoring to 3rd-5th grade students working below grade level in writing	3.2 Principal Dean Classroom Teachers	3.2 Analysis of writing samples	3.2 Writing Rubric

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	We will work as a school to increase the number of students achieving proficiency in math in the following ways: All teachers will participate in weekly Grade Level PLC Team planning meetings, essential standards will be established for math instruction, common assessments will be determined and data on student progress in math will be studied. The Continuous Improvement Model will be followed to guide the planning, implementation, assessment, remediation and enrichment of student math skills. The students in grades K-5 will participate in ST Math: Integrated Instructional System computer based program. Targeted groups of students will use the FASTT Math computer program to increase math fact fluency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (37)	35% (40)

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	1.1. Inconsistent implementation of instruction of the standards through research based instructional materials and strategies	1.1. Increased focus and discussion of research based instructional materials and strategies in grade level Professional Learning Communities.	1.1. Principal Grade Level Support Teachers	1.1. Analysis of data from common formative assessments, FCAT, and Benchmark Assessments	1.1. Analysis of data from common formative assessments and Benchmark Assessments Review of instructional plans
2	1.2. Inconsistent Progress Monitoring of student progress	1.2. Weekly progress monitoring of all students working below grade level in math and weekly data discussions in grade level Professional Learning Communities	1.2. Principal Grade Level Support Teachers	1.2. Analysis of progress monitoring data at weekly PLC/RTI Team meetings	1.2. Progress monitoring records
3	1.3. Lack of focus differentiated instruction during the math instructional period	1.3. Implement intervention and enrichment lessons and activities during the math instructional period including the use of ST Math, Moby Math, and Study Island computer programs	1.3. Grade Level Support Teachers	1.3. Analysis of data from Common Formative Assessments	1.3. Common Formative Assessments Review of instructional plans
4	1.4 Lack of opportunities for students to practice skills outside of the school day	1.4 Provide afterschool tutoring for all students working below grade level in math and provide computer lab time before school for students to work on ST Math, Moby Math, or Study Island	1.4 Dean Classroom Teachers	1.4 Analysis of progress monitoring data at weekly PLC/RTI team meetings	1.4 Progress Monitoring data

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

1b. Florida Alternate Assessment:	
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Students scoring at Levels 4, 5, and 6 in mathematics.		NA		
Mathematics Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:	Through weekly Grade Level PLC/RtI Team meetings, the essential skills for math mastery in each grade level will be identified. The data from Benchmark assessments, curriculum based assessments and common assessments will be studied and math differentiation lessons will be planned accordingly. Enrichment will occur through the use of ST Math: Integrated Instruction System computer based program along with higher level problem solving activities within the classroom.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (32)	30% (35)

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	2.1. Inconsistent implementation of instruction of the standards using the core curriculum of Envision Math and/or other evidence based curriculum and strategies	2.1. Increased monitoring and support for classroom teachers	2.1 Principal Grade Level Support Teachers	2.1. Analysis of data from common formative assessments and Benchmark Assessments	2.1. Analysis of data from common formative assessments and Benchmark Assessments Review of instructional plans
2	2.2. Inconsistent use of enrichment strategies, materials and instruction during the math instructional period.	2.2. Utilize the lessons and materials from the Envision Math program for enrichment students; provide weekly opportunities for problem solving	2.2. Principal Grade Level Support Teachers	2.2. Analysis of Benchmark Assessment and Envision Math assessment data.	2.2. Benchmark Assessments and Envision Math Assessments. Review of instructional plans
3	2.3 Lack of focus on differentiated instruction during the math instructional period	2.3 Provide enrichment math instruction to selected 4th and 5th grade students based on previous FCAT data and this year's Benchmark data.	2.3 Principal Grade Level Support Teachers	2.3 Analysis of Benchmark Assessment and Envision Math assessment data	2.3 Benchmark Assessments, Envision Math Assessments, Review of instructional plans
	2.4 Inadequate use of	2.4 Provide additional	2.4	2.4 Analysis of Envision	2.4 Envision Math

4	technology to provide differentiated instruction in math	training in the use of ST Math, Moby Math, and Study Island	Principal Math Specialist Teacher	Math assessment data and common formative assessments	Assessments, Common Formative Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	To increase the number of students making Learning Gains in math Grade Level PLC meetings will focus on analyzing and monitoring data from common assessments to ensure that the appropriate intervention lessons are provided for each student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (63)	57% (66)

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	3.1. Inconsistent implementation of instruction of the standards through research based instructional materials and strategies.	3.1. Increased focus and discussion of research based strategies during weekly grade level PLC meetings.	3.1. Principal Grade Level Support Teachers	3.1. Analysis of data from common formative assessments and Benchmark Assessments	3.1. Analysis of data from common formative assessments and Benchmark Assessments
2	3.2. Inconsistent Progress Monitoring of student progress	3.2. Weekly progress monitoring of all students working below grade level in math and weekly data discussions with the principal in grade level PLC meetings.	3.2. Principal Grade Level Support Teachers	3.2. Analysis of data from Common Formative Assessments and regularly administered assessments from the Envision Math program	3.2. Common Formative Assessments and Envision Math Assessments
3	3.3. Lack of focus on differentiated instruction during math instruction time	3.3. Provide additional training on differentiating instruction including the use of Envision math	3.3. Grade Level Support Teachers Math Specialist	3.3. Analysis of data from Common Formative Assessments and regularly administered	3.3. Common Formative Assessments and Envision Math

		lessons and ST Math, Study Island, and Moby Math computer programs.	Teacher	assessments from the Envision Math program	Assessments
4	3.4 Inadequate opportunities to practice math skills beyond the school day	3.4 Provide after school tutoring for students working below grade level in math. Provide information to parents about computer programs that can be accessed at home.	3.4 Principal Dean Grade Level Support Teachers Classroom Teachers	3.4 Analysis of progress monitoring data at weekly PLC/RtI Meetings	Progress Monitoring Records

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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:			For students in the Lowest 25% in math, each student will receive differentiated instruction as needed, will be recommended for after school tutoring and for community mentoring and tutoring opportunities. The students in this group will use Moby Math on computer to increase their fluency and mastery of computation skills. They will also use the ST Math: Integrated Instructional System for 90 minutes weekly.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
54% (63)			57% (66)		
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	4.1. Inconsistent implementation of instruction of the standards with fidelity using the core curriculum of Envision Math and/or other research based	4.1. Increased focus and discussion of research-based strategies during weekly grade level PLC meetings	4.1. Principal Grade Level Support Teachers	4.1. Analysis of data from common formative assessments and Benchmark Assessments.	4.1. Analysis of data from common formative assessments and Benchmark Assessments.

	instructional materials and strategies.				
2	4.2. Inconsistent Progress Monitoring of mastery of sequential core standards	4.2. Weekly progress monitoring of students in the lowest 25% in math and weekly data discussions with the principal during grade level PLC meetings	4.2. Principal Grade Level Support Teachers	4.2. Analysis of data from Common Formative Assessments and regularly administered assessments from the Envision Math program.	4.2. Common Formative Assessments and Envision Math Assessments.
3	4.3. Lack of focus on differentiated instruction during the math block	4.3. Provide additional training and resources for differentiated instruction including intervention lessons from Envision Math and ST Math, Moby Math, and Study Island Computer Programs.	4.3. Principal Grade Level Support Teachers	4.3. Analysis of data from Common Formative Assessments and regularly administered assessments from the Envision Math program.	4.3. Common Formative Assessments and Envision Math Assessments.
4	4.4 Inadequate opportunities for math skills practice outside of the school day.	4.4 Provide afterschool tutoring for all students in the lowest 25% in math and provide parents with information about computer programs that can be accessed at home	4.4 Principal Dean Grade Level Support Teachers Classroom Teachers	4.4 Analysis of progress monitoring data at weekly PLC meetings	4.4 Progress Monitoring data and instructional program reports

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 # To reduce the number of Level 1 and Level 2 math students we will provide differentiated instruction and afterschool tutoring opportunities for those students. We will carefully monitor the progress of students and adjust their 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	70%	73%	76%	79%	

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 order for our student subgroups to make satisfactory progress in math we will monitor their math data for progress in weekly Grade Level PLC/RTI meetings. Additional support will be provided by differentiating instruction during the math block and by providing additional time for tutoring during the school day and after school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (23) of Black students scored at satisfactory. 65% (16) of Hispanic students scored at satisfactory. 81% (30) of White students scored at satisfactory.	41% (25) of Black students will score at satisfactory. 68% (17) of Hispanic students will score at satisfactory. 83% (15) of White students will score at satisfactory.

