

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CLAUDE PEPPER ELEMENTARY SCHOOL

District Name: Dade

Principal: Annette Diaz

SAC Chair: Annette Guzman

Superintendent: Alberto Carvalho

Date of School Board Approval: pending

Last Modified on: 10/10/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Annette Diaz	Degrees: Bachelor of Science in Communication Master of Science in Educational Leadership Doctorate of Education in Educational Leadership Certification: Occup Spec MG English Educational Leadership School Principal	2	10	'12 '11 '10 '09 '08 School Grade A A A C A High Standards Rdg. 68 90 91 57 74 High Standards Math 66 88 86 62 67 Lrng Gains-Rdg. 74 83 71 58 68 Lrng Gains-Math 64 63 62 59 65 Gains-Rdg-25% 79 77 69 50 64 Gains-Math-25% 61 60 54 61 74
		Bachelor of Science in Elementary Education Master of			'12 '11 '10 '09 '08

61	0.0%(0)	9.8%(6)	42.6%(26)	42.6%(26)	55.7%(34)	70.5%(43)	4.9%(3)	11.5%(7)	85.2%(52)
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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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Title X- Homeless N/A

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Multi-Tiered System of Supports (MTSS/RTI) Team at Claude Pepper Elementary School consists of:

The principal, who provides a common vision, ensures that the school based team is implementing MTSS/RTI, assesses the MTSS/RTI skills of school staff, ensures implementation of intervention support, monitors professional development to support MTSS/RTI, and communicates with parents regarding MTSS/RTI plans and activities.

The assistant principal, who assists the principal in providing a common vision, uses data-based decision-making to implement MTSS/RTI, assists the principal to conduct assessment for MTSS/RTI strategies, and monitors implementation of intervention support and documentation. The assistant principal meets regularly with principal to determine appropriate professional development to support MTSS/RTI implementation and parent communication.

The reading coach and selected teachers who monitor and facilitate all assessments and strategies for MTSS/RTI implementation, including FAIR, that will support data collection. The reading coach and the selected teachers assist the principal by developing and evaluating school core content standards and programs to support MTSS/RTI implementation, providing professional development to teachers, and supporting the implementation of Tier 1, 2 and 3 intervention plans.

The special education chairperson participates in data collection, provides support for implementation of Tier 1, 2, and 3 intervention plans, and monitors consultative students.

The school counselor provides services to parents and staff regarding children's academic, emotional, behavioral and social success.

The Educational Excellence School Advisory Council (EESAC) chairperson provides pertinent information to parents, faculty, and community members.

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?

At the beginning of the year, the MTSS/RTI Leadership team will meet to discuss curriculum issues, best practices, data, and professional development opportunities. The MTSS/RTI Leadership team will then meet monthly to review test data and discuss strategies to adjust curricular needs. The team will identify professional development needs for staff.

The following steps will be considered by the school's MTSS/RTI Leadership Team to address how we can enhance data collection, data analysis, problem solving, differentiation, and progress monitoring.

The MTSS/RTI Leadership Team will:

1. Monitor academic and behavior data and evaluate progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (data-based problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold monthly team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

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

process after each OPM.

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

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

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

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

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The school-based MTSS/RTI Leadership team meets with the principal and the EESAC to guide development of the School Improvement Plan. A SIP committee is formed to complete the SIP process, including the principal, assistant principal, and selected teachers. The team will collect data from the grade level chairs pertaining to their subject areas for development of the SIP and instructional strategies. The MTSS/RTI leadership team will monitor the fidelity of the delivery of instruction and intervention.

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.

Academic

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test 2.0 (FCAT), Stanford Achievement Test (SAT), and District baseline assessments
- Progress monitoring: PMRN, FCAT 2.0 simulation
- Midyear: FAIR, Interim assessments, monthly assessments
- End of year: FAIR, FCAT, SAT, District baseline assessments
- Edusoft will be the data management system used to collect data and monitor progress in reading, math, and science.

Behavior

- Student Case Management System
- Suspensions
- Student Services Referrals
- Climate surveys
- Attendance Reports

End of year: FAIR, FCAT 2.0, CELLA

Frequency of Data Days: twice monthly for data analysis

Describe the plan to train staff on MTSS.

An initial session regarding the implementation of the MTSS/RTI model will occur at the beginning of the school year. The MTSS/RTI Leadership team will evaluate need for additional staff development during scheduled MTSS/RTI team meetings. Additional professional development will be provided during teachers' common planning time.

Describe the plan to support MTSS.

The MTSS/RTI Leadership team will provide sufficient leadership and support (professional development, technical assistance) to ensure :

1. Use of the problem-solving process across all three tiers.
2. Implementation of evidence-based instruction and interventions matched to specific need(s).
3. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders and communicating outcomes with those

stakeholders frequently.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team at Claude Pepper Elementary School consists of: Annette Diaz- principal, Wendy Hernandez- assistant principal, Lissette Vasquez-media specialist, and classroom teachers: Rainey Norris, Noemi Duran, and Kelly DaCosta. The goal of the LLT is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT provides a common vision for the use of data-based decision making, ensures that the school-based team implements and conducts assessment of reading skills, ensures implementation of intervention support and collection of documentation, ensures adequate professional development to support Common Core State Standards/CRRP implementation, and communicates with parents regarding school-based reading plans and activities.

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

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

The Literacy Leadership Team (LLT) at Claude Pepper Elementary School:

- oversees the implementation of the K-12 Comprehensive Research-Based Reading Plan (CRRP) and Common Core State Standards
- monitors the use of instructional materials related to reading instruction
- participates in the design and delivery of professional development opportunities in reading as well as technology.
- identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies
- assists with whole school screening programs that provide early intervention services for children considered "at risk"
- assists in progress monitoring, data collection, and data analysis.

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

The major initiative of the Literacy Leadership team will be implementation of differentiated instruction (DI). This initiative will support MTSS/RTI implementation and assist in achieving expected levels of performance for Annual Measurable Objectives (AMO). This school year, the LLT will continue emphasis on providing support to teachers to fully implement DI in their classrooms.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading Goal #1A: The results of the 2011-2012 FCAT Reading Test indicate that 26 % of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage point(s) to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (96)	29% (105)

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	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	1A.1. Use a variety of fiction and nonfiction texts to engage students in identifying main idea, author's purpose, and text structures.	1A.1. Literacy Leadership Team	1A.1. Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.	1A.1. Formative: Interim Assessments, FAIR Summative: 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Reading Goal #1B: There are less than 10 students who participated in the Reading Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain the number of students who scored a level 4, 5 and 6 in reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1B.1. The area of deficiency as noted on the 2012 administration of the	1B.1. Provide students with opportunities for multiple reads of a selection prior	1B.1. Literacy Leadership Team SPED Chairperson	1B.1. Review formative assessments to ensure progress is being made	1B.1. Formative: Classroom Assessments

1	Florida Alternate Assessment was Reading Application.	to responding to comprehension questions through use of read alouds, auditory tapes, and text readers that provide print with visuals and or symbols.	and adjust instruction as needed.	Summative: 2013 Florida Alternate Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicates that 40% of students achieved levels above proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point(s) to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (145)	41% (149)

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	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text and Research Process.	2A.1. After reading a variety of real-world documents (how-to articles, brochures, fliers) students will locate, interpret and organize information in order to publish one independently.	2A.1. Literacy Leadership Team	2A.1. Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.	2A.1. Formative: Interim Assessments, FAIR Summative: 2013 FCAT 2.0 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	There are less than 10 students who participated in the Reading Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain the number of students who scored a level 7 in reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was Reading	2B.1. Provide students with continuous review/practice when learning reading concepts and teach reading selections	2B.1. Literacy Leadership Team SPED Chairperson	2B.1. Review formative assessments to ensure progress is being made and adjust instruction as needed.	2B.1. Formative: Classroom Assessments Summative: 2013 Florida Alternate

Application.	at a level that does not frustrate the student (high interest low readability) in order to improve comprehension.		Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicates that 74% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points, from 74% to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (164)	79% (175)

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	3A1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	3A1. Use a variety of texts to identify text structures such as cause/effect, compare/contrast, and chronological order.	3A.1. Literacy Leadership Team	3A.1. Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.	3A.1. Formative: Interim Assessments, FAIR Summative: 2013 FCAT 2.0 Reading Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	There are less than 10 students who participated in the Reading Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain the number of students who made learning gains in reading on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was Reading Application.	3B.1. Provide opportunities for students to read fiction, nonfiction and informational text to identify the differences.	3B.1. Literacy Leadership Team SPED Chairperson	3B.1. Review formative assessments to ensure progress is being made and adjust instruction as needed.	3B.1. Formative: Classroom Assessments Summative: 2013 Florida Alternate Assessment

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

	The results of the 2011-2012 FCAT Reading Test indicate
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4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	that 79% of students in the lowest 25% made learning gains. 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 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (46)	84% (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	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3, Literary Analysis Fiction/ Nonfiction.	4A.1. Implement pullout tutoring 5 times per week for targeted students utilizing Voyager Passport/ Successmaker.	4A.1. MTSS/RTI Leadership Team	4A.1. Review Voyager Checkpoints/ Successmaker Reports to ensure students are making adequate progress and adjust intervention as needed.	4A.1. Formative: Interim Assessments, FAIR Voyager Checkpoints, Successmaker Reports Summative: 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 # Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Levels 3-5 and reduce the percentage of students scoring at levels 1 and 2 by 50% over six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	71%	74%	77%	80%	

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 2011-2012 FCAT Reading Test indicate that 47% of students in the Black Subgroup made satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase the percentage of students in the Black Subgroup making satisfactory progress in reading by 20 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 47% (9)	Black: 67% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	5B.1. Black: The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	5B.1. Students should be provided practice in making inferences and drawing conclusions within and across texts.	5B.1. Literacy Leadership Team	5B.1. Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.	5B.1. Formative: Interim Assessments, FAIR Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 52% of English Language Learners made satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase the percentage of English Language Learners making satisfactory progress in reading by 14 percentage points to 66 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (24)	66% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	5C.1. Students will use task cards to determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.	5C.1. Literacy Leadership Team	5C.1. Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.	5C.1. Formative: Interim Assessments, FAIR Summative: 2013 FCAT 2.0 Reading Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012-2013 FCAT Reading Test indicate that 34% of Students with Disabilities made satisfactory progress in reading. Our goal for the 2011-2012 school year is to increase the percentage of Students with Disabilities making satisfactory progress in reading by 8 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (17)	42% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5D.1. The area of deficiency as	5D.1. Students will use graphic	5D.1. Literacy Leadership	5D.1. Review formative	5D.1. Formative: Interim

1	noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	organizers to identify cause-and-effect relationships in texts and compare and contrast elements in multiple texts (e.g. setting, characters, and problems).	Team	assessment data reports to ensure progress is being made and adjust instruction as needed.	Assessments, FAIR Summative: 2013 FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT Reading Test indicate that 66 % of Economically Disadvantaged students made satisfactory progress in reading. Our goal for the 2011-2012 school year is to increase the percentage of Economically Disadvantaged students making satisfactory progress in reading by 2 percentage points to 68 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (180)	68% (186)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	5E.1. Students will be provided practice in making inferences and drawing conclusions within and across texts. Students will identify a correct summary statement.	5E.1. Literacy Leadership Team	5E.1. Review formative assessment data reports to ensure progress is being made and adjust instruction as needed.	5E.1. Formative: Interim Assessments, FAIR Summative: 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
Common Core Standard for Reading-3rd grade	3rd	Irene Torres-del Valle	3rd grade teachers	September 2012	Grade Level Meeting Minutes	Administration Reading Facilitator Grade Level Chairpersons
Successmaker Intervention	3-5	Maria Baldacci	3rd-5th grade teachers	September 2012	Intervention Schedule	Administration MTSS/RTI Leadership Team
Common Core Standard for Reading-2nd grade	2nd	Sherri Pensler	2nd grade teachers	September 2012	Grade Level Meeting Minutes	Administration Reading Facilitator Grade Level Chairpersons
Common Core State Standards	K-5	Rainey Norris	Schoolwide	Quarterly Faculty Meeting	Grade Level Meeting Minutes	Administration Reading Facilitator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.	Nonfiction magazine subscriptions for students.	EESAC	\$2,999.00
			Subtotal: \$2,999.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,999.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Based on the 2011-2012 CELLA scores 64% of students scored proficient in Listening/ Speaking. Our goal for the 2012-2013 school year will be to increase the percentage of ELL students scoring proficient in Listening/ Speaking by 1 percentage points to 65 % (145).			
2012 Current Percent of Students Proficient in listening/speaking:					
64% (142)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Students need to improve their academic	1.1. Expose students to a variety of materials	1.1. Administration ELL Chairperson	1.1. Grade Level Data Chats to ensure progress is	1.1. Formative: FAIR assessment

1	performance in Listening/ Speaking skills. Students need to expand their knowledge of the language by acquiring new vocabulary and structures.	with different written and spoken styles.		being made and adjust instruction as needed.	Interim Assessment Summative: 2013 - CELLA Test
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Based on the 2011-2012 CELLA scores 36% of students scored proficient in Reading. Our goal for the 2012-2013 school year will be to increase the percentage of ELL students scoring proficient in Reading by 1 percentage points to 37% (83).
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2012 Current Percent of Students Proficient in reading:

36% (80)

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. Students need to improve their academic performance in Reading skills. Students need to identify and analyze the elements of plot structure, including exposition, setting and character development.	2.1. Model and use visual/graphic organizers before presenting a reading passage in order to provide additional contextual information in the form of a visual and make the comprehension task easier for ELL learners.	2.1. Administration ELL Chairperson	2.1. Grade Level Data Chats to ensure progress is being made and adjust instruction as needed.	2.1. Formative: FAIR assessment Interim Assessment Summative: 2013 - CELLA Test

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

3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2011-2012 CELLA scores 33% of students scored proficient in Writing. Our goal for the 2012-2013 school year will be to increase the percentage of ELL students scoring proficient in Writing by 1 percentage points to 34% (78).
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2012 Current Percent of Students Proficient in writing:

33% (75)

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
	3.1.	3.1	3.1.	3.1.	3.1.

1	Students need to improve their academic performance in Writing. Students need additional instruction in organizing their writing with emphasis on use of time-order words.	Have students compose writing samples using the writing process. Focus instruction on revising to create clarity. Use writing samples to determine what area of the writing process the student needs direct instruction in.	Administration ELL Chairperson	Monitor writing samples to ensure progress is being made and adjust instruction as needed.	Formative: FAIR assessment Interim Assessment Summative: 2013 - CELLA Test
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students need to improve their academic performance in Reading skills. Students need to identify and analyze the elements of plot structure, including exposition, setting and character development.	Funds to implement afterschool tutorial program for identified ELL learners	Title III	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Riverdeep	Computer-based Program	NA	\$0.00
Successmaker	Computer-based Program	NA	\$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: \$3,000.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 27% of students achieved Level 3 proficiency. Our goal for the 2011-2012 school year is to increase the students achieving Level 3 proficiency by 5 percentage point to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (98)	32% (116)

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	1A.1. Students scoring at Achievement Level 3 in mathematics scored lowest in the Reporting Category of Geometry and Measurement.	1A.1. Begin earlier use of grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and building, drawing, and analyzing models that develop measurement concept and skills through analyzing attributes and properties of two and three dimensional shapes/objects.	1A.1. MTSS/RTI Leadership Team Grade Level Teams	1A.1. Monitor ongoing classroom assessments and formative assessments focusing on Geometry and Measurement.	1A.1. Formative: Interim assessments 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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	There are less than 10 students who participated in the Mathematics Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain the number of students who scored a level 4, 5 and 6 in mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1B.1. The area of deficiency as	1B.1. Provide students with	1B.1. MTSS/RTI Leadership	1B.1. Monitor ongoing	1B.1. Formative:

1	noted on the 2012 administration of the Florida Alternate Assessment was Number and Operations.	opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.	Team SPED Chairperson	classroom assessments focusing on Number and Operations.	Classroom Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2	1B.2. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was Geometry and Measurement.	1B.2. Provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.	1B.2. MTSS/RTI Leadership Team SPED Chairperson	1B.2. Monitor ongoing classroom assessments focusing on Geometry and Measurement.	1B.2. Formative: Classroom Assessments 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 37% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the students achieving Level 4 and 5 proficiency by 2 percentage point to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (134)	39% (142)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students scoring at Levels 4 or 5 proficiency scored lowest in the Reporting Category of Geometry and Measurement.	2A.1. Students will use their geometry and measurement skills and vocabulary to participate in projects such as building geometric models, tessellations, and designing virtual spaces.	2A.1. MTSS/RTI Leadership Team Grade Level Teams	2A.1. Monitor ongoing classroom assessments and formative assessments focusing on Geometry and Measurement.	2A.1. Formative: Interim assessments 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	There are less than 10 students who participated in the Mathematics Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain the number of students who scored a level 7 in mathematics on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	2B.1. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was Number and Operations.	2B.1 Use guided discussion to engage students in real life math problems.	2B.1 MTSS/RTI Leadership Team SPED Chairperson	2B.1 Monitor ongoing classroom assessments focusing on Number and Operations.	2B.1 Formative: Classroom Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2	2B.2. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was Geometry and Measurement.	2B.2. Provide students with continuous repetition/practice when learning math concepts.	2B.2. MTSS/RTI Leadership Team SPED Chairperson	2B.2. Monitor ongoing classroom assessments focusing on Geometry and Measurement.	2B.2. Formative: Classroom Assessments 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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 64% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points, from 64% to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (143)	69% (154)

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	3A.1. Students in grades 3-5 scored lowest in the Reporting Category of Geometry and Measurement.	3A.1. Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	3A.1. MTSS/RTI Leadership Team Grade Level Teams	3A.1. Monitor ongoing classroom assessments and formative assessments focusing on Geometry and Measurement. Provide time during grade level meetings to discuss effectiveness of strategies.	3A.1. Formative: Interim assessments 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	There are less than 10 students who participated in the Mathematics Florida Alternate Assessment. Our goal for the 2012-2013 school year is to maintain the number of students who made learning gains in mathematics on the Florida Alternate Assessment.
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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	3B.1. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was Number and Operations.	3B.1. Provide students with visual choices as presented in the Florida Alternate Assessment (FAA).	3B.1. MTSS/RTI Leadership Team SPED Chairperson	3B.1. Monitor ongoing classroom assessments focusing on Number and Operations.	3B.1. Formative: Classroom Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment
2	3B.2. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment was Geometry and Measurement.	3B.2. Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	3B.2. MTSS/RTI Leadership Team SPED Chairperson	3B.2. Monitor ongoing classroom assessments focusing on Geometry and Measurement.	3B.2. Formative: Classroom Assessments 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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Test indicate that 61% of students in the lowest 25% made learning gains. 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% (34)	66% (37)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students in the Lowest 25% scored lowest in the Reporting Category of Number: Base Ten and Fractions	4A.1. Begin earlier implementation of pullout tutoring 5 times per week for targeted students utilizing Successmaker.	4A.1. MTSS/RTI Leadership Team	4A.1. Monitor Successmaker reports and formative assessments focusing on Number: Base Ten and Fractions. Adjust instruction as needed.	4A.1. Formative: Interim Assessments; SuccessMaker reports Summative: 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	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70%	73%	75%	78%	81%	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>The results of the 2011-2012 FCAT Mathematics Test indicate that 65 % of students in the Hispanic Subgroup made satisfactory progress in mathematics.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic Subgroup making satisfactory progress in mathematics by 8 percentage points to 73 %.</p> <p>The results of the 2011-2012 FCAT Mathematics Test indicate that 37 % of students in the Black Subgroup made satisfactory progress in mathematics.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students in the Black Subgroup making satisfactory progress in mathematics by 36 percentage points to 73 %.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 65% (202) Black: 37% (7)	Hispanic: 73% (227) Black: 73% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Hispanic: Students in grades 3-5 scored lowest in the Reporting Category of Geometry and Measurement.	5B.1. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.	5B.1. MTSS/RTILeadership Team Grade Level Teams	5B.1. Monitor ongoing classroom assessments and formative assessments focusing on Geometry and Measurement.	5B.1. Formative: Interim Assessments; Summative: 2013 FCAT 2.0 Mathematics Assessment
2	5B.2. Black: Students in grades 3-5 scored lowest in the Reporting Category of Geometry and Measurement.	5B.2. Provide grade-level appropriate activities that promote experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects as well as foundations for understanding perimeter, area, volume, and surface area.	5B.2. MTSS/RTILeadership Team Grade Level Teams	5B.2. Monitor ongoing classroom assessments and formative assessments focusing on Geometry and Measurement.	5B.2. Formative: Interim Assessments; 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:

	The results of the 2011-2012 FCAT Mathematics Test indicate that 54 % of students in the English Language
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5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Learner (ELL) Subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL Subgroup making satisfactory progress in mathematics by 19 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (25)	73% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Students in grades 3-5 scored lowest in the Reporting Category of Geometry and Measurement.	5C.1. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice.	5C.1. MTSS/RTI Leadership Team Grade Level Chairs	5C.1. Monitor ongoing classroom assessments and formative assessments focusing on Geometry and Measurement.	5C.1. Formative: Interim Assessments; 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 2011-2012 FCAT Mathematics Test indicate that 41 % of students in the Students with Disabilities (SWD) Subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD subgroup making satisfactory progress in mathematics by 11 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (21)	52% (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	5D.1. Students in grades 3-5 scored lowest in the Reporting Category of Geometry and Measurement.	5D.1. Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.	5D.1. MTSS/RTI Leadership Team Grade Level Teams	5D.1. Monitor ongoing classroom assessments and formative assessments focusing on Geometry and Measurement.	5D.1. Formative: Interim Assessments; 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. Mathematics Goal #5E:	The results of the 2011-2012 FCAT Mathematics Test indicate that 64 % of students in the Economically Disadvantaged Subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students in the Economically Disadvantaged Subgroup making satisfactory progress in mathematics by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (175)	69% (188)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Students in grades 3-5 scored lowest in the Reporting Category of Geometry and Measurement.	5E.1 Provide instructional activities that include the selection of appropriate units, strategies, and tools to solve problems involving perimeter, area, volume, and surface area.	5E.1. MTSS/RTI Leadership Team Grade Level Teams	5E.1. Monitor ongoing classroom assessments and formative assessments focusing on Geometry and Measurement.	5E.1. Formative: Interim Assessments; Summative: 2013 FCAT 2.0 Mathematics Assessment

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Riverdeep	K-5	Guzman	School-wide	Early Release Wednesdays	Interim Assessments	Math Facilitator
Common Core Standards	1	Del Campo	1st Grade Teachers	September 2012	Grade Level Minutes	Grade Level Chair/ Administration

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.		The results of the 2011-2012 FCAT Science Test indicate that 37% of students scored at Achievement Level 3 in science.			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Level 3 on the FCAT Science Assessment by 3 percentage points to 40%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37% (43)		40% (47)			
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	1A.1. The area of deficiency as noted on the 2011-2012 administration of the FCAT Science Test was Earth and Space Science. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Earth and Space Science.	1A.1. Students will participate in Earth and Space science activities using district study guides, planning cards, and resource guide lessons to build vocabulary and enhance scientific meaning through writing, talking, and reading science.	1A.1. MTSS/RTI Leadership Team Grade Level Teams	1A.1. Monitor school based assessments and interim assessments to ensure adequate progress and adjust intervention as needed.	1A.1. Formative: Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	There are less than 10 students who will be participating in the Science Florida Alternate Assessment.
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Science Goal #1b:	Our goal for the 2012-2013 school year is to have the student(s) who take the Science Florida Alternate Assessment score at levels 4, 5 and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT Science Test indicate that 16% of students scored at Achievement Levels 4 and 5 in science. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Levels 4 and 5 on the FCAT Science Assessment by 2 percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (19)	18% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2011-2012 administration of the FCAT Science Test was Physical Science Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in	2A.1. Students will design and develop science projects to increase scientific thinking, and to participate in inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	2A.1. MTSS/RTI Leadership Team Grade Level Teams	2A.1. Monitor school based assessments and interim assessments to ensure adequate progress and adjust intervention as needed.	2A.1. Formative: Interim Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	There are less than 10 students who will be participating in the Science Florida Alternate Assessment. Our goal for the 2012-2013 school year is to have the student(s) who take the Science Florida Alternate Assessment score at level 7.
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	2B.1. The area of deficiency as noted on the 2011-2012 administration of the Florida Alternate Assessment was Physical Science Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science.	2B.1. Provide students with opportunities to observe real time activities to determine outcomes.	2B.1. MTSS/RTI Leadership Team SPED Chairperson	2B.1. Monitor school based assessments to ensure adequate progress and adjust intervention as needed.	2B.1. Formative: Classroom Assessments Summative: 2013 FCAT 2.0 Science Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education	K-5	Guzman	School-wide	Nov. 6, 2012	Grade Level Planning	Grade Level Chairs

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 2011-2012 FCAT Writing Test indicate that 90% of students scored at Achievement Level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Level 3 or higher by 1 percentage points, to 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (103)	91% (104)

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	1A.1. 2013 FCAT Writing will have increased expectations in the area of mechanics and support.	1A.1. Teachers and students will need to utilize the writing workshop to revise and edit writing with increased attention to specificity of details and mechanics (grammar, spelling, punctuation, etc.)	1A.1. Literacy Leadership Team	1A.1. Administer and score students' monthly writing prompts to monitor students' progress and to adjust instructional focus as needed.	1A.1. Formative: Monthly writing assessments District Writing Mid-Year Test Summative: 2013 FCAT 2.0 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.	There are less than 10 students who will be participating in the Writing Florida Alternate Assessment.
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Writing Goal #1b:		Our goal for the 2012-2013 school year is to have the student(s) who take the Writing Florida Alternate Assessment score at level 4 or higher.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Students need to communicate and develop the main idea with supporting details.	1B.1. Provide opportunities for students to write daily to increase writing fluency. Focus will be on using a pre-writing plan.	1B.1. MTSS/RTI Leadership Team SPED Chairperson	1B1. Monitor school based assessments to ensure adequate progress and adjust intervention as needed.	1B.1. Formative: Classroom assessments Summative: 2013 Florida Alternate Assessment in Writing

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standard for Reading-2nd grade	2nd grade	Sherri Pensler	2nd grade teachers	September 2012	Grade Level Meeting Minutes	Administration Reading Facilitator Grade Level Chairpersons
Common Core Standard for Reading-3rd grade	3rd grade	Irene Torres-del Valle	3rd grade teachers	September 2012	Grade Level Meeting Minutes	Administration Reading Facilitator Grade Level Chairpersons

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:	Attendance Goal #1: Our goal for this year is to increase attendance to 96.68% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. Attendance Goal #2 Our goal for this year is to reduce the number of students with excessive tardies by 10.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.18% (836)	96.68% (840)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
258	245
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
193	183

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students and parents may be unfamiliar with simple ways to minimize illness as well as district attendance/truancy policies.	1.1. Identify students who may be developing a pattern of non-attendance. Schedule parent conferences to correct attendance concerns. Utilize resources from the Centers for Disease	1.1. Administration	1.1. Periodic review of attendance data (i.e. excused/unexcused absences, tardies). Distribution of brochures to parents and students regarding ways to minimize illness.	1.1. Attendance rosters

	Control (CDC) to inform students and parents about simple methods to reduce illnesses such as handwashing and covering your cough/sneeze.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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	Our goal for the 2012-2013 school year is to decrease

Suspension Goal #1:	the total number of suspensions by 1%.
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
13	12
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12	11

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. Parents and students may be unfamiliar with district student code of conduct.	1.1. Guidance Counselor will conduct grade level and class sessions discussing the importance of good behavior. The sessions will familiarize students with the student code of conduct. Written information regarding the student code of conduct will be sent to parents at the beginning of the school year. SPOT success will be utilized as incentive to motivate and reward positive behavior in the classroom and throughout the school.	1.1. Administration School Counselor	1.1. Monitor student suspension report. Monitor referrals regarding inappropriate behavior.	1.1. Student Suspension Report

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SPOT success will be utilized as incentive to motivate and reward positive behavior in the classroom and throughout the school.	Incentives for students nominated for monthly SPOT Success initiative.	School-Based Funds	\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

End of 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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>During the 2011-2012 school year, parent sign-in sheets reflect 1640 signatures. This represents 19% of our parent population participating in a school activity.</p> <p>Our goal for the 2012-2013 school year is to increase parent participation by 5%. Therefore, parent sign-in sheets will reflect the attendance of at least 24% of the school's parents.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
19% (1640)	24% (2081)
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. In this economy, parents have increased work demands preventing them from participating in school events.	1.1. Send monthly calendar and flyers advertising upcoming events early to allow planning ahead for attendance. Utilize Connect-Ed messaging system to keep parents informed. Vary times of school events to provide maximum opportunities for parents to attend.	1.1. Administrators	1.1. Review sign in sheets to determine the number of parents attending events.	1.1. Attendance logs from all school events.

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		Based on an analysis of school data , students need Increased opportunities to participate in inquiry based and independent investigations using hands-on science experiences integrated with mathematics.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teachers need to provide students with more contexts for mathematical exploration and scientific inquiry to develop deep understanding of scientific and mathematical principles.	1.1. Increase opportunities for grade students in grades K-5 to participate in hands -on science experiences by promoting activities such as the Science Fair.	1.1. Science Facilitator Grade Level Chairs Administration	1.1. Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Monitor student progress with Science Fair project development.	1.1. Formative: Interim Assessments, Student projects Summative: 2013 FCAT 2.0 Science Assessment

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.	Nonfiction magazine subscriptions for students.	EESAC	\$2,999.00
CELLA	Students need to improve their academic performance in Reading skills. Students need to identify and analyze the elements of plot structure, including exposition, setting and character development.	Funds to implement afterschool tutorial program for identified ELL learners	Title III	\$3,000.00
Suspension	SPOT success will be utilized as incentive to motivate and reward positive behavior in the classroom and throughout the school.	Incentives for students nominated for monthly SPOT Success initiative.	School-Based Funds	\$600.00
				Subtotal: \$6,599.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Riverdeep	Computer-based Program	NA	\$0.00
CELLA	Successmaker	Computer-based Program	NA	\$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: \$6,599.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase of nonfiction reading materials for students (Time for Kids and/ or National Geographic)	\$2,999.00

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

The Educational Excellence School Advisory Council (EESAC) committee will meet on a monthly basis to address the following topics:

- Disseminating information on professional development opportunities.
- Making recommendations for purchase of instructional materials.
- Making recommendations with regard to discipline and safety concerns.
- Monitoring and providing input to the implementation of the School Improvement Plan (SIP).
- Reviewing applicable student performance data and instructional strategies.
- Disseminating information with regard to changes in educational policy and procedures at the national, state, and local level.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District CLAUDE PEPPER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	84%	94%	56%	322	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	69%	61%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	57% (YES)			123	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					575	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District CLAUDE PEPPER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	86%	88%	57%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	65%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	75% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					599	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested