

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: SANTA CLARA ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Melanie Fox

SAC Chair: Melissa B. St Fleur

Superintendent: Alberto M. Carvalho

Date of School Board Approval: October 12, 2012

Last Modified on: 10/12/2012

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	Dr. Melanie Fox	Bachelors of Science: Special Education Florida International University Masters of Science: Special Education Florida International University Educational Specialist Degree: Educational Leadership Nova Southeastern University Doctorate of Education: Educational Leadership	2	29	Years: '12 '11 '10 '09 '08 School Grade: C B B A A AMO: N N N N N High Standards Rdg: 37 64 63 69 58 High Standards Math: 43 75 67 71 67 Lrng Gains -Rdg: 59 59 60 66 66 Lrng Gains-Math: 51 67 55 66 77 Gains-Rdg-25%: 52 59 48 65 56 Gains-Math-25%: 67 73 68 77 84

		Nova Southeastern University Certification(s): School Principal, K-12 Emotionally Handicapped K-12 Mentally Handicapped K-12			
Assis Principal	Dr. Rameisha S. Ferguson	Bachelors of Science: Public Management, Florida Agricultural Mechanical University Masters of Science: Public Administration, Florida State University Educational Specialist Degree: Educational Leadership Nova Southeastern University Doctorate of Education: Organizational Leadership, Nova Southeastern University Certification(s): Social Sciences (Middle Grades 5-9), Educational Leadership (All Levels)	7	8.5	YEARS: '12 '11 '10 '09 '08 School Grade: C B B A A AMO: N N N N N High Standards Rdg: 37 64 63 69 58 High Standards Math: 43 75 67 71 67 Lrng Gains -Rdg: 59 59 60 66 66 Lrng Gains-Math: 51 67 55 66 77 Gains-Rdg-25%: 52 59 48 65 56 Gains-Math-25%: 67 73 68 77 84

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)
READING	Carmen Moffett	Bachelors of Arts: Elementary Education, University of Florida Masters of Education: Elementary Education, University of Florida Certifications: Elementary Education (K-6), ESOL Endorsement, National Board Certified	12	1	Years: '12 '11 '10 '09 '08 School Grade: C B B A A AMO: N N N N N High Standards Rdg: 37 64 63 69 58 High Standards Math: 43 75 67 71 67 Lrng Gains -Rdg: 59 59 60 66 66 Lrng Gains-Math: 51 67 55 66 77 Gains-Rdg-25%: 52 59 48 65 56 Gains-Math-25%: 67 73 68 77 84
READING	Betty Chappel	Bachelors of Science: Special Education, Miami Dade College Masters of Science: Reading (K-12) Nova Southeastern University	4.5	1	Years: '12 '11 '10 '09 '08 School Grade: C B B A A AMO: N N N N N High Standards Rdg: 37 64 63 69 58 High Standards Math: 43 75 67 71 67

		ESOL Endorsement, Pre-K – 3 Certification, Elementary Education (K-6)			Lrng Gains -Rdg: 59 59 60 66 66 Lrng Gains-Math: 51 67 55 66 77 Gains-Rdg-25%: 52 59 48 65 56 Gains-Math-25%: 67 73 68 77 84
MATHEMATICS	Barbara Penton	Bachelors of Science: Elementary Education, Florida International University ESOL Endorsement (K-6)	1	1	Years: '12 '11 '10 '09 '08 School Grade: C B B A A AMO: N N N N N High Standards Rdg: 37 64 63 69 58 High Standards Math: 43 75 67 71 67 Lrng Gains -Rdg: 59 59 60 66 66 Lrng Gains-Math: 51 67 55 66 77 Gains-Rdg-25%: 52 59 48 65 56 Gains-Math-25%: 67 73 68 77 84
SCIENCE	Wyatt Payne	Bachelors of Science: Aeronautical Science with a concentration in Flight Management Florida Memorial University Temporary Certificate: Middle Grade Intergraded Curriculum (5-9)	1	1	Years: '12 '11 '10 '09 '08 School Grade: C B B A A AMO: N N N N N High Standards Rdg: 37 64 63 69 58 High Standards Math: 43 75 67 71 67 Lrng Gains -Rdg: 59 59 60 66 66 Lrng Gains-Math: 51 67 55 66 77 Gains-Rdg-25%: 52 59 48 65 56 Gains-Math-25%: 67 73 68 77 84

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	Accommodate College Interns	Administration	June 6, 2013	
2	Participation in Job Fairs	Administration	June 6, 2013	
3	Provided Professional Development	Administration and Coaches	June 6, 2013	
4	Encourage the use of technology for on-line courses to provide opportunities for continues professional growth.	Administration and PD Liaisons	June 6, 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
4 (10.53%)	Teacher is enrolled in ESOL endorsement courses. Teacher is currently working towards General Education certification.

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
45	15.6%(7)	13.3%(6)	48.9%(22)	22.2%(10)	24.4%(11)	75.6%(34)	4.4%(2)	2.2%(1)	68.9%(31)

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
Darla Franklin (MINT)	Monica Blandon Jessica Raffo	Based on FAIR results, teacher's expertise and leadership skills this mentor will provide new teachers with assistance in lesson planning, classroom management, teacher-student relations, classroom resources, data analysis, classroom demonstration lessons and on-site professional development.	<ul style="list-style-type: none"> • Weekly grade level meetings • Professional Development (In-house and New Teacher PD) • Lesson demonstrations • PLC's • Lesson Study Collaborative Planning
Mercedes Fernandez (MINT)	Linda Garcia Giovanni Molinari	Based teacher's expertise and leadership skills this mentor will provide new teachers with assistance in lesson planning, classroom management, teacher-student relations, classroom resources, data analysis, classroom demonstration lessons and on-site professional development.	<ul style="list-style-type: none"> • Weekly grade level meetings • Professional Development (In-house and New Teacher PD) • Lesson demonstrations • PLC's • Lesson Study Collaborative Planning

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 A

Santa Clara Elementary provides services to ensure students requiring additional remediation are assisted through extended

learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the school's students and families. School-based, Title I funded Community Involvement Specialist (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at Santa Clara Elementary School. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; and Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part C- Migrant

Santa Clara provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

Title I, Part D

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

Title II

Title II

Santa Clara, via the District, uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

- Title III funds are used to supplement and enhance Santa Clara's programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and youths by providing funds to implement and/or provide:
- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

Title X- Homeless

Homeless Assistance

- Santa Clara Elementary and The Homeless Assistance Program seek to ensure a successful educational experience for homeless children by collaborating with parents, other schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be implementing a 2010 summer academic enrichment camp for students in four homeless shelters in the community.

The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

Santa Clara will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Violence Prevention Programs

Santa Clara utilizes the following Violence Prevention Programs:

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.
- A Bullying curriculum is implemented by our school site Counselor.
- Kristy House provides student workshops on personal safety.

Nutrition Programs

Nutrition Programs

- 1.Santa Clara adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2.Nutrition education, as per state statute, is taught through physical education.
- 3.The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

NA

Head Start

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Santa Clara Elementary is one of the Head Start sites. Joint activities, including Professional Development and transition processes (distribution of flyers to community Head Start programs, Kindergarten orientation program for parents, and school tour of kindergarten classes for parents) are shared. Through affiliating agreements, the Summer VPK program is provided at selected Head Start sites.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse/Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

RtI is an extension of Santa Clara Elementary Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
- Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group

3. Community stakeholders RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to

student needs. RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
- There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RTI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RTI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - What progress is expected in each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

RTI is an extension of Santa Clara's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress

Monitoring Tools, Phonics Screening Inventory

- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Other referrals per day, per month
- Team Climate Surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Santa Clara's Leadership Team is comprised of Administration (Dr. Melanie Fox, Principal; Dr. Rameisha Ferguson, Assistant Principal) Instructional Coaches (Carmen Moffett, Reading; Betty Chappel, Reading; Barbara Penton, Mathematics; ESOL Chair (Darla Franklin), SPED/ESE Chair (Maydelin Carriedo), Grade Level Chairs (Adjusted annually), School Counselor (Wendie Williams), School Social Worker (Martha Barrinuevo), Parent Out-Reach/CIS (Rosa Lawrence; Diana Keaton). These individuals are the key to the school's success and the liaisons between the school, parents and the community.

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

The purpose of Santa Clara's Literacy Leadership Team is to create capacity of reading knowledge within the school and focus on areas of literacy concerns across the school. The principal, Instructional coaches (Reading, Mathematics, and Science), ESOL Chair, SPED/ESE Chair, Grade Level Chairs, teachers, and other staff designated by the principal.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. The school Literacy Leadership Team may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Literacy Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Santa Clara's Literacy Leadership Team meets once a week. Agendas and sign-in sheets are provided. Minutes are taken and maintained for all meetings for documentation purposes. Any and all issues that come up regarding instruction, intervention, assessments, and data are discussed and then opened up for suggestions and input on adjustments, changes and/or maintaining strategies that are working.

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

- Utilize the FAIR decision tree to appropriately differentiate instruction
- Increase instructional time and minimize classroom interruptions by redesigning the Master Schedule
- Implement Voyager and other interventions (SuccessMaker) with fidelity for all students
- Build capacity to utilize data to differentiate instruction
- Provide targeted intervention for tiered students (Levels 1, 2 and 3)
- Infuse Common Core Standards to enhance and supplement instruction as well as to build academic rigor across all grade levels
- Provide activities based upon the Depth of Knowledge Levels to increase rigor.
- Target and increase achievement of the lowest 25%, ESE, and ESOL students.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*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.

Santa Clara's performance expectations, school rules and regulations were explained to parents during a spring orientation session. Students visited the school during a 1½ day orientation session. At this time they met the kindergarten teachers, participated in classroom activities, discussed teacher, student, and parent expectations for success and had lunch in the school cafeteria. During the first week of school, flyers were sent home to remind parents of needed supplies, school regulations and schedules and parents are given additional information and support during Open House. VPK students were assessed using an Informal Observational Checklist from the Core Curriculum (Houghton Mifflin Pre-K) and the Houghton Mifflin Pre-K Early Growth Indicators (Formal Assessment). VPK ESOL students utilize the Imagine Learning English Program to instruct, monitor and assess ELL students. Within the first 21 days of school, all Kindergarteners will be administered the PVK, and FLKRS, to determine school readiness (phonological awareness, print knowledge, vocabulary/oral language, letter recognition) and to assist in appropriate placement for a positive and productive learning experience. The FAIR assessment will be administered three times throughout the year and will be used to monitor progress and make adjustments in grouping, interventions, and explicit instruction as needed.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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?

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

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:	Based on 2012 FCAT 2.0 data, 37% of students in grades 3-5 scored achievement level 3, a decrease of 27 percentage points as compared to the 2011 FCAT 2.0 Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (53)	26% (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 majority of students in grades 3-5 (63%) failed to score Level 3 and are reading significantly below grade level The most significant area of deficiency on the FCAT 2.0 Reading Test was in Reporting Category 2, Reading Application. Students had an average of 50% (grade 3) correct.	Students (including grades 3-5) will use familiar and complex text structure, various graphic organizers, and voyager, to build knowledge and improve skills in Reading Application. Students will be instructed utilizing the Common Core Standards for Reading. Teachers will build their capacity to utilize data to differentiate instruction.	LLT Leadership Team	Following the FCIM model, review on-going classroom assessments focusing on student knowledge of Reading Application Monitor student work folders The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment. Review Edusoft Data SuccessMaker Data Voyager Data	Formative: Progress Monitoring (FAIR), SuccessMaker, Voyager Monthly and Interim 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:	Based on 2012 FCAT 2.0 data, 16% of students in grades 3-5 scoring achievement level 4, and 5, a decrease of 4 percentage points as compared to the 2011 FCAT 2.0 Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (47)	20% (57)

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2010-2011 FCAT Reading Test indicate that 20% of students in grades 3-5 achieved level 4 and 5 proficiency. Our goal for the 2011-2012 school year is to increase level 3 student proficiency by 2 percentage points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(55)	22%(59)

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 that showed minimal growth and requires students to improve and/or maintain as noted in the 2011 administration of the FCAT Reading Test was reported as Content 3, Literary Analysis: Fiction/Non Fiction in Grade 3. These students are in need of support in: the skills needed to locate, interpret and organize information.	During differentiated instruction teachers will instruct students in the use of reading strategies and the time to practice those strategies that will help them locate, interpret and organize information utilizing technology (Reading Plus).	LLT Leadership Team	Review on-going classroom assessments focusing on student knowledge of Literary Analysis: Fiction/Non Fiction. Make adjustments in Differentiated Instruction rotational schedules. Monitor student work folders.	Formative: Mini-assessments Summative: 2012 FCAT Assessment
2	Another area that showed minimal growth and requires students to improve and/or maintain as noted in the 2011 administration of the FCAT Reading Test was reported as Content 3, Literary Analysis: Fiction/Non Fiction in Grade 5. These students are in need of support in: skills needed to compare and contrast grade-level text (literature or informational) and to determine the validity and reliability of information within or across texts.	Teachers will use familiar text, text structures and various graphic organizers (i.e. Venn diagram, story maps) to build knowledge and improve skills in compare and contrast as result of CRISS training.	LLT Leadership Team	Review on-going classroom assessments focusing on student knowledge of compare and contrast.	Formative: Monthly and Interim assessments Summative: 2012 FCAT 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2010-2011 FCAT Reading Test indicate that 59% of students in grades 3-5 made learning gains. Our goal for the 2011-2012 school years is to increase students achieving learning gains by 10 percentage points to 69 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(86)	69%(100)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that showed minimal growth and requires students to improve and/or maintain as noted in the 2012 administration of the FCAT 2.0 Reading Test was in all Reporting Categories, in Grades 3-5. These students are in need of support in: All tested Reporting Categories and Common Core Standards.	Make adjustments in computer lab schedules to optimize usage of computers to continue the implementation of SuccessMaker for 30 minutes, 4-5 times per week for all students. Students will be identified and instructed using Voyager and SuccessMaker as their interventions emphasizing various skills in Reading Application. Infuse Common Core Standards to enhance and supplement instruction as well as build academic	LLT Leadership Team	Review on-going classroom assessments focusing on student knowledge of All reporting Categories and the Common Core Standards. Make adjustments in Differentiated Instruction rotational schedules. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment. Monitor student work folders. Monitor SuccessMaker Data	Formative: Progress Monitoring (FAIR), SuccessMaker, Monthly and Interim assessments Summative: 2013 FCAT 2.0 Assessment

	<p>rigor across all grade levels.</p> <p>Provide activities based upon Depth of Knowledge levels to increase rigor.</p> <p>Implement targeted tutorials before, after, and Saturday School Academy (including Title III).</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>Based on 2012 FCAT 2.0 data, 52% of students in grades 3-5 scoring achievement level 3, 4, and 5, a decrease of 7 percentage points as compared to the 2011 FCAT 2.0</p> <p>Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 6%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (23)	62% (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
Of the lowest 25% of students in grades 3-5, 48% failed to make learning gains in reading and are reading well below grade level.	Teachers will use real world documents such as schedules, menus, brochures, fliers, and appropriate websites to locate, interpret and	LLT Leadership Team	Review on-going classroom assessments focusing on student knowledge of Informational Text and Research and Common Core Standards.	Formative: Progress Monitoring (FAIR), SuccessMaker, Monthly and Interim assessments

1	Many students lack the prior knowledge necessary to comprehend grade level text.	<p>organize information to enhance, analysis, completion, and synthesizing information.</p> <p>Teachers will utilize item specification documents, pacing guide, and assessments to plan lessons and journal activities.</p> <p>Provide targeted intervention for all Tier 2 and 3 students.</p> <p>Teachers will utilize common planning to develop higher order thinking questions using the task cards and Webb's Depth of Knowledge chart.</p>	<p>Make adjustments in Differentiated Instruction rotational schedules.</p> <p>The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.</p> <p>Monitor student work folders.</p> <p>Monitor SuccessMaker Data</p>	Summative: 2013 FCAT 2.0 Assessment
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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 # Based on 2011 FCAT 2.0 data, 64% of students in grades 3-5 scored at achievement level 3-5. 5A : Our goal for the 2011-2017 is to reduce the percent of non-					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	70%	73%	76%	79%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	<p>Based on 2012 FCAT 2.0 data 36% of students in the Black subgroup achieved proficiency.</p> <p>Our goal is to increase student proficiency by 7 percentage point to 43%.</p> <p>Additionally, 37% of students in the Hispanic subgroup achieved proficiency.</p> <p>Our goal is to increase student proficiency by 13 percentage points to 50%.</p>			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Black: 36% (27)	Black: 43% (33)			
Hispanic: 37% (76)	Hispanic: 50% (103)			
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
Black: As noted on the 2012 administration of the FCAT 2.0 Reading	Place students in appropriate interventions (Voyager	LLT Leadership Team	Following the FCIM model, student progress will be monitored	Formative: FAIR, District, school site

1	<p>Test, the Black subgroup did not meet AMO. Students are in need of additional support in all reporting categories.</p> <p>Hispanic: As noted on the 2012 administration of the FCAT 2.0 Reading Test, the Hispanic subgroup did not meet AMO. Students are in need of additional support in all reporting categories.</p>	<p>and SuccessMaker) within the first two weeks of the 2012-2013 year and within two weeks for students transferring in later in the year, focusing on all reporting categories (Print rich environment).</p> <p>Make adjustments in schedules to increase time in intervention (SuccessMaker).</p>	<p>weekly.</p> <p>MTSS/RTI Team will meet weekly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention and bi-weekly assessments and make adjustments in schedules as needed.</p> <p>Monitor Edusoft Data Reports</p>	<p>assessment data and SuccessMaker data</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>Based on 2012 FCAT 2.0 data 26% of students in the ELL subgroup achieved proficiency.</p> <p>Our goal is to increase student proficiency by 17 percentage point to 43%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>26% (28)</p>	<p>43% (46)</p>

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	<p>ELL students lack consistent interventions designed to address individual instructional needs.</p> <p>ELL students failed to participate in sufficient differentiated instruction in reading.</p> <p>Student lack the effective strategies needed to meet deficiency in Category 1, Vocabulary and Language Acquisition.</p>	<p>Place students in appropriate interventions (Voyager/SuccessMaker) within the first two weeks of the 2012-2013 year and within two weeks for students transferring in later in the year.</p> <p>Make adjustments in schedules to increase time in intervention (Voyager/ SuccessMaker) focusing on Vocabulary and Language Acquisition.</p>	<p>LLT Leadership Team</p>	<p>Following the FCIM model, student progress will be monitored weekly.</p> <p>Review on-going classroom assessments focusing on student knowledge of Vocabulary, Language Acquisition, and Common Core Standards.</p> <p>MTSS/RTI Team will meet bi-weekly to monitor student progress and the effectiveness of program delivery using data.</p>	<p>Formative: FAIR, District, school site</p> <p>assessment data and Voyager/ SuccessMaker Data</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>Based on 2012 FCAT 2.0 data 11% of students in the SWD subgroup achieved proficiency.</p> <p>Our goal is to increase student proficiency by 13 percentage point to 24%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

11%(7)	24% (15)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>SWD students lack consistent interventions designed to address individual instructional needs.</p> <p>SWD students failed to participate in sufficient differentiated instruction in reading.</p> <p>Students are in need of additional support in reporting Category 1, Vocabulary and Language Acquisition.</p>	<p>Place students in appropriate interventions (Voyager/SuccessMaker) within the first two weeks of the 2012-2013 year and within two weeks for students transferring in later in the year.</p> <p>Make adjustments in schedules to increase time in intervention (Voyager/SuccessMaker) focusing on Vocabulary and Language Acquisition.</p>	LLT Leadership Team	<p>Review on-going classroom assessments focusing on student knowledge of Vocabulary, Language Acquisition, and Common Core Standards.</p> <p>MTSS/RTI Team will meet bi-weekly to monitor student progress and the effectiveness of program delivery using data.</p>	<p>Formative: FAIR, District, school site assessment data and Voyager/SuccessMaker Data</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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:	<p>Based on 2012 FCAT 2.0 data 37% of students in the Economically Disadvantaged subgroup achieved proficiency.</p> <p>Our goal is to increase student proficiency by 11 percentage point to 48%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(104)	48% (134)

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	<p>Economically Disadvantaged students lack consistent interventions designed to address individual instructional needs.</p> <p>Economically Disadvantaged students failed to participate in sufficient differentiated instruction in reading.</p> <p>Students are in need of differentiated instructional support in Vocabulary, Language Acquisition and the Common Core</p>	<p>Place students in appropriate interventions (Voyager/SuccessMaker/Reading Plus) within the first two weeks of the 2012-2013 year and within two weeks for students transferring in later in the year. Make adjustments in schedules to increase time in intervention (Voyager/SuccessMaker) focusing on Vocabulary and Language Acquisition.</p>	LLT Leadership Team Instructional Coaches	<p>Review on-going classroom assessments focusing on student knowledge of Vocabulary, Language Acquisition, and Common Core Standards.</p> <p>MTSS/RTI Team will meet bi-weekly to monitor student progress and the effectiveness of program delivery using data.</p>	<p>Formative: FAIR, District, school site assessment data and Voyager/SuccessMaker Data</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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
SuccessMaker Refresher Training	K-5(Reading)	Pearson	K-5 Reading Teachers	August 15, 2012	SuccessMaker Reports	LLT Leadership Team
Common Core Standards	K-5 (Reading)	District	K-5 Reading Teachers	September 5, 2012	MTSS/RTI team monitoring, Bi-weekly assessments and student work folders	LLT Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement tutorials before school 3-4 days per week and Saturday Academy utilizing Florida Standard Based Coach which was purchased as supplemental materials to replenish consumerable resources.	Florida Standard Based Coach	Title I	\$2,847.00
			Subtotal: \$2,847.00
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: \$2,847.00

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.

Based on Spring 2012 CELLA data

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	32% of students in Grades K-5 achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 37%.
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2012 Current Percent of Students Proficient in listening/speaking:

32% (82)

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 2012 Administration of the CELLA Test, 68% of students in grades K-5 showed a deficiency in the areas of Listening and Speaking. Students are in need of support in: Developing linguistic and academic skills needed to develop listening/speaking, reading and writing skills.	Teachers will expose students to rich and meaningful language utilizing strategies and activities such as brainstorming to build prior knowledge and cooperative learning groups. Students will work with a variety of computer-based interventions, including SuccessMaker, Imagine Learning, and Waterford.	LLT Leadership Team	Review on-going classroom assessments focusing on student knowledge of Listening and Speaking. MTSS/RTI Team will meet bi-weekly to monitor student progress and the effectiveness of program delivery using data. SuccessMaker, Imagine Learning, and Waterford Data	Formative: FAIR, District, school site assessments, SuccessMaker, Imagine Learning, and Waterford Data Summative: 2013 CELLA and FCAT 2.0 Assessments

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:	Based on Spring 2012 CELLA data 22% of students in Grades K-5 achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 27%.
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2012 Current Percent of Students Proficient in reading:

22% (56)

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 2012 Administration of the CELLA Test, 79% of students in grades K-5 showed a deficiency in the areas of Reading. Students are in need of support in: responding to first-hand, multi-sensorial experiences and	Teachers will expose students to rich and meaningful language utilizing strategies and activities such as brainstorming to build prior knowledge. SuccessMaker, Imagine Learning, and Waterford, computer-based programs will also be utilized.	LLT Leadership Team	Review on-going classroom assessments focusing on student knowledge of Reading. MTSS/RTI Team will meet bi-weekly to monitor student progress and the effectiveness of program delivery using data.	Formative: FAIR, District, school site assessments, SuccessMaker, Imagine Learning, and Waterford data Summative: 2013 CELLA and FCAT 2.0 Assessments

developing linguistic and academic skills simultaneously which are needed to develop reading and writing skills.			SuccessMaker, Imagine Learning, and Waterford data.
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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:	Based on Spring 2012 CELLA data 21% of students in Grades K-5 achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 26%.
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2012 Current Percent of Students Proficient in writing:

21% (55)

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 2012 Administration of the CELLA Test, 83% of students in grades K-5 showed a deficiency in the areas of writing. Students are in need of support in: responding to first-hand, multi-sensorial experiences and developing linguistic and academic skills simultaneously which are needed to develop reading and writing skills.	Teachers will expose students to rich and meaningful language utilizing strategies and activities such as Process Writing, Reading Response Journals, and Logs. Students should have experience with different written and spoken styles.	LLT Leadership Team	Review on-going classroom assessments focusing on student knowledge of writing. MTSS/RTI Team will meet bi-weekly to monitor student progress and the effectiveness of program delivery using data.	Formative: FAIR, District, school site assessments, Summative: 2013 CELLA and FCAT 2.0 Assessments

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:	Based on Spring 2012 FCAT 2.0 Mathematics Test 28% of students in grades 3-5 achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (79)	35% (100)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of Concern as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in Reporting Category 2, Number Sense: Fractions.</p> <p>1b.1. Students had an average of 58% (grade 3, 4, and 5), and in Reporting Category 3, Geometry and Measurement.</p> <p>1c.1. Students had an average of 56% (grade 4 and 5) correct indicating a need for additional support to be successful in mathematics. This deficiency is due to the lack of effective differentiated instruction.</p>	<p>Make adjustments in schedules to increase time on computers and engage students in activities to use technology such as FCAT Explorer, Destination Learning, SuccessMaker, or Gizmo.</p> <p>Utilize differentiated instruction to formulate centers and provide students with grade level opportunities to solve problems and arriving at a correct response.</p> <p>Infuse Common Core Standards throughout the Mathematics Curriculum.</p>	<p>Mathematics Coach; Classroom Teachers</p>	<p>Teachers will review bi-weekly assessments data reports to ensure progress is being made and adjustments in instruction are made as necessary.</p> <p>The Mathematics Coach and the Teachers will conduct monthly MTSS/RtI lesson studies to determine if delivery of instruction is effective.</p> <p>The Mathematics Coach, Teachers, and Administration will monitor Destination Learning and SuccessMaker Data Reports</p>	<p>Formative: Biweekly assessments, District Interims data reports, authentic student work, and Destination Learning and SuccessMaker Data</p> <p>Summative: Results from 2013 FCAT 2.0 Mathematics Test</p>

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Based on Spring 2012 FCAT 2.0 Mathematics Test 13% of students in grades 3-5 achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (37)	16% (46)

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	<p>The Level 4 and 5 students in grade 4 showed an area of deficiency in Reporting Category 3, Geometry and Measurement as noted on the 2012 administration of the FCAT 2.0 Mathematics Test.</p> <p>There is a need for additional opportunities to utilize exploration, inquiry-based activities and literature in Mathematics.</p>	<p>Students will be given Additional opportunities to explore and utilize inquiry-based activities to maintain or increase understanding of skills through hands-on experiences and apply learning to solve real life problems as it relates to measurement.</p> <p>Use literature in mathematics to provide the necessary meaning for students to successfully grasp measurement concepts and allow students to make real-world connections.</p> <p>Provide activities based upon the Depth of Knowledge levels to build and increase academic rigor</p>	MTSS/RTI Leadership Team	<p>Conduct weekly grade level and department meetings to assess and evaluate student progress and make adjustments as necessary.</p> <p>Monitor mini assessments, student work folders and attendance logs.</p>	<p>Formative: Biweekly/ Monthly assessments, District Interims, SuccessMaker data reports, and authentic student work</p> <p>Summative: Results from 2013 FCAT 2.0 Mathematics Test</p>

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.	
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Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test 51% of students in 3-5 made learning Gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (90)	61% (108)

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 2012 administration of the FCAT 2.0 Mathematics Test, the percent of students making learning gains decreased to 67% to 51% as compared to the 2011 FCAT 2.0 Mathematics Test. 3b.1. Students have posted a decrease indicating a need for continued remediation and intervention in all reporting categories.	Students will be identified and instructed using the core mathematics program and SuccessMaker as an intervention tool focusing on all reporting categories. 3b.1. Students in grades K through 4 will be Self-contained. Grade 5 will be departmentalized. Build capacity among teachers for data mining to monitor and adjust instruction utilizing the FCIM	MTSS/RtI Leadership Team	Review on-going classroom assessments focusing on student knowledge of all reporting Categories and the Mathematics Common Core Standards. 3b.1. Conduct weekly grade level and department meetings to assess and evaluate student progress and make adjustments as necessary. Monitor mini assessments, student work folders and attendance logs. Conduct weekly MTSS/RtI Leadership Team meeting to monitor student progress and the effectiveness of	Formative: Biweekly/ Monthly assessments, District Interims, SuccessMaker data reports, and authentic student work Summative: Results from 2013 FCAT 2.0 Mathematics Test

program delivery using data.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test 67% of students in made learning Gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (34)	72% (36)

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	Most students lack basic number operations and problem solving skills. Students lack experience with complex text across curriculum as indicated by the 7% percentage point decrease in grades 3-5 on the 2012 FCAT 2.0 Mathematics Test. The students are in need of consistency in the implementation of interventions focusing on all reporting	Students will be identified and instructed using the core mathematics program , Common Core Standards, and SuccessMaker as an intervention tool focusing on all reporting categories. Teachers will Provide Differentiated Instruction using guided groups, computer assisted programs such as SuccessMaker, and FCAT Explorer,	MTSS/RTI Leadership Team	Review on-going classroom assessments focusing on student knowledge of all reporting Categories and the Mathematics Common Core Standards. Monitor mini assessments, student work folders and attendance logs. Monitor SuccessMaker and Destination Learning Data reports. Monitor Mini BATs and	Formative: Biweekly/ Monthly assessments, District Interims, SuccessMaker and Destination Learning data reports, and authentic student work Summative: Results from 2013 FCAT 2.0 Mathematics Test

categories.	Destination Learning, and Gizmo. Mini BATs will be administered on a quarterly basis and instruction will be adjusted accordingly	benchmark acquisitions
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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 # Based on 2011 FCAT 2.0 data, 75% of students in grades 3-5 scored at achievement level 3-5. 5A : Our goal for the 2011-2017 is to reduce the percent of non-				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77%	79%	81%	83%	85%	

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:	Based on 2012 FCAT 2.0 Mathematics data 33% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage point to 48%. Additionally, 47% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 33% (25) Hispanic: 47% (97)	Black: 48% (36) Hispanic: 56% (115)

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	Black: As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the black subgroup did not meet AMO. Students are in need of additional support in all reporting categories. Hispanic: As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the Hispanics subgroup did not meet AMO.	Place students in appropriate interventions (SuccessMaker) focusing on all reporting categories, within the first two weeks of the 2012-2013 year and within two weeks for students transferring in later in the year. Students in grades K through 4 will be Self-contained. Grade 5 will be departmentalized.	MTSS/RTI Leadership Team	Review on-going classroom assessments focusing on student knowledge of all reporting Categories and the Mathematics Common Core Standards. Monitor SuccessMaker and Destination Learning Data reports.	Formative: Biweekly/ Monthly assessments, District Interims, SuccessMaker and Destination Learning data reports, and authentic student work Summative: Results from 2013 FCAT 2.0 Mathematics Test

Students are in need of additional support in all reporting categories.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Based on 2012 FCAT 2.0 Mathematics data 40% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage point to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (42)	55% (58)

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	ELL students lack consistent interventions designed to address individual instructional needs. ELL students failed to participate in sufficient differentiated instruction in Mathematics. Students are in need of additional support in all reporting categories.	Place students in appropriate interventions focusing on Reporting Category 1, Number Operations, and Reporting Category 2, Number: Fractions within the first two weeks of the 2012-2013 year and within two weeks for students transferring in later in the year. Make adjustments in schedules to increase time in intervention Utilize the 4 step FCIM	RtI Leadership Team	Conduct weekly MTSS/RtI Leadership Team meeting to monitor student progress and the effectiveness of program delivery using data. Monitor student work folders.	Formative: District, school site assessment data and intervention assessments Summative: 2013 Mathematics 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 mathematics. Mathematics Goal #5D:	Based on 2012 FCAT 2.0 Mathematics data 20% of students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by 14 percentage point to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (12)	34% (21)

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
	SWD students lack consistent interventions	Utilize the 4 step FCIM (Plan, Do, Check, Act),	MTSS/RtI Leadership	Conduct weekly MTSS/RtI	Formative: District, school site

1	designed to address individual instructional needs. SWD students failed to participate in sufficient differentiated instruction in Mathematics. Students are in need of additional support in all reporting categories.	Ready schools, and RtI school wide to ensure student achievement in Mathematics (benchmarks) and make changes and adjustments as needed.	Team	Leadership Team meeting to monitor student progress and the effectiveness of program delivery using data. Monitor student work folders.	assessment data and intervention assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Based on 2012 FCAT 2.0 Mathematics data 43% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 10 percentage point to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (120)	53% (148)

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	Economically Disadvantaged students lack consistent interventions designed to address individual instructional needs. Economically Disadvantaged students failed to participate in sufficient differentiated instruction in mathematics. Students are in need of additional support in all reporting categories.	Place students in appropriate interventions focusing on Reporting Categories within the first two weeks of the 2012-2013 year and within two weeks for students transferring in later in the year. Make adjustments in schedules to increase time in intervention.	MTSS/RtI Leadership Team	MTSS/RtI Leadership Team will meet weekly to monitor student progress and the effectiveness of program delivery using data. Monitor student work folders.	Formative: District, school-site assessment data and intervention assessments Summative: 2013 FCAT Assessment

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

Training for new version of SucessMaker	K-5 Mathematics	Pearson (Emily Brause)	K-5 Teachers and Paraprofessionals	Starting August 15, 2012-thru June 7, 2013	Intervention Schedule, sessions/classroom walkthroughs, Computer reports	MTSS/RtI Leadership Team
Differentiated Instruction Refresher through Discovery Education For Mathematics	K-5 Mathematics	Instructional Coach	K-5 Mathematics Teachers	August 15, 2012	Grade level planning, Intervention Schedule, sessions/classroom walk- through logs	RtI Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement tutorials before school 3-4 days per week and Saturday Academy utilizing Florida Standard Based Coach which was purchased as supplemental materials to replenish consumable resources.	Florida Standard Based Coach	Title I	\$2,847.00
			Subtotal: \$2,847.00
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: \$2,847.00

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:	Based on 2012 FCAT 2.0 Science assessment 19% (18) of 5th Grade students achieved proficiency (FCAT Level 3) The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency (FCAT Level 3) by 5 percentage points to 24% (23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (18)	24% (23)

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	<p>Students lack prior experience with inquiry-based and independent investigations.</p> <p>Students lack prior experience with complex text in the content areas.</p>	<p>Increase opportunities for authentic hands-on science experiences with emphasis on observation and the development of testable hypotheses. Students will write about these experiences and share them within groups and with the class.</p> <p>Use GIZMOs, Discovery Education, Science Dallies in different modes with an emphasis on Earth and Space Science and Physical Science.</p> <p>Increase opportunities for students to apply concepts in a variety of scenarios.</p>	Administrators, Science Instructional Coach	<p>Data from school-based assessments and District Interims will be analyzed monthly by administration and shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.</p>	<p>Formative: School based assessment and District Baseline and Interim assessments</p> <p>Summative: 2013 FCAT 2.0 Science assessment</p>

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	<p>The results of the 2012 FCAT 2.0 Science assessment indicate that 8% (8) of 5th Grade students achieved above proficiency (FCAT Levels 4 & 5)</p> <p>The goal for the 2012 FCAT 2.0 Science assessment is to increase 5th Grade students achieving above proficiency (FCAT Levels 4 & 5) by 3 percentage points to 11% (10)</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

8% (8)			11% (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	Students lack prior experience with inquiry-based and independent investigations as well as comprehending complex text in the content areas.	<p>Students in Grades K-5 will be given opportunities to pursue inquiry-based projects and participate in a school-wide science fair emphasizing the scientific method to promote application and synthesis of higher order thinking skills and real world applications.</p> <p>Support will be provided by teachers for students to propose, develop and present independent investigations. Teachers will monitor progress toward completion of projects on a biweekly schedule.</p> <p>Students will participate in weekly labs and write for understanding using science and complex text.</p>	MTSS/RtI Leadership Team and Instructional Coach	<p>Data from school-based assessments and District Interims will be analyzed monthly by the administration and MTSS/RtI Team and then shared with teachers to determine if students are making adequate progress toward the goal. Adjustments to instructional focus will be made as appropriate.</p> <p>Monitor Lesson Plans and student work samples.</p>	<p>Formative: School based assessment and District Baseline and Interim assessments</p> <p>Summative: 2013 FCAT 2.0 Science assessment</p>

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Developing Engineer and Science projects (hands-on)	Grade 3-5 Science	District Science Trainer	Teachers, All Grades	October 15, 2012	Participation in Science Fair	RTI Leadership Team
Discovery Education	Grade K-5 Science	District Science Trainer	Teachers, All Grades	August 15, 2012	Monitor and maintain Student Reports	RTI Leadership Team
Gizmo	Grade K-5 Science	Science Coach	Teachers, All Grades	October 26, 2012	RTI Leadership and/or Administrative Walk-throughs	Administration/ RTI Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Identify students scoring level 4 or 5 on the Reading and Mathematics portion of FCAT and mentor these students in the development of independent experimental or inquiry-based projects.	Materials for Science Fair projects (i.e. Displays, student products)	PTA	\$600.00
			Subtotal: \$600.00
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: \$600.00

End of Science Goals

Writing Goals

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

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

As noted 67% of grade 4 students achieved level 3.0 or

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	higher on the 2011-2012 administration of the FCAT 2.0 Writing Test. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency Level 3.0 or higher to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (63)	70% (66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the 2012 administration of the FCAT 2.0 Writing Test, students need to continue receiving support in the areas of focus, elaboration, and conventions.</p> <p>Some students are in need of the necessary skills needed to incorporate real life experiences into their writing.</p> <p>Some students are in need of real life experiences incorporated into their writing, focusing on support in mechanics and conventions.</p>	<p>Conduct a weekly grade level writing institute for grade four students and utilize weekly writing Prompts.</p> <p>Monitor and support the proper use of mechanics and Conventions, and promote peer editing and conferencing to increase the quality of writing.</p> <p>Following Richard Gentry's Writer's Workshop (Core of Writing, Teachers will implement the writing program, exposing students (K-5) to the writing process aligned with the Common Core.</p> <p>Students will be exposed to mentor text, complex text, an explicit instruction while scaffolding utilizing text structure and graphic organizers.</p>	Administrators, the reading coach and members of the LLT will help the classroom teachers analyze student's work.	<p>Administer and score students' pre-test and monthly writing prompts to monitor students' progress and to adjust focus as needed. Monitor student work folders.</p> <p>Biweekly the reading coach will assist classroom teachers in analyzing students' writing in order to determine their needs and adjust the instruction.</p>	<p>Formative-Biweekly writing samples</p> <p>Summative-2013 FCAT 2.0 Writing Test</p>

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Richard Gentry's Writer's Workshop	Writing Process/ Grades 1-5	Mr. Richard Gentry Reading Coach	All Teachers Grade 1-5	August 14, 2012	Leadership team will meet to monitor student progress and the effectiveness of the writing instruction.	LLT Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Following Richard Gentry's Writer's Workshop (Core of Writing, Teachers will implement the writing program, exposing students to the writing process from the time they enter the school. Students will be exposed to mentor text, explicit instruction and independent practice.	Core of Writing Program	Internal Funds	\$814.00
			Subtotal: \$814.00
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: \$814.00

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	Our goal for the 2012-2013 school year is to increase attendance to 95.93% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated. Our goal for the 2012-2013 school year is to decrease the total number of tardies from 204 to 194 and the number of absences from 216 to 205.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.43% (617)	95.93% (621)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
216	205
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
204	194

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	Average daily attendance has decreased by .50%, Santa Clara will continue to work on further decreasing it's truancy for the 2012-2013 school year. Some students have had a history of chronic tardiness due to lack of motivation in the students.	Identify and refer students who may be developing a pattern of non-attendance or tardiness to the *Truancy Child Study Team (TCST) for intervention services. *MDCPS Truancy Intervention Program 2012-2013 Through the school's "Attendance Lottery" Program incentives will be provided for those students who maintain or improve their attendance.	TCST- Truancy Child Study Team	Conduct weekly updates to Administration by TCST and Faculty.	TCST logs and attendance rosters Attendance data from Cognos

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
Truancy Prevention	K-5 /Attendance	Staff from Truancy Prevention Program	All teachers, counselors, and attendance clerk	September 26, 2012 Teacher Planning Day	A Truancy Intervention Program will be developed during the PD. The Leadership Team will monitor the implementation of this program.	Administration and Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention: Provide incentives for those students who maintain or improve their attendance and tardiness.	Provide incentives for students for students with improved attendance and academic progress, including but not limited to End-of-Year Achievements and Celebrations, 2012-2013.	EESAC	\$1,200.00
			Subtotal: \$1,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,200.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 9%.
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
27	24
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
16	14

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unaware of the requirements of Student Code of Conduct.	At the beginning of the year, provide parents and students a workshop on the requirements of the Student Code of Conduct. Provide students incentives for compliance through the use of the Do The Right Thing Incentive Program.	RtI Leadership Team Counselor	Monitor logs for Do The Right Thing by grade level and monitor COGNOS report on student outdoor suspension rate.	Participation Log for "Do The Right Thing" for students who are recognized for complying with the Student Code of Conduct along with 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
Title I in action	K-5 (All Subjects)	Literacy Team Community Involvement Specialist	Parents	October 26, 2012	Review sign-in sheets and logs to determine the number of parents attending school function or event.	Administration, Leadership Team (including counselors and CIS')
Student Code of Conduct Suspension Data	K-5 (All Subjects)	Leadership Team	Parents	September 26, 2012	Review sign-in sheets and logs to determine the number of parents	Administration, Leadership Team (including counselors and CIS')

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The school counselor, social worker, and/or Community Involvement Specialist will contact parents of students who have been placed on in-door or out-door suspension. Parents will be provided with training to understand the Student Code of Conduct.	Printing of the Student Code of Conduct	EESAC	\$100.00
			Subtotal: \$100.00
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: \$100.00

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:		See Parental Involvement Plan (PIP)			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
N/A		N/A			
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	N/A	N/A	N/A	N/A	N/A

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
Title I in action	K-5 (All Subjects)	Literacy Leadership Team and Community Involvement Specialist	Parents	September 4, 2012	Review sign-in sheets and logs to determine the number of parents attending school function or event.	Administration, Leadership Team (including counselors and CIS')
Student Data	K-5 (All Subjects)	Literacy Leadership Team and Community Involvement Specialist	Parents	September 12, 2012	Review sign-in sheets and logs to determine the number of parents attending school function or event.	Administration, Leadership Team (including counselors and CIS')

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School will provide parents with multiple forms of communication to further encourage parental involvement so that they can acquire the necessary tools to help their children.	Resource Materials (Pre-K through Fifth), copy paper for Parent communications, notifications, and home learning; incentives for parent involvement; and/or computer keyboards and mice.	EESAC	\$1,135.00
			Subtotal: \$1,135.00
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: \$1,135.00

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:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

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
Reading	Implement tutorials before school 3-4 days per week and Saturday Academy utilizing Florida Standard Based Coach which was purchased as supplemental materials to replenish consumerable resources.	Florida Standard Based Coach	Title I	\$2,847.00
Mathematics	Implement tutorials before school 3-4 days per week and Saturday Academy utilizing Florida Standard Based Coach which was purchased as supplemental materials to replenish consumable resources.	Florida Standard Based Coach	Title I	\$2,847.00
Science	Identify students scoring level 4 or 5 on the Reading and Mathematics portion of FCAT and mentor these students in the development of independent experimental or inquiry-based projects.	Materials for Science Fair projects (i.e. Displays, student products)	PTA	\$600.00
Writing	Following Richard Gentry's Writer's Workshop (Core of Writing, Teachers will implement the writing program, exposing students to the writing process from the time they enter the school. Students will be exposed to mentor text, explicit instruction and independent practice.	Core of Writing Program	Internal Funds	\$814.00
Attendance	Truancy Prevention: Provide incentives for those students who maintain or improve their attendance and tardiness.	Provide incentives for students for students with improved attendance and academic progress, including but not limited to End-of-Year Achievements and Celebrations, 2012-2013.	EESAC	\$1,200.00
Suspension	The school counselor, social worker, and/or Community Involvement Specialist will contact parents of students who have been placed on in-door or out-door suspension. Parents will be provided with training to understand the Student Code of Conduct.	Printing of the Student Code of Conduct	EESAC	\$100.00
Parent Involvement	School will provide parents with multiple forms of communication to further encourage parental involvement so that they can acquire the necessary tools to help their	Resource Materials (Pre-K through Fifth), copy paper for Parent communications, notifications, and home learning; incentives for parent involvement; and/or computer	EESAC	\$1,135.00

	children.	keyboards and mice.			Subtotal: \$9,543.00
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: \$9,543.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/12/2012)

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
Student Incentives for improved attendance and academic progress in grades Pre-K through Fifth (Attendance Goal. Parent/Student Code of Conduct (Grades K-5) printing to impact and decrease the number of Suspensions. Resource Materials (Pre-K through Fifth), copy paper for Parent communications, notifications, and home learning; incentives for parent involvement; End-of-Year Achievement and Celebration, 2012-2013 (Attendance Goal)	\$2,835.00

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

- Develop, Implement, Monitor 2011-2012 School Improvement Plan (SIP) and provide student incentives for improved attendance and academic progress.
- Monitor Student Progress and provide Resource materials (Grade Pre-K through Fifth)
- Provide a venue for parents to increase their participation in their child's education
- Contribute to the End-of-Year Achievement and Celebration, 2012-2013.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District SANTA CLARA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	75%	84%	40%	263	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	59%	67%			126	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?	59% (YES)	73% (YES)			132	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					521	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District SANTA CLARA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	67%	95%	43%	268	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	60%	55%			115	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?	48% (NO)	68% (YES)			116	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					499	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested