FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SNAPPER CREEK ELEMENTARY SCHOOL

District Name: Dade

Principal: Mirta Segredo

SAC Chair: Roseanna Medrano

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	MIrta Segredo	Early Childhood Ed. Elementary Ed. English Gifted Ed. Educational Leadership	3	19	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 74 85 87 95 92 High Standards Math 72 87 85 92 89 Lrng Gains-Rdg. 75 73 76 75 73 Lrng Gains-Math 70 68 57 81 69 Gains-Rdg-25% 90 68 71 63 54 Gains-Math-25% 60 70 50 59 56
Assis Principal	Monica Maza	Elementary Ed. ESOL MG English Educational Leadership	4	7	'12 '11 '10 '09 '08 School Grade A A A A D High Standards Rdg. 74 85 87 82 57 High Standards Math 72 87 85 87 49 Lrng Gains-Rdg. 75 73 76 74 59 Lrng Gains-Math 70 68 57 67 47 Gains-Rdg-25% 90 68 71 63 54 Gains-Math-25% 60 70 50 59 56

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Schedule regular meetings with new teachers or teachers new to the school.	Principal	June, 2013	
2	2. Provide new teachers to the school mentors or veteran teachers as partners to facilitate acclimation to the school culture.	Principal	June, 2013	
3	3. Provide new teachers or teachers new to the school opportunities to observe and meet with veteran teachers if the need arises.	Principal	June, 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 out of field	1. Faculty is encouraged to complete course work related to the field they are not in compliance in. 2. Faculty is apprised of all professional development opportunities to complete their course work.

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
41	0.0%(0)	12.2%(5)	51.2%(21)	36.6%(15)	36.6%(15)	75.6%(31)	0.0%(0)	2.4%(1)	68.3%(28)

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
		Ms. Brown is one of our ESE teachers	

Karen Brown	None at this time.	that works with various teachers and students to ensure that all IEP's are complied with. Therefore, it would be an appropriate match as Ms. Saavedra may face diverse forms of challenges as a beginning teacher.	Mentor and mentee will meet formally on a bi-weekly basis to review lesson plans and strategies to meet the needs of all students. In addition, they will meet weekly to consult and update information about the happenings at the school.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.
Snapper Creek Elementary School's RtI Leadership Team will consist of the principal, assistant principal, counselor and school psychologist. The principal will provide the framework for the use of data to make decisions that ensure interventions are implemented and will communicate with parents decisions based on data findings. The RtI Leadership Team will be involved in a problem solving process as issues and concerns regarding the academic progress of students arise through ongoing, systematic examination of available data with the goal of impacting student achievement, literacy, attendance, student social/ emotional well being, and prevention of student failure through early intervention.

The assistant principal will assist the principal in ensuring that professional development to support RtI is provided and will maintain documentation on assessments being utilized.

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 RtI Leadership Team will meet quarterly to discuss results of PMRN, FAIR and Interim Assessments of students identified as low performing, Tier 1 or Tier 2, or Level 1 or 2 students as identified from FCAT/SAT-10 results. The team will meet with grade levels and/or individual teachers to share this pertinent information, develop strategies to implement in the classroom for these at-risk students, develop a timeline for strategies and provide interventions for students not progressing, analyze progress on benchmarks given and review progress. If progress is not met, the team will revisit professional development for teachers and interventions for
students.

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 RtI Leadership Team's role in the development and implementation of the School Improvement Plan is to oversee that all objectives are met and students are provided opportunities to progress and meet academic goals. In addition, the RtI team should ensure that proper interventions are implemented and monitored to provide students with their academic needs.

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.

Beginning of the Year Assessments/Baseline Assessments:
Progress Monitoring and Reporting Network (PMRN)—Progress Monitoring
Florida Comprehensive Achievement Test (FCAT)
FAIR (PMRN)
Baseline Interim Assessment
Edusoft
SCAMS (Student Case Management Services)
COGNOS

Mid Year Assessments:
Baseline Interim Assessment
FAIR(PMRN)

Edusoft
SCAMS (Student Case Management Services)
COGNOS
End of the Year Assessments:
Florida Comprehensive Assessment Test (FCAT)
Stanford Achievement Test (SAT)
CELLA
FAIR(PMRN)
Progress Monitoring and Reporting Network (PMRN)---Progress Monitoring
Edusoft
SCAMS (Student Case Management Services)
COGNOS

Describe the plan to train staff on MTSS.

Professional development will be provided during grade level common planning time and faculty meetings. The professional development will involve the use of data-driven decision making and supporting and evaluating interventions. Additionally, the school psychologist and Reading Coach will collaborate in providing training to teachers to facilitate the process.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Snapper Creek Elementary's Literacy Leadership Team (LLT) consists of the Principal (Mirta Segredo), Assistant Principal (Monica Maza), School Counselor (Roseanne Medrano), Media Specialist (Alicia Soeder), United Teachers of Dade Steward (Vivian Badillo), SPED Chairperson (Rosa Cabrera), Intermediate Teacher (Mayelin Santana), and Primary Teacher (Julia Moreno).

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

Snapper Creek Elementary's Literacy Leadership Team will meet twice a year to review initiatives and programs at the school site to determine their value for overall literacy development at the school. The team will oversee the function of the Accelerated Reader program, Success Maker, Reading Plus, Gizmos and other programs to evaluate their effectiveness in optimizing student performance.

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

The goal of the Literacy Leadership Team is to ensure that all students at Snapper Creek Elementary have the opportunity to benefit from all programs that enhance reading across all curricular subjects as delineated in the CRRP. The team will take a proactive approach to the needs and strengths of all students by surveying teachers on their professional development needs, offer teachers professional development opportunities in programs that might enhance proficiency in reading, and analyze results of content clusters from the FCAT to target student needs and strengths in the classroom. In addition, another primary focus of the team will be to assist in facilitating the implementation of the Next Generation Sunshine State Standards and ensure alignment with all curricular requirements.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

[   ]

*Grades 6-12 Only

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

[   ]

*High Schools Only

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

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:	The results of the 2012 FCAT Reading Test indicate that 26% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage point to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(69)	28%(74)

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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3: Literary Analysis/Fiction/Nonfiction. Students in grade four demonstrated difficulty in identifying the elements of story structure—character development, setting, plot, problem/solution. They also demonstrated difficulty identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.	Teachers will focus on the use of biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	MTSS/RtI Leadership Team	Conduct monthly classroom assessments focusing on students' knowledge of elements of story structure. Results of assessments will be reviewed by grade level and administration during quarterly data chats	Formative: Ongoing classroom assessments Summative: 2013 FCAT 2.0 Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	There are less than ten students who participated in the Reading Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain or increase the number of student s scoring at the proficiency level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 Florida Alternate Assessment indicate a deficiency in the area of listening comprehension.	Teachers will effectively implement Access Points and use read alouds, auditory tapes and text readers that provide print with visuals and or symbols. The use of picturewalks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	MTSS/RtI Leadership Team	Classroom assessments focusing on students' knowledge of listening comprehension.	Formative: Ongoing classroom assessments Summative: 2013 Florida Alternate Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 47% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage point to 48 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(124)	48%(126)

	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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Students in grades three and five demonstrated difficulty in identifying the author's purpose in text and how the author's perspective influences text. They also demonstrated difficulty in main idea, relevant supporting details, strongly implied message, inference, and chronological order.	Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order.	MTSS/RtI Leadership Team	Conduct monthly classroom assessments focusing on students' knowledge of author's purpose. Results will be discussed at quarterly data chat meetings with teachers and administration to make instructional decisions.	Formative: Ongoing classroom assessments Summative: 2013 FCAT 2.0Assessment.

		Provide practice in identifying topics and themes within texts. Students will be challenged in this area by maintaining a class diary to record their own feelings and reflections about the stories/novels being read.			

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:	There are less than ten students who participated in the Reading Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain or increase the number of student s scoring at Level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was Reading Application.	Provide students with continuous review/practice when learning concepts at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Literacy Leadership Team SPED Chairperson	Review formative assessments to ensure progress is being made and adjust instruction as needed.	Formative: Classroom Assessments Summative: 2013 Florida Alternate

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 76% of students made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by five percentage points to81 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(143)	81%(152)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Use of technology software to enrich the reading curriculum has not been consistently implemented.	Optimize the usage of the SuccessMaker, Reading Plus, Riverdeep, FCAT Explorer and Ticket To Read programs to ensure individual instructional needs are met. Additionally, utilize the Houghton-Mifflin-Harcourt curriculum software as determined by the QZAB grant acquired by the school.	MTSS/RtI Leadership Team	Grade level chairs and administration will review SuccessMaker and Reading Plus reports to ensure students are making adequate progress. Review pre/post data information provided through Destination Learning Management System.	Formative: SuccessMaker reports, Reading Plus reports, Edusoft reports Summative: 2013 FCAT 2.0Assessment

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:	Less than 10 students participated in the Florida Alternate Assessment. Our goal for the 2012-2013 school year is to increase student learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Test results indicate a students' lack a familiarity with the pictures found on the Florida Alternate Assessment in Reading.	Students need to engage several times in the same reading selection to insure familiarity. Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words. Students will respond to questions or tasks by, eye gaze, vocalizations, pointing and assistive technology.	MTSS/RtI Leadership Team	Teachers will conduct ongoing classroom assessments focusing on students' knowledge appropriate reading skills and familiarity with pictures found in the assessment. SPED teachers will meet with administration on a quarterly basis to discuss results of assessments and evaluate instructional decisions.	Formative: Ongoing classroom assessments Summative: 2013 Florida Alternate Assessment.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 90% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by five percentage points to 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90%(36)	95%(38)

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	As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains decreased by three percentage points from 71% to 68%. Students continue to require a structured Intervention program.	Implement Voyager Passport and/or SuccessMaker as a Tier 1 and Tier 2 intervention to target the lowest 25% students with an additional 30 minutes of reading intervention.	MTSS/RtI Leadership Team	Assistant Principal will progress monitor students with Voyager Passport's Adventure Checkpoints (lesson 5 and 10) and SuccessMaker reports. Review reports generated to ensure students are meeting proficiency levels and adjust intervention as needed. Results of reports will be reviewed monthly.	Formative: Voyager Passport reports, SuccessMaker reports Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Levels 3 to 5 and reduce the percentage of students scoring at levels 1 and 2 by 50% over six years.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	83	

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:	The results of the 2012 FCAT Reading Test indicate that 72% of students in the Hispanic Subgroup made satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic Subgroup making satisfactory progress in reading by two percentage points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:91%(11) Black:NA Hispanic: 72%(174) Asian:NA American Indian:NA	White:92%(11) Black:NA Hispanic: 74%(178) Asian:NA American Indian:NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Black: Hispanic: Asian: American Indian: The area of deficiency as noted on the 2012 administration of the FCAT Reading test was reading application.	Students will be provided practice in making inferences and drawing conclusions within and across texts.	MTSS/RtI Leadership Team	Administration and teachers will review ongoing assessment and reports to make adjustments to instruction as needed	Formative: Interim Assessments, FAIR results Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicate 26% of ELL students met proficiency . Our goal for the 2012-2013 school year is to increase student mastery in reading by five percentage points to31 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(27)	31%(30)

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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Author's Purpose, Main Idea, and Text Structure were affected in particular. ELL students additionally demonstrate a deficiency in the area of vocabulary development and context clues.	Target ELL students not making adequate progress on District Interim Assessments and provide them with specific interventions during Differentiated Instructional time in the reading block utilizing available software such as SuccessMaker. Teachers will provide ELL students opportunities to demonstrate their knowledge of newly acquired vocabulary in a variety of forms such as illustrations and use in writing.	Administration	Administration and teachers rogress monitor students through software reports and informal assessments on a quarterly basis.	Formative: SuccessMaker reports, classroom assessments Summative: 2013 FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate That36 % of students in the Students with Disabilities subgroup met profiency. Our goal for the 2012-2013 school year is to increase student proficiency by 13 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(8)	49%(10)

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
	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Author's Purpose, Main Idea, and Text Structure were affected in	Target SWD students not making adequate progress on District Interim Assessments and provide them with specific interventions during Differentiated Instructional time in the reading block utilizing	Administration	Administration and teachers progress monitor students through software reports and informal assessments on a quarterly basis.	Formative: SuccessMaker reports, classroom assessments Summative: 2013 FCAT 2.0 Assessment

	particular. SWD students additionally demonstrate a deficiency in the area of vocabulary development and context clues.	available software such as SuccessMaker. Teachers will provide SWD students opportunities to demonstrate their knowledge of newly acquired vocabulary in a variety of forms such as illustrations and use in writing.			
1					

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:	The results of the 2012 FCAT Reading Test indicate that % of students in the Economically Disadvantaged subgroup met profiency. Our goal for the 2012-2013 school year is to increase student proficiency by two percentage points to %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(107)	73%(110)

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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Students in grades three and five demonstrated difficulty in identifying the author's purpose in text and how the author's perspective influences text. They also demonstrated difficulty in main idea, relevant supporting details, strongly implied message, inference, and chronological order.	Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.	MTSS/RtI Leadership Team	Conduct classroom assessments once a month focusing on students' knowledge of author's purpose. Results of assessments will be discussed in quarterly data chats/grade level meetings with administration.	Formative: Ongoing classroom assessments Summative: 2013 FCAT 2.0Assessment

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
Differentiated Instruction/Guided	K-5 Reading	Reading PLC Liaison	K-5 Grade Level Representatives	First Tuesday of every month beginning 9/7/12	Student Work Folders	PLC (Professional Learning Communities) Liaison

Reading 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 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:	The results of the 2012 CELLA indicate that 54% of students in the Listening/Speaking section. Our goal for the 2012-2013 school year is to increase student proficiency by five percentage points to59 %.

2012 Current Percent of Students Proficient in listening/speaking:
54%(57)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	PD Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	CELLA Test results	Teachers will be trained	MTSS/RtI	Teachers will conduct	Formative:

| | | indicate students reflected a deficiency in the area of producing language on their own after being prompted. They also demonstrated a deficiency in the area of listening. | to use the LEA (Language Experience Approach) to provide students experiences to approach language. | Leadership Team | classroom assessments focusing on students' use of experiences provided. | Ongoing classroom assessments Summative: 2013 CELLA Assessment. |

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:	The results of the 2012 CELLA indicate that 26% of students were proficient in the area of Reading. Our goal for the 2012-2013 school year is to increase student proficiency by five percentage points to 31%.

2012 Current Percent of Students Proficient in reading:
26%(27)

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	CELLA Test results indicate students reflected a deficiency in the area of reading comprehension.	Teachers will provide students opportunities to use prior knowledge and understand story structure and to utilize task cards appropriately.	MTSS/RtI Leadership Team	Teachers will conduct classroom assessments focusing on students' use of task cards and teacher questions.	Formative: Ongoing classroom assessments Summative: 2013 CELLA assessment

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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:	The results of the 2012 CELLA indicate that 24% of students were proficient in the area of Writing. Our goal for the 2012-2013 school year is to increase student proficiency by five percentage points to 29%.

2012 Current Percent of Students Proficient in writing:
24%(28)

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	CELLA Test results indicate students reflected a deficiency in the area of reading comprehension.	Teachers will provide students opportunities to use prior knowledge and understand story structure and to utilize task cards appropriately.	MTSS/RtI Leadership Team	Teachers will conduct classroom assessments focusing on students' use of task cards and teacher questiions.	Formative: Ongoing classroom assessments Summative: 2013 CELLA Assessment.

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT Mathematics Test indicate that 34% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 students' proficiency by two percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(90)	36%(95)

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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3: Literary Analysis/Fiction/Nonfiction. Students in grade four demonstrated difficulty in identifying the elements of story structure—character development, setting, plot, problem/solution. They also demonstrated difficulty identifying and explaining the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects.	Teachers will focus on the use of biographies, diary entries, poetry and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.	MTSS/RtI Leadership Team	Conduct monthly classroom assessments focusing on students' knowledge of elements of story structure. Results of assessments will be reviewed by grade level and administration during quarterly data chats	Formative: Ongoing classroom assessments Summative: 2013 FCAT 2.0 Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	There are less than 10 students who participated in the Mathematics Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain the number of students who scored a level 4, 5 and 6 in mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 Florida Alternate Assessment indicate a deficiency in the area of listening comprehension.	Teachers will effectively implement Access Points and use read alouds, auditory tapes and text readers that provide print with visuals and or symbols. The use of picturewalks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	MTSS/RtI Leadership Team	Classroom assessments focusing on students' knowledge of listening comprehension.	Formative: Ongoing classroom assessments Summative: 2013 Florida Alternate Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 36% of students achieved proficiency (Level 4 and 5). Our goal for the 2012-2013 school year is to increase students' proficiency by 1 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(95)	37%(97)

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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Students in grades three and five demonstrated difficulty in identifying the author's purpose in text and how the author's perspective influences text. They also demonstrated difficulty in main idea, relevant supporting details, strongly implied message, inference, and chronological order.	Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.	MTSS/RtI Leadership Team	Conduct monthly classroom assessments focusing on students' knowledge of author's purpose. Results will be discussed at quarterly data chat meetings with teachers and administration to make instructional decisions.	Formative: Ongoing classroom assessments Summative: 2013 FCAT 2.0Assessment.

		Students will be challenged in this area by maintaining a class diary to record their own feelings and reflections about the stories/novels being read.			
2	The results of the administration of the 2011 FCAT Mathematics Test reports Algebra as an area of deficiency. Students require ample opportunities to identify, describe and extend applying number patterns to their knowledge of properties of numbers and operations.	Provide ample enrichment opportunities for students to create, analyze and represent patterns and relationships using tables, graphs, charts and solve non-routine problems making a table or chart.	RtI Leadership Team	Ongoing classroom assessments focusing on students' knowledge of Number Sense Concepts and Operations and Algebra.	Formative: Classroom assessments Summative: Administration of the 2012 FCAT Mathematics Test.

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:	There are less than 10 students who participated in the Mathematics Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain the number of students who scored a level 7 in mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td align="center">Anticipated Barrier</td><td align="center">Strategy</td><td align="center">Person or Position Responsible for Monitoring</td><td align="center">Process Used to Determine Effectiveness of Strategy</td><td align="center">Evaluation Tool</td></tr>
<tr><td>1</td><td>The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was Reading Application.</td><td>Provide students with continuous review/practice when learning concepts at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts.
The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</td><td>Literacy Leadership Team
SPED Chairperson</td><td>Review formative assessments to ensure progress is being made and adjust instruction as needed.</td><td>Formative: Classroom Assessments Summative: 2013 Florida Alternate Assessment</td></tr>
</table>

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:	The results of the 2012 FCAT Mathematics Test indicate that 71% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by five percentage points to 76%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(133)	76%(142)

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	Use of technology software to enrich the reading curriculum has not been consistently implemented.	Optimize the usage of the SuccessMaker, Reading Plus, Riverdeep, FCAT Explorer and Ticket To Read programs to ensure individual instructional needs are met. Additionally, utilize the Houghton-Mifflin-Harcourt curriculum software as determined by the QZAB grant acquired by the school.	MTSS/RtI Leadership Team	Grade level chairs and administration will review SuccessMaker and Reading Plus reports to ensure students are making adequate progress. Review pre/post data information provided through Destination Learning Management System.	Formative: SuccessMaker reports, Reading Plus reports, Edusoft reports Summative: 2013 FCAT 2.0Assessment

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:	There are less than 10 students who participated in the Mathematics Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain the number of students who made learning gains in mathematics on the Florida Alternate Assessment.

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Test results indicate a students' lack a familiarity with the pictures found on the Florida Alternate Assessment in Reading.	Students need to engage several times in the same reading selection to insure familiarity. Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words. Students will respond to questions or tasks by, eye gaze, vocalizations, pointing and assistive technology.	MTSS/RtI Leadership Team	Teachers will conduct ongoing classroom assessments focusing on students' knowledge appropriate reading skills and familiarity with pictures found in the assessment. SPED teachers will meet with administration on a quarterly basis to discuss results of assessments and evaluate instructional decisions.	Formative: Ongoing classroom assessments Summative: 2013 Florida Alternate Assessment.

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

4. FCAT 2.0: Percentage of students in Lowest 25%	The results of the 2012 FCAT Mathematics Test indicate

making learning gains in mathematics. Mathematics Goal #4:			that60 % of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by five percentage points to 65%.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(30)	70%(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	As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains decreased by three percentage points from 71% to 68%. Students continue to require a structured Intervention program.	Implement Voyager Passport and/or SuccessMaker as a Tier 1 and Tier 2 intervention to target the lowest 25% students with an additional 30 minutes of reading intervention.	MTSS/RtI Leadership Team	Assistant Principal will progress monitor students with Voyager Passport's Adventure Checkpoints (lesson 5 and 10) and SuccessMaker reports. Review reports generated to ensure students are meeting proficiency levels and adjust intervention as needed. Results of reports will be reviewed monthly.	Formative: Voyager Passport reports, SuccessMaker reports Summative: 2013 FCAT 2.0 Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Levels 3-5 and reduce the percentage of students scoring at levels 1 and 2 by 50% over six years.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	73	76	79	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 mathematics. Mathematics Goal #5B:	The results of the 2012 Mathematics FCAT administration demonstrate that 71% of all students met proficiency levels . The goal for the 2013 administration of the Mathematics FCAT 2.0 is to increase by two percentage points to 73%

2012 Current Level of Performance:	2013 Expected Level of Performance:
White:73%(9) Black:NA Hispanic:71%(171) Asian:NA American Indian:NA	White:73%(9) Black:NA Hispanic: 73%(176) Asian:NA American Indian: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
	The area of deficiency as	Students will be provided	MTSS/RtI	Administration and	Formative: Interim

| | | noted on the 2012 administration of the FCAT Reading test was reading application. | practice in making inferences and drawing conclusions within and across texts. | Leadership Team | teachers will review ongoing assessment and reports to make adjustments to instruction as needed | Assessments, FAIR results Summative: 2013 FCAT 2.0 Reading Assessment |

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Test indicate that 52% of ELL students achieved level 3 or above proficiency. Our goal for the 2012-2013 school year is to increase ELL student proficiency by four percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(18)	56%(20)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Author's Purpose, Main Idea, and Text Structure were affected in particular. ELL students additionally demonstrate a deficiency in the area of vocabulary development and context clues.	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Author's Purpose, Main Idea, and Text Structure were affected in particular. ELL students additionally demonstrate a deficiency in the area of vocabulary development and context clues. 5C.1. Target ELL students not making adequate progress on District Interim Assessments and provide them with specific interventions during Differentiated Instructional time in the reading block utilizing available software such as SuccessMaker. Teachers will provide ELL students opportunities to demonstrate their knowledge of newly acquired vocabulary in a variety of forms such as illustrations and use in writing. 5C.2. 5C.2. 5C.3. 5C.3. Anticipated Barrier Strategy 5D.1. The area of deficiency as noted on the 2012	Administration	Administration and teachers progress monitor students through software reports and informal assessments on a quarterly basis.	Formative: SuccessMaker reports, classroom assessments Summative: 2013 FCAT 2.0 Assessment

administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Author's Purpose, Main Idea, and Text Structure were affected in particular. SWD students additionally demonstrate a deficiency in the area of vocabulary development and context clues.

5D.1.
Target SWD students not making adequate progress on District Interim Assessments and provide them with specific interventions during Differentiated Instructional time in the reading block utilizing available software such as SuccessMaker. Teachers will provide SWD students opportunities to demonstrate their knowledge of newly acquired vocabulary in a variety of forms such as illustrations and use in writing.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate that 36% of SWD students achieved level 3 or above proficiency. Our goal for the 2012-2013 is to increase the percent of SWD students' proficiency by thirteen percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(8)	49%(10)

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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Author's Purpose, Main Idea, and Text Structure were affected in particular. SWD students additionally demonstrate a deficiency in the area of vocabulary development and context clues.	Target SWD students not making adequate progress on District Interim Assessments and provide them with specific interventions during Differentiated Instructional time in the reading block utilizing available software such as SuccessMaker. Teachers will provide SWD students opportunities to demonstrate their knowledge of newly	Administration	Administration and teachers progress monitor students through software reports and informal assessments on a quarterly basis.	Formative: SuccessMaker reports, classroom assessments Summative: 2013 FCAT 2.0 Assessment

	acquired vocabulary in a variety of forms such as illustrations and use in writing.				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate that 65%% of Economically Disadvantaged students achieved level 3 or above proficiency. Our goal for the 2012-2013 school year is to increase Economically Disadvantaged student proficiency by three percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(98)	68%(102)

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	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Students in grades three and five demonstrated difficulty in identifying the author's purpose in text and how the author's perspective influences text. They also demonstrated difficulty in main idea, relevant supporting details, strongly implied message, inference, and chronological order.	Students will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.	MTSS/RtI Leadership Team	Conduct classroom assessments once a month focusing on students' knowledge of author's purpose. Results of assessments will be discussed in quarterly data chats/grade level meetings with administration.	Formative: Ongoing classroom assessments Summative: 2013 FCAT 2.0Assessment.

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

| Transition to CCSS | Pre-K-5th | Mathematics PLC Liaison | Pre-K-5th Mathematics Teachers | 9/19/12, 9/26/12, 10/3/12, 10/24/12, 11/6/12, 11/7/12, 11/28/12, 12/5/12 | SuccessMaker Reports | PLC(Professional Learning Communities) Liaison |
| Differentiated Instructional Strategies in Mathematics | K-5 | Mathematics PLC Liaison | Grade Level Representatives | 9/19/12, 9/26/12, 10/3/12, 10/24/12, 11/6/12, 11/7/12, 11/28/12, 12/5/12 | Student Work Samples and Sample Small Group Schedule | PLC(Professional Learning Communities) Liaison |

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Science Test indicate that 42% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by three percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(41)	45%(44)
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
	According to the results of the 2012	The P-Sell program will continue to be	MTSS/RtI Leadership Team	Students will be assessed quarterly	Formative: Quarterly

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	FCAT Science Assessment, Earth and Space Science and Physical Science were the most deficient areas due to student lack of understanding of activities that require them to analyze and explain concepts of matter. They also lack a vocabulary base to understand scientific concepts.	implemented in the 5th grade to provide students with ample opportunities to engage in hands-on science activities. Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. Additionally, third grade students will continue to utilize the Houghton-Mifflin-Harcourt curriculum software, Science Builder as determined by the QZAB grant acquired by the school.		using a school site assessment. Administration will utilize Edusoft to analyze data and determine strengths and areas for improvement to guide instruction. Third grade teachers will monitor Science Builder reports to guide instruction, as well.	assessments. Summative: Administration of the 2013 FCAT 2.0 Science Test.

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:	There are less than 10 students who participated in the Science Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain the number of students who score at Level 4, 5, and 6 on the Science Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011-2012 administration of the Florida Alternate Assessment was Physical Science. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science.	Train teachers to effectively implement Access Points. Students need objects and pictures for exploration and identification of key scientific concepts. Instruction must be hands on so students can manipulate and explore actions and outcomes. Students must have continuous review/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	MTSS/RTI Leadership Team SPED Chairperson	Monitor school based assessments to ensure adequate progress and adjust intervention as needed.	Formative: Classroom Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 16% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by two percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(16)	18%(17)

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	According to the results of the 2012 FCAT Science Assessment, Earth and Space Science and Physical Science were the most deficient areas.	Teachers will provide students with ample opportunities to engage in enrichment activities that lend themselves to writing and predicting utilizing the labs conducted in class. Ensure that instruction includes student-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. Additionally, third grade students will continue to utilize the Houghton-Mifflin-Harcourt curriculum software, Science Builder as determined by the QZAB grant acquired by the school.	MTSS/RtI Leadership Team	Students will be monitored bi-weekly in their use of visuals to gain knowledge of key scientific concepts. Results of these observations will be shared in quarterly data chat meetings with the administration.	Formative: Ongoing classroom assessments Summative: 2013 FCAT 2.0 Science Test

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:	There are less than 10 students who will be participating in the Science Florida Alternate Assessment. Our goal for the 2012-2013 school year is to have the students who take the Science Florida Alternate Assessment score at levels 4,5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011-2012 administration of the Florida Alternate Assessment was Physical Science Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science.	Provide students with objects/ pictures for exploration and identification of key scientific concepts.	MTSS/RTI Leadership Team SPED Chairperson	Monitor school based assessments to ensure adequate progress and adjust intervention as needed.	Formative: Classroom Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
P-Sell for 5th Grade Teachers	Grade 5	Trainer, District Center for Professional Learning	Grade 5 Teachers of Science	10/3/12, 11/11/12	Classroom Walkthroughs	Administration
PLC Focus on Earth and Space Science and Physical Science	3-5	Science PLC Liaison	Grade Level PLC member	9/19/12, 9/26/12, 10/3/12, 10/24/12, 11/6/12, 11/7/12, 11/28/12, 12/5/12	Classroom Walkthroughs	Administration

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

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:	The results of the 2012 FCAT Writing Test indicate that 86% of students in grade 4 scored a level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring a level 3 or higher by two percentage points to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(82)	88%(83)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack understanding in comprehending writing structure.	Students will utilize a school wide writing notebook or SWIM notebook (Student Writing in Motion) that will provide authentic student-generated writing samples that demonstrate the use of graphic organizers, logical sequence, supporting details and use of vivid language. The school will implement a Writer's Workshop where students and teachers are matched by skill to optimize aspects of the writing process.	Administration	Administer and score students' quarterly writing prompts Administration will monitor progress and conduct quarterly data chat meetings to adjust instruction as needed. Check and review SWIM notebook on a monthly basis and during class walk -throughs to evaluate progress of students	Formative: Students' scores on quarterly writing assessments Summative: 2013 FCAT Writing Test 2.0.

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:	There are less than 10 students who will be participating in the Writing Florida Alternate Assessment. The goal for the 2012-2013 school year is to have the students who take the Writing Florida Alternate Assessment score at level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to communicate and develop the main idea with supporting details.	Provide students opportunities for writing daily to increase writing fluency. Focus will be on pre-writing planning.	MTSS/RTI Leadership Team SPED Chairperson	Administration and teachers will monitor school based assessments to ensure adequate progress and adjust intervention as needed on a quarterly basis.	Formative: Classroom assessments Summative: 2013 Florida Alternate Assessment in Writing

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						

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

of improvement:

1. Attendance Attendance Goal #1:	The goal for the 2012-2013 school year is to maintain student attendance at 97%. In addition, we will minimize the number of students with excessive absences (10 or more) from 111 to 105 and excessive tardiness (10 or more) from 150 to 143.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97%(527)	97%(527)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
111	105
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
150	143

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents' lack of understanding of the District's change in arrival from 8:30 a.m. for all students to 8:20 a.m. for Pre-K to first grade and 8:35 a.m. for students in grades two through five, tardies may have been affected. More incentives are needed to encourage students to improve their attendance.	Identify and refer students who may be developing a pattern of nonattendance (10 or more absences or tardies) to the ARC (Attendance Review Committee) for intervention services. Additionally, the Attendance Review Committee will provide incentives for good attendance habits.	Counselor and Assistant Principal	Administration and counselor will monitor classroom attendance while They will review the COGNOS Attendance Report every two weeks to identify students with excessive absences and tardies.	Log of ARC (Attendance Review Committee) Meetings.
2	A number of excused absences have been due to illnesses throughout the school year.	Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies.	Administration	Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.	Daily Attendance Bulletin

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						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Goal 1.1	Rewards and Incentives	PTSA	$500.00
			Subtotal: $500.00
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: $500.00

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:	Our goal for the 2012-2013 school year is to maintain or decrease the total number of suspensions.
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

1	1
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

		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	Incidents leading to suspensions usually occur during transitional times of the day when students move to and from special classes, lunch, and dismissal. Students are unfamiliar with consequences of inappropriate behavior.	Provide students reminders of safety rules during transitional times of the day via visual and/or oral cues. In addition, provide students reminders of the Code of Student Conduct.	Administrators	Monitor COGNOS report on student suspensions. Monitor referrals to counselor for incidents occurring during school day.	Monthly COGNOS suspension 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
A school representative will attend professional development sessions offered by the Alliance for a Healthier Generation	K-5	Health Liaison	All Teachers	Monthly Faculty Meetings beginning 9/12/12	The school's wellness committee will target health education of both staff and students. This committee will monitor the implementation of Policy and Systems recommended by the Alliance for a Healthier Generation, the American Heart Association and the Clinton Foundation.	Administrators and the wellness committee
Improving Attendance	K-5	Counselor	All Teachers	Monthly Faculty Meetings beginning 9/12/12	A school-wide Attendance Plan will be developed and implemented.	Assistant Principal and Counselor

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year parent participation in school wide activities was 46%. Our goal for the 2012-2013 school year is to increase parent participation by two percentage points from 46% to 48%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
46%(245)	48%(254)

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 attendance in school wide activities due to having a large majority of working parents.	Connect-ed messages, welcome letters and invitations written by students will be distributed to parents during parent drop-off and in student home folders/agendas announcing upcoming activities. Events will be scheduled at different times of the day to optimize opportunities parents can attend.	School Administration	Review sign in sheets/logs to determine the number of parents attending school events.	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						

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:	Based on an analysis of school data , students need increased opportunities to design and develop science, mathematics, and engineering projects utilizing technology to increase scientific thinking and the development and implementation of inquiry based activities.

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
	Teachers need to provide students with	Increase opportunities for grade students in	Science Liaison Grade Level	Review formative assessment data	Formative: Interim

1	more contexts for mathematical exploration and scientific inquiry to develop deep understanding of scientific and mathematical principles.	grades K-5 to participate in hands -on science experiences by promoting activities that require student-centered utilization. Students in Fifth grade will participate in Super Science Saturday sessions to implement a more hands-on approach to science that ensures student-centered activities.	Chairs Administration	reports to ensure progress is being made and adjust instruction as needed. Administration and grade level chairpersons will monitor student progress with hands-on lab development.	Assessments, Student lab results Summative: 2013 FCAT 2.0 Science Assessment

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

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

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

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Goal 1.1	Rewards and Incentives	PTSA	$500.00
				Subtotal: $500.00

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority	☐ Focus	☐ Prevent	☐ NA

Are you a reward school: ☐ Yes ☐ No

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

No Attachment (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds will be used to secure instructional materials deemed necessary for the 2012-2013 school year.	$2,000.00

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

The Educational Excellence School Advisory Council (EESAC) committee will convene on a monthly basis and review the status of the implementation of the School Improvement Plan. Each staff member and EESAC member will also receive a copy of the School Improvement Plan in an effort to ensure high quality education for all our students and that all of the goals, objectives and

strategies are met and implemented. The School Improvement Plan will be reviewed continuously throughout the year using the Continuous Improvement Model, during grade level and department chair meetings, faculty meetings, administrative meetings, EESAC meetings, and Leadership Team meetings.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
SNAPPER CREEK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	68%	43%	283	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	73%	68%			141	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?	68% (YES)	70% (YES)			138	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					562	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
SNAPPER CREEK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	85%	86%	48%	306	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	76%	57%			133	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?	71% (YES)	50% (YES)			121	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					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested