FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: OAK GROVE ELEMENTARY SCHOOL

District Name: Dade

Principal: Yecenia Martinez

SAC Chair: Rosalind Jackson

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/14/2012

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	Yecenia Martinez	Bachelor of Science in Elem. Education; Master of Science in ESOL; ED Leadership Certification	4	8	'12 '11 '10 '09 '08 '07 School Grade C B C A A B AYP No No No No Yes Yes High Standards Rdg. 45 66 63 74 74 70 High Standards Math 57 71 70 69 68 59 Lrng Gains-Rdg. 64 65 70 68 75 66 Lrng Gains-Math 67 69 61 66 69 65 Gains-Rdg-25% 74 75 58 53 70 48 Gains-Math-25% 61 57 58 51 82 71
Assis Principal	Sarah Collie	Bachelor of Science in Elementary Education; Master's in Elementary Education; Specialist Degree in Educational Leadership ESOL Endorse	3	6	'12 '11 '10 '09 '08 '07 School Grade C B C B C C AYP No No No No No No High Standards Rdg. 45 66 63 67 14 10 High Standards Math 57 71 70 69 41 32 Lrng Gains-Rdg. 64 65 61 67 35 51 Lrng Gains-Math 67 69 61 63 71 73 Gains-Rdg-25% 74 75 58 59 36 89 Gains-Math-25% 61 57 58 60 79 89

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 Coach	Valerie McGraw	Bachelor of Science Degree in Business Data Processing; Certification in Elementary Education; Master of Science Degree in Educational Leadership; K-12 Reading Endorsement	2	5	'12 '11 '10 '09 '08 '07 School Grade C D D B C C AYP No No No No No No High Standards Rdg. 45 49 46 53 49 55 High Standards Math 57 58 52 60 50 49 Lrng Gains-Rdg. 64 59 50 63 53 70 Lrng Gains-Math 67 62 52 69 64 57 Gains-Rdg-25% 74 40 42 70 43 60 Gains-Math-25% 61 67 65 87 73 70

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Demonstrate the effective use of instructional material/resources and facilitate hands-on activities with the use of manipulatives and learning theory.	Grade Level Leaders	June, 7, 2013	
2	2. Provide quality professional development opportunities along with best practices, including time for teacher to implement what they have learned.	Administrators	June 7, 2013	
3	Provide opportunities for new teachers to observe and analyze modeled lessons, and provide resources to enhance instructional delivery of the Comprehensive Research-Based Reading Plan components.	Reading Coach	June 7, 2013	
4	4. Provide an organized and comprehensive system of support and time for teacher to collaborate with and support one another.	Grade Level Leaders	June 7, 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
8	Teacher are in the process of updating Housse information online Teachers are enrolled and or awaiting certification in English for Speakers of Other Language

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
50	2.0%(1)	32.0%(16)	38.0%(19)	30.0%(15)	44.0%(22)	70.0%(35)	22.0%(11)	0.0%(0)	74.0%(37)

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
N/A			

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

Oak Grove Elementary School will provide services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as 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 the school site. 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 need 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 to be 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 to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; 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

NA

Title I, Part D

NA

Title II

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 funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-6)
• parent outreach activities (K-6) 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-6)
• reading and supplementary instructional materials(K-6)
• cultural supplementary instructional materials (K-6)

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

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• 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, 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.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
• Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Oak Grove Elementary School is committed to providing a safe learning environment for all students and staff with our no tolerance of bullying policy. The School District along with our school counselor provides awareness, prevention and education in promoting an atmosphere in which bullying, harassment, and intimidation will not be tolerated by anyone. A student may feel free to report an act of bullying or harassment, of any kind and remain anonymous when reporting such an act. The principal or the school's counselor is responsible for receiving complaints alleging violations of bullying or harassment. All employees are required to report any and all violations to the principal or the school's counselor. Our principal reviews conflict resolution and anger management skills via closed circuit T.V. WOAK daily during morning announcements. Our teachers incorporated discussions on violence and its prevention into the subject matter whenever possible. We are also paired with Miami-Dade Police Department in the coordination of the Drug Abuse Resistance Education (DARE) Program. DARE gives our fifth grade students the skills they need to avoid involvement in drugs, gangs, and violence. It teaches our students how to recognize and resist the direct and subtle pressures that may influence them to experiment with alcohol and tobacco. The curriculum is designed to be taught by police officers who instruct our students how to resist peer pressure and live a productive drug and violence free life.

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.

Nutrition Programs

1) The school 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 by the District.

At Oak Grove Elementary School the School Food Service Program provides our students with nutritious breakfast, lunch and after school snacks that will contribute to good health, growth, and maintenance as stated in the District Wellness Policy.. Because breakfast is the most important meal of the day the National School Breakfast Program was enacted to ensure that all students are being served a nutritious breakfast daily.

Breakfast is served from 7:30 a.m. to 8:15 a.m. at no cost to all of our students. By eating a balanced healthy breakfast our students will be more alert, focused and productive.

Nutrition education is taught to our students through physical education.

Oak Grove Elementary school students enjoy fresh fruit and vegetables through the Fresh Fruit and Vegetable Program (FFVP), a federal program designed to increase student's consumption of fresh fruits and vegetables, expose them to new fruits and vegetables, to improve healthy eating habits and to help our school create a healthier food environment. Combined with nutrition education and a reinforcement of healthful eating habits, the program emphasizes the long-term goals of positively influencing student's life-long eating habits and combating childhood obesity.

Housing Programs

NA

Head Start

Oak Grove Elementary School houses a Head Start Program to promote school readiness by enhancing social and cognitive development through the provision of educational health, nutritional, social and other services to economically disadvantaged enrolled children and families.

Adult Education

NA

Career and Technical Education

By promoting Career Day at Oak Grove Elementary School students who participate often gain an understanding of business and industry workforce requirements by business and social service professionals who are invited out on career day. During career day, students have the opportunity to learn about exciting careers from people who actually work in those fields. This encourages our students to begin thinking about what they might want to be when they grow up. Students discover the variety of jobs that are available to them and connect what they are learning in school to real-world situations. They also experience the opportunity to explore career requirements by meeting with local employers representing many different occupations. Career Day allows our students the opportunity to participate in a meaningful career exploration that encourages collaboration and networking opportunities.

Articulation agreements allow students to earn technical credits in high school and provide more opportunities for students to make career choices and or complete 2 and 4 year postsecondary degrees.

Job Training

NA

Other

Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's Leadership Team, that supports administration through a process of problem solving as

issues and concerns arise through an ongoing systematic analysis of available data with the goal of impacting student achievement, school safety, culture, literacy, attendance, student social/emotional well-being and prevention of low student performance through early intervention.

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

Administrator(s) who will ensure commitment and allocate resources;
• Sets vision for problem-solving process
• Ensure commitment and allocate resources
• Ensure adequate professional development to support MTSS/RtI implementation is provided
• Ensure that the School Based Team is implementing MTSS/RtI processes
• Ensure assessment of MTSS/RtI skills of school staff is conducted
• Ensure fidelity of implementation of intervention support is documented
• Ensure effective communication with parents regarding school-based MTSS/RtI plans and activities occurs
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;
• Make decisions about modifications or improvements regarding operation and systems of the action plan
• Disseminates outcomes of data to key stakeholders and community
• Hold monthly meetings to discuss issues and concerns that are being seen in the school.

3. Community stakeholders MTSS/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 MTSS/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 Assistant Principal is responsible for coordinating the problem solving team. First, the classroom teachers will identify a problem then implement intervention strategies. Any members of the MTSS/RtI Team will be able to provide assistance if needed. Next the teacher will complete a referral packet which will include pre and post data results, descriptions of the intervention strategies used, parent and student conference log. The Assistant Principal will then schedule a meeting with the classroom teachers, school psychologist, ESE teacher/provider, and parents. This meeting will be held to determine whether or not the student will go forward for evaluation or decide if further interventions are necessary. The Team will meet bi-weekly to analyze data, share best practices and to discuss progress of the individual students. The administration will meet with the Team Leaders at least once a month. Team Leaders have been trained to do classroom walkthroughs. In addition, data is analyzed through data chats, and best practices are shared.

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?

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

Members of the school-based MTSS/RtI Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) to assist with the development of the 2012-2013 School Improvement Plan. Utilizing the previous year's FCAT data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas, in an effort to develop a plan of action and strategies to meet the needs of all learners. Attention will also be focused on Adequate Yearly Progress (AYP) and subgroups, strengths and weaknesses. Each member of the leadership team will be responsible for monitoring the implementation of specific strategies in each SIP objectives. Professional Development will be provided to EESAC members on the MTSS/RtI process.

1. 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.

2. 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.

3. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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.

- 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
- 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
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

Professional Development will be offered by the District during the 2011-2012 school year. The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated Professional Development days (PDD). These in-service opportunities will include, but are not limited to, the following:

• Problem Solving Model
• Consensus Building
• Positive Behavioral Intervention and Support
• Data-based decision-making to drive instruction
• Progress monitoring
• Selection and availability of research-based interventions
• Tools utilized to identify specific discrepancies in reading

Describe the plan to support MTSS.

Leaders are encouraged to consider ways and appropriate means for aligning our multi-tiered academic and behavior support. Guidelines and curricula will be developed to assist with training school personnel on the necessary skills required to implement behavioral support across the multi-tiered model. Problem solving teams will be established to coordinate all activities. The team will include members who are key stakeholders and committed to a collaborative problem-solving process. The responsibilities for each member will be defined clearly so that the team will function efficiently and effectively in developing a goal-focused action plan for systemic-level implementation of multi-tiered behavioral supports.
Based upon the information from http://www.florida-rti.org/educatorResources/MTSS/RtI_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/RtI 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).

Oak Grove Literacy Leadership Team consists Yecenia Martinez-Lopez, Principal; Sarah Collie, Assistant Principal; Valerie McGraw, Reading Coach,; Rosalind Jackson, ESOL Chairperson; Alice Boyd, Media Specialist; Barbara Brown, Counselor; and Rhonda Owens, ESE Department Chairperson.

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

On-going demonstrations/modeling of lessons, and provide resources to enhance instructional delivery of the Comprehensive Research-Based Reading Plan components. Provide informal observations for peer feedback and guidance utilizing the Instructional Performance Evaluation and Growth System (IPEGS) as a framework.
The school-based LLT roles and functions are to:

- Facilitates the involvement of the school community in the development of the School Improvement Plan
- Encourages, supports and creates opportunities for involvement from parents in the community
- Contributes to the design of the School Improvement Plan
- Monitors the effectiveness of the School Improvement Plan strategies
- Facilitates communication within the professional learning community
- Interventions based on Tiers I, II, and III
- Builds the capacity of the school to address parent and staff concerns
- Builds the capacity of the school to improve in areas such as high academic achievement,
- effective educators, safe and orderly schools, and
- strong parent relationship

It is highly recommended that the School Leadership Team meet at least once a month. However, during the development of the School Improvement Plan teams and or sub-committees may meet as deemed necessary.

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

At Oak Grove Elementary School our major initiatives for the 2012-2013 school year is to design a comprehensive literacy assessment and system of interventions that address literacy deficits and provide adequate supports to ensure that each student is prepared to make learning gain. Develop user friendly ways to measure students' progress in literacy throughout the school year and using assessment data to improve instructions. Create and implement effective prevention and early intervention strategies that will overcome student's reading difficulty.

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.

To assist preschool students in transition from early childhood programs to local elementary school programs, the following learning experiences will take place:

• Engage students in language learning activities that expose them to listening, reading and writing activities.
• Engage students in shared stories using rhymes, rhythms, symbols, pictures and drama
• Engage students in language learning activities involving reading, predicting and questioning.
• Engage students in exploring numbers, patterns, shapes, space and data analysis by working with age appropriate materials and tools
• The Early Growth Indicators Benchmark Assessment Development will be administered three times during the school year
• Evaluate student's growth on five key literacy and mathematics skills
• Five Key Skills: oral Language, Phonological Awareness, comprehension, Letter Recognition, and Number Sense
• Anecdotal Notes will also be recorded three times a year.

*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.

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable PD. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum. To ensure that teaching reading strategies is the responsibility of every teacher it will be mandatory for teachers at every grade level and every subject area to plan and develop skills and strategies that will draw attention to appropriate grade level text. Systematic reading instructions are structured, connected, scaffolded, and informative. All reading comprehension strategies should be defined as an overt process consciously selected and used by a reader to aid the process of constructing meaning more effectively and efficiently. Once a student uses a strategy effectively, immediately and effortlessly with little conscious attention to construct meaning, it becomes a reading skill. Teachers will plan toward comprehension instruction which will be targeted at teaching comprehension strategies and then developing practice activities that will help students become skilled in the use of the strategy so that it is unconsciously selected and used in a variety of situations. Teachers will describe the purpose of the strategy, model the behavioral and cognitive steps, lead verbal discussion and elaboration of the key steps related to each strategy; provide guided instructions, practice and feedback. Once the strategy is learned, the teacher must then ensure that students begin to transfer or generalize the strategy to new and different situations.

*High Schools Only

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

NA

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?

NA

Postsecondary Transition

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 24% of students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (level 3) by 7 percentage points to 31%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (96)	31% (125)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reference and Research. Students lack the organizational skills needed to interpret and organize informational text.	1.1. Students will use real-world documents such as, how to articles, brochures, menus, and fliers to locate, interpret, and organize information.	1.1. RtI Leadership Team	1.1. On-going classroom and monthly assessments focusing on interpreting, organizing and synthesizing information.	1.1. Formative: Monthl 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 FAA Reading Assessment indicate that 0% of students scored above Levels 4, 5, and 6. Our goal for the 2012-2013 school year is to increase the percentage of students scoring above Levels 4, 5, and 6 on the FAA to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	51%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012	Use hands-on activities and pictures to support	Literacy Leadership Team	Utilize data to modify and adjust teaching practices	Formative: Lesson Plans and

1	administration of the Florida Alternate Assessment was reading comprehension; supported. level	understanding of abstract concepts or complex information Comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts.		and to reflect on the needs and progress of students aligned to FAA access points.	Instructional walkthroughs Summative: 2013 Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 19% of students achieved Levels 4 and 5 student proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 students proficiency by 3 percentage points to 22% by providing enrichment opportunities for Level 4 and 5 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (75)	22% (89)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 was Reporting Category 2: Reading Application for grades 3-6. Students require additional instructional support in the area of reading application to be able to successfully compare and contrast elements in text.	Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or recognizable text. Students in grades 3-6 should also focus on what the author think and feels. Use Webb's Depth of Knowledge to facilitate higher complexity questioning strategies to promote critical and independent thinking, for a deeper understanding of the content. Students will be required to use the computer lab twice a week for additional reinforcement using computer based programs.	Literacy Leadership Team	Review formative biweekly assessment data reports to ensure progress is being made and adjust intervention strategies as needed.	Formative: FAIR, FCAT Explorer Riverdeep, Ticket to Read SuccessMaker Summative: Results from the 2013 FCAT 2.0 Reading
2					

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:	The results of the 2012 FAA Reading Test indicate that 0% of students scored at or above Level 7. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at or above Level 7, on the FAA Reading Test to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	51%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was Vocabulary/Supported/Level	Increase instructional rigor , use visual aids to accompany vocabulary, and provide frequent review of previously introduced vocabulary (word walls, flash cards, games, computer-based activities, vocabulary journal	Administrators, Reading Coach, and Literacy Leadership Team	Teachers will assess students readiness weekly for learning and achievement of knowledge and skills during instruction. ESE teachers will collect both formal and informal data regarding students' learning and provide feedback weekly to students regarding their personal progress throughout the weekly lesson cycle.	Formative: Lesson Plans Students weekly vocabulary assessments results, and Instructional walkthroughs Summative: 2013 Florida Alternative 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 63% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (178)	68% (192)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3.1. The area that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4-Informational Text/Research Process.	3.1. Teach students to identify and interpret key elements of story structure with a text. Help students to understand character development, character point of view by asking "What does he think, what is his attitude	3.1. Literacy Leadership Team	Review formative biweekly assessment data reports to ensure progress is being made and adjust intervention strategies as needed.	Formative: FAIR FCAT Explorer Ticket to Read SuccessMaker Riverdeep Summative: 2013 FCAT Reading Assessment

1	Students require additional instructional support to successfully comprehend informational text, story element and structure.	toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, heading, charts, graphs, diagrams, etc.) to locate, interpret, and organize information. Students will be required to use the computer lab twice a week for additional reinforcement using computer based programs.			

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 FAA Reading Test indicate that 38% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of student achieving learning gain to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (50)	51% (67)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which indicates minimal learning gains as noted on the 2012 administration of FAA Reading Test was Phonemic Awareness. Students require additional academic support with Phonological/Phonemic Awareness. Students will be required to use the computer lab twice a week for additional reinforcement using computer based programs.	Provide additional guided practice activities for students to distinguish rhyming and non-rhyming words and allow additional wait time for the student to respond to orally presented questions.	Literacy Leadership Team	Review formative biweekly assessment data reports to ensure progress is being made and adjust intervention strategies as needed.	Formative: FAIR FCAT Explorer Ticket to Read SuccessMaker Riverdeep Summative: 2013 FCAT Reading Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	The results of the 2012 FCAT 2.0 Reading Test indicate that 74% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the

Reading Goal #4:			percentage of students in the lowest 25% making learning gains by 5% points to 79% by providing appropriate interventions and remediation.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
74% (56)			79% (60)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1-Vocabulary Students require additional academic support in understanding multiple meanings, prefixes, suffixes, and root words.	4.1. Teach reading strategies that help students determine meanings of words by using context clues. Instruction should also allow students to build their general knowledge of words and word relationships. Teachers in grades 3-6 will provide students with practice in recognizing word relationships and identifying the multiple meanings of words through the use of computer-based programs Students will be required to use the computer lab twice a week for additional reinforcement using computer based programs. (e.g. FAIR, FCAT Explorer, Riverdeep, and SuccessMaker.)	4.1. Literacy Leadership Team	4.1. Continue alignment of all supplemental reading materials being used in grades K-6. Teachers will monitor students' progress weekly to determine the level of academic achievement	4.1. Formative: FAIR, Computer assisted Programs- CAP reports generated from FCAT Explorer Riverdeep Ticket to Read Success Maker Summative: Results from the 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #				
	5A :	Our goal for the next six years is to provide rigorous and realistic college and career readiness. In reading. Reduce the percentage of non-proficient student by 30% with a performance target of 70% or higher in an effort to meet			

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 45% of students in the Black subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 8 percentage points to 53% The results of the 2012 FCAT 2.0 Reading Test indicate that 50% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase

	student proficiency by 8 percentage points to 58%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 45 (164) Hispanic: 50% (17)	Black: 53% (193) Hispanic 58% (20)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. Black: As noted on the administration of the 2012 FCAT 2.0 Reading Test the Black subgroup demonstrated difficulty in identifying causal relationships imbedded in text and the ability to use context clues, to identify the meaning of an unfamiliar word.	5A.1. Design an intervention plan to provide differentiated instruction including varying time, content, and degree of support and scaffolding based on students' assessed skills. Use progress-monitoring data to regroup students after six weeks. Students will utilize grade-level appropriate texts to facilitate active learning, higher thinking skills to collect and locate information in various places. Students will visit the computer lab twice a week for remediation using computer based programs such as FCAT Explorer, Riverdeep, Ticket to Read and Success Maker.	5A.1. Teachers Paraprofessionals Reading Coach Assistant Principal	5A.1. Monitor student progress monthly and review CAP reports during data chats and grade level meetings. Use weekly assessment data to determine whether students still require intervention and or remediation.	5A.1. Formative: FAIR, Computer assisted Programs- CAP reports generated from FCAT Explorer Riverdeep Ticket to Read Success Maker Summative: 2013 FCAT 2.0 Reading Assessment
2	Hispanic: As noted on the administration of the 2012 FCAT 2.0 Reading Test the Hispanic subgroup student interventions require more structure, consistency, and cohesiveness.	Implement and monitor interventions by tracking Ongoing Progress Monitoring results. Provide interventionists with coaching support to ensure interventions are consistent and structured. Students will visit the computer lab twice a week for remediation using computer based programs such as FCAT Explorer, Riverdeep, Ticket to Read and Success Maker.	Literacy Leadership Team	Leadership Team will meet monthly to monitor student progress. Adjustments will be made based upon feedback and monitoring provided through instructional reviews and classroom walk-throughs.	Riverdeep Ticket to Read Success Maker Summative: 2013 FCAT 2.0 Reading Assessment
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading Test indicate that 38% of students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 13 percentage points to 51%

2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL 38% (50)	ELL 51% (67)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. The results of the 2012 FCAT 2.0 Reading Test indicate that 38% of students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 13 percentage points to 51%	5B.1. The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis English Language Learners required additional reading instruction to become more familiar with background knowledge and are unfamiliar with non-fiction text. There is a need for differentiated instruction to address individual student needs.	5B.1. Teachers will receive on-going training in differentiated instruction and will be required to implement differentiated approaches to curriculum delivery in an effort to address various student needs. Students will have extended opportunities for reading with guided practice in small groups and independently during guided reading. Students will visit the computer lab twice a week to develop and improve reading skills using SuccessMaker.	5B.1. Walkthroughs and observations; Review of lesson plans for evidence of differentiated instruction. Review CAP generated reports to make educational decision.	5B.1. Formative: FAIR SuccessMaker Interim Assessment, Weekly Assessments. Summative: Results from 2013 FCAT 2.0 Reading Assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Reading Goal #5D: The results of the 2012 FCAT 2.0 Reading Test indicate that 29% of students in the SWD subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 14 percentage points to 43% The results of the 2012 FCAT 2.0 Reading Test indicate that 29% of students in the SWD subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 14 percentage points to 43%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (7)	43% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Reading Test was Reporting Category 2-Reading Application. Students with Disabilities require additional instructional support to identify detail main idea and important information in content text.	Utilize graphic organizer such as the main idea table to emphasize the Main Idea/Purpose content cluster. Students will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.	Leadership Team	Monitor progress monthly and use assessment data to determine whether students require intervention or additional academic support.	Formative: Progress monitoring data Monthly assessment data Summative: Results from 2013 FCAT 2.0 Reading Assessment
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Test indicate that 45% of students in the ED subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 8 percentage points to 53%
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (171	53% (201)

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	5A.1. The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Reading Test was Reporting Category 2-Reading Application. Economically Disadvantaged students required additional instructional support in identifying detail main idea and important information in content text.	5D.1. Utilize data to identify Tier 2 and Tier 3 students, place in appropriate intervention groups. Students will preview text features such as illustration and title and use prior knowledge to make predictions of content of stories and informational text. Update computer lab schedule to accommodate students to optimize usage of computers to help guide individual data driven instructions, using computer based programs such as Voyager, FAIR, and SuccessMaker.	5D.1. Literacy Leadership Team	5D.1. Literacy Learning Team will meet monthly to monitor student progress and to determine intervention and supplemental support.	5D.1. Formative: FAIR, Voyager, Success Maker, Interim Assessments and weekly assessments Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS/RtI	K-6	PLC Leader	K-6 Teachers	September 2012	Mini-assessments and student work folders	RtI Leadership Team, Assistant Principal and Reading Coach
FAIR	K-6	Reading Coach	K-6 Teachers	August 2012	PMRN Data Reports	Reading Coach
Differentiated Instruction	K-6	Reading Coach	School-wide	October 2012	Walkthroughs	Reading Coach Assistant Principal

Reading Budget:

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

End of Reading Goal

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Our goal for the 2012-2013 school year is to increase the percentage of student scoring proficient in Listening/Speaking from 34% to 39% a 5 percentage point increase.
2012 Current Percent of Students Proficient in listening/speaking:	
29% (60)	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Listening and Speaking Test was oral language development and vocabulary. Students demonstrated numerous grammatical errors and limited basic vocabulary with verbal responses.	Provide students with instructions in English to develop sufficient skills in listening and become proficient in English. Use tape recorders to build vocabulary and listening comprehension. Provide opportunities for authentic English communication, such as encouraging conversations, role-playing, and questioning, to send and receive oral messages.	ESOL Chairperson Literacy Leadership Team	Review informative data for charting student progress weekly to make decisions regarding student's strengths and weaknesses in English.	Formative: ELL tutoring Weekly assessments Intervention Log Summative: 2013 CELLA TEST Results

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:	Our goal for the 2012-2013 school year is to increase the percentage of Student Proficiency in Reading from 29% to 34% a 5 percentage point increase.

2012 Current Percent of Students Proficient in reading:

29%
(60)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Reading Test was comprehension. Students require additional instructional support to comprehend written English.	Develop reading skills by reading to students and matching materials to meet both language needs and student interests. Use flashcards and pictures to build vocabulary. Provide content materials that are differentiated by student interests, cultural background, prior knowledge of content, and skill level. Provide ELL tutoring afterschool and adjust intervention as needed.	ESOL Chairperson Literacy Leadership Team	Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students. Review informative data for charting student progress weekly to make decisions regarding student's strengths and weaknesses in English.	Formative: ELL tutoring Weekly assessments Intervention Log Summative: 2013 CELLA TEST Results

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

3. Students scoring proficient in writing.	Our goal for the 2012-2013 school year is to increase the percentage of Student Proficient in Writing from 18% to

CELLA Goal #3:	23% a 5 percentage point increase.

2012 Current Percent of Students Proficient in writing:

18% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the CELLA Writing Test was comparing and contrast. Students require additional instructional support in determining similarities and differences.	Use books that have illustrations that support and extend meaning as a springboard for discussions and writing assignment. Write key words and notes on the board. Implement ELL tutoring after school in an effort to develop reading comprehension skills.	ESOL Chairperson Literacy Learning Team	Review informative data for charting student progress weekly to make decisions regarding student's strengths and weaknesses in English.	Formative: ELL tutoring Weekly assessments Intervention Log Summative: 2013 CELLA TEST Results

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 28% of students scored at achievement Level 3. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (113)	32% (129)

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 Mathematics FCAT 2.0 the area identified as the greatest barrier to achievement was Reporting Category of Geometry and Measurement. Students in grades 3-6 required additional instructional support in understanding geometric and measurement concepts.	Provide grade-level appropriate hands on activities that promote the use of geometric knowledge and spatial reasoning in an effort to develop a foundation for understanding perimeter, area, volume, and surface area.	MTSS/RtI	Math walkthroughs Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Bi-weekly assessments. District interim data reports; District Pre, Interim, and Post Math Test Student authentic work Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The results of the 2012 FAA Mathematics Test indicate that 0% of students achieved satisfactory Levels 4, 5, and 6 in mathematics. Our goal for the 2012-2013 school year is to increase the number of students scoring at Levels 4, 5, and 6, in mathematics by 51 percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	51%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

2	The area of deficiency as noted on the 2012 administration of the FAA Mathematics Test was Number and Operations. Students required additional academic support in understanding multiplication and division and strategies for basic multiplication and division facts.	Provide students with the opportunity to learn basic concepts of multiplication and division. Model and demonstrate that skills taught in the classroom will transfer into real world situations. Provide students with continuous repetition and practice when learning math concepts.	MTSS/RtI	Monitor student progress by conducting monthly data chats and weekly collaborative team reviews to analyze data from various assessments to identity student deficiencies and strategies to increase student achievement.	Formative: Weekly assessments Summative: Results from the 2013 FAA Mathematics Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 26% of students scored at or above Achievement Level 4 and 5. Our goal for the 2012-2013 school year is to increase Level student proficiency by 2 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (104)	28% (113)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area in which students in grade 3-6 demonstrated minimal growth was in the Reporting Category 1-Number: Operations, Problems, and Statistics for grade 3: Reporting Category 3 – Number: Fractions for grade 4; and Reporting Category 2-Geometry and Measurement for grade 5; and Reporting Category 1-Fractions, Ratios/Proportional Relationships,, and Statistics for grade 6 as noted on the 2012 administration of the FCAT 2.0 Mathematics Test. Students require additional instructional support to construct and analyze data collected through observations and surveys.	2.1. Provide the opportunities for data analysis to include (depending on grade level specific standards) making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph.	2.1. MTSS/RtI	2.1. Review formative weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are continuing to make learning gains.	2.1. Formative: Student authentic work, District Interim Assessments, Teacher developed, and basal chapter tests Summative: Results from 2013 FCAT 2.0 Mathematics Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in	The results of the 2012 FAA Mathematics Test indicate that 0% of students scored at or above Level 7.

mathematics.

Mathematics Goal #2b:

Our goal for the 2012-2013 school year is to increase the percentage of students scoring at or above Level 7 in mathematics to 51%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	51%

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FAA Mathematics Test was Geometry and Measurement. Students required additional academic support in understanding volume and surface areas.	Engage students in activities to use technology such as Gizmos and Riverdeep that include stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense. Use literature in mathematics to provide the necessary meaning for students to successfully grasp measurement concepts and allows students to make connections with real-world situations.	MTSS/RtI	Review data results monthly from computer based programs to determine the effectiveness, and to ensure progress is being made.	Formative: Weekly assessments Computer based-CAP reports Generated from Gizmo and RiverDeep. Summative: Results from the 2013 FAA Mathematics 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:

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 indicate that 67% of students made Learning Gains in mathematics. 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% (187)	72% (201)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area in which students in grade 3-6 demonstrated minimal growth was in the Reporting Category Category Number 1: Numbers and Operation as noted on the 2012 administration of the	Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place value, and properties of operations to represent	MTSS/RtI	Review weekly ongoing classroom assignments and assessments that target application of the skills taught to determine intervention and identify student academic achievements.	Formative: Student authentic work Monthly assessments Summative: Results from 2013 FCAT 2.0

1	FCAT 2.0 Mathematics Test. Students require additional instructional support to be able to recall addition, subtraction, and multiplication facts.	mathematical operations. Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication as well as addition and subtraction of fractions and decimals.			Mathematics 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2012 FAA Mathematics Test indicate that 61% of students made Learning Gains. Our goal for the 2012-2013 school year is to increase the percentage of students making
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (45)	66% (49)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2</td><td>The area of deficiency as noted on the 2012 administration of the FAA Mathematics Test was Algebra. Students required additional academic support in describing mathematics relationships using expressions, equations and visual representations</td><td>Provide students with the opportunities to learn concepts using manipulatives visuals and assistive technology such as Gizmo, and SuccessMaker. Use guided discussion to engage students in real life math problems.</td><td>MTSS/RtI</td><td>Monitor student progress by conducting monthly data chats and weekly collaborative team reviews to analyze data from various assessments to identity student deficiencies and strategies to increase student achievement. Review data results from computer based programs to determine the effectiveness, and to ensure progress is being made.</td><td>3b.1.
Formative: Weekly assessments Computer based-CAP reports Generated from Gizmo and SuccessMaker.

Summative: Results from the 2013 FAA Mathematics Assessment</td></tr>
</table>

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

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 indicate that 61% of students in the Lowest 25% made Learning Gains in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students in the Lowest 25% making Learning Gains by 5 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

61%
(45)

66%
(49)

| | | 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 in grade 3-6 scored lowest in the Reporting Category of Data Analysis as noted on the 2012 administration of the FCAT 2.0 Mathematics Test. Students require additional instructional support to understand multiple step problem solving process to determine probability.	Promote the analyzing of graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms. Infuse literacy in mathematics to provide the necessary meaning for students to successfully grasp probability concepts and allows students to make connections with real-life situations. Additionally, student math journals will be utilized in tandem with manipulatives to collect, represent, and interpret relevant data using frequency tables, pictographs, single and double bar graphs and line plots.	Literacy Leadership Team	Review formative bi-weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Grade level teams will meet weekly to discuss, review, and share math strategies and results.	Formative: Bi-weekly assessments District Baseline, Interim, and Post Math Test Student generated work in math journals Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	Our goal for the next six years is to provide rigorous and realistic college and career readiness in mathematics. Reduce the percentage of non-proficient student by 20% with a performance target of 70% or higher in an effort to meet
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 55% of students in the Black subgroup did not make satisfactory progress. Our goal for the 2012-2013 school year is to increase student proficiency by 8 percentage points to 63% The results of the 2012 FCAT 2.0 Mathematics Test indicate that 66% of students in the Hispanic subgroup did not make satisfactory progress. Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black 55%
(200)

Hispanic:
66%
(22)

Black 63%
(229)
Hispanic:
69%
(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	Black: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Numbers and Operations. Students lack the ability to understand multiple step problems solving process to determine probability. Students require additional instructional support to increase fluency in applying appropriate operations to multi-step word problems.	Grade levels will conduct data chats to review and analyze results of all assessment data. Adjust instructional materials to meet the needs of targeted students. Provide small group instruction using "Go Math" Reteach and Strategic Intervention materials.	MTSS/RtI	RtI/MSS will monitor monthly assessments and provide teacher feedback on student skill attainment.	Formative: Benchmark assessments; District interim data reports; Student authentic work. Summative: 2013 FCAT 2.0 Mathematics Assessment
2	Hispanic: Students demonstrate a weakness in the ability to have quick re-call skills required for addition and related subtraction facts, multiplication, and related division facts.	Daily practice of mental math exercises in grades K-6 to increase student understanding and confidence of numbers and operations	MTSS/RtI	RtI/MSS will monitor monthly assessments and provide teacher feedback on student skill attainment.	Formative: Benchmark assessments; District interim data reports; Student authentic work. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 56% of ELL students did not make satisfactory progress Our goal for the 2012-2013 school year is to increase student proficiency by 8 percentage points to 63%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (74)	63% (83)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category: Numbers and Operations. Students require additional instructional support to increase real world application in the English Language and to place students in intervention groups during the first two weeks of school.	Infuse problem solving concepts in the English Language and to provide real life contexts for mathematical exploration.	MTSS/RtI	Leadership Team will monitor monthly assessments and provide immediate feedback on student skill attainment.	Formative: Benchmark assessments; District interim data reports; Student authentic work.

Summative: 2013 FCAT 2.0 Mathematics 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: | The results of the 2012 FCAT 2.0 Mathematics Test indicate that 50% of SWD students did not make satisfactory progress.

Our goal for the 2012-2013 school year is to increase student proficiency by 18 percentage points to 68%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50%
(12) | 68%
(16) |

Problem-Solving Process to Increase Student Achievement

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	5D.1.
An analysis of the 2012 FCAT 2.0 Mathematic Assessment Economically Disadvantaged students by grade level indicated that students need additional support in Reporting Category: Number operation, problems and statistics. Students require additional instructional support to recall addition facts, related subtraction facts, and multiplication and related division facts. | Provide the instructional support needed for students to develop quick recall of addition, subtraction, multiplication, and division facts. Differentiated instruction during mathematics will take place daily. Students will participate in specific math work centers that are focused on number operation, problems and statistics. The use of push in teacher services will be utilized for additional instructional. Students will use SuccessMaker , Gizmo, and FCAT Explorer. | MTSS/RtI | Leadership Team will meet after each interim to conduct data chats and discuss best practices to ensure that students are making successful learning gains. | Formative: Monthly assessment results Edusoft Reports

Summative: 2013 FCAT 2.0 Mathematics 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	The results of the 2012 FCAT Mathematics Test indicate that 56% of ED students did not make satisfactory progress.

Our goal for the 2012-2013 school year is to increase |

	Mathematics Goal #5E:	student proficiency by 5percentage points to 61%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	56% (213)	61% (232)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category Geometry and measurement. Students require additional opportunities for targeted small group tutoring, differentiated instruction, and intervention.	Identify ED students that scored level 1-2 and place in appropriate interventions within the first two weeks of the school year. Monitor students student progress using data obtained from weekly assessments.	MTSS/RtI	Review formative biweekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level data chats to attain teacher feedback on effectiveness of strategies.	Formative: Biweekly assessments District interim data reports Samples of studer authentic work District Baseline Interim Assessment. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

End of Elementary School Mathematics Go:

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	Grades 3-6	TBA	Grade 3-6 Teachers	Start September 2012 Ongoing	Intervention schedule; Reports from Computer Assisted Program (CAP)	Administrator
Gizmos	Grade 3-6	R. Jackson	Grade 3-6 Teachers	Start October 2012 Ongoing	Grade level planning sessions; Reports from Computer Assisted Programs	Administrator
Mathematics Next Generation Sunshine Standards	3-6	3-6	Grade 3-6 Teachers	Start September 2012 Ongoing	Grade level planning sessions; Classroom walkthroughs	Administrator

Mathematics Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test indicate that 26% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 3 proficiency by 5 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (33)	31% (39)

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 areas where students experience the most difficulty on the 2012 FCAT 2.0 Science was Reporting Category 1: The Nature of Science	1a.1. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. Provide a variety of	Leadership Team	Leadership Team will review results of school-site assessment data weekly to determine reteaching and re-alignment of intervention..	1a.1. Formative: Student authentic work District Interim Assessments FAIR Teacher developed, and basal chapter tests. Summative: 2013 FCAT 2.0 Science Test

		hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concept.			
2	1.2 The area of deficiency as noted on the 2011 administration of the FCAT Science Test was Big Idea: Nature of Science. Students require additional instructional support to understand scientific concepts and reasoning skills.	1.2. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.	1.2. RtI	1.1. The RtI will review students' science journals and science projects for evidence of the use of inquiry based learning activities. Monitor school based assessment and interims to ensure adequate progress and understanding of the scientific process is being made.	1.1. Formative- District Baseline data and school- based assessments Summative -2012 FCAT Science Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The results of the 2012 FAA Science Test indicate that 11% of students achieved Level 4, 5, and 6. Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 4, 5, and 6 proficiency by 2 percentage points to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (14)	13% (16)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FAA Science Test was Nature of Science. Students require additional instructional support to be able to identify and understand scientific concepts.	Provide objects and pictures for exploration and identification of key scientific concepts. Provide each student with a science journal to document the scientific process step-by-step, track data to draw conclusions, and write about their overall observation.	MTSS/RtI	The MTSS/RtI will review monthly students' science journals for evidence of the proper use of inquiry based learning activities.	1b.1. Formative: Student Science Journals Teacher developed, and basal chapter tests. Summative: 2013 FCAT 2.0 Science Test

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

2a. FCAT 2.0: Students scoring at or above	The results of the 2012 FCAT 2.0 Science assessment indicate that 11% of students achieved Levels 4 and 5 student proficiency.

	Achievement Level 4 in science. Science Goal #2a:	Our goal for the 2012-2013 school year is to increase Levels 4 and 5 students proficiency by 2 percentage points to 13% .
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	11% (14)	13% (16)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Physical Science. Students need additional exposure to instructional strategies and activities that are line to increase rigor through inquiry-based learning.	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Physical Science. Students need additional exposure to instructional strategies and activities that are line to increase rigor through inquiry-based learning.	Leadership Team	Lab sheets will be reviewed bi-weekly using a rubric to ensure students are actively engaged in scientific investigations and inquiry. Data from school-based assessment and District Interims will be analyzed monthly by the administration during data chats to determine if students are making adequate progress. Adjustment to instructional focus will be made as appropriate.	Formative: District Baseline data and school-based assessments, school-wide science and Engineering fair projects. Summative: 2013 FCAT 2.0 Science Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FAA Science Test was Physical Science. Students required additional instructional support to identify, define and recognize	Provide students with opportunities to use their colloquial language and translate back and forth with scientific and technical terms. Provide students with pictures for exploration	MTSS/RtI	Review student weekly vocabulary assessment to determine student progress and understanding of key scientific terminology and concepts.	Formative: Weekly vocabulary Assessment Student's verbal expression of scientific and technical terminology.

scientific terminology.	and identification of key scientific vocabulary and terminology. Provide student with continuous repetition/practice of scientific terminology.			Summative: Results from 2013 FAA Science Test.

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 Engineering and Science Projects	Grade 3-6	R. Jackson	Teachers, Grades 3-6	March 2013	Participation in Science Fair	Science Leader
Explore Learning (GIZMO	Grade 3-6	R. Jackson	Teachers, Grades 3-6	October 2012	Follow-up activity and validity of implementation	PLC Leader
How to Develop Professional Learning Communities for Science	Grade 3-6	Trainer. District Center for Professional Learning	PLC Leader and members	September 2012	Monitor PLC Logs	Administrator

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 80% of students scored at Achievement Level 3.0 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Level 3.0 or higher by 2 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (89)	82% (91)