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	5B.1 Inconsistent progress monitoring	5B.1 Provide weekly progress monitoring of all students working below grade level in math and have weekly data discussions with the principal during grade level PLC meetings.	5B.1 Principal Grade Level Support Teachers	5B.1 Analysis of progress monitoring data during weekly Team PLC/RTI meetings	5B.1 Data Decision Making Plans, progress monitoring data
	5B.2 Lack of focus on differentiation of	5B.2 Increased focus and discussion during grade	5B.2 Principal	5B.2 Analysis of curriculum based	5B.2 Curriculum based

2	instruction during the math block	Level PLCs of strategies and materials to differentiate instruction including ST Math, Moby Math, and Study Island.	Grade Level Support Teachers	assessments, Benchmark assessments, and common formative assessments	assessments, Benchmark assessments, and common formative assessments
3	5B.3 Inadequate time for additional instruction and practice	5B.3 Provide additional time for tutoring during the school day and after school in small groups with differentiated instruction	5B.3 Principal Dean Classroom Teachers	5B.3 Analysis of curriculum based assessments, Benchmark assessments, and common formative assessments	5B.3 Curriculum based assessments, Benchmark assessments, and common formative assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In order for our English Language Learners to make satisfactory progress in math we will provide differentiated instruction based on data analysis and progress monitoring of our students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (10) of English Language Learners scored at satisfactory.	60% (11) of English Language Learners will score at satisfactory.

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	5C.1 Lack of English vocabulary knowledge to enable them to read problems and understand directions	5C.1 ELL Paraprofessional and classroom teachers will use research-based strategies provided in the Envision Math program and IMS	5C.1 Principal CCT Grade Level Support Teachers	5C.1 Analysis of Benchmark, Common Assessments, and Envision Math Assessments	5C.1 Benchmark Assessments, Common Assessments, Envision Math Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In order to help students with disabilities make satisfactory progress in math we will differentiate instruction based on data from Benchmark Assessments, Common Assessments, and Envision Math Assessments. We will provide after school tutoring as well.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (2) of Students with Disabilities scored satisfactory.	26% (3) of Students with Disabilities will score at satisfactory.

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	5D.1 Inconsistent progress monitoring to determine the needs of student	5D.1 Weekly progress monitoring of students and weekly data discussions with the principal at grade level PLC meetings	5D.1 Principal Grade Level Support Teachers ESE Teacher	5D.1 Analyze data from Benchmark Assessments, FCAT, Common Assessments, and Envision math assessments	5D.1 Benchmark Assessments, FCAT, Common Assessments, and Envision math assessments
	5D.2 Inadequate time to practice math skills	5D.2 Provide afterschool tutoring	5D.2 Principal Dean	5D.2 Analyze data from Benchmark Assessments,	5D.2 Benchmark Assessments,

2	during the school day		Classroom Teachers	FCAT, Common Assessments, and Envision Math assessments	FCAT, Common Assessments, and Envision Math Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	As a Title I school, the Economically Disadvantaged subgroup is a relatively large group. Weekly PLC/RtI Grade Level Team meetings will study data and make plans to provide differentiated instruction and interventions and to ensure that the CIM process is used effectively to allow all students to achieve higher levels of learning and to make strong and consistent learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (60) of Economically Disadvantaged students scored satisfactory.	55% (63) of Economically Disadvantaged students will score satisfactory.

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	5D.2 Inconsistent ongoing progress monitoring	5D.2 Provide training and materials for progress monitoring	5D.2 Math Coach	5D.2 Analysis of progress monitoring data during weekly Team PLC/RtI meetings	Data Decision Making Plans Progress monitoring data
2	5D.3 Low academic motivation	5D.3 Teachers and students will set learning goals and celebrate the achievement of goals	5D.3 Classroom teachers	5D.3 Monitoring of goal achievement	5D.3 Scales and rubrics Data charts
3	5D.1 Inadequate differentiated instruction during the math block	5D.1 Provide training and materials for teachers to increase differentiated instruction	5D.1 Principal Math Coach	5D.1 Analysis of student data from curriculum based assessments, Benchmark assessments, and common formative assessments	5D.1 Curriculum based assessments, Benchmark assessments, and common formative assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-2	Math Common Core Blackbelt Team	K-2	Weekly grade level PLC meetings	Classroom observations and review of lesson plans	Principal Grade Level Support Teachers
Moby Math	K-5	Math Specialist Teacher	K-5	Morning sessions 7:45-8:30	Analysis of program reports	Program reports
ST Math	K-5	ST Math representative Math Specialist Teacher	K-5	Monthly during special area times	Analysis of program reports	Program reports

Conscious Discipline	K-5	Dean	K-5	Weekly grade level PLC meetings and through the effective educator's website	Classroom observations	Principal Dean Grade Level Support Teachers
DQ 2: What will I do to help students effectively interact with new knowledge?	K-5	Instructional Coac	K-5	Early release Wednesdays	Classroom observations and review instructional plans	Principal Instructional Coach Dean Grade Level Support Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Provide additional instruction and practice of math skills	Tutor to work with small groups	SAI	\$5,606.27
			Subtotal: \$5,606.27
			Grand Total: \$5,606.27

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:			As a school we will work to increase student understanding of essential science concepts at all grade levels. The faculty will partner with Orlando Science Center and Sea World to provide motivating science experiences that support grade level NGSSS.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
31% (10)			33% (11)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1.1. Implementation of instruction in the NGSSS for Grades K-5 using the District Essential Science Labs curriculum and the Big Ideas from the NGSSS	1.1. Incorporate review of lesson planning for science in the weekly Grade Level PLC Team Meetings	1.1. Principal and Grade Level PLC Support Teachers	1.1. Administer pre and post assessments in science and analyze the student data for mastery of standards	1.1. Curriculum based assessments
2	1.2. Implementation of science enrichment and hands on lessons	1.2. Partnerships with Sea World and Orlando Science Center	1.2. Science Leadership Team	1.2. Analysis of student achievement on science standards	1.2. Curriculum based assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	To ensure high levels of learning in science, the faculty will partner with Orlando Science Center and Sea World staff members to develop motivating science experiences that support grade level NGSSS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (5)	19% (6)

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	2.1. Implementation of instruction in the NGSSS for Grades K-5 using the District Essential Science Labs curriculum and the Big Ideas from the NGSSS	2.1. Incorporate review of lesson planning for science in the weekly Grade Level PLC Team Meetings	2.1. Science Leadership Team and Grade Level PLC Support Teachers	2.1. Administer pre and post assessments in science and analyze the student data for mastery of standards	2.1. Curriculum based assessments
2	2.2. Implementation of science enrichment and hands on lessons	2.2. Partnerships with Sea World and Orlando Science Center	2.2. Science Leadership Team	2.2. Analysis of student achievement on science standards	2.2. Curriculum based 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 Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DQ2: What will I do to help students effectively interact with new knowledge?	K-5	Instructional Coach	K-5 Teachers	Early Release Wednesdays	Classroom Observations and review of instructional plans	Principal Dean Instructional Coach Grade Level Support Teachers

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			We will work as a school to increase the quality of our student's writing and the number of students earning a score of 3 or above in writing on the 4th grade FCAT Writes in the following ways: all teachers will implement the Being a Writer program, all teachers will become more familiar with the standards for writing.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
84% (38)			87% (40)		
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	1.1. Inadequate training for all staff on instruction of the standards	1.1. Provide all teachers with The Writing Process Resource Guide and use 4th grade teachers as a resource to model writing instruction	1.1. CRT	1.1. Analysis of writing samples	1.1. Rubrics used to score the writing prompts
2	1.2. Inconsistent implementation of the Being a Writer curriculum across grade levels	1.2. Increased monitoring of and support for classroom teachers	1.2. Principal CRT Grade Level Support Teachers	1.2. Analysis of writing prompt data and Write Score data	1.2. Writing Rubrics
3	1.3 Inconsistent opportunities for students to write during the school day.	1.3 Increase the amount of time students spend writing in all subject areas	1.3 Principal CRT Grade Level Support Teachers	1.3 Review lesson plans	1.3 Writing Rubrics

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Process	K-5	CRT 4th Grade Team	K-5	Monthly during grade level PLC meetings	Classroom observations and review of lesson plans	Principal CRT Grade Level Support Teachers
Conscious Discipline	K-5	Dean	K-5	Monthly during grade level PLC meetings and through the effective educator's website	Classroom observations	Principal Dean Grade Level Support Teachers

Writing Budget:

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

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:	We will work as a school to decrease the number of students absent 10 or more days. In the 2011-12 school year ,160 students were absent 10+ days. Our goal for the 2012-13 school year is to reduce this amount by 25%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
160	120
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
96	72

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	1.1. Inadequate monitoring of student attendance	1.1. Print and review the EDW Attendance Yearly Detail report weekly	1.1. Curriculum Resource Teacher will print report. PLC-RtI Team will review the data at the weekly meeting.	1.1. Analysis of the attendance data by PLC-RtI Team at weekly meetings	1.1. Attendance Yearly Detail Report
2	1.2 Inadequate notification of parents	1.2 Classroom Teacher will contact parents after 3 consecutive absences. School will contact the parent after 5 student absences	1.2 Classroom teacher Registrar Principal	1.2 Analysis of the attendance data by PLC-RtI team at weekly meetings	1.2 Attendance Yearly Detail Report

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
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Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	At Fern Creek Elementary the number of students assigned to In-School Suspension has steadily decreased since 2007-2008 to zero with the goal of keeping all students engaged in learning within their classrooms. The trend at Fern Creek for Out-of-School Suspension has declined from 46 in 2009-2010 to 0 in 2011-2012. Fern Creek will continue to implement consistent behavioral procedures for school conduct using the District Code of Conduct, the Fern Creek Behavioral Leadership Team Academy guidelines and the strategies of the Conscious Discipline program.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

0	0				
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
0	0				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Inconsistent classroom management techniques	1.1. Work with faculty to consistently implement best practices in classroom management and consistent strategies from the Conscious Discipline program. We will conduct a faculty book study using the book Creating a School Family.	1.1. Principal and Administrative Dean	1.1. Classroom walkthroughs, review of data on behavioral incidents	1.1. Data from EDW Suspension Reports
2	1.2. Lack of social skills	1.2. Implement social skills small group trainings for targeted students	1.2. Principal and Administrative Dean	1.2. Observations of student behavior following social skills trainings	1.2. Staff survey of observations

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			Our goal for Parent Involvement is to increase the percentage of parents who participate in school activities from 60% to 65%.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
60%			65%		
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	1.1. Lack of positive experiences at school	1.1. Encourage participation by parents in Family Night events by providing bus transportation, food, interactive activities for families to do together and door prizes	1.1. Title I Parent Involvement Coordinator and the Reading, Math and Science Leadership Teams	1.1. Collect parent sign-in pages at all events that parents attend	1.1. Sign-in pages
2	1.2. Transportation to school events	1.2. Provide bus transportation to all events	1.2. Curriculum Resource Teacher	1.2. Log of numbers of parents riding the bus to each event	1.2. Bus log

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			FCAT data shows a need for improvement in Science and Math instruction. We need to increase the number of students scoring at or above Level 3 in both areas.		
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	1.1 Inconsistent implementation of Problem-Based Learning and Project-Based Learning Experiences	1.1 Classroom teachers will provide quarterly Problem-Based Learning Experiences or Project-Based Learning Experiences	1.1 Principal Grade Level Support Teachers	1.1 Analysis of common assessments in math and science and Benchmark assessments	1.1 Common Assessments and Benchmark Assessments in Math and Science
2	1.2 Limited information about STEM for parents	1.2 Provide information and activities at Math and Science Night	1.2 Principal Math and Science Night Planning Committees	1.2 Analysis of common assessments in math and science and Benchmark assessments	1.2 Math and Science Assessments

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Read on Grade Level by Age Nine 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. Read on Grade Level by Age Nine Goal Read on Grade Level by Age Nine Goal #1:			Grade Level PLC meetings will focus on planning instruction of the standards using research based strategies and materials. Students will receive whole group and small group differentiated instruction during the 90 minute reading block. Reading assessment data will be analyzed during Grade Level PLC/RtI meetings and intervention/enrichment lessons will be planned based on student needs. We will use the Accelerated Reader program to encourage independent reading and to instill a love of reading in all students.		
2012 Current level:			2013 Expected level:		
53% (23)			56% (25)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Teachers are not familiar with the Common Core Standards	1.1 Increased focus and discussion of Common Core Standards and research based strategies during weekly grade level PLC meetings	1.1 Principal CRT Grade Level Support Teachers ELA Common Core Blackbelt Team	1.1 Analysis of FAIR assessments, DRA assessments, curriculum based assessments, and common formative assessments	1.1 FAIR assessments, DRA assessments, curriculum based assessments, and common formative assessments, FCAT 3+ grade 3
2	1.2 Lack of focus on differentiated instruction during the 90 minute reading block	1.2 Provide additional training,modeling, and feedback on differentiated instruction	1.2 CRT Grade Level Support Teams	1.2 Analysis of FAIR assessments, DRA assessments, curriculum based assessments, and common formative assessments	1.2 FAIR assessments, DRA assessments, curriculum based assessments, and common formative assessments, FCAT 3+ grade 3

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
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Effective Strategies for Differentiating Instruction	K-5	CRT	K-5	Monthly during Grade Level PLC meetings	Classroom Observations Review of instructional plans	Principal CRT Grade Level Support Teachers
ELA Common Core State Standards	K-2	ELA Common Core Blackbelt Team	K-2	Monthly during Grade Level PLC meetings	Classroom Observations Review of instructional plans	Principal CRT Grade Level Support Teachers
DQ2: What will I do to help students effectively interact with new knowledge?	K-5	Instructional Coach	K-5	Early Release Wednesdays	Classroom observations and review of instructional plans	Principal CRT Grade Level Resource Teachers

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 Read on Grade Level by Age Nine Goal(s)

Become Fluent in Math Operations 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. Become Fluent in Math Operations Goal Become Fluent in Math Operations Goal #1:	We will increase the percentage of students who are fluent in math operations in the following ways: differentiated instruction in math, use of computer based programs FASTT Math and Moby Math to increase fluency in math facts, and ST Math computer based program for increasing concept understanding in math operations.
2012 Current level:	2013 Expected level:
53% (23)	56% (25)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of focus on differentiated instruction during math block	Increased discussion of research based strategies for differentiating instruction during weekly grade level PLC meetings	Principal Grade Level Support Teachers	Analysis of Benchmark assessments, curriculum based assessments, common formative assessments, and FCAT	Benchmark assessments, curriculum based assessments, common formative assessments, FCAT
2	Students' lack of fluency in math facts	Use of computer based programs FASTT Math and Moby Math	Classroom Teachers Grade Level Support Teachers	Analysis of Benchmark assessments, curriculum based assessments, common formative assessments, and FCAT	Benchmark assessments, curriculum based assessments, common formative assessments, FCAT
3	Inadequate concept understanding in math operations	Use of ST Math and Moby Math in Grades K-5	Classroom Teachers Grade Level Support Teachers	Analysis of Benchmark assessments, curriculum based assessments, common formative assessments, and FCAT	Benchmark assessments, curriculum based assessments, common formative assessments, FCAT

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
DQ2: what will I do to help students effectively interact with new knowledge?	K-5	Instructional Coach	K-5	Early Release Wednesdays	Classroom observations and review of instructional plans	Principal CRT Dean Grade Level Support Teachers
Math Common Core Standards	K-2	Math Common Core Blackbelt Team	K-2	Monthly in grade level PLC meetings	Classroom observations and review of instructional plans	Principal CRT Dean Grade Level Support Teachers
Effective Strategies for Differentiating Instruction	K-5	CRT Math Specialist	K-5	Monthly in grade level PLC meetings	Classroom observations and review of instructional plans	Principal CRT Dean Grade Level Support Teachers

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

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 VPK Students Enter School Ready Goal(s)

Decrease the Achievement Gap for Subgroups 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. Decrease the Achievement Gap for Subgroups Goal			In order to decrease the achievement gap for subgroups we will progress monitor all students performing below grade level and analyze the data to provide appropriate differentiated instruction and additional opportunities for practice.		
Decrease the Achievement Gap for Subgroups Goal #1:					
2012 Current level:			2013 Expected level:		
50% acievement gap for Black students 17% achievement gap for Hispanic students			47% achievement gap for black students 17% achievement gap for Hispanic 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	1.1 Inadequate progress monitoring	1.1 Provide weekly progress monitoring of students working below grade level and discuss the data with the principal at weekly grade level PLCs.	1.1 Principal Grade Level Support Teachers	1.1 Analyze progress monitoring data	1.1 Progress monitoing data
2	1.2 Inadequate opportunities to practice skills	1.2 Provide afterschool tutoring to students	1.2Principal Dean Grade Level	1.2 Analyze data from tutoring assessments, Benchmark assessment	1.2 Tutoring assessment data, benchmark

			Support Teachers	data, and FCAT data	assessment data, FCAT
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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 Decrease the Achievement Gap for Subgroups Goal(s)

Maintain High Fine Arts Enrollment Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Maintain High Fine Arts Enrollment Goal Maintain High Fine Arts Enrollment Goal #1:	In order to maintain a high fine arts enrollment we will schedule all students into music and art classes.
2012 Current level:	2013 Expected level:

100% of students participate in art and music classes.			100% of students will participate in art and music classes.		
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	1.1 Students are not exposed to Fine Arts	1.1 All students in K-5 will receive instruction in art and music. Students in 2nd grade will attend the ballet and students in 3-5 will attend the Young People's Symphony. Students in 3-5 will also attend a presentation by the artist John Rocco. All students in 3rd grade will receive violin lessons along with select students in 4-5 grades.	1.1 Registrar Music Teacher Art Teacher A Gift for Music instructors	1.1 Review enrollment reports	1.1 Enrollment reports
2	1.2 Parents are unaware of fine arts opportunities at school.	1.2 Chorus and violin students will present a winter program and a Family Arts Night will be held in the spring with performances by chorus and violin students and an exhibit of student artwork.	1.1 Music Teacher Art Teacher A Gift for Music instructors.	1.1 Review parent sign-in sheets	1.1 Review parent 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
No Data Submitted						

Budget:

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

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

End of Maintain High Fine Arts Enrollment Goal(s)

Increase College and Career Awareness 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. Increase College and Career Awareness Goal			In order to increase our students knowledge of career and college opportunities we will provide opportunities for them to learn about various career opportunities and provide the opportunity for them to visit a college campus.		
Increase College and Career Awareness Goal #1:					
2012 Current level:			2013 Expected level:		
100%			100%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students are unaware of available college opportunities	1.1 We will partner with Rollins College to provide a field trip for all students to visit the campus and participate in activities there. We will also participate in Destination College.	1.1 Principal Grade Level Support Teachers Gifted Teacher	1.1 Survey students to assess the effectiveness of the trips.	1.1 Teacher and student conversations.
2	1.2 Students are unaware of available career opportunities.	1.2 We will participate in Teach-In. Representatives from a variety of careers will be invited to share information about their careers with students.	1.2 Grade Level Support Teachers	1.2 Survey students to assess what they learned from the speakers.	1.2 Teacher and student conversations.

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

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

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

Budget:

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

End of Increase College and Career Awareness Goal(s)

Decrease Disproportionate Classification in Special Education Goal:

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

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

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

Budget:

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

End of Decrease Disproportionate Classification in Special Education Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading multisyllable words	Blueprint for Intervention: Multisyllable Phonics Routine Cards	Title 11	\$237.60
				Subtotal: \$237.60
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Participate in a book study to develop strategies for building a school family	Creating A School Family books	Title 1	\$968.00
Reading	Participate in ELA and Math Common Core Black Belt training provided by the district	Substitute Teachers	Title 11	\$1,162.40
				Subtotal: \$2,130.40
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide additional instruction and practice in reading and math	Tutor to work with small groups of students	SAI	\$5,606.27
Mathematics	Provide additional instruction and practice of math skills	Tutor to work with small groups	SAI	\$5,606.27
				Subtotal: \$11,212.54
				Grand Total: \$13,580.54

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will meet monthly to help determine areas in need of improvement and a plan of action to make those improvements.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Orange School District FERN CREEK ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	87%	88%	70%	334	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	70%	64%			134	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?	66% (YES)	53% (YES)			119	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					587	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District FERN CREEK ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	85%	80%	52%	294	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	63%			128	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?	61% (YES)	73% (YES)			134	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					556	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested