

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MERRILL ROAD ELEMENTARY SCHOOL

District Name: Duval

Principal: Julie Anne Hudson

SAC Chair: Julia Leggett

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10-30-2009

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VISION and MISSION STATEMENTS

VISION: Merrill Road is "A Good Place to Grow!"

MISSION: At Merrill Road Elementary we are preparing students for successful performance in tomorrow's global society.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Merrill Road Elementary School, the "Home of the Mustangs", is located in the Arlington quadrant of Jacksonville, Florida. The school community is comprised of a variety of cultural and socio-economic backgrounds. Merrill Road strives to meet the needs of the students, as well as the community, through a variety of partnerships, programs and objectives implemented by the administrators, teachers, and parents.

In 1963, Merrill Road Elementary School opened its doors to kindergarten through sixth grade students. It now consists of pre-kindergarten through second grade students. The school currently serves approximately 630 students, including students with disabilities in pre-kindergarten. In addition, other disabilities are serviced through the inclusion classrooms. At the beginning of the 2002-2003 school year, Don Brewer Elementary, their sister school, opened its doors to the 3rd - 5th grade students. The two schools maintain close working relationships focused on student achievement and family involvement.

Students reside in the consolidated city of Jacksonville in Duval County. The area continues to grow with shopping centers and small businesses. Boundaries were adjusted to include more students from East Arlington for the 2009-2010 school year which increased the enrollment of the school. Housing consists of low, moderate and high income private residences with some apartment and townhome communities. The families of Merrill Road Elementary students are a heterogeneous group consisting of professionals and skilled occupations.

The physical building of the school was updated during the 2005-2006 school year. The main building of the school consists of three halls of classrooms connected by a main hall. The cafeteria and Administrative Offices are connected to the main hall. There is an annex which consists of twenty-four classrooms that are connected to the main building by a courtyard with covered walkways. The Media Center was also constructed during this time and connects both buildings on the south side of the complex.

A strong, standards-based curriculum incorporating the Reader's and Writer's Workshop Model is offered to all students. Teachers are offered time to hone their standards-based instruction. The Core Curriculum Reading Program is Houghton-Mifflin. It is utilized in all kindergarten through second grade classrooms. All grade levels are utilizing Math Investigations and Every Day Counts Math. The PreKindergarten teachers utilize the new ELLM Plus curriculum.

Unique School Strengths for Next Year

The school is comprised of Pre-Kindergarten through Second Grade students. This allows the school to focus upon the early developmental years of academic and social learning. A strong foundation is established for later success.

Due to recent boundary changes, the school has increased its enrollment by eighty students. The benefit to this is that more students will be impacted by optimal learning in a caring environment. In addition, the building utilization has increased, according to the district standards.

The school's principal was accepted in the districts Principal Academy and will participate in research-based professional

development sessions throughout the year. This three year program will enable her to receive level two Principal Certification upon completion.

Unique School Weaknesses for Next Year

The school is comprised of Pre-Kindergarten through Second Grade students. Tracking student performance beyond second grade is often difficult.

Due to recent boundary changes, the school has increased its enrollment by eighty students. Even though there are more students, there was not an increase in Resource Teachers (Music, Art, PE, Media). With this, there was actually a reduction in the amount of instructional time with some of the resources. In addition, the management of eighty more students under the age of eight years old is a large task to implement. Car riders, for example, went from managing approximately 100 cars to now managing approximately 300 cars. With no support from the City Trafficking Department, the process of getting parents on and off campus in a timely manner is very difficult. Additionally, there are limited resources for funding of paraprofessional positions, putting more responsibility on the classroom teachers.

Student Demographics

Merrill Road Elementary is comprised of a diverse population. With 630 students enrolled, the current racial breakdown is as follows: White 40%, Black 42%, Hispanic 10%, American Indian less than 1%, Asian American 3%, and Multi-Racial 5%. 57% of the school population are males and 43% are female.

Economically disadvantaged students account for 41% of the population (determined by Free Lunch 32% and Reduced Lunch 9% for the 2009-2010 school year). Additionally, 17% of students are Students with Disabilities (SWD), 1% is classified as English Language Learners (ELL), and 2% of the students are gifted (upon completion of placement).

Student Attendance Rates

On average, 508.62 of the students were enrolled during the 2008-2009 school year. There was a 95.35% attendance rate.

Student Mobility

The district has adopted Learning Schedules for all curriculum areas, connected to the standards implemented by the state. This proves critical when students transition from one school to another in a given school year. Ideally, once the child enters the new school, he/she will encounter continuity within the instructional content. There will be fewer gaps in learning with this process.

The school has a 92.5% stability rate.

Student Suspension Rates

Less than 1% of the student population was suspended during the 2008-2009 school year.

Student Retention Rates

The final retention rate for the 2008-2009 school year was 3.35%. That is a 97% promotion rate as compared to a 96% in 2007-2008.

2008-2009 Overall Retentions

Kindergarten 3.61%

First Grade 4.49%

Second Grade 1.84%

Overall 3.35%

Class Size

A point has been made each year to reduce the average class size in the school to eighteen per class. We do try to keep Inclusion Classrooms at a lower number if possible. In addition, ESE PreKindergarten classes maintain a ratio of 2:15. The average class size ratio is 17.86.

Academic Performance of Feeder Pattern

NA

Partnerships and Grants

The school will continue its strong partnership with the many Business Partners who provide a number of additional resources, including tutors, supplies, incentives for students and teachers, monetary donations, and academic materials to enhance the curriculum.

A grant, "Run to Read & Retell", was acquired through United Way's Full Service Schools Program allowing us to continue to build our class and professional libraries.

The principal, or designee, will continue to be involved in the local Chamber, the Arlington Council, to promote the school and its needs.

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Julie A. Hudson	Degrees: B.S. Elementary Ed & Early Childhood M.S. Educational Leadership Certifications: Early Childhood Elementary Ed Educational Leadership ESOL	5	9	Carter G. Woodson Elementary 2002-2005: Grade D 2008-2009: Grade A and all previous years of state grading. The grade is derived from their sister school, Don Brewer Elementary.
Assis Principal	Cynthia Bartley	Degrees: A.S. General Education B.S. Elementary Ed M.S. Educational Leadership Certifications: Elementary Ed Educational Leadership	4	4	2008-2009: Grade A and all previous years of state grading. The grade is derived from their sister school, Don Brewer Elementary.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
School Instructional Coach (SIC)	Janet Heartsill	Degrees: A.A. Early Childhood Ed. B.S. Elementary Ed. M.S. Reading and Language Arts Certifications: Early Childhood, Elem. Ed., Reading Specialist, ESOL, Media, ESE	12	8	-2008-2009: Grade A and all previous years of state grading. -The grade is derived from their sister school, Don Brewer Elementary.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Coaching Cycles (CLC) Two 8-week lesson studies will be conducted 2. DIG - Differentiated Instruction Groups 3. PLC's – Professional Learning Communities 4. Vertical Planning 5. Focus Walks 6. Team Interviews of applicants 7. DCPS Tier II Mentoring Program 8. Team Teaching 9. Modeling of Lessons 10. Teacher Induction Program	1. Janet Heartsill - SIC 2. SIC 3. Principal, SIC and House Grade Level Groups 4. Principal, SIC 5. Principal, SIC 6. Principal, SIC 7. District Cadre 8. Principal 9. SIC 10. PDF	May, 2010 June, 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Mynette Fenner	Elementary Ed, Grades 1-6; ESOL; SLD Grades K-12)	Kindergarten	Take subject area exam

Staff Demographics

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 Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
54	18.52	33.33	24.07	24.07	24.07	68.52	7.41	3.7	22.22

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Talitha Harris Janet Heartsill Holly Lanham Michelle Lenhart Rosalina Pierschke Lindsey Rice Jessica Coppage Jessica Coppage Sandi Whitfield	Matt Hyder Ansley Wright Kim Shuman Lula Williams Anna Finnegan Sarah Quackenbush Lisa Skinner Erin Anthony Teresa Hudson Jennifer Correa Mynette Fenner Linda Gordon	New to school; Resource Teacher; Highly Qualified; CET Completing Alternative Certification; Grade Level Chair; 4.5 years teaching experience; CET Completing Alternative Certification; NBCT, CET New to PreK ESE; 7 years PreK experience; CET New to school; SIC; CET Beginning Teacher; CET; Kindergarten experience New to school; CET; Model ELA Teacher New to school; ESE Lead Beginning Teacher; CET; PDF; Model Math Teacher New to Kindergarten; Grade Level Chair; 4.5 years teaching experience; CET New to Kindergarten; Grade Level Chair; 4.5 years teaching experience; CET New to school; CET; Effective teacher with 30 years experience	Weekly collaboration

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

During the 2009-2010 school year we are in the initial stage of RtI Implementation. As the year progresses, more of the below will be refined and developed.

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

Cynthia Bartley (Vice Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. (All encompassing behavioral aspects of RtI)

Janet Heartsill (School Instructional Coach): Develops, leads, and evaluates core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early interventions for children considered "at risk"; assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Talitha Harris (RtI Facilitator and Math/Science Lead): Develops, leads, and evaluates core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early interventions for children considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Provides information about core instruction, participates in student data collection, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Brenda Victor (Guidance): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school counselor continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

Rosalina Pierschke (ESE Lead): Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through activities such as co-teaching.

Holly Lanham (School Technology Contact): Identifies technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

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

The team meets to engage in the following activities:

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

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The members of the RtI Leadership Team meet with the School Advisory Council (SAC) and principal to help monitor implementation of the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; will establish clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

RtI Implementation

Describe the data management system used to summarize tiered data.

A universal screening system is in place for assessment of all students. There is differentiated support within the Tier 1 program with progress monitoring of students within the core program. Tier 2 supplemental interventions are implemented for students performing one grade level below and those not meeting grade level expectations. There is progress monitoring within the supplemental intervention. Tier 3 intensive interventions are provided for students who are two or more grade levels below expectations. There is also progress monitoring within the intensive intervention.

The following assessments are used to determine students needs and monitor progress in addition to Progress Monitor Assessments (PMA) and teacher checkpoints:

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Diagnostic Reading Assessment (DRA2), Florida Assessment for Instruction in Reading (FAIR), Math Investigations (MI) Summative, and Every Day Counts (EDC) Pre-test
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment (DRA2), Every Day Counts Winter test,
End of year: FAIR, DRA2, EDC Post test, MI Summative

Describe the plan to train staff on RtI.

Professional development will be provided through professional learning communities with small sessions which occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in the fall. The RtI facilitator will work closely with the School Instructional Coach. The RtI facilitator will train the faculty and staff during early dismissal professional development training. The RtI facilitator will keep the RtI Leadership Team informed of the district implementation process as it unfolds throughout the year.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Our identified strengths from Don Brewer's FCAT scores in Math were Number Sense and Measurement and our Reading strengths were Words and Phrases.

Our identified weaknesses from Don Brewer's FCAT scores in Math was Algebraic Thinking and in Reading were Comparisons and Reference/ Research. In addition, ESE students did not make adequate yearly progress in reading or math.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

District Learning Schedules and Scope & Sequence guidelines with time built in for reteaching and intensive remediation, along with analysis of schoolwide/class/individual student data for Merrill Road Elementary and Don Brewer Elementary students, provide direction for focus and pacing. Grade level members collaborate to fine tune plans/pacing and to identify the most effective materials, texts and professional resources to aid instructional delivery. In addition to the CCRP and other adopted materials, implementation is supported by continuing to build classroom libraries with a variety of strategically selected texts from all genres and levels, and a school Resource Room. Monitoring occurs through dialogue during Professional Learning Community discussions, Focus Walks, classroom observations, analysis of student work and is documented in teacher Data Notebooks. Each grade level will revisit the Learning Schedule to track their progress and that of the students.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

- Reading - Meeting established benchmarks for independent reading of fiction and non-fiction text with accuracy, fluency, adequate comprehension and a high level of reading engagement. Emphasis will remain upon integrating science/social studies/math within the Literacy Block in an effort to enhance comprehension and engagement with non-fiction text.
- Writing - Meeting standards for all genres utilizing the text Using Rubrics to Improve Student Writing. Rubrics will be developed with the students and to guide instruction.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Lesson plans and differentiated instruction will be aligned with documentation/evidence of student status and progress. (Portfolios; anecdotal notes; conference logs; student assessments; student and class profiles, guided reading or other small group instruction, etc.) Monitoring occurs through dialogue during Professional Learning Community discussions, Focus Walks, classroom observations, analysis of student work and documentation in teacher Data Notebooks. There will be a driving question throughout the year: How are you meeting EACH child's needs?

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

Every closing of every lesson ends with "today and everyday...!" Teachers will also use real world examples and incorporate the Social Studies and science curriculum into reading and writing. Science is also incorporated into Math.

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?

We work to develop the whole-child through the many components of the school. During discussions and talks with the students, we are able to find out their interests and sometimes their future plans. We then actively try to incorporate those interests into our Social Studies themes.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Teachers meet and collaborate frequently to develop lesson plans and update the status of where each instructor and child is within the Learning Schedule/Pacing Guides. Self-contained classroom and Team Teachers are part of this planning and collaborative process, so all subject areas are covered. To a great extent, content area activities and instruction are embedded within the Literacy and Math workshops.

How are instructional focus lessons developed and delivered?

Using the Scope and Sequence embedded within Learning Schedules, critical skills and strategies are identified. Minilessons for very focused instruction in that particular skill or strategy are developed among teacher focus groups, grade levels, vertical teams, individual teachers and/or Leadership. Lessons are delivered during workshops and according to the scope and sequence; class and individual needs. The most appropriate resources (quality literature, exemplary texts, manipulatives, etc.) are used during instructional delivery.

How will instructional focus lessons be revised and monitored?

Teachers are provided opportunities to analyze and reflect upon lessons during a variety of in-school professional learning community and professional development opportunities. Examples are PLC's, DIG (Differentiated Instructional Groups), Coaching Cycle, Early Dismissal, Grade Level and Vertical Team Meetings.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

- Reading - DRA2 Assessments three times per year; Rigby Benchmark and other running records; FAIR assessments three times per year; FLKRS>ECHOS for Kindergarten
- Writing - Writing Prompts for each genre; Monitoring of Narrative Prompt four to five times a year to track growth over time.
- Math - District created Math Investigations summative and formative, Every Day Counts Pre-test, Winter and Post-test
- Science - District created science performance tasks and unit assessments

How are assessments used to identify students reaching mastery and those not reaching mastery?

DRA2 benchmarks and adequate scores for reading accuracy, engagement, fluency and rate are established for each reading level. Quarterly benchmarks are established, as well as are those for end-of-the-year.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

- As well as being embedded in the District Learning Schedules, it is included in the school pacing/learning guide.
- Reading - Adequate time is allowed at strategic intervals for assessing; providing feedback to students through conferences and compiling documentation such as writing portfolios or DRA2 Continuum Folders.
 - Math - District created Math Investigations summative and formative, Every Day Counts Pre-test, Winter and Post-test, Teacher Checkpoints embedded in learning schedule
 - Science - District created science performance tasks and unit assessments

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Analysis of student work will be embedded within weekly grade level meetings; monthly Faculty Meetings; Early Dismissal meetings; DIG sessions and PLC's each month. The protocol will include beginning each team or grade level meeting with examination of student work in relation to expected standards or benchmarks for that period and with regard to the end-of-the-year expectations. Following reflective discussions and inter-team rating of work, instructional and support Next Steps will be identified and a schedule developed for monitoring. In addition, there will be opportunities for teachers to have one-on-one conversations about the progress of students during the TARGET process and administrator conversations.

Administrative and Leadership Meetings will also open with examination of student work and Focus Walks to observe and monitor student performance and progress. During each monthly meeting, the most current student, classroom, and schoolwide data will be analyzed. Professional development and curriculum pacing will be adjusted accordingly in order to strengthen core instruction and ensure that all interventions are in place and are proving effective for at risk students and those requiring enrichment.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Administrators and other Leadership Team members are involved in assessing professional development needs based on faculty and staff feedback; participating in Focus Walks; and in supporting classroom instruction through:

- Modeling
- Enriching/extending classroom experiences through development of extra resources such as Computer Lab, Science Lab
- Classroom Technology and Math/Science/Social Studies Support
- Administrative meetings including focus upon students "at risk" in any area and in need of enrichment

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

- Core Curriculum - Houghton Mifflin CCRP; Reader's Workshop; Writer's Workshop; Guided Reading; Math Investigations; Every Day Counts; Guided Math; Scott Foresman Science
- Supplemental – Differentiated Instruction, Every Day Counts Calendar Math, Destination Success, Guided Reading, Guided Math
- Intensive Interventions - Soar to Success, Individual conferences will be conducted in Reader's Workshop, Writer's Workshop and Math Investigations.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Core Curriculum State-Adopted resources are used to facilitate planning and effective instruction for all students. Differentiated instruction is provided for small groups and individuals, primarily through Guided Reading; student conferences; differentiated center and Choice Time activities in literacy and math. Writing is scaffolded according to a student's developmental level. Approved interventions such as Soar to Success are utilized for students within small-group and individual sessions. The Inclusion Model with push in from ESE certified teachers is utilized to provide further support/intervention for ESE and at-risk students. Paraprofessionals also provide an additional layer of support as they meet individually and with small groups of students on a daily basis.

How does the school identify staff's professional development needs to improve their instructional strategies?

Open communication exists whereby staff members may identify topics they wish to cover during professional development opportunities throughout the year. Self-assessments and Focus Walks also reveal areas where instructional strategy development and support are needed. Feedback is acquired regarding professional development and support, so that it may be continuously refined. Data analysis and examination of student work also plays a large role in determining next steps and formulation of professional development plans for Early Dismissal; DIG; PLC's; Grade Level and Vertical Team meetings.

Which students will be targeted for supplemental and intensive instruction/interventions?

Any student who does not attain expected benchmarks for a particular period or who is not progressing toward end-of-year expectations will receive supplemental and/or intensive instruction and interventions. Student performance data is gathered through formative assessments such as writing prompts; DRA assessments; FAIR assessments; Math and Science PMA's; and running records. In addition, classroom observations and monitoring; conference logs and anecdotal notes help identify students needing additional instruction and interventions.

How will the effectiveness of the interventions be measured throughout the year?

Student performance, progress, and goals are documented on a continuous basis as students participate in whole group,

small-group, and individual activities/sessions. Documentation includes observations, anecdotal records; analysis of student work; formative and summative assessment and conferences. Formative assessments include DRA2, Writing Prompts, running records, PMA's, FAIR, and teacher-made assessments. All individuals working with students receiving interventions meet to analyze and discuss student data in order to determine whether interventions were effective or need to be refined/alterd. Administrative and Leadership Meetings also devote time to examining the effectiveness of interventions for individuals and groups of students.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Guided Reading, Book Talks, Guided Reading Extension activities; Computer and Science Lab; Reader's Theater presentations; differentiated centers; Math Choice Time; Art Club; Small Group Math instruction; Green Team.

Students are placed in homogenous small groups for differentiated instruction in reading and math using researched based curriculum. The Identified Tier 2 students receive in-class support three times week for 30 minutes. The Identified Tier 3 students receive instructional support daily for 30 minutes individually and/or small groups. Students identified as Tier 2 or Tier 3 will have the opportunity to receive supplemental academic support in reading and/or math in an afterschool tutoring group twice a week.

Describe how students are identified for enrichment strategies.

Frequent progress monitoring will measure overall student achievement through mandatory progress monitoring assessments and benchmarks in reading, writing, and mathematics. Students' growth and effectiveness of interventions are documented and monitored frequently.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
PreK	Grade Level Leaders	varies	9/23/09 10/7/09 10/12/09 10/21/09 11/4/09 11/18/09 12/9/09 1/6/10 1/20/10 2/3/10 2/17/10 3/3/10 3/24/10 3/24/10 4/14/10 4/28/10 5/12/10	Education on the new ELLM Curriculum and Battelle Assessment
Kindergarten	Grade Level Leaders; Administration and Leadership; Team Members; SIC	varies	10/14/09 1/13/10 2/24/10 3/31/10 5/19/10	Differentiated Instruction; RTI; student data; lesson development
First Grade	Grade Level Leaders; Administration and Leadership; Team Members; SIC	varies	9/16/09 10/28/09 1/27/10 3/10/10 4/21/10	Differentiated Instruction; RTI; student data; lesson development
Second Grade	Grade Level Leaders; Administration and Leadership; Team Members; SIC	varies	9/30/09 12/2/09 2/10/10 3/17/10 5/5/10	Differentiated Instruction; RTI; student data; lesson development
Coaching Cycle	Grade Level Leaders; Administration and Leadership; Team Members; SIC	varies	11/3/09 11/10/09 11/24/09 12/1/09 12/8/09 12/15/09 1/12/10 1/19/10 there will be another cycle - dates to be determined	Focus upon increasing facility with non-fiction text; emphasis on The Power of Retelling; lesson development and best practices
Vertical Collaboration	Grade Level Leaders; Administration and Leadership; Team Members; SIC	varies	11/17/09 2/18/10 4/13/10	Differentiated Instruction; RTI; student data; cross-curriculum lesson development
			9/9/09	

Early Dismissal	Grade Level Leaders; Administration and Leadership; Team Members; SIC	every other week according to district schedule	9/23/09 10/7/09 10/21/09 11/4/09 11/18/09 12/9/09 1/6/10 1/20/10 2/3/10 2/17/10 3/3/10 3/24/10 4/14/10 4/28/10 5/12/10	varies
SCOPE Team	SCOPE Team Leaders	varies	9/10/09; more sessions will be added on an as-needed basis	CHAMPS and Foundation Training and Implementaiton
DIG (Differentiated Instructional Groups)	SIC	varies	as needed	varies

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

The special needs Pre-K classrooms have a full day of instruction. The students receive resources (Music, Art, Media) and participate in all school activities, just as the regular education students. This process allows them to become acclimated to the day as they enter kindergarten.

Towards the end of the school year local preschools tour the building and join in on some kindergarten activities. This process allows the children to see "big kids" school in a nonthreatening light.

Each year we host several New Parent Orientations to allow the parents to learn about the school and the expectations for his/her child.

In addition, incoming Kindergarten students can participate in a Kindergarten Readiness Summer Camp that prepares them for the rituals and routines of the upcoming school year. They are introduced to Reader's and Writer's workshop and Math Investigations.

During the summer before the students Kindergarten year, they are given a Kindergarten assessment which is administered on the computer to test the students baseline knowledge. The skills include: upper case and lower case letters, numbers, counting, rhyming words, beginning sounds, colors, and shapes.

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
79% of the students at our sister school, Don Brewer, scored a three or higher on FCAT Reading		At least 81% of all K-2 students will attain their probability of reading success and show reading gains as measured by the F.A.I.R. Assessment and DRA2.		
2009-2010 Goal is 81%		At least 81% of all K-2 students will attain their probability of reading success and show reading gains as measured by the DRA2.		
State goal is 72%				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All K-2 teachers will be trained to administer the F.A.I.R. Assessment. 2. All K-2 teachers will be trained or offered refresher sessions in the administration of DRA2 and will encompass full implementation of Guided Reading 3.Continue to build Classroom Libraries featuring quality leveled and genre-specific texts.	1.Janet Heartsill 2.Janet Heartsill and fellow Leadership Team members 3.Janet Heartsill	1. Conferences with Teachers; analysis of assessment results. 2.Analyze Individual, Class, and Schoolwide DRA2 data each quarter; confer with teachers; Classroom Observations. 3.Update classroom inventories to reflect additional texts; feedback from teachers and students.	1. Observation of administration during the AP windows. 2.Focus Walks of Readers' Workshops; Guided Reading Observations; Teacher Self-Assessments; Guided Reading Lesson Plans; Data Notebooks and Conference Logs. 3.Classroom Observations and Focus Walks; Classroom Inventories reflecting levels and genres.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
69% of the students at our sister school, Don Brewer, made reading gains		At least 72% of all K-2 students will establish an independent reading level at benchmark for his/her grade level by the end of the 2009-2010 school year.		
2009-2010 Goal is 72%				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Continue Coaching Cycle work with emphasis upon reading strategies and integration of non-fiction text into literacy workshops. 2.Promote literacy and educate families during an annual Literacy Week and Night during the school year. 3.Continue "Million Words Campaign" schoolwide	1.Janet Heartsill, Talitha Harris, and Coaching Cycle Participants. 2.Janet Heartsill 3.Classroom Teachers	1.Observation of Demo Lessons in Labsite Classroom; Participant Feedback. 2.Parent Surveys 3.Reading Logs; Class Charts	1.DRA2 results in Reading Engagement; Oral Reading Fluency; and Comprehension; CLC meeting Debriefings. 2.Parent Surveys 3.Reading Logs; Charts

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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59% of the bottom quartile students at our sister school, Don Brewer, made reading gains		At least 63% of all K-2 students with baseline or quarterly reading scores below benchmark will establish an independent reading level or increase by at least two reading levels by the end of the year.		
2009-2010 Goal is 63%				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.Meet with students in guided reading and/or conferences daily. 2.Provide professional development for refining reading instruction. 3.Differentiate Literacy Center activities. (letter tiles)	1.Classroom Teachers; ESE Inclusion Support teachers; 2Nurture Partners 2.Janet Heartsill and Literacy Leads 3.Classroom Teachers; SIC	1.Running Records; classroom observations; Guided Reading plans; Conference Notebooks 2.Evaluations of Professional Development Sessions; Teacher Self-Assessments for Reader's Workshop Implementation 3.Lesson Plans; Classroom Observations	1.DRA2 assessments; F.A.I.R. Assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ESE students did not meet adequate yearly progress in reading		ESE students will increase their reading fluency		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.pre- teach 2.re- teach 3.flash cards & letter tiles 4.incorporate indiv. student needs within their IEP	1.ESE teacher 2.Gen Ed Teacher	1. % of retained words 2.speed of reading (words per minute)	1.Teacher Bases assessments 2.Weekly assessments based on student anthology

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ESE students did not meet adequate yearly progress in reading		ESE students will use reading strategies to identify unknown words.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.teach reading strategies 2. reread texts/passages 3. incorporate indiv. student needs within their IEP	1.ESE teacher 2.Gen Ed Teacher	1. % of words read accurately to total words in passage 2. speed of reading (words per minute)	1. Teacher Bases assessments 2.DRA2

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Provide differentiated professional development in all curriculums through a variety of in-house trainings and PLC's.	Literacy Topics Math Topics Technology ESE	Julie Hudson Cynthia Bartley J. Heartsill Talitha Harris Literacy Leads Holly Lanham	Ongoing through June, 2010	Focus Walks; analysis of student work during meetings; teacher evaluations of training; self-assessments of implementation level.	Janet Heartsill, along w/Admin. and Leadership via Focus Walks; analysis of student work during meetings

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
High Quality Leveled and Genre Specific Texts from district-approved vendors	Grants and Business Partners	\$2,500.00
		Total: \$2,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,500.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5 84% of the students at our sister school, Don Brewer, achieved a three or higher on FCAT Mathematics Test.		In grades 3-5 86 % of the students at our sister school Don Brewer, will achieve a three or higher FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Collaborative meetings between 2nd grade teachers and 3rd grade teachers. 2. Utilize EDC data to identify students needing intervention and enrichment.	1.Principal 1.Principal 2.Math Lead 3. RtI Team	1. Focus walks by Principal, math Lead. 2. Review student data frequently and ensure students are grouped accordingly	1. Progress Monitoring Assessments 2. Pre, Winter, and Post EDC Test

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
70% of the students at our sister school, Don Brewer, made math gains.		73% of the students at our sister school Don Brewer will make math gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize Math Investigations data to identify students needing intervention and enrichment.	1.Principal 2.Math Lead	1. Focus walks by Principal, math Lead. 2. Math journals used to record student thinking 2. Review student data frequently and ensure students are grouped accordingly	1. Math Summative Data 2. Progress Monitoring Assessment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
79% of the bottom quartile students at our sister school, Don Brewer, made math gains		81% of the bottom quartile at our sister school Don Brewer, will make math gains.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Plan targeted intervention for students not responding to Math core. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core instruction during after school tutoring	1. Math Lead RtI Team	1. review results of common assessment data every 4 weeks to determine progress toward benchmark (70% on common assessment)	1. Common assessments tied to Next Generation Math Standards administered bimonthly.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ESE students did not meet adequate yearly progress in math		ESE students on regular standards will master EDC post assessment with at least 70% accuracy		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. ESE Lead collaborate with 3rd grade ESE teachers at Don Brewer 1.use white board during mini-lesson to assure active participation 2. Increase the use of manipulatives and hands-on activities to reinforce math concepts 3. incorporate indiv. student needs within their IEP	1. Principal 2. ESE Lead 3. Gen. Ed Teacher	1.Progress monitoring check list 2. Math Journals used for students to record mathematical thinking. 1. anecdotal notes 2.70% correct on assessments	1. Progress monitoring Assessment 1. Teacher based assessment 2.EOY EDC post assessments 3. Monthly EDC Assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
ESE students meeting AYP	Math Investigations	Talitha Harris	March 2010	Focus Walks Analysis of student work	Math Lead ESE Lead

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Every Day Counts Partner Games	SAC	\$300.00
Total: \$300.00		
Technology		
Description of Resources	Funding Source	Available Amount
Math Navigator Program	Business Partnerships	\$8,000.00
Total: \$8,000.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	District	\$500.00
Total: \$500.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$8,800.00		

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
53% of the students at our sister school, Don Brewer, scored a three or higher on FCAT Science		58% of the students at our sister school, Don Brewer will score a three or higher on FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize hands-on laboratory experiments once per week using the 5E model. 2 Provide real-world science experiences and engaging activities	1. Principal and Science Lab teacher 2. Principal and Science Lab teacher	1. The created lab schedule will be implemented with fidelity and monitored by the Principal. 1. Students will use science journals to record thinking, observations	1. FCAT Science Practice mini-assessments. 2. FCAT Science Practice mini-assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Academy of Science	Effective Instruction in Science using 5 E Model	District Science Leads	April 2010	Science Lead teacher will attend the training and ensure strategies are implemented	Principal

Budget:

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

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
83% of the students at our sister school, Don Brewer, scored a 3.5 or higher on FCAT Writing		100% of the students will write daily in order to strengthen writing proficiency		
2009-2010 Goal is 85%				
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Administer District Writing Prompts for each genre 2. Students will use the writing process; all writing will be dated and recorded in a journal, notebook, or work folder for monitoring growth over time 2. Display student work and share student work on A.M. announcements.	1. Classroom Teachers; SIC; Admin. & Leadership Team 2. Morning News Team; SIC; Leadership Team	1. Focus Walks; Classroom observations 2. Analyzing work with consideration for elements for the genre and progress toward meeting standards.	1. writing pieces/portfolios; Classroom observations; Teaching/Learning Rubrics, Lesson Plans 2. Genre-Specific Scoring Rubrics	

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
83% of the students at our sister school, Don Brewer, scored a 3.5 or higher on FCAT Writing		Integrate content area text use into Literacy workshops		
2009-2010 Goal is 85%				
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Continue acquiring and providing high quality non-fiction texts to be added to classroom libraries 2. Continue Coaching Cycles centered around increasing facility with non-fiction text which will impact writing fluency .	SIC, Math/Science Lead, Administrators	1. Additional texts are inventoried and housed in classrooms. Texts are observed to be readily available for students and instruction. 2. Observation of student work and performance in Demo and participants' classrooms during Writer's Workshop; Sharing of strategically developed lessons.	1. Growth In reading engagement, fluency and comprehension as measured by DRA2; feedback by teachers and students. 2. Observations; Growth Over Time in Writing Genres.	

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
83% of the students at our sister school, Don Brewer, scored a 3.5 or higher on FCAT Writing		Utilize Using Rubrics to Improve Student Writing in genre studies		
2009-2010 Goal is 85%		Increase staff proficiency in analyzing student writing and in planning for differentiated instruction		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Purchase latest editions of rubrics books 2. Monthly PLC's to analyze writing pieces for each genre 3. Administer and analyze/score writing prompts for each genre	1. SIC 2. Administration and SIC 3. Classroom Teachers	1. Use new editions when analyzing writing; creating class profiles and during training. Solicit feedback from teachers 2. Teacher Feedback; Self-Evaluations regarding stage of implementation at beginning, middle, and end of the school year. 3. Documentation of Growth over Time in writing genres	1. Data Notebooks; Teacher Feedback; Portfolios 2. Teacher Feedback; lesson plans reflecting genre studies/lessons. 3. Data Notebooks; Conference Notebooks; Writing Portfolios	

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Administer Writing Prompts to gather baseline data for all genres		85% of the students will meet the writing standard according to the developed rubric		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Analyze pieces during teacher meetings and PLC's in order to plan instruction.	1. Classroom Teachers	1. Frequent monitoring of writing	1. Narrative Prompt pieces showing growth over time

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase consistent daily writing/writing stamina in all classrooms and genres; refine instructional strategy delivery; and increase analysis of student work/planning for instruction.	Writing	Heartsill	Ongoing	PLC's conversations, Focus Walk	Administrators; SIC: Leadership Team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Using Rubrics to Improve Student Writing	District	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mentor Texts	District	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$1,500.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement	
71.7% of the parents surveyed (53) gave the school a grade of "A" for communicating effectively with them about their child's academic progress.		73% of the parents surveyed will give the school a grade of "A" for communicating	
	Person Responsible	Process Used to	

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	1. Parents will be communicated more utilizing the "paperless" method as appropriate 2. Send out fliers via email 3. Maintain websites	1. Teachers, Admin., STC	1. Surveys at events and number in attendance	1. End of year Climate Survey

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
71.7% of the parents surveyed (53) gave the school a grade of "A" for communicating effectively with them about their child's academic progress.	Parents will understand the availability and support of the Guidance Department

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Create and send out a flier 2. Utilize the TARGET process more effectively 3. Utilize MRT more effectively	1. Guidance	1. Product 2. Agenda notes	1. Climate Survey

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
Parents often forgot about events taking place at the school due to the lack of the IRIS System	Utilize the ParentLink System

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Set up standards for use of system	1. STC	1. Reports from ParentLink System	1. Attendance at events

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
59.6% of the parents surveyed (52) gave the school a grade of "A" for the school provided adequate notification about school events and activities.	Parents will be informed of Family nights & MRE Mealtimes Communicate information more effectively

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Parents will be provided calendar of events 2. Flyer will be sent home for MRE Mealtimes 3. Bulletin Boards with Parent information	1. Teacher 2. MRE Mealtime-PK teachers	1. % of parents involved	1. Parent Climate surveys 2. Sign-In Sheets/check-in system

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Parents will be communicated more utilizing the "paperless" method as appropriate	OnCourse Training	STC	August 2009	Once a month	STC, Principal, Assistant Principal
Parents will understand the availability and support of the Guidance Department	Guidance Programs	Guidance Counselor	August 2009	Once a month	Guidance Counselor, Principal, Assistant Principal, TARGET Team, ESE Lead

Budget:

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

Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$0.00

End of Parent Involvement Goal

Other Goals

Technology Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Only 50% of teachers have access to LCD projectors and Document Lens Cameras		90% of all teachers will have the ability to use LCD projectors and Document Lens Cameras		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> Host a Talent Show that enables funds to be raised to purchase new and additional equipment Contact local business partners, PTA, and community members to contribute funds or equipment 	<ol style="list-style-type: none"> Hudson, Principal Lanham, School Technology Contact (STC) 	<ol style="list-style-type: none"> Continual monitoring of equipment to see if funds have been collected. Discuss with the SAC members the overview process and provide feedback/suggestions on business who would be willing to contribute. 	<ol style="list-style-type: none"> FL Innovates Yearly Survey Precise calculation of total number of equipment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
0% of teachers have access to note pads and Smart Boards		Purchase/acquire enough equipment to enable at least 30% of the staff/teachers to use daily		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> Host a Talent Show that enables funds to be raised to purchase new and additional equipment Contact local business partners and community members to contribute funds or equipment 	<ol style="list-style-type: none"> Hudson, Principal Mrs. Lanham, STC 	<ol style="list-style-type: none"> Continual monitoring of equipment to see if funds have been collected. Discuss with the SAC members to overview process and provide feedback/suggestions on business that would be willing to contribute. 	<ol style="list-style-type: none"> FL Innovates Yearly Survey Precise calculation of total number of equipment

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
85% of teachers accurately and appropriately use the district mandated program, OnCourse		Provide frequent trainings to aid teachers in improving areas in which they are not proficient until 100% of teachers are meeting the district standards of the program		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<ol style="list-style-type: none"> Administration will monitor the mandatory uses of the program and identify any teachers needing improvement to provide training. Mrs. Lanham, STC, will provide trainings monthly, or as need, to ensure the proficiency in the OnCourse program 	<ol style="list-style-type: none"> Hudson, Principal Mrs. Lanham, STC 	<p>Because Parents will have the ability to access certain pieces of OnCourse (grades, attendance, webpage, calendar, homework) we will have parent feedback as to the effectiveness of the Parent Portal of OnCourse. Administration is able to access Teacher portions of these areas and will monitor the appropriateness and progress of all teachers.</p>	<p>Administration is able to access Teacher portions of these areas and will monitor the appropriateness and progress of all teachers.</p>

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Provide frequent trainings to aid teachers in improving areas in which they are not proficient until 100% of teachers are meeting the district standards of the program	On-Course Presentation System What about model lessons	Mrs. Lanham, STC	October 25, 2009	Mrs. Hudson, Principal and Mrs. Lanham, STC will check all areas that will go "live" to parents to ensure all us up and appropriate by target date. Monthly checks will be made for any needed trainings. Accounts will be monitored for savings of the equipment, as well as fundraisers will be held to raise funds for this equipment Accounts will be monitored for savings of the equipment, as well as fundraisers will be held to raise funds for this equipment	Mrs. Hudson, Principal Mrs. Lanham, STC
90% of all teachers will have the ability to use LCD projectors and Document Lens Cameras			August 2010		
Purchase/acquire enough equipment to enable at least 30% of the staff/teachers to use daily			January 2011		

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
LCD Projector Document Lens Camera LCD Projector Document Lens Camera In school training	Fundraiser- Talent Show Community Contributions Fundraiser- Talent Show Community Contributions	\$17,000.00
		Total: \$17,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$17,000.00

End of Technology Goal

Safety Goal:

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
There were 62 reported discipline referrals during the 2008-2009 school year. There were 141 reported discipline referrals during the 2007-2008 school year.		There will be a 10% reduction (from 62 to 56) in discipline referrals compared to the 2008-2009 school year.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Provide CHAMPs training for staff via DIG sessions. 2. Monitor implementation of CHAMPs in the classroom	1. Bartley, AP 2. FoundationTeam	1. Feedback/Evaluation from training 2. CHAMPs focus walk	1. Evaluation Form 2. Focus Walk Form	

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement

Based on a high, but unidentified number of incidences, that did not warrant a discipline referral, occurring during the school day we will begin to monitor for improvement of classroom management.		Establish the baseline to support the reduction of incidences where administration is called to address unnecessarily		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Monitor and keep data/count (weekly).	1. Bartley, AP Hudson, Principal	1. Use of clicker to count	1. Use data to create pictorial graphs.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Minor infractions which do not warrant a discipline referral will be monitored to determine individualized student/teacher needs.		Track the number of incidences that will provide information regarding teacher needs, i.e training, and student needs i.e. interventions/additional resources		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will use the Incident Report to document incidences 2. Provide CHAMPs training to improve classroom management 3. Monitor number of infractions per students to determine next steps	1. Bartley, AP	1. Collect data from teachers regarding number of incidences per student. 2. Monitor use of Evaluation/CHAMPs Focus Walk forms. 3. Collect data from teachers regarding number of incidences per student.	1. Incident Reports data. 2. Evaluation/CHAMPs Focus Walk 3. Use data to create excel report.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
District required implementation of Second Step curriculum.		Train faculty and staff on curriculum		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify grade level representative for team to attend district training 2. Grade level representative trains faculty and staff on curriculum 3. Create schedule for completion of classroom lessons	2. Bartley, AP Shuman Rice Whitfield	1. Identified team 2. Training Documentation 3. Monitoring of classroom lessons	1. Bartley observations 2. Training verification form sent to District 3. Lesson implementation schedule and teacher lesson plans.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Goal for number of SESIR reports was 0.2%, the outcome was 0.9% due to vandalism		Decrease number of SESIR reports from 0.9% to 0.8%.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Make proper authorities aware of need to monitor campus activities during non-school hours 2. Make faculty and staff aware. 3. Conduct grounds/safety walk.	1. Hudson, Prin. Bartley, AP	1. Monitor number of incidences. 2. Faculty meeting 3. Monitoring	1. DCPS Police Dept. Police Service Report 2. Meeting 3. Bartley schedule

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring

Implementation of CHAMPS in the classroom.	CHAMPS DIG Session	Bartley	Jan. 2011	CHAMPS monitoring form	Bartley
Implementation of Second Step curriculum	Staff training and completion of curriculum lessons	Second Step Team	May 2011	Schedule and teacher lesson plans	Bartley

Budget:

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

End of Safety Goal

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	High Quality Leveled and Genre Specific Texts from district-approved vendors	Grants and Business Partners	\$2,500.00
Mathematics	Every Day Counts Partner Games	SAC	\$300.00
Writing	Using Rubrics to Improve Student Writing	District	\$500.00
			Total: \$3,300.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Math Navigator Program	Business Partnerships	\$8,000.00
Technology	LCD Projector Document Lens Camera LCD Projector Document Lens Camera In school training	Fundraiser- Talent Show Community Contributions Fundraiser- Talent Show Community Contributions	\$17,000.00
			Total: \$25,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Temporary Coverage for Professional Development	District	\$500.00
Writing	Mentor Texts	District	\$1,000.00
			Total: \$1,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$29,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No data submitted	

Describe the Activities of the School Advisory Council for the Upcoming Year

The SAC will continue to monitor the SIP as written and make adjustments as needed. They will participate in several school Focus Walks to see research-based instruction taking place. There will be a large focus put on teaching in the differentiated classroom. In addition, the SAC will continue to promote the safety of our children during arrival and dismissal. Appropriate personnel will be contacted at the appropriate time to help with this situation. The SAC Committee will support the tutoring programs through funding of personnel and research-based materials. In addition, technology equipment will be purchased to meet the technology goals mentioned above.

SAC Members

Members

- 1) Julie A. Hudson, Principal
- 2) Talitha Harris, Teacher
- 3) Janet Heartsill, Teacher
- 4) Julia Leggett, Parent
- 5) Pete Ison, Parent
- 6) Bev Derstine, Parent
- 7) Curtina Williams, Parent
- 8) Kenya Cole, Parent
- 9) Jim Dickey, Community Member
- 10) Tim Ferrell, Community Member
- 11) Angela Forbes, Community Member
- 12) Becky Churchill, School Support Personnel

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Duval MERRILL ROAD ELEMENTARY SCHOOL 2281													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 511 Math: 511		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	99	Y	100	Y	73	Y	75	Y	94	94	Y			NA	23	27	NA	26	25	NA	75	NA	74	NA			
WHITE	100	Y	100	Y	82	Y	81	Y			Y			NA	12	18	NA	17	19	NA	80	NA	76	NA			
BLACK	99	Y	100	Y	62	N	65	N	92	94	Y			NA	32	38	N	37	35	N	66	Y	70	Y			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	62	N	64	N	90		Y			NA	35	38	N	41	36	Y	67	Y	68	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	53	N	58	N		91	Y			NA	47	47	N	42	42	N	63	N	61	N			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Duval MERRILL ROAD ELEMENTARY SCHOOL 2281													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 515 Math: 515		2007-2008 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	99	Y	100	Y	77	Y	74	Y	92	94	Y			NA	26	23	NA	28	26	NA	71	NA	73	NA			
WHITE	100	Y	100	Y	88	Y	83	Y	93		Y			NA	13	12	NA	16	17	NA	76	NA	78	NA			
BLACK	99	Y	100	Y	68	Y	63	Y	93	92	Y			NA	38	32	NA	42	37	NA	66	NA	67	NA			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	65	Y	59	N	89	90	Y			NA	45	35	NA	50	41	Y	65	NA	60	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	53	N	58	N			NA			NA	61	47	Y	53	42	Y	55	NA	57	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Duval MERRILL ROAD ELEMENTARY SCHOOL 2281													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 585 Math: 585		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	74	Y	72	Y	92	92	Y			NA	30	28	NA	29	28	NA	75	NA	65	NA			
WHITE	99	Y	99	Y	87	Y	84	Y	90	93	Y			NA	17	16	NA	16	16	NA	86	NA	75	NA			
BLACK	99	Y	100	Y	62	Y	58	Y	93	93	Y			NA	45	41	NA	43	42	NA	66	NA	54	NA			
HISPANIC	100	Y	100	Y							NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	99	Y	55	Y	50	N	89	N				NA	48	49	NA	45	50	N	60	NA	53	N			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	99	Y	98	Y	39	N	47	N			NA			NA	67	69	N	60	53	Y	51	Y	47	NA			

SCHOOL GRADE DATA

School District						
2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 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	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● 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?	% (0)	% (0)			0	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.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 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	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● 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?	% (0)	% (0)			0	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.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested

School District						
2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	0%	0%	%	%		Writing and Science: Takes into account the % scoring 3.5 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	0%	0%				3 ways to make gains: <ul style="list-style-type: none"> ● 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?	% (0)	% (0)			0	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.
Points Earned					0	
Percent Tested = 0%						Percent of eligible students tested
School Grade						Grade based on total points, adequate progress, and % of students tested