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	During the 2012 FCAT Writing Test fourth graders demonstrated difficulty in expository writing. Students required additional instructional support in following the writing process and experience in editing and revising their writing.	Students will be required to use graphic organizers to plan, write a draft, and organize a logical sequence of events, using details, comparisons, and real life examples to develop their writing skills.	Literacy Leadership Team	Ongoing monthly prompts focusing on students' knowledge of writing mechanics, focus and elaboration. Teachers will administer and score monthly writing prompts to monitor student progress on organization and adjust as needed. Student Writing Journals will be reviewed weekly to provide feedback.	Formative: In house monthly writing prompts District Writing Assessments Summative: 2013 FCAT Writing
2	1.1. The area of deficiency as noted on the 2011 administration of the FCAT Writing Test was support and elaboration. Students require additional support to incorporate real life experience into their writing.	1.1. During writing instruction students will utilize anchor papers as a writing instructional tool emphasizing on elaboration and supporting details. Students will have individual conferences with teachers to improve elaboration.	.1. Assistant Principal Reading Coach	1.1. Administer and score monthly writing prompts to monitor student progress on organization and adjust as needed.	1.1. Formative: Effectiveness will be determined through assessments and monthly writing prompts. Summative: 2012 FCAT Writing 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 4 or higher in writing. Writing Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

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

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

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

of improvement:

1. Attendance Attendance Goal #1:	Our goal for the 2011-2012 school year is to increase attendance from 96.67% to 97.17% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcome and appreciated. In addition, our goal for the 2011-2012 school year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10) or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.67% (715)	97.17% (719)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
143	136
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
108	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
1	Increase the number of unexcused absences on days before and after a holiday and/or planning day due to extended family vacations.	Monitor student's daily attendance record for a pattern of excessive absences. After three unexcused absents teachers will complete an attendance alert form and submit it to the Community Involvement Specialist (C.I.S.) The CIS or School Social Worker will contact parents or guardians to make them aware of student absences. Create incentive for attendance on days before and after holiday and/or planning days e.g. schedule an assembly, pep rally, career fair, field day etc.	Assistant Principal Community Involvement Specialist (CIS) Social Worker School Counselor District Excessive Absence Report	Administration will monitor attendance reports to ensure that parents are notified of suspected truancy.	Attendance Rosters Truancy Reports
2	There is a need to reward students for increased attendance. Students have accumulated excessive excused absences and or tardies.	Award students with monthly incentives who attend school every day. At the end of each week students will complete an attendance slip to be submitted to the Assistant Principal.	Assistant Principal Community Involvement Specialist (CIS) Social Worker School Counselor District Excessive Absence Report	Review attendance record weekly	Attendance Rosters Truancy Reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The 2012 Suspension Data Report indicates a total of 41 Out of School Suspension and a total of 29 student suspension. Our goal for the 2012-2013 school year is to decrease the number of Out-of School Suspension to 37 and decrease of 4 suspension. We also plan to decrease the number of Students Suspension Out-of-School to 26 suspensions a decrease of 3 suspensions.

2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
41	37
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
29	26

	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 total number of indoor outdoor suspension is due to students displaying disruptive behavior during instructional time.	Utilize the Student Code of Conduct and school handbook by providing incentives for compliance through the use of Elementary & Secondary - SPOT Success Recognition program. Constant monitoring of School Wide Behavior and Motivation Plan, as well as classroom Behavior Plans.	Administration, Guidance Counselor,	Monitor Spot Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	Student disciplinary referrals

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
See PIP	See PIP

	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	See PIP				

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our 2012-2013 STEM Goal is to help prepare the next generation of scientists and innovator, expanding the number of capable students for the workforce, and increase science literacy for all students in grades K-6.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students require additional instructional support in becoming technologically literate	Provide instructions that are engaging, dynamic, and rigorous. Empower students to	MTSS/RtI	will be used to actively involve students in an on-going self-assessment of their	Formative: Benchmark Assessments

1	in an effort to understand and explain the nature of technology; develop skills needed and the ability to apply technology appropriately.	become independent learners, critical thinkers, and problem-solvers in an effort to complete School-wide Science Fair Projects. .Share best practices and innovative ideas and integrate technology into the curriculum. Provide students a challenging learning environment focusing on mathematics, science, and technology to inspire joy at the prospect of discovery and inquiry and to foster a culture of innovation based on academic behavior and shared interest.		own academic growth. Journals will be reviewed weekly by classroom teachers.	Summative: Structure assessment
2	Students require additional instructional support in understanding the importance of digital curriculum.	Integrate STEM into the learning process to show students the connections between real-life activities and STEM. The entire school District will become wireless in the fall of 2012, which will promote anytime, anywhere learning for all students. Use the 5E's teaching and learning cycle to plan hands-on activities with the curriculum as an effective tool to improve student performance. Students will be required to use the computer lab twice a week for additional reinforcement using Gizmos.	MTSS/RtI	Leadership Team will review school site assessments and conduct walkthroughs to ensure that students have access to high quality instructions in the STEM area. Gizmo's computer generated assessments and reports	Formative: Benchmark Assessments

Summative: Structure assessment |

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

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

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

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

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

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

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

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

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: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʲⁿ Priority	ʲⁿ Focus	ʲⁿ Prevent	ʲⁿ NA	

Are you a reward school: ʲⁿ Yes ʲⁿ No

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

No Attachment (Uploaded on 10/14/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The Educational Excellence School Advisory Council will assist in the development, implementation, and evaluation of the 2012-2013 School Improvement Plan (SIP). EESAC will periodically monitor the SIP and provide feedback to all stakeholders. EESAC will form a

SIP writing team to analyze data, address State and District policy, assess school needs and focus objectives to respond to the academic achievement to the student with supportive strategies. The council plans to integrate the information from the Mid-Year Review and End-Of-Year Review Assessment Process to afford leadership the opportunity to focus resources where they are most needed. EESAC will schedule monthly meetings, notify members, develop agendas, record and post all minutes to comply with the by-laws, District and State Guidelines. The council shall review and support the 2012- 2013 school budget.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
OAK GROVE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	71%	65%	49%	251	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	69%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	75% (YES)	57% (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					517	
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
OAK GROVE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	70%	81%	29%	243	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	61%	61%			122	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?	58% (YES)	58% (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					481	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested