FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GOCIO ELEMENTARY SCHOOL

District Name: Sarasota

Principal: Dr. Pamela Buchanan

SAC Chair: Robert Kanotz

Superintendent: Mrs. Lori White

Date of School Board Approval:

Last Modified on: 10/5/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Pamela Buchanan	B.S. in Elementary Education; M.Ed. in Elementary Education; Ed.S. in Ed. Leadership; Ed.D. Educational Leadership; ESOL Certified, Elementary Ed. 1- 6, School Principalship K-12	2	14	In Palm Beach County moved school from C to A and met AYP criteria at a Title I school. In Sarasota County, Englewood Elem. 2005-2010 maintained an A school for five consecutive years.Gocio Elem. 2010-2011,maintained an A rating. Percentage meeting High Standards: Reading 72%,Math 77%, Writing 97%, Science 58%. Did not make AYP. 2011-2012, Grade B, Reading Proficiency 53%, Reading Learning Gains 66%, Lowest 25% making learning gains 71%; Math Proficiency 50%, Math Learning Gains 60%, Lowest 25% making learning gains 59%; Science Proficiency 55%; Writing Proficiency 84%.
		B.A. in Special Education from University of Florida (FL); M.A. in Special Education from			Assistant Principal at Gocio Elementary from 2004 - 2011. 2010-2011:A; Grade:Percentage meeting High Standards: Reading 72%,Math 77%, Writing 97%, Science 58%. Did not make AYP. 2009-2010 Grade: A, Reading Mastery: 72%, Math mastery: 77%,

	Name	Degree(s)/Certification			Science Mastery: 55%.Writing Mastery: 87%, AYP: 74%, did not make AYP in reading or math (total pop.) 2011-2012, Grade B, Reading Proficiency 53%, Reading Learning Gains 66%, Lowest 25% making learning gains 71%; Math Proficiency 50%, Math Learning Gains 60%, Lowest 25% making learning gains 59%; Science Proficiency 55%; Writing Proficiency 84%.
Assis Principal	Mary Rozelle	University of Florida (FL); Ed. Leadership Certification; Principal certification-all grades State of FL; Elementary Ed. K-6; ESE K-12; ESOL;	7	7	

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.

	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)
No data submitted					

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	Regular meetings with new teachers following the PRIDE program	Principal/ Asst. Principal	Ongoing	
2	Partnering new teachers with veteran staff.	Principal	Ongoing	
3	Use of the Teacher Evaluation System (TES)	Administration	May 2013	
4	Provide ongoing professional development	Administration District staff	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
Three teachers are currently out-of-field ESOL Five teachers are currently out-of-field Gifted	All teachers are working to obtain the necessary endorsements.

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
60	11.7%(7)	10.0%(6)	53.3%(32)	25.0%(15)	73.3%(44)	0.0%(0)	5.0%(3)	0.0%(0)	78.3%(47)

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
Jamie Ward	April Ammeson	Highly Qualified Teacher with 30 years of experience	Classroom observations, lesson planning, progress monitoring, curriculum, instructional strategies and school culture are addressed
Julie Collins-Dutkiewicz	Susan Porvaznik	Highly Qualified Teacher with 11 years of experience	Classroom observations, lesson planning, progress monitoring, curriculum, instructional strategies and school culture are addressed
Kelly Watts	Breanne Winn	Highly Qualified Teacher with 11 years of experience	Classroom observations, lesson planning, progress monitoring, curriculum, instructional strategies and school culture are addressed
Dawn Burns	Erin Fletcher	Highly Qualified Teacher with 15 years of experience	Classroom observations, lesson planning, progress monitoring, curriculum, instructional strategies and school culture are addressed
Amanda Hasbrook	Linda Knipper	Highly Qualified Teacher with 7 years of experience	Classroom observations, lesson planning, progress monitoring, curriculum, instructional strategies and school culture are addressed
Sandy Billingsley	Nicole Nguyen	Highly Qualified Teacher with 8 years of experience	Classroom observations, lesson planning, progress monitoring, curriculum, instructional strategies and school culture are addressed
Heidi Kocur	Brittany Burnside	Highly Qualified Teacher with 15 years of experience	Classroom observations, lesson planning, progress monitoring, curriculum, instructional strategies and school culture are addressed

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 is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title IV 21st Century Community Learning Centers grants to provide after school programs.

Title I, Part C- Migrant

The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The

ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II

No dollars allocated to our school this year.

Title III

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X- Homeless

Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

Perkins funding is used to provide additional resources and professional development to CTE teachers in applicable schools.

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Principal: Dr. Pamela Buchanan provides a common vision for the use of data-based decision making and ensures that the school-based team is implementing PSRtI/MTSSS. She also facilitates/schedules Pupil Progression Meetings 2-3 times a year to review student data and make recommendations/possible retentions. In addition, quarterly data chats are conducted with individual teachers.

Assistant Principal: Mrs. Mary Rozelle ensures implementation of intervention support and documentation. Additionally, Mrs. Rozelle facilitates adequate professional development to support PSRtI/MTSSS implementation. A thirty minute intervention

time has been built into the schedule to assist teachers in the delivery of Tier II and Tier III interventions.

School Counselor: Tracey Bailey is the lead facilitator of the School Wide Support Team and works directly with the Grade Level PSRtI/MTSSS facilitator. She schedules the SWST meetings, builds the agenda, and documents students' respone to intervention as well as recommendations made by the team. She also takes notes during the CARE team meetings and as a result of discussions regarding behavioral concerns, she or Peggy Ohman (School Counselor) may provide small group, whole group or individual counseling. Assistance is also given to classroom teachers increating/implementing behavior charts, FBA's and BIPs.

Select General Education Teachers: Provide information in core instruction. Participate in student data collection, delivers instruction/interventions, and collaborates with staff. Conferences with parents to share student's assessment data showing the need for interventions to begin, be continued, intensify or cease and to explain the interventions and RtI process. Teachers also partivipate in teh school's Positive Behavior Support program teaching, reinforcing and recognizing student behavior that is appropriate and exceptional.

Exceptional Student Education (ESE) Teachers/Liaison: Participate in student data collection and assist in integrating core instructional/behavioral strategies. Shannon Dromgool, ESE Liaison, gathers relevant assessment data for students on SWST meeting agenda. She assists in developing and implementing students' FBAs/BIPs and offers behavioral support resources to teachers working with those students. The ESE Liaison also schedules students for CARE at which point the entire RtI portfolio is reviewed with the parents and recommendations are made by the CARE team based on the the student's response to interventions. The liaison is the lead facilitator for the CARE meetings.

PSRtI/MTSSS Grade Level Facilitators: Kelley Miranda assists with team collaboration regarding student progress and data collection for interventions at Tier II and III. She ensures all necessary paperwork is completed by teachers before a student is scheduled on the agenda and discussed at SWST. She shares data with SWST members during meetings, progress monitors students receiving interventions, and submits their paperwork to the SWST facilitator for team review, discussion and recommendations.

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 team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and reviewed periodically to determine progress and reassess further instructions. The ESOL teacher and Reading teachers providing small group, Tier II instruction collaborate with the classroom teachers and PSRtI/MTSSS Grade Level Facilitator in documenting interventions, progress monitoring and data collection.

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

The school-based PSRtI/MTSSS Leadership Team will employs a continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional need. On a monthly basis, DBLT in collaboration with SBLT will oversee the implementation of the SIP Plan. Each year student data is generated in regards to academic subject area performance, behavior, and attendance. The RtI Leadership Team relies on data to establish SIP goals and implement plans to achieve those goals.

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.

The school uses a varity of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated data by reading, mathematics, science, and writing is utilized. Further, the school will participate int the FAIR Reading assessment and utilize the FOCUS Mathematics and Science assessments to summarize data for students at Tier I,II, and III. SuccessMaker is also used to generate data on students' reading and math skills. The AS400 database is used to document and access information regarding student discipline referrals and suspensions. Classroom behavior charts may be used for individuals with an FBA/BIP to obtain data daily. The PBS Owl Feathers are distributed to individual students exhibiting positive behaviors that are considered to be "above and beyond expectations."

Describe the plan to train staff on MTSS.

At the beginning of the year an overview of PSRtI/MTSSS was given to teachers. Ongoing training will continue through

collaborative meetings as well as professional development trainings with the grade level PSRtI/MTSSS facilitators. Grade Level PSRtI/MTSSS facilitators also meet individually with teachers to assist in the development of appropriate scientific, researched- based interventions. In addition, this facilitator guides teachers in data collection methods and offers technical assistance in graphing data.

Describe the plan to support MTSS.

The MTSS team remains available to participate in team collaborative meetings and ongoing information is given to curriculum leaders.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jamie Ward (iREAD intervention), Carolyn Spangler (ESE Resource), Sandy Billingsley (Partners in Print facilitator), Alexandra Korneyava (Kindergarten), Brenda Bunker (Kindergarten), Tamara Ellis(1st Grade), Barbara Cyphers (2nd grade), Heather Messenger (2nd grade), Kelli Hradek(3rd Grade), Tymesha Williams (3rd grade),Kelly Watts (4th Grade), Liz Martin (Speech/Language Pathologist)

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

The team meets regularly to discuss the implementation of literacy best practices in the school. Additionally, reading events and celebrations are planned and discussed.

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

We will continue reading instruction in the school, plan reading events and celebrations. The team will also investigate reading intervention programs and possible implementation for at-risk children.

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.

Gocio's Family Leadership Coordinator holds monthly training meetings for PreK families focused on early literacy. A partnership has been developed with Children First. They bring preK students to Gocio to visit Kindergarten classes in the spring. Gocio also presents a Kindergarten Round-Up for incoming kindergarten students and families.

*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

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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 25%(95) level 3,4,5 - 53%(202)	Level 3 - 29% Level 3,4,5 - 57%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to grade level vocabulary	Vocabulary words stressed in lessons	Instuctional staff Administration	Progress Monitoring	Chapter tests
2	Homework support	21st Century Afterschool program	Administration Instructional staff	After school attendance Teacher checklist	Progress Monitoring
3	Limited supplemental resources for at risk population	Florida Ready for daily reinforcement of skills	Classroom teachers	Monitoring of skill based assessments	Skill based assessment results
4	Limited supplemental resources for at risk population	Mountain Language for daily reinforcement of skills	Classroom teachers	Monitoring of skill based assessments	Skill based assessment results
5	Current practice all supplemental human resources are used to help at-risk learners.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom Teachers	Review of SuccessMaker class reports.	SuccessMaker reports
6	Classroom teachers are often focused on remediation.	The school will implement the FAIR assessment to monitor student progress.	Classroom Teachers	Review of FAIR data on PMRN	FAIR reports on PMRN
7	Limited supplemental resources for at risk population	Florida Ready for daily reinforcement of skills	Classroom teachers	Monitoring of skill based assessments	Skill based assessment results

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:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 28%(107) Level 3,4,5 - 53%(202)	Level 4,5 - 30% Level 3,4,5- 57%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Classroom teachers spend a large percentage of time working with at risk students</td><td>SuccessMaker 30 minutes daily</td><td>Classroom teachers Administration</td><td>Progress Monitoring</td><td>SuccessMaker reports</td></tr>
<tr><td>2</td><td>There is limited space in our Advanced Work Classes.</td><td>Teachers in regular education classrooms will differentiate instruction to compact the curriculum.</td><td>Classroom teachers</td><td>FAIR data and classroom assessments will be monitored regularly.</td><td>FAIR data and classroom assessments</td></tr>
<tr><td>3</td><td>Classroom teachers spend a large percentage of time working with at-risk students</td><td>Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.</td><td>Classroom teachers</td><td>Review of SuccessMaker class reports.</td><td>SuccessMaker reports</td></tr>
<tr><td>4</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(159)	70%

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	Classroom teachers spend a large percentage of time working with at risk students	SuccessMaker daily for 30 minutes	Classroom teachers	SuccessMaker Reports	Review of reports
2	Lack of background knowledge	Thinking maps implementation	Classroom teachers	Progress Monitoring	PLC discussions and tracking
3	Limited supplemental resources for at risk population	Florida Ready for daily reinforcement of skills	Classroom Teachers	Monitoring of skill based assessments	Skill based assessment results
4	Limited supplemental resources for at risk population	Mountain Language for daily reinforcement of skills	Classroom Teachers	Monitoring of skill based assessments	Skill based assessment results
5	Due to the migration of many families, many students arrive on campus working well below grade level or without consistent classroom experience.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teacher	SuccessMaker reports will be discussed in PLCs	SuccessMaker reports
6	Due to the migration of many families, many students arrive on campus working well below grade level or without consistent classroom experience.	The school will implement the FAIR assessments to monitor student progress	Classroom teacher	FAIR data will be discussed in PLCs	FAIR data and the PMRN
7	Due to the migration of many families, many students arrive on campus working well below grade level or without consistent classroom experience.	Implement iREAD (a literacy intervention program) and ESOL support with struggling readers.	Principal,Assistant Principal,Intervention Teacher, iREAD team, ESOL team	iREAD teachers and ESOL support team will maintain lesson plans and schedules available for perusal	Effectiveness will be determined through district progress monitoring data.

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(47)	75%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to grade level vocabulary	Vocabulary words stressed in lessons; Thinking Maps Implementaion	Instuctional staff Administration	Progress Monitoring	Chapter tests
2	Homework support After school programs Administration Instructional staff After school attendance Teacher checklist Progress Monitoring	After school programs	21st Century After School program	Classroom teachers Administration 21st Century staff	Attendance and progress monitoring
3	Limited supplemental resources for at risk population	Florida Reading for daily reinforcement of skills	Classroom Teachers	Monitoring of skill based assessments	Skill based assessment results
4	Limited supplemental resources for at risk population	Mountain Language for daily reinforcement of skills	Classroom Teachers	Monitoring of skill based assessments	Skill based assessment results
5	Due to the migration of many families, many students arrive on campus working well below grade level.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teachers	SuccessMaker reports will be monitored regularly	SuccessMaker reports

6	Due to the migration of many families, many students arrive on campus working well below grade level.	Targeted students will be placed in iREAD, an intervention program, up to 90 minutes daily	iREAD teachers, Classroom teachers, Intervention teacher	Progress Monitoring and Collaborative team meetings	FAIR data, Classroom assessments and observations
7	Due to the migration of many families, many students arrive on campus working well below grade level.	The school will implement the FAIR assessments to monitor student progress.	Classroom teachers	Progress Monitoring and Collaborative team meetings	FAIR data

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 67%(78) Black: 53%(25) Hispanic: 65%(17)	White 71% Black 57% Hispanic 69%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to grade level vocabulary Vocabulary words stressed in lessons; Thinking Maps Implementaion Instuctional staff Administration Progress Monitoring Chapter tests	Vocabulary words stressed in lessons; Thinking Maps Implementation	Instructional staff Administration	Progress Monitoring	Chapter tests
2	Lack of understanding of English in the home	Offer grade level trainings in the evenings with interpretors; Partners in Print; Preschool Storytime	Grade levels Partners in Print staff Administration ESOL staff	Tracking attendance	Parent surveys
3	Due to the limited experiences and academic exposure of many families in this subgroup, students often arrive on campus working well below grade level.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teacher	SuccessMaker reports will be monitored regularly	SuccessMaker reports

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(14)	23%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of English in the home	Offer grade level trainings in the evenings with interpretors; Partners in Print; Preschool Storytime	Grade levels Partners in Print staff Administration ESOL staff	Tracking attendance	Parent surveys
2	Limited vocabulary	Small group instruction with ESOL staff; Rosetta Stone in classrooms	Classroom teachers ESOL staff	Progress Monitoring	Running records Chapter tests Formative assessment
3	Due to the limited experiences and academic exposure of many families in this subgroup, students often arrive on campus working well below grade level.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teachers	Collaborative teams will review data in regular PLCs	SuccessMaker data

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
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	Several grade levels in each self-contained classroom with a wide level of abilities	Differentiated instruction; Grade level instruction	Classroom teachers Resource teachers	Scheduling Progress Monitoring IEP goal monitoring	IEP's Master Schedule
2	Due to the limited experiences and academic exposure of many families in this subgroup, students often arrive on campus working well below grade level.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teachers	Data will be reviewed and monitored during regular collaborative meetings	SuccessMaker data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	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	Lack of exposure to grade level vocabulary	vocabulary words stressed in lessons	Instructional staff Administration	Progress Monitoring	Chapter tests Formative assessment
2	Homework support	21st Century After School Program	21st Century Staff Administration	Attendance checklists	Progress Monitoring
3	Due to the limited experiences and academic exposure of many families in this subgroup, students often arrive on campus working well below grade level.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teachers	Data will be reviewed and monitored during regular collaborative meetings	SuccessMaker data
4					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker Implementation	K-5	Linda Loonam and SuccessMaker Trainers	All grade levels	On-going	Grade level PLC's will discuss implementation	Principal
FAIR assessments	K-5	Asst. Principal	K-5	On-going	Grade level PLC's will discuss implementation	Administration

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Differentiated instruction	Florida Ready	Title I dollars	$4,500.00
			Subtotal: $4,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker Implementation	Computer-based program	District level	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Review	Collaborative Planning	Title I	$3,000.00
			Subtotal: $3,000.00
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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.
2012 Current Percent of Students Proficient in listening/speaking:	
38%(29) GOAL 42%	

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	Difficulty with language barriers with families whose primary language is not English	Parent conferences and grade level parent nights providing information in the families native language	Administration ESOL staff	Parent surveys	Survey results Climate survey Attendance

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point

CELLA Goal #2:			increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.		

2012 Current Percent of Students Proficient in reading:

30%(23) GOAL 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	Difficulty with language barriers with families whose primary language is not English. Parent conferences and grade level parent nights providing information in the families native language Administration ESOL staff Parent surveys Survey results Climate survey Attendance	Parent conferences and grade level parent nights providing information in the families native language	Administration ESOL staff	Parent surveys	Survey results Climate survey Attendance

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.

2012 Current Percent of Students Proficient in writing:

35%(27) GOAL 39%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with language barriers with families' whose primary language is not English.	Parent conferences and grade level parent nights providing information in the families native language	Administration ESOL staff	Parent Surveys	Survey results Climate survey Attendance

CELLA Budget:

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

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

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 30%(115) Level 3,4,5 - 50% (193)	Level 3 - 34% Level 3,4,5 - 54%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to grade level vocabulary	Vocabulary words stressed in lessons	Instuctional staff Administration	Progress Monitoring	Chapter tests
2	Homework support	21st Century Afterschool program	Administration Instructional staff	After school attendance Teacher checklist	Progress Monitoring
3	Limited supplemental resources for at risk population	Florida Ready for daily reinforcement of skills	Classroom teachers	Monitoring of skill based assessments	Skill based assessment results
4	Current practice at Gocio is all supplemental human resources are used to help at-risk learners.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teachers	Teachers will periodically discuss SuccessMaker data in collaborative meetings	SuccessMaker data
5	Students will participate in mathematics delivered during specials, emphasizing math vocabulary	Students will receive 55 additional math minutes for 1 week, every 6-7 weeks; math word wall	Math Resource teacher	Monitor student progress	Topic tests and classroom monitoring

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:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
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:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 20%(78) Level 3,4,5 - 50%(193)	Level 4,5 - 22% Level 3,4,5 - 52%
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	Classroom teachers spend a large percentage of time working with at risk students	SuccessMaker 30 minutes daily	Classroom teachers Administration	Progress Monitoring	SuccessMaker reports
2	Current practice at Gocio is that all supplemental human resources are used to help at-risk learners.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teachers	Teachers will monitor progress during grade level collaborative meetings	SuccessMaker data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (145)	64%

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	Classroom teachers spend a large percentage of time working with at risk students	SuccessMaker daily for 30 minutes	Classroom teachers	SuccessMaker Reports	Review of reports
2	Lack of backgroud knowledge	Thinking maps implementation	Classroom teachers	Progress Monitoring	PLC discussions and tracking
3	Current practice at Gocio is that all supplemental human resources are used to help at-risk learners.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teachers	Classroom teachers will monitor progress and discuss in regular collaborative meetings	SuccessMaker data

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	By the year 2013, there will be a minimum of a four percentage point increase in the number of students

	Mathematics Goal #4:		demonstrating a learning gain in the lower quartile.		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	59% (36)		63%		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to grade level vocabulary	Vocabulary words stressed in lessons; Thinking Maps Implementaion	Instuctional staff Administration	Progress Monitoring	Chapter tests
2	Homework support After school programs Administration Instructional staff After school attendance Teacher checklist Progress Monitoring	After school programs	21st Century After School program	Classroom teachers Administration 21st Century staff	Attendance and progress monitoring
3	Limited supplemental resources for at risk population	Florida Reading for daily reinforcement of skills	Classroom Teachers	Monitoring of skill based assessments	Skill based assessment results
4	Due to the migration of many families, many students arrive on campus working well below grade level.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teachers	Classroom teachers will discuss student data in collaborative team meetings	SuccessMaker
5	Limited supplemental resources for at risk population	Florida Ready for daily reinforcement of skills	Classroom teachers	Monitoring of skill based assessments	Skill based assessment results

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 :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	By the 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified Level). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 37%(29) White 63%(73) Hispanic 48%(74)	Black 41% White 67% Hispanic 52%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to grade level vocabulary Vocabulary words stressed in lessons; Thinking Maps Implementaion Instuctional staff Administration Progress Monitoring Chapter tests	Vocabulary words stressed in lessons; Thinking Maps Implementation	Instructional staff Administration	Progress Monitoring	Chapter tests
2	Lack of understanding of English in the home	Offer grade level trainings in the evenings with interpretors; Partners in Print; Preschool Storytime	Grade levels Partners in Print staff Administration ESOL staff	Tracking attendance	Parent surveys
3	Due to the limited experiences and academic exposure of many families in this subgroup, students often arrive on campus working well below grade level.	Students will participate in the SuccessMaker workshop 35 minutes daily with fidelity.	Classroom teachers	Classroom teachers will discuss student data regularly in collaborative meetings.	SuccessMaker

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currenly demonstrating proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In the year 2011-12, 71% of the ELL subgroup scored at or above grade level.	In the year 2012-13, 73% will score at or above grade level

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of English in the home	Offer grade level trainings in the evenings with interpretors; Partners in Print; Preschool Storytime	Grade levels Partners in Print staff Administration ESOL staff	Tracking attendance	Parent surveys
2	Limited vocabulary	Small group instruction with ESOL staff; Rosetta Stone in classrooms	Classroom teachers ESOL staff	Progress Monitoring	Running records Chapter tests Formative 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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currenly demonstrating proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In 2011-12, 55% of students with disabilities scored level 3 or higher on FCAT Math.	In 2012-13, 59% of students with disabilities will score level 3 or higher on FCAT Math.

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	Several grade levels in each self-contained classroom with a wide level of abilities	Differentiated instruction; Grade level instruction	Classroom teachers Resource teachers	Scheduling Progress Monitoring IEP goal monitoring	IEP's Master Schedule
2	Due to the migration of many families, many students arrive on campus working well below grade level.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom Teachers	SuccessMaker data will be used to monitor data during collaborative planning times	SuccessMaker

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	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	Lack of exposure to grade level vocabulary	vocabulary words stressed in lessons	Instructional staff Administration	Progress Monitoring	Chapter tests Formative assessment
2	Homework support	21st Century After School Program	21st Century Staff Administration	Attendance checklists	Progress Monitoring
3	Due to the limited experiences and academic exposure of many families in this subgroup, students often arrive on campus working well below grade level.	Students will participate in the SuccessMaker workshop 30 minutes daily with fidelity.	Classroom teachers	SuccessMaker reports will be monitored regularly	SuccessMaker

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

| Implementing Pearson K-5 enVision Math | K-5 | District level facilitators | K-5 teachers | Ongoing 2012-2013 | Classroom lessons and collaborative planning | Administration |
| SuccessMaker Training | K-5 | Linda Loonam; SuccessMaker trainer | K-5 teachers | Ongoing 2012-2013 | Grade level PLC's will discuss implementation | Administration |

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Florida Ready	Title I	$4,500.00
			Subtotal: $4,500.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker Math	Computer-based program	District level	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
enVision Math	Implementation of enVision Math	District Level	$0.00
SuccessMaker	Implementaion of SuccessMaker	District Level	$0.00
Data Review	Collaborative Planning	Title I	$3,000.00
			Subtotal: $3,000.00

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 Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 43% (49) Level 3,4,5 - 55% (63)	Level 3 - 47% Level 3,4,5 - 59%
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	Lack of exposure to grade level vocabulary	Vocabulary words stressed in lessons	Instuctional staff Administration	Progress Monitoring	Chapter tests
2	Homework support	21st Century Afterschool program	Administration Instructional staff	After school attendance Teacher checklist	Progress Monitoring
3	Limited supplemental resources for at risk population	Florida Ready for daily reinforcement of skills	Classroom teachers	Monitoring of skill based assessments	Skill based assessment results
4	Due to the limited experiences and academic exposure of many families in our total population, students often arrive on campus working well below grade level.	Utilize common assessments to monitor students in the core curriculum needing intervention.	Classroom teachers	Review student grouping charts to ensure groups are redesigned to target student need.	FOCUS assessment
5	Due to the limited experiences and academic exposure of many families in our total population, students often arrive on campus working well below grade level.	Include higher order questions in lesson plans.	Administration	Lesson plans will be reviewed	Lesson plans/ PRIDE
6	Lack of hands on activities	Increase of hands on activities High Touch High Tech	Classroom teachers, Science Aide, Administration	Progress Monitoring	Lesson plans

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:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or

	demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 12% (14) Level 3,4,5 - 55% (63)	Level 4,5 - 16% Level 3,4,5 - 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	Due to the limited experiences and academic exposure of many families in our total population, students often arrive on campus working well below grade level.	Utilize common assessments to monitor students in the core curriculum needing enrichment.	Classroom teacher	Review student grouping charts to ensure groups are redesigned to target student needs	Print-out of FOCUS
2	Lack of hands on activities	Increase of hands on activities High Touch High Tech	Classroom teacher Science Aide Administration	Progress Monitoring	Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
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				

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
High Touch High Tech	5th grade/Science	High Touch High Tech personnel	5th grade	Ongoing 2012-13	PLC discussions	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Florida Ready	Title I	$1,500.00
Hands on Science	High Touch High Tech	Title I	$4,900.00
			Subtotal: $6,400.00
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: $6,400.00

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%(112)	86%
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	Due to the limited experiences and academic exposure of many families in our total population, students often arrive on campus working well below grade level.	60 minute uninterrupted writing block daily in fourth grade	Principal and Assistant Principal	Lesson plans and regular progress monitoring will be used to determine effectiveness	FCAT results
2	Due to the limited experiences and academic exposure of many families in our total population, students often arrive on campus working well below grade level	FST's Write Right! Program will be offered to students	Principal and Assistant Principal	Lesson plans, classroom walk-throughs and teacher feedback	District assessments
3	Due to the limited experiences and academic exposure of many families in our total population, students often arrive on campus working well below grade level	Implementation of the Core Connections program in fourth grade	Classroom teachers Principal and Assistant Principal	Lesson plans, classroom walk-throughs and teacher feedback	District assessments
4	Lack of a consistent writing program among grade levels	Core Connections training for primary grade levels	Classroom teachers Administration	Lesson plans, PLC discussions, rubrics	Progress Monitoring

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(37)	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	Due to the limited experiences and academic exposure of many families in our total population, students often arrive on campus working well below grade level.	60 minute uninterrupted writing block daily in fourth grade	Administration	Lesson plans and regular progress monitoring will be used to determine effectiveness	FCAT results
2	Due to the limited experiences and academic exposure of many families in our total population, students often arrive on campus working well below grade level.	FST's Write Right! Program will be offered to students	Administration	Lesson plans and teacher feedback	District assessments

3	Due to the limited experiences and academic exposure of many families in our total population, students often arrive on campus working well below grade level.	Implementation of the Core Connections program in fourth grade	Classroom teachers Administration	Lesson plans and teacher feedback	District assessments
4	Lack of a consistent writing program among grade levels	Core Connections training for primary grade levels	Classroom teachers Administration	Lesson plans, PLC discussions, rubrics	Progress Monitoring

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
Core Connections Implementation	Grades K-4	Lisa Capitano	Classroom teachers	Ongoing 2012-13	Lesson plans	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No data	No data	No data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No data	No data	No data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Core Connections	Writing consultant, Lisa Capitano	Title I	$19,000.00
			Subtotal: $19,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No data	No data	No data	$0.00
			Subtotal: $0.00
			Grand Total: $19,000.00

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:	ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage. ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.
	2012 Current Attendance Rate:	2013 Expected Attendance Rate:
	94.7% (831/878)	96.7%
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
	299	281
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	185	167

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	School attendance was effected due to our high percentage of economically disadvantaged families	The School Counselors will work closely with the Registrar to monitor student absences and tardies	School Counselors, Registrar	Student attendance will be reviewed regularly	Sharepoint attendance reports
2	School attendance was effected due to our high percentage of economically disadvantaged families	A Bi-lingual Family Leadership Development Coordinator (Title I Contracted Services) will assist the School Counselors in monitoring student attendance.	Assistant Principal and School Counselors and FLD Coordinator	Student attendance data will be reviewed regularly	Strategic school profile data

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	No data	No data	No data	No data	No data	No data

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
12	12
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
10	10

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
56	56
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
40	40

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistency in School-Wide expectations	PBS team will coordinate a School-Wide program	PBS team SAC School Staff Administration	Referrals	Tracking of referrals

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

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

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

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

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.*	By the year 2012, there will be an increase in the percent of parents attending school wide functions.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90% participated in parent-teacher conferences. Approximately 25% of K/1 families participated in Partners in Print	95% participating in parent-teacher conferences. 40% in Partners in Print

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 high percentage of economically disadvantaged families	To provide more opportunities for families to attend and partner with community organizations to provide food	Administration	Increase of participation	Sign in sheets

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

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

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

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:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

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

Technology

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

Professional Development

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

Other

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

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	Differentiated instruction	Florida Ready	Title I dollars	$4,500.00
CELLA	No data	No data	No data	$0.00
Mathematics	Differentiated Instruction	Florida Ready	Title I	$4,500.00
Science	Differentiated Instruction	Florida Ready	Title I	$1,500.00
Science	Hands on Science	High Touch High Tech	Title I	$4,900.00
Writing	No data	No data	No data	$0.00
Attendance	No data	No data	No data	$0.00
Suspension	No data	No data	No data	$0.00
Parent Involvement	No data	No data	No data	$0.00
				Subtotal: $15,400.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SuccessMaker Implementation	Computer-based program	District level	$0.00
CELLA	No data	No data	No data	$0.00
Mathematics	SuccessMaker Math	Computer-based program	District level	$0.00
Science	No data	No data	No data	$0.00
Writing	No data	No data	No data	$0.00
Attendance	No data	No data	No data	$0.00
Suspension	No data	No data	No data	$0.00
Parent Involvement	No data	No data	No data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data Review	Collaborative Planning	Title I	$3,000.00
CELLA	No data	No data	No data	$0.00
Mathematics	enVision Math	Implementation of enVision Math	District Level	$0.00
Mathematics	SuccessMaker	Implementaion of SuccessMaker	District Level	$0.00
Mathematics	Data Review	Collaborative Planning	Title I	$3,000.00
Science	No data	No data	No data	$0.00
Writing	Core Connections	Writing consultant, Lisa Capitano	Title I	$19,000.00
Attendance	No data	No data	No data	$0.00
Suspension	No data	No data	No data	$0.00
Parent Involvement	No data	No data	No data	$0.00
				Subtotal: $25,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No data	No data	No data	$0.00
CELLA	No data	No data	No data	$0.00
Mathematics	No data	No data	No data	$0.00
Science	No data	No data	No data	$0.00
Writing	No data	No data	No data	$0.00
Attendance	No data	No data	No data	$0.00
Suspension	No data	No data	No data	$0.00
Parent Involvement	No data	No data	No data	$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

| jn Priority | jn Focus | jn Prevent | jn NA |

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/5/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
PBS Incentives Parent Involvement Activities	$8,000.00

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

The SAC meets monthly to advise the principal on various school operations, including budget, academic programs, parent involvement activties, positive behavior support, and more. The SAC also studies the school-wide assessment data to determine the academic needs of the students.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Sarasota School District
GOCIO ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	77%	97%	58%	304	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	67%			132	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?	65% (YES)	64% (YES)			129	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					565	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District
GOCIO ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	77%	87%	55%	291	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	62%			123	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?	53% (YES)	70% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested