FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JACK DAVID GORDON ELEMENTARY SCHOOL

District Name: Dade

Principal: Mr. Caleb Lopez

SAC Chair: Ms. Mari Corugedo

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/6/2012

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	Mr. Caleb Lopez	Bachelor of Science In Elementay Education-Nova Southeastern University Master of Science in Educational Leadership-Nova Southeastern University	3	12	'12 '11 '10 '09 '08 School Grade A A A A B High Standards Rdg. 71 87 83 67 55 High Standards Math 70 85 81 64 58 Lrng Gains-Rdg. 77 73 72 72 64 Lrng Gains-Math 84 64 67 72 74 Gains-Rdg-25% 70 70 58 56 78 Gains-Math-25% 80 70 70 71 67
Assis Principal	Mr. Naif Chain	B.A. : English Education Florida International University M.S.L Educational Leadership, Nova Southeastern Univeristy	3	11	'12 '11 '10 '09 '08 School Grade A A B C C High Standards Rdg. 71 87 52 48 49 High Standards Math 70 85 50 46 47 Lrng Gains-Rdg. 77 73 64 59 61 Lrng Gains-Math 84 64 70 63 67 Gains-Rdg-25% 70 70 58 82 72 Gains-Math-25% 80 70 69 67 66

Assis Principal	Ms. Judith Chico-Roman	B.S.: Elementary Education M.S. :Reading Professional Educators: Elementary Education Early Childhood (K-3) Reading Educational Leadership META Endorsed	2	7	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 71 91 90 92 90 High Standards Math 70 91 90 91 88 Lrng Gains-Rdg. 77 71 74 74 70 Lrng Gains-Math 84 76 72 72 68 Gains-Rdg-25% 70 78 77 81 76 Gains-Math-25% 80 77 72 74 72
Assis Principal	Rebecca Watkins	B.A.: Health Law Administration, Barry University M.S.: Special Education,NovaSoutheastern University Certification: Educational Leadership, Nova Southeastern University	3	3	*Worked at the Region prior four years. '12 '11 '10 '09 '08 School Grade A A * * * High Standards Rdg. 71 87 High Standards Math 70 85 Lrng Gains-Rdg. 77 73 Lrng Gains-Math 84 64 Gains-Rdg-25% 70 70 Gains-Math-25% 80 70
Assis Principal	Leighton Finegan	BA-Social Sciences, University of West Indies MS- Counseling Barry University Certification: Educational Leadership, Nova-Southeastern University	1	13	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 70 91 89 79 76 High Standards Math 69 92 90 72 77 Lrng Gains-Rdg. 73 69 71 72 63 Lrng Gains-Math 75 69 69 56 65 Gains-Rdg-25% 63 68 61 67 63 Gains-Math-25% 81 75 67 68 67

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)
N/A					

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. Regular Meetings with new teachers or teachers new to the school.	Principal	On-going	
2	2.On-going support and mentorship by Leadership team and MINT Program Mentor.	Assistant Principal	On-going	
3	3.Motivate staff with positive recognition and provide for a professional supportive work environment.	Assistant Principal	On-going	
4	4.District hosted recruitment events	Assitant Principal	On-going	

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
There are currently five (5) instructional staff members who have been given an out-of-field waiver. There are no instructional staff members who received less than an effective rating at this time.	The teachers have been given an out-of-field waiver to sign and have been informed of timelines and opportunities for professional development.

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
76	0.0%(0)	6.6%(5)	32.9%(25)	60.5%(46)	35.5%(27)	100.0%(76)	9.2%(7)	9.2%(7)	78.9%(60)

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

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 Jack D. Gordon Elementary MTSS/Rtl Leadership Team will consist of the following personnel: Principal, Assistant Principals, Counselors, Instructional Coaches, reading leader, a primary teacher, an intermediate teacher and a special area teacher.

The Principal and Assistant Principals will use data to positively impact student achievement, ensure a safe school, improve attendance and promote student achievement using data to drive instruction and provide early interventions. The Principal will provide the resources needed to improve student achievement.

The non-released Instructional Coaches will provide vital information about the curriculum and will gather, collect and analyze data. They will provide support for low achieving students who are not working on grade level as well as for the Tier 1, 2, and 3 students. They will provide reading strategies for classroom teachers and will model the strategies if needed. They will use the Next Generation Sunshine State Standards to remediate low performing benchmarks. They will also assist with identifying data trends with subgroups and assist with intervention strategies. They will also work with targeted Tier 1, 2 and 3 students that are not meeting grade level mastery.

The guidance counselors will articulate with administration, teachers, instructional coaches and student services team to identify students not achieving desired levels of academic or behavioral progress in response to targeted interventions at Tier 1 through Tier 2 levels. They will provide services and expertise on student's academic and social/emotional development. They will collaborate with teachers to assist in creating academic and behavioral plans for students who need preventive, supplementary instructional services and/or behavior interventions. They will assist in development and monitoring of Functional Assessment of Behavior (FAB), and Behavior Intervention Plan (BIP). Refer student cases as needed to social worker and school psychologist. They will conduct classroom, individual and small group guidance and consult with parents of high risk students to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Special Education Teachers (SPED), will collaborate with general education teachers to assist them with developing and implementing strategies to best serve special education students. They will meet with parents of SPED students to share best practices and monitor the progress of the students. They will also assist in the development and monitoring of Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP).

Resources will include but will not be limited to research-based programs such as the Comprehensive Research Based Reading
Plan, Internet-based programs, such as Success Maker, FASTT Math, and Reading Plus, District state-adopted textbooks and materials,
such as the Houghton Mifflin Reading Series, Scott Foresman Science series, Go Math! Mathematics Series, Voyager, Edusoft reports and CELLA.

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 MTSS Leadership Team will work collaboratively with teachers, staff and students in order to promote a positive learning environment. They will focus on solving academic issues, providing staff with professional development opportunities and providing feedback on data analysis, curriculum needs and Sunshine State Standards Benchmarks.

The MTSS Leadership Team will meet once a month to discuss testing trends among subgroups and interventions that would be appropriate. They will also identify students who are high achievers and discuss best practices and enrichment strategies. The MTSS Leadership Team will identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk; assess the need for professional development, and provide technical assistance and support for the progress of RtI implementation. The team will ensure that intervention and enrichment opportunities are available for all students. Data reviews will be used to make instructional decisions. The team will work collaboratively with teachers to promote academic success by focusing on student academic issues. RtI will support the leadership team through problem solving as issues arise concerning school safety, school culture, literacy, attendance, student social/emotional well being and prevention of student failure through early intervention.

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 MTSS Leadership Team will assist with the development of the School Improvement Plan (SIP) by providing suggestions for strategies to be implemented based on analysis of the available data. The MTSS Leadership Team will oversee the implementation of the strategies delineated in the SIP via monitoring of school-wide data. The team will also monitor interventions throughout the year and make frequent suggestions to the EESAC for modification and review of the SIP strategies. In addition, the RtI Problem Solving Process is used in developing the SIP by utilizing problem identification, data analysis, intervention and progress monitoring to develop SIP strategies throughout the year.

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 provide differentiated instruction. The following are used for data management to gather and monitor student progress: Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT 2.0), district baseline assessment Edusoft. Progress Monitoring: PMRN, FCAT 2.0 simulation, Edusoft and Interim Assessments Midyear: Florida Assessments for Instruction in Reading (FAIR), and Interim Assessments. End of year: Florida Assessments for Instruction in Reading (FAIR), CELLA and Florida Comprehensive Assessment Test (FCAT 2.0).

Tier 1-3:
• Reading- Baseline Assessments, Interim Assessments, Benchmark Assessments, Small Group Differentiated Instruction, FAIR, FCAT 2.0, STAR, Reading Plus, Student Grades and Class Performance
• Mathematics- Baseline Assessments, Interim Assessments, Benchmark Assessments, Small Group Differentiated Instruction, FCAT 2.0, Student Grades and Class Performance
• Science- Baseline Assessments, Interim Assessments, Chapter Tests, FCAT 2.0, Science Lab, Student Grades and Class Performance
• Writing-Pre/Progress and Post Tests, Monthly Writing Prompts, Small Group Differentiated Instruction, Student Grades and Class Performance
Tier 2:
• Reading- Voyager Interventions, SuccessMaker, Small Group Differentiated Instruction, PMRN Resources, Additional Reading Plus Usage, Before/After School Tutorials
• Mathematics- SuccessMaker, and FASTT MATH, Small Group Differentiated Instruction, Before/After School Tutorials
• Science- Small Group Differentiated Instruction

• Writing- Small Group Differentiated Instruction
Tier 3:
• Reading- Additional Reading Instruction based on the Comprehensive Research Based Reading Plan, Voyager Interventions, SuccessMaker, Small Group Differentiated Instruction, PMRN Resources, Additional Reading Plus Usage, Before/After School Tutorials
• Mathematics-Additional Mathematics Instruction, SuccessMaker, Small Group Differentiated Instruction, Before/After School Tutorials
• Science- Small Group Differentiated Instruction
• Writing- Small Group Differentiated Instruction

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. Training for all administrators in the RtI problem solving, data analysis process;
2. Provide Professional Development for all teachers during collaborative planning and faculty meetings.

Describe the plan to support MTSS.

1. Provide support for school staff to understand basic RtI principles and procedures
2. Provide a network of ongoing support for RtI organized through feeder patterns

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) will consist of the following team members:
• Principal- Caleb Lopez
• Assistant Principals- Naif Chain, Judith Chico-Roman, Leighton Finegan, and Rebecca Watkins
• Instructional (Non-Released) Liaisons- Valentine Lloyd-Charles and Rebecca Gavulic
• SPED Department- Terri Araque
• Grade Level Chairpersons- Angelique Heyser, Katherine Fitzsimmons, Sandra Lacaci, Lisa Lumpuy, Lori Fata, Gilda Hinson
• Reading Leader- Lidia Sosa-Hidalgo

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

The school-based Literacy Leadership Team (LLT) will consist of the following team members:
• Principal- Caleb Lopez
• Assistant Principals- Naif Chain, Judith Chico-Roman, Leighton Finegan, and Rebecca Watkins
• Instructional (Non-Released) Liaisons- Valentine Lloyd-Charles and Rebecca Gavulic
• SPED Department- Terri Araque
• Grade Level Chairpersons- Angelique Heyser, Katherine Fitzsimmons, Sandra Lacaci, Lisa Lumpuy, Lori Fata, Gilda Hinson
• Reading Leader- Lidia Sosa-Hidalgo

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

The major initiatives of the LLT this year will include ensuring that literacy is infused across the curriculum and providing opportunities for staff to serve in the capacity of model classroom teachers. Also, the Literacy Leadership Team (LLT) will collaborate with general education teachers in regards to data trends and will
provide strategies and materials to assist them with improving the lower reading benchmarks. The LLT will also provide teachers the opportunity to share best practices with their respective grade levels. The LLT will collaborate with special education teachers to assist them with developing and implementing strategies to best serve special education students.

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.

N/A

*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:	The results of the 2012 FCAT 2.0 Reading assessment indicate that 27% (158) 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 5 percentage points to 32% (188).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (158)	32% (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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text and Research Process.	Teachers will implement various lessons using Time for Kids articles, flyers, and functional text to engage the students in using and depicting informational text. Also, teachers will use content area reading strategies to improve text features.	Literacy Leadership Team and Administration.	Monitor ongoing classroom assessments focusing on students' knowledge of Informational Text and Research Process. Monitor Accelerated Reader data. The MTSS/RtI Team will review data and make recommendations based on needs assessment. Invention groups will be revised according to data analysis. Classroom walkthroughs	Formative: Interim Assessments, student work, FAIR, Success Maker Summative: Results from the 2013 FCAT 2.0 Test
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application	Teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Motivate students to become more independent readers through the use of Accelerated Reader (AR). Students will also use programs such as Reading Plus, and/or	Literacy Leadership Team, and Administration.	Teachers will print reports on a bi-weekly basis from the computer programs to monitor student progress in the area of reading application. Monitor ongoing classroom assessments focusing on students' knowledge of author's purpose and perspective. Monitor Accelerated Reader data. The MTSS/RtI Team will review data and make recommendations based	Formative: Interim Assessments, student work, FAIR, Success Maker Summative: Results from the 2013 FCAT 2.0 Test.

		Success Maker to improve in the area of reading comprehension.		on needs assessment. Invention groups will be revised according to data analysis. Classroom walkthroughs	
3	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4: Informational Text and Research Process	Teachers will implement various lessons using Time for Kids articles, flyers, and functional text to engage the students in using and depicting informational text. Also, teachers will use content area reading strategies to improve text features.	Literacy Leadership Team and Administration.	Monitor ongoing classroom assessments focusing on students' knowledge of Informational Text and Research Process. Monitor Accelerated Reader data. The MTSS/RtI Team will review data and make recommendations based on needs assessment. Invention groups will be revised according to data analysis. Classroom walkthroughs	Formative: Interim Assessments, student work, FAIR, Success Maker Summative: Results from the 2013 FCAT 2.0 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 reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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 42% (247) of the students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 2% percentage points to 44% (259).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (247)	44% (259)

	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 of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 – Reading Application.	2.1. Teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Motivate students to become more independent readers through the use of Accelerated Reader (AR). Students will also use programs such as Reading Plus, and/or Success Maker to improve in the area of reading comprehension. In addition, teachers will use enrichment activities related to Category 2 – Reading Application during the differentiated instruction.	2.1. Literacy Leadership Team, and Administration	2.1. Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals. Monitor the use of the data to tailor instruction. The MTSS/RtI Team will review data Monthly and make recommendation based on needs assessment. Classroom Walkthroughs	2.1. Formative: Interim Assessments, student work, FAIR, SuccessMaker Summative: Results from the 2013 FCAT 2.0 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 reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	Teacher will provide resources to improve reading comprehension, selections should be taught at a level that does not frustrate the student (high interest low readability). Student will have continuous review/practice when learning reading concepts.	Literacy Leadership Team, and Administration	Review formative assessments to ensure progress is being made and adjust instruction as needed. Classroom Walkthroughs	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:	
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 77% (286) of the students made learning gains in reading. Our goal for the 2012-2013 school year is to increase students making learning gains by 5% percentage points to 82% (304).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (286)	82% (304)

	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 Reading Test was Reporting Category 1: Vocabulary. Students need more opportunity to practice the vocabulary necessary to be successful readers.	Update computer lab schedules in order to optimize usage of computers that will in turn, ensure the implementation of SuccessMaker and increase its usage.	Literacy Leadership Team, and Administration	Monitor on-going classroom assessments to ensure students are making sufficient progress to meet school-wide goals. Review SuccessMaker reports to ensure students are making adequate progress The MTSS/RtI Team will review data, make recommendation based on needs assessment. Classroom Walkthroughs	Formative : Informative Classroom Assessments FAIR Assessment Monthly Benchmark Assessment Interim Assessments Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicates 70% (67) of the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase students making learning gains by 5%percentage points to 75% (72).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (67)	75% (72)

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 Reading Test was Reporting Category 2, Reading Application.	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application.	Literacy Leadership Team and administration	Monitor student performance for the lower performing students on FAIR and administer mini assessments in order to adjust curriculum target to dictate instructional needs. Monitor student performance through data chats. The MTSS/RtI Team will review data, make recommendation based on needs assessment. Classroom /Walkthroughs	Formative : Informative Classroom Assessments FAIR Assessment Classroom Assessment Monthly Benchmark Assessment Interim Assessments Summative: 2013 FCAT 2.0 Assessment

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Reading Goal #
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.
5A : |

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	76	78	81	83	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT indicate that 86% (46) of the students in the White subgroup and 58% (7) of the Asian subgroup are making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 86% (46) Black: 50% (19) Hispanic: 71% (342)	White: 87% (46) Black: 62% (24) Hispanic: 77% (371)

Asian: 58% (7)
American Indian: N/A

Asian: 60% (7)
American Indian: N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Hispanic: As noted on the administration of the 2012 FCAT 2.0 Reading Test, 29% of the Hispanic subgroup did not make AMO 2 target. Limited resources available to rigorously remediate and supplement instruction of the NGSSS.	5B.1. Provide professional development to increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency. Utilize Success Maker as Intervention for 30 minutes daily.	Reading Leader, Literacy Leadership Team, and Administration.	5B.1. Review Success Maker reports to ensure students are making adequate progress. Review Interim assessment results through the use of Edusoft reports.	Formative : Informative Classroom Assessments FAIR Assessment Monthly Benchmark Assessment Interim Assessments Summative: 2013 FCAT 2.0 Assessment
2	5B.2. As noted on the administration of the 2012 FCAT 2.0 Reading Test, 50% of the Black subgroup did not make AMO 2 target. Limited resources available to rigorously remediate and supplement instruction of the NGSSS.	5B.2. Provide professional development to increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency. Utilize Success Maker as Intervention for 30 minutes daily. .	Reading Leader, Literacy Leadership Team, and Administration.	Review Success Maker reports to ensure students are making adequate progress. Review Interim assessment results through the use of Edusoft reports.	Formative : Informative Classroom Assessments FAIR Assessment Monthly Benchmark Assessment Interim Assessments Summative: 2013 FCAT 2.0 Assessment
3					
4					

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 indicate that 54% (51) in the ELL subgroup are making satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of the students making satisfactory progress in the ELL subgroup from 54% (51) to 62% (59).
2012 Current Level of Performance:	2013 Expected Level of Performance:

54% (51)	62% (59)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test, 46% did not make satisfactory progress. The students demonstrate a weakness in the ability to read and comprehend on grade level text.	Present information through a multisensory approach. Implement the use of graphic organizers, visual cues, and peer tutoring to enhance the learning process. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency.	Reading Leader, Literacy Leadership Team, and Administration	Review SuccessMaker reports to ensure students are making adequate progress. Review Interim assessment results through the use of Edusoft reports	Formative : Informative Classroom Assessments FAIR Assessment Monthly Benchmark Assessment Interim Assessments Summative: 2013 FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Reading Goal #5E: The Results of the 2012 FCAT indicate that 64% (254) of the students in the Economically disadvantaged (ED) subgroup are making satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of students in the Economically Disadvantaged (ED) subgroup making satisfactory progress to 73% (290).
2012 Current Level of Performance:	2013 Expected Level of Performance:

64% (254)	73% (290)

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. As noted on the administration of the 2012 FCAT 2.0 Reading Test, the 36% of the students in the Economically Disadvantaged Subgroup did not make satisfactory progress. Limited resources available to rigorously remediate and supplement instruction of the NGSSS.	5E.1. Provide professional development to increase the rigor of instruction for the implementation of the NGSSS and Common Core Standards. Continue the implementation of Differentiated Instruction daily and focus instruction on specific areas of deficiency. Utilize Success Maker as Intervention for 30 minutes daily.	5E.1. Reading Leader, Literacy Leadership Team, and Administration	Review SuccessMaker reports to ensure students are making adequate progress. Review Interim assessment results through the use of edusoft reports.	Formative : Informative Classroom Assessments FAIR Assessment Monthly Benchmark Assessment Interim Assessments Summative: 2013 FCAT 2.0 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
Voyager - Review	KG-5 READING	ADMINISTRATION	KG-5 TEACHERS	OCTOBER 28, 2012	Student work and progress will be monitored by the Assistant Principal through the analysis of the reports	PRINCIPAL ASSISTANT PRINCIPAL
SuccessMaker	KG-5 Reading	Administration	KG-5 Teachers	October 28, 2012	Data chats on reports printed will be held on a monthly basis with grade levels.	Principal Assistant Principal
FAIR DATA	KG-5 Reading	Administration	KG-5 Teachers	October 28, 2012	Data chats on reports printed will be held on a monthly basis with grade levels.	Principal Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students opportunities to use text features in informational text to locate, interpret and organize inforrmation.	Research Based Supplemental Materials	EESAC	$2,000.00
Teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Motivate students to become more independent readers through the use of Accelerated Reader (AR). Students will also use programs such as Reading Plus, and/or Success Maker to improve in the area of reading comprehension.	AR Books	EESAC	$2,000.00
			Subtotal: $4,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Riverdeep and SuccessMaker	Technology	N/A	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Motivate students to become more independent readers through the use of Accelerated Reader (AR). Students will also use programs such as Reading Plus, and/or Success Maker to improve in the area of reading comprehension.	PD	EESAC	$100.00
			Subtotal: $100.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,100.00

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:	ELLA Goal #1: Based on the 2011-2012 CELLA scores 42% (97) of students scored proficient in Listening/Speaking. Our goal for the 2012-2013 school year will be to increase the percentage of students scoring proficient in Reading by 1 percentage point to 43% (98).

2012 Current Percent of Students Proficient in listening/speaking:

42% (97)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students need to improve their academic performance in Listening/Speaking skills. Students need to expand their knowledge of the language by acquiring new vocabulary and structures.	1.1. Provide ELL students with opportunities to engage in group projects through which students develop linguistic and academic skills.	Literacy Leadership Team and Administration	1.1. Grade Level Data Chats to ensure progress is being made and adjust instruction as needed.	1.1. Formative: FAIR Assessment Interim Assessment Summative: 2013 – CELLA Test

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:	CELLA Goal #2: Based on the 2011-2012 CELLA scores 28% (76) of students scored proficient in Reading. Our goal for the 2012-2013 school year will be to increase the percentage of students scoring proficient in Reading by 1 percentage point to 29% (77) of students.

2012 Current Percent of Students Proficient in reading:

28% (76)

	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. ELL students do not have a strong foundation in the English language to fully comprehend reading instruction. ELL students need time to acclimate to their surroundings. Their parents lack fluency in the English language to fully assist the students in the acquisition of the English language is another barrier.	2.1. Use Task Cards graphic organizers like Venn Diagrams Highlighting texts and note-taking/outlining notes.	Literacy Leadership Team and Administration	2.1. Monitor on-going classroom assessments to ensure students are making sufficient progress. The MTSS/RtI Team will review data Monthly and make recommendation based on needs assessment. Classroom walkthroughs	2.1. Formative: Classroom Assessments FAIR Assessments Interim Assessments Summative: 2013 CELLA

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

	CELLA Goal #3:

	3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA indicate that 31% (84) of the ELL students scored proficiency on the Writing portion. Our goal for the 2012-2013 school year is to increase the proficiency by 1 percentage point to 32% (84).

2012 Current Percent of Students Proficient in writing:
31% (84)

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. ELL students do not have a strong foundation in the English language to fully write in a second language. Their parents lack fluency in the English language to fully assist the students in the acquisition of the English language is another barrier.	2.1. Students will develop and maintain a writer's notebook/folder to: • include table of content, • list possible topics, • and first drafts. Use of Word Banks/Vocabulary Notebooks Use of Heritage Language/English Dictionary.	Literacy Leadership Team and Administration	2.1. Monitor on-going classroom assessments to ensure students are making sufficient progress… Monitor the use of the writer's notebook. The MTSS/RtI Team will review data Monthly and make recommendation based on needs assessment. Classroom walkthroughs	2.1. Formative: Classroom Assessments FAIR Assessments Interim Assessments Summative: 2013 CELLA

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 tutorials program for identified ELL learners	Title III	$7,500.00
			Subtotal: $7,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Success Maker	Computer Based Program	N/A	$0.00
Riverdeep	Computer Based Program	N/A	$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: $7,500.00

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:	Mathematics Goal #1A: The results of the 2012 FCAT 2.0 Mathematics Test indicate that of 34% (198) students achieved level 3 Proficiency. Our goal for the 2012-2013school year is to maintain Level 3 student proficiency at 34% (200) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (198)	34% (200)

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. As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the area of deficiency was in the Reporting Category: Number Fractions for Grade 3.	1A.1. Students will develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions equivalence, represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.	1A.1. Administration and Math Coach	Classroom observations	1A.1. Formative: Monthly Assessments, District interim assessments data reports, student work product. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment
2	1a.2. As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the area of deficiency was in the Reporting Category: Geometry and Measurement in Grade 4. 1A.3. As noted on the 2012 administration of the FCAT 2.0 Mathematics Test, the area of deficiency was in the Reporting Category: Geometry and Measurement in Grade 5.	1a.2. Develop and understanding of decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe multiples; relate fractions to decimals and percent and generate equivalent fractions and simplify fractions. 1A.3. Develop an understanding of and fluency with division of whole	Administration and Math Coach	Classroom observations	Formative: Monthly assessments, and District Interim Assessments. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

	numbers; develop an understanding of fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiple within the context of fractions; describe real-world situations using positive and negative integers; and solve non-routine problems.			

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Mathematics Goal #2A: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 35% (207) of students achieved levels 4 & 5 proficiency. Our goal for the 2012-2013 school year is to maintain Levels 4 and 5 student proficiency at 35% (206) or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (207)	35% (206)

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 noted on the 2012 administration of the FCAT 2.0 Mathematics Test Mathematics was Number Sense. This deficiency is due to the lack of exposure to enrichment activities	A.1. Provide an opportunity for students to gain enrichment by engaging in mathematical discourse and problem solving activities through the use of cooperative student learning teams using the Share and Show section of each lesson in the Go Math! Series.	LEADERSHIP TEAM	2A.1. Provide time during department/grade level meetings to share best practices and reflect on effectiveness of strategies to ensure the NGSSS are being met according to the pacing guides.	2A.1. Formative: Monthly assessments, and District Interim Assessments. Summative: Results from the 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Train teachers to effectively implement Access Points. Student will be provided with opportunity to engage in continuous repetition and practice when learning math concepts.	Administration SPED Chairperson	CLASSROOM WALKTHROUGHS	Classroom Assessments Formative: 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Mathematics Goal #3A: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 84% (312) of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5percentage points to 89% (330).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (312)	89% (330)
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 need more opportunities for mathematical exploration and development of numbers and operations, to make connections to real life Practical applications of numbers.	Provide concrete real world examples of mathematical applications of numbers and operations through the use of manipulatives, models, literacy connections, and technology, as evidenced in teacher lesson plans.	Leadership Team	Perform grade level articulation with administrative team to share resources and review student assessment data, making adjustments as necessary to ensure that NGSSS are addressed and supported throughout the curriculum and pacing guides.	Formative: Monthly assessments, and District Interim Assessments. Summative: Results from the 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 80%(78) in the Lowest 25% Subgroup 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 85%(83).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (78)	85% (83)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is the inability of the lowest 25% to bridge the gap of prerequisite skills required to master grade level curriculum.	Identify lowest 25% performing students in grades 3-5 and, based on instructional needs, provide academic support during the school day, as well as mathematical tutoring sessions.	Administration and Instructional Coaches	Review formative assessment and student performance data reports, as well as intervention assessments, to ensure academic progress and to differentiate instruction as needed according to the pacing guides and student data.	Formative: Monthly assessments, and District Interim Assessments. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	66	69	72	75	

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 2012 Mathematics FCAT assessment indicate that 86% of the students in the White subgroup, 71% of the students in the Hispanic subgroup, 67% of the Asian subgroup, 58% of the ELL subgroup, 46% of the SWD subgroup and, 63% of the ED subgroup are making satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions and remediation to increase the percent of the students making satisfactory progress in the White subgroup to 87 (46)%, to increase the percentage of the students making satisfactory progress in the Hispanic subgroup to 72% (347) and to increase the percentage of the students making satisfactory progress in the Asian subgroup to 68% (8). The Results of 2012 Mathematics FCAT assessment indicate that 64% of the students in the Black subgroup did not make satisfactory progress. Our goal for the 2012-2013 FCAT 2.0 Mathematics assessment is to increase the percentage of students making satisfactory progress in the Black subgroup from 36% (14) to 55% (21).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 86% (46) Black: 36% (14) Hispanic: 71% (342) Asian: 67% (8) American Indian: N/A	White: 87% (46) Black: 55% (21) Hispanic: 72% (347) Asian: 68% (8) American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test 64% of students in the Black subgroup did not make satisfactory progress. Limited resources available to rigorously remediate and supplement instruction of the NGSSS.	Provide students with Success Maker practice on an ongoing basis and provide students with the opportunity to practice quick recall of multiplication facts.	Teachers, Math Coach, and Administration	Administrators, curriculum coaches, and teachers will review Monthly assessments and monthly Success Maker usage reports to ensure session goals are being met and progress is being made on all NGSSS being addressed in the pacing guides.	Formative: Monthly assessments, and District Interim Assessments. Summative: Results from the 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:	2011-2012 FCAT 2.0 Mathematics Test indicate that 58% (55) of the students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 63% (60).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (55)	63% (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	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 58% (55) of the students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 63% (60).	Provide students with Success Maker practice on an ongoing basis and provide students with the opportunity to practice quick recall of multiplication facts.	Teachers, Math Coach, and Administration.	Administrators, curriculum coaches, and teachers will review Monthly assessments and monthly Success Maker usage reports to ensure session goals are being met and progress is being made on all NGSSS being addressed in the pacing guides.	Formative: Monthly assessments, and District Interim Assessments. Summative: Results from the 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 2.0 Mathematics Test indicate that 46% (33) of the students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 51% (60).
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (33)	51% (36)

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 63% (250) of the students in the ED subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 66% (262).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (250)	66% (262)

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

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
Mathematics CCSS SuccessMaker Go Math! Series/Think Central	KG-5	District, Region, Administration Teachers and Math Liaison	KG-5	September 1 through October 18, 2012	Classroom walk-throughs, agendas, and sign-in sheets SuccessMaker Usage Reports Classroom walk-throughs, agendas, and sign-in sheets	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions equivalence, represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.	Math Resource Books	EESAC	$2,000.00
		Subtotal: $2,000.00	
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: $2,000.00

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:	On the 2012 Science FCAT 2.0 Test, 41% (84) of the students achieved proficiency (FCAT 2.0 Level 3). Our goal is to increase student proficiency by 3 percentage points to 44% (90).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (84)	44% (90)

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 of deficiency according to the 2012 FCAT 2.0 Science is in Nature of Science. Students need more opportunities for inquiry-based "hands-on" experimentation.	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills using AIMS supplemental material. Participate in essential labs. Instruction in grades K-5 adheres to depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.	Administration Science Liaison	Administration, Science Liaison will review results of school-site assessment data to monitor student progress.	Formative: Interim Assessments, student work. Summative: Results from 2013 FCAT 2.0 Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 FCAT 2.0 Science Test, 16% (32) of students scored proficiency (FCAT 2.0 Level 4 and 5). Our goal is to increase student proficiency by 1 percentage points to 17% (35).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (32)	17% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency according to three years of trend data is in Physical & Chemical Science. Students need to develop higher order thinking skills in order to increase levels of proficiency.	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 hypothesis, data analysis, explanation of variables, and experimental design in Physical Science.	Administration Science Liaison	Teachers, Administration, Science Coach will review results of school-site assessment data to monitor student progress.	Formative: Interim Assessments, student work. Summative: Results from 2013 FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	N/A

	Science Goal #2b:				

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011-2012 administration of the Florida Alternate Assessment was Physical Science Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Physical Science.	Provide students with opportunities to observe real time activities to determine outcomes.	Science Liaison Administration SPED Chairperson SPED Teacher	Monitor school based assessments to ensure adequate progress and adjust intervention as needed.	Formative: Interim Assessments, student work. Summative: Results from 2013 FCAT 2.0 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
Effective Implementation of the Next Generation Sunshine State Standards	KG-5 Science	Science Liaison	KG-5 Science Teacher	September 29, 2012	Effective Implementation of the Next Generation Sunshine State Standards	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills using AIMS supplemental material. Participate in essential labs. Instruction in grades K-5 adheres to depth and rigor of the Next Generation Sunshine State Standards as delineated in	Science Resource Books	EESAC	$1,450.00

the District Pacing Guides.

			Subtotal: $1,450.00

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

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,450.00

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 2.0 Writing Test indicate 88% (169) of students achieved proficiency. Our goal is to increase proficiency by 90% (171).
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (169)	90% (171)

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 Writing Test is that students need additional support with the appropriate writing skills necessary to write with a purpose and to a specific audience, with a specific topic and the use of elaboration.	During writing instruction, students will use graphic organizers to set up a framework for their writing. They will use figurative language, "show not tell", other words for, descriptive words, and magnified moments to expand upon their vocabulary and add depth to their sentences. Introduce students to self-editing checklists so that they can assess and monitor their writing progress and	Administration and Literacy Leadership Team	Administer and score monthly writing prompts to monitor student progress and adjust focus as needed. The MTSS/RtI Team will review data of monthly writing prompts and make recommendation based on needs assessment	Formative: Students' scores on monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Assessment

		that of their peers.			

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to communicate and develop the main idea with supporting details.	Provide opportunities for students to write daily to increase writing fluency. Focus will be on using a pre-writing plan.	Administration and Literacy Leadership Team	Monitor school based assessments to ensure adequate progress and adjust intervention as needed.	Formative: Classroom assessments Summative: 2012 Florida Alternati 2013 Florida Alternative 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
Writing Strategies	KG-5	Caleb Lopez	KG-5 Teachers	November 2012	Grade Level Meetings	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
During writing instruction, students will use graphic organizers to set up a framework for their writing. They will use figurative language, "show not tell", other words for, descriptive words, and magnified moments to expand upon their vocabulary and add depth to their sentences. Introduce students to self-editing checklists so that they can	Writing Program	EESAC	$2,000.00

assess and monitor their writing progress and that of their peers.

| | | | Subtotal: $2,000.00 |

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: $2,000.00

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 this year is to increase attendance to 96.89% (1134) by minimizing excused absences due to illness and by reducing unexcused absences through a positive recognition plan. Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardies (10 or more) to 252 students from 265. Our third goal is decrease the number of students with 10 or more tardies by 1% from 192 to 182.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.39% (1128)	96.89% (1134)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
265	252
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
192	182
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not familiar with District and School Attendance Policies. More incentives are needed to encourage students to improve their attendance.	Identify and refer students who may be developing a pattern of nonattendance (10 or more absences or tardies) to the Counselor and social worker for intervention services.	Principal, Assistant Principal, Attendance Clerk	Teachers and Attendance Clerk will monitor and review daily attendance reports	Daily attendance reports and COGNOS Attendance 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
Truancy Prevention	K-5/ Attendance	Guidance Counselor	All primary and intermediate teachers, guidance counselor and attendance clerk.	August 19, 2011 Faculty Meeting	A Truancy Intervention Plan will be developed by the Attendance Review Committee. The Assistant Principal will monitor the implementation of the Attendance Incentive and Absence Prevention Plan by teachers and staff.	Assistant Principal and Guidance Counselor

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)

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 1 percentage point.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	5

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 not receiving positive behavior modification may continue to misbehave.	Implement consistent school wide behavior expectations and rules through the implementation of a consistent in-house positive behavior plan.	Administrative Team	Monitor COGNOS report on student outdoor suspension rate.	Monthly COGNOS suspension Report and Student Log for students who are recognized for positive behavior

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
					Utilizing classroom	

| MDCPS Code of Student Conduct | KG-5 | Principal, Assistant Principal and Guidance Counselor | All primary through intermediate teachers and guidance counselor | August 19, 2011 Faculty Meeting | walkthroughs to monitor teacher's enforcement of the Student Code of Conduct. Review Elementary SPOT Success Recognition Reports. | Principal, Assistant Principal and Guidance Counselor |

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our 2012-2013 goal is to increase parental involvement by 3 % from 40% (360) to 43% (387).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
40% (360)	43% (387)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Parents have a limited understanding of instructional Best Practices that can be implemented at home that would facilitate student learning	In order to strengthen Parents' knowledge and skills to effectively support student learning, workshops on mathematics, literacy and using student data to improve achievement will be held on a quarterly basis to promote parental involvement. Rewards and incentives will be offered to those in attendance.	Administrative Team	Review sign in sheets to determine the number of parents attending school events	Sign in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Orientation	KG-5 parents	Administration	Parents	September 25, 2012	Number of Volunteers	Adminstration

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Based on an analysis of school data, students need Increased opportunities to participate in inquiry based and independent investigations using hands-on science experiences integrated with mathematics and engineering utilizing technology.

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 need more opportunities for scientific exploration. Students also have limited prior exposure to scientific concepts.	Increase opportunities for grade students in grades K-5 to participate in hands -on science experiences by promoting activities such as the Science Fair.	Administration and Leadership Team	Review formative assessment data reports to ensure progress is being made and adjust instruction as needed. Monitor student progress with Science Fair project development.	Formative: Interim Assessments, Student projects Summative: 2013 FCAT 2.0 Science Assessment Rubrics

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	Provide students opportunities to use text features in informational text to locate, interpret and organize inforrmation.	Research Based Supplemental Materials	EESAC	$2,000.00
Reading	Teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Motivate students to become more independent readers through the use of Accelerated Reader (AR). Students will also use programs such as Reading Plus, and/or Success Maker to improve in the area of reading comprehension.	AR Books	EESAC	$2,000.00
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 tutorials program for identified ELL learners	Title III	$7,500.00
Mathematics	Students will develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions equivalence, represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.	Math Resource Books	EESAC	$2,000.00
Science	Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills using AIMS supplemental material. Participate in essential labs. Instruction in grades K-5 adheres to depth and rigor of the Next Generation	Science Resource Books	EESAC	$1,450.00

	Sunshine State Standards as delineated in the District Pacing Guides.			
Writing	During writing instruction, students will use graphic organizers to set up a framework for their writing. They will use figurative language, "show not tell", other words for, descriptive words, and magnified moments to expand upon their vocabulary and add depth to their sentences. Introduce students to self-editing checklists so that they can assess and monitor their writing progress and that of their peers.	Writing Program	EESAC	$2,000.00
				Subtotal: $16,950.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Riverdeep and SuccessMaker	Technology	N/A	$0.00
CELLA	Success Maker	Computer Based Program	N/A	$0.00
CELLA	Riverdeep	Computer Based Program	N/A	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Motivate students to become more independent readers through the use of Accelerated Reader (AR). Students will also use programs such as Reading Plus, and/or Success Maker to improve in the area of reading comprehension.	PD	EESAC	$100.00
				Subtotal: $100.00

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: $17,050.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

| ⓙ Priority | ⓙ Focus | ⓙ Prevent | ⓙ NA |

Are you a reward school: ⓙ Yes ⓙ No

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

No Attachment

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 (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

SCHOOL GRADE DATA

No Data Found

Dade School District JACK DAVID GORDON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	85%	88%	72%	332	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	64%			137	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?	70% (YES)	70% (YES)			140	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					609	
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 JACK DAVID GORDON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	81%	94%	57%	315	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	72%	67%			139	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)	70% (YES)			128	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					582	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested