FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GULF GATE ELEMENTARY SCHOOL

District Name: Sarasota

Principal: Robin L. Magac

SAC Chair: Pending

Superintendent: Mrs. Lori White

Date of School Board Approval: October 2012

Last Modified on: 10/19/2012

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	Robin L. Magac	B.S. Elementary Education, University of Maryland: M.S.	9	13	2012-2013 Grade A

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				N/A All teachers are Gulf Gate are Highly Qualified.

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
No data submitted	

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
56	8.9%(5)	1.8%(1)	32.1%(18)	57.1%(32)	82.1%(46)	0.0%(0)	5.4%(3)	5.4%(3)	71.4%(40)

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
Susan Otis	Shannon Warner	A trained SCIP mentor is paired with a teacher who is a first year teacher.	A trained mentor provides modeling and coaching as well as visitation to other model classroom teachers. A mentor also assists in developing classroom procedures and instructional materials. Time is given for the feedback, coaching and planning.
			with a teacher who is a first year teacher. A

Margaret Seul	Anna Riccardo	A trained SCIP mentor is paired with a teacher who is a first year teacher.	trained mentor provides modeling and coaching as well as visitation to other model classroom teachers. A mentor also assists in developing classroom procedures and instructional materials. Time is given for the feedback, coaching and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership team is comprised of general education personnel that facilitate PBS/RtI as
a related but distinct process from the CARE (Children At Risk in Education) eligibility determination process.
At Gulf Gate Elementary School the RtI Leadership Team is comprised of:
The Principal: Provides a common vision for the use of data-based decision making; ensures that the school
based team is implementing RtI; ensures implementation of intervention support and documentation to
make sure of adequate professional development to support RtI implementation, communicates with parents
regarding school-based RtI plans and activities.
Primary and Intermediate General Education Teachers
All provide information about core instruction, participate in student data collection by grade level, deliver Tier 1
instruction/intervention, collaborate with other staff to implement Tier 2 intervention; integrate Tier 1
materials/instruction with Tier 2/3 activities. Progress monitor all students by grade level.
ESE Teachers:
Participate in student data collection, integrate core materials/activities to Tier 3 instruction, collaborate with
general education teachers.
School Psychologist/Guidance Counselor/ESE Liaison/Administrative Intern:
Participates in data collection and interpretation of data. Assists with development of intervention plans
when needed, provides assistance with problem solving, and facilitates data based decision making
activities.

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 at Gulf Gate Elementary School meets once a week to engage in the following activities: The team
reviews summative and formative data to identify school, grade, team, and class level academic needs.
Individual student information is reviewed. Based on the data review, instructional strategies are identified
and a timeline of implementation will be constructed. Student progress is monitored and individual cases
reviewed periodically to determine progress and reassess further instructional interventions.

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 RtI Leadership Team at Gulf Gate Elementary School will do the following to develop and implement our SIP:
Analyze relevant school profile data for the purpose of problem analysis.
Review and revise RtI infrastructure already established
Analyze data in order to identify trends and groups in need of more intervention
Goal setting
On a monthly basis, members of the team will oversee the implementation of the SIP plan.

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 variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic
achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is
utilized. Further, the school will participate in the FAIR Reading assessment and utilize the Florida Achieves Science
assessments, as well as district testing in Math to summarize data for students at Tier 1, 2, and 3. Each grade level will
progress monitor students on a continual basis. Staff will use data from Success Maker (ILS), the EnVision series (Math), and
Storytown (Reading).

Describe the plan to train staff on MTSS.

> The Gulf Gate Elementary RtI/PBS Team provided training on RtI/PBS to 100% of the instructional staff in August of 2012. Training will be on-going throughout the year.

Describe the plan to support MTSS.

> Gulf Gate Elemementary has instituted a 30 minute Intervention Block during the instructional day to support the MTSS process. This time allows classroom teachers of general education students the time to work with students who are either Tier 2 or Tier 3 during the school day. ESE Resource teachers and our ELL Liaison meet with identified students during the Intervention Block to provide direct instruction using IEP and ELL goals as a guide. Additionally, full time ESE teachers have assistance from ESE Resource teachers during the reading block, allowing the full-time ESE students to recieve additional direct instruction from a qualified teacher.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> The LLT is made up of the following members:
> Principal, Administrative Intern, and members from the instructional and classified staff.

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

> The LLT team meets throughout the year to analyze data to determine strategies so all students can be successful readers. The team also facilitates events on campus to encourage reading for all students.

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

> Our major initiative this year will be to focus on the data from our school-wide reading incentive program and share data with teachers and students on a weekly basis.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	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 - 28%(103) Level 3,4,5 - 76%(281)	Level 3 - 32% Level 3,4,5 - 78%

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	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers on a monthly basis. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor students by grade level to ensure all children are being instructed appropriately. Institute a 30-minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.	Principal Administrative Intern Team Leaders	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets; data print outs from AS400. Progress Monitoring data from team meetings and Data Chats with individual classroom teachers at the end of each quarter, master schedules	FCAT 2013,and/or FAIR Data, and/or SM4 Data, STAR data,and/or Math Benchmark Data, and/or Science Benchmark Testing.
2	Due to the Class Size Amendment, teachers may be working at grade levels they are not accustomed to.	Schedule weekly team meetings for teacher support Provide teachers with resources as needed and as available	Principal Administrative Intern Team Leader	Team Meeting Notes Request for resources Surveys	FCAT 2013 Data,FAIR Data, SM4 Data, STAR Data, Benchmark tests

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

<center>Problem-Solving Process to Increase Student Achievement</center>

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	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 - 48%(178) Level 3,4,5 - 76%(281)	Level 4,5 - 50% Level 3,4,5 - 78%

<center>Problem-Solving Process to Increase Student Achievement</center>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research based materials in the classroom.	Principal Administrative Intern Team Leader	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets.	2013 FCAT

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:
74%(151)	76%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding decreases for professional development opportunities; staff decreases.	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor by Grade Level	Principal Administrative Intern Team Leader	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets; data print outs from AS400. Progress Monitoring Data	2013 FCAT
2	Due to the Class Size Amendment, some teachers are asked to teach at grade levels they are not accustomed to teaching	Schedule weekly team meetings for teacher support Provide teachers with resources as needed and as available	Principal Administrative Intern Team Leader	Team Meeting Notes Request for resources Surveys	2013 FCAT
3	Loss of funding for a reading intervention teacher.	Schedule weekly team meetings for teacher support Provide teachers with resources as needed and as available Institute a 30 minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as	Principal Administrative Intern Team Leader	Team Meeting Notes Request for resources Surveys	2013 FCAT

		for ESE and ELL students.			

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:
62%(33)	66%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding decreases for professional development opportunities; staff decreases.	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor by Grade Level	Principal Administrative Intern Team Leader	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets; data print outs from AS400. Progress Monitoring Data	2013 FCAT
2	Due to the Class Size Amendment, some teachers are asked to teach at grade levels	Schedule weekly team meetings for teacher support	Principal Administrative Intern Team Leader	Team Meeting Notes Surveys Request for resources	2013 FCAT

	they are not accustomed to teaching	Provide teachers with resources as needed and as available			
3	Loss of funding for a reading intervention teacher.	Schedule weekly team meetings for teacher support Provide teachers with resources as needed and as available. Institute a 30 minute intervention block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.	Principal Administrative Intern Team Leader	Team Meeting Notes Surveys Request for resources	2013 FCAT

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 #
	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80	82	84	85	87	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 80%(211) Hispanic: 72%(37)	White: 87% Hispanic: 67% Exceeded AMO Target

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	Funding decreases for professional development opportunities; staff decreases; loss of funding for a Reading Intervention Teacher	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor Students by Grade Level Institute a 30 minute intervention block 4 days a week for Tier 2 and	Principal Administrative Intern Team Leader	Participation rosters for Professional Development Volunteer Hours AS400 Data Progress Monitoring Data	2013 FCAT

		Tier 3 students as well as ESE and ELL students.				
2	Due to the Class Size Amendment, teachers are asked to teach at grade levels they are not accustomed to teaching.	Schedule weekly team meetings for teacher support\n\nProvide teachers with resources as needed and as available	Principal Administrative Intern Team Leader	Team Meeting Notes\n\nRequest for resources	2013 FCAT

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.\n\nReading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%	44% Exceeded AMO Target

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 Percentage of ELL students at Gulf Gate Elementary has increased. Our school has lost the funding for a Reading Specialist.	ELL Liaison will provide Professional Development for those teachers requesting assistance.\n\nProvide ELL families with extra support throughout the school year. Professional development Rep will share upcoming ELL inservice opportunities with staff. Institute a 30 minute intervention block to service ELL students.	Principal Administrative Intern ELL Liaison	Inservice hours\n\nSign-in sheets during ELL Evenings	2013 FCAT

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.\n\nReading Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%	42%

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

			Monitoring	Strategy	
1	Funding decreases for professional development opportunities; staff decreases; loss of funding for a Reading Intervention Teacher	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research based materials in the classroom. Institute a 30 minute intervention block 5 days week for ESE resource students.	Principal Administrative Intern Team Leader ESE Liaison	Participation rosters for Professional Development Volunteer Hours	2013 FCAT
2	Varying Exceptionality Classrooms that house many students with differing abilities and academic/behavioral levels	Provide ESE staff with opportunities for Professional Development in Differentiated Instruction. Schedule ESE Resource teachers to assist VE classroom teacher during the reading block.	Principal Administrative Intern Team Leader ESE Department at the District Level	Participation rosters for Professional Development Master Schedule	2013 FCAT
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%	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	Funding decreases for professional development opportunities; staff decreases; Loss of funding for a Reading Intervention Teacher	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor students by grade level. Institute a 30 minute intervention block 4 days a week for Tier 2 and Tier 3 students.	Principal Administrative Intern Team Leader	Participation rosters for Professional Development Volunteer Hours AS400 Data Progress Monitoring Data Master Schedule	2013 FCAT

	2	Due to the Class Size Amendment, teachers are asked to teach at grade levels they are not accustomed to teaching.	Schedule weekly team meetings for teacher support Provide teachers with resources as needed and as available	Principal Administrative Intern Team Leader	Team Meeting Notes Request for resources	2013 FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards/ELA	K-5	Robin Magac	School-Wide	Summer 2012; and once each month thereafter	Professional Development Rosters	Principal

Reading Budget:

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

End of Reading 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.
By the year 2013, there will be a minimum of a two

	1. Students scoring proficient in listening/speaking. CELLA Goal #1:	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 Percent of Students Proficient in listening/speaking:

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	Loss of Reading Intervention Teacher.	Institute a 30 minute intervention block during the school day where all ELL students can receive Tier 2 and/or Tier 3 inteventions from the ELL Liaison and/or aide.	Administration ELL Liaison	Master Schedule Progress Monitoring Data	Cella 2013

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

2. Students scoring proficient in reading. CELLA Goal #2:	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 Percent of Students Proficient in reading:

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	Loss of reading intervention teacher.	Institute a 30 minute intervention block each week where ELL students can recieve Tier 2 and/or Tier 3 interventions from the ELL Liaison and/or aide.	Administration ELL Liaison	Progress Monitoring Data Master Schedule	Cella 2013

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

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				

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 - 27%(101) Level 3,4,5 - 61%(228)	Level 3 - 31% Level 3,4,5 - 65%

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	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers on a monthly basis. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor students by grade level to ensure all children are being instructed appropriately. Institute a 30-minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.	Principal Administrative Intern Team Leaders	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets; data print outs from AS400. Progress Monitoring data from team meetings and Data Chats with individual classroom teachers at the end of each quarter, master schedules	FCAT 2013,and/or FAIR Data, and/or SM4 Data, STAR data,and/or Math Benchmark Data, and/or Science Benchmark Testing.
2	Due to the Class Size Amendment, teachers may be working at grade levels they are not accustomed.	Schedule weekly team meetings for teacher support Provide teachers with resources as needed and as available	Principal Administrative Intern Team Leader	Team Meeting Notes Request for resources Surveys	FCAT 2013, SM4 Data, Benchmark tests.

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 - 34%(127) Level 3,4,5 - 61%(228)	Level 4,5 - 36% Level 3,4,5 - 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	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers on a monthly basis. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor students by grade level to ensure all children are being instructed appropriately. Institute a 30-minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.	Principal Administrative Intern Team Leader	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets, master schedule	2013 FCAT
2	Due to the Class Size Amendment, teachers are asked to teach at grade levels they are not accustomed to teaching.	Schedule weekly team meetings for teacher support Provide teachers with	Principal Administrative Intern Team Leader	Team Meeting Notes Surveys Request for resources	2013 FCAT

		resources as needed and as available			

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:
76% (158)	78%

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	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers on a monthly basis. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor students by grade level to ensure all children are being instructed appropriately. Institute a	Principal Administrative Intern Team Leader	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets. Progress Monitoring Data, master schedule	2013 FCAT

		30-minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.			
2	Due to the Class Size Amendment, teachers are asked to teach at grade levels they are not accustomed to teaching.	Schedule weekly team meetings for teacher support Provide teachers with resources as needed and as available	Principal Administrative Intern Team Leader	Team Meeting Notes Surveys Request for resources	2013 FCAT

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	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 lower quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (35)	71%

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
	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers on a monthly basis. Use volunteers to	Principal Administrative Intern Team Leader	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets. Progress Monitoring Data, master schedule	2013 FCAT

1		work with students. Continue using research based materials in the classroom. Progress Monitor students by grade level to ensure all children are being instructed appropriately. Institute a 30-minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.			
2	Due to the Class Size Amendment, teachers are asked to teach at grade levels they are not accustomed to teaching.	Schedule weekly team meetings for teacher support Provide teachers with resources as needed and as available	Principal Administrative Intern Team Leader	Team Meeting Notes Requests for resources	2013 FCAT

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 #
	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	64	68	71	75	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 63%; Black: 38; Hispanic: 51%;	White: 71%; Black: 45%; Hispanic: 55%;

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers on a monthly basis. Use volunteers to work with students. Continue using research based materials in the	Principal Administrative Intern Team Leader	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets. Progress Monitoring Data, master schedule	2013 FCAT

		classroom. Progress Monitor students by grade level to ensure all children are being instructed appropriately. Institute a 30-minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	36%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers on a monthly basis. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor students by grade level to ensure all children are being instructed appropriately. Institute a 30-minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.	Principal Administrative Intern Team Leader	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets. Progress Monitoring Data, master schedule	2013 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:

16%			36% of students with disabilities will make Adequate Yearly Progress in Mathematics.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers on a monthly basis. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor students by grade level to ensure all children are being instructed appropriately. Institute a 30-minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.	Principal Administrative Intern Team Leader	Participation rosters for Professional Development Volunteer Hours AS400 Data Progress Monitoring Data Master Schedule	2013 FCAT
2	Varying Exceptionality Classrooms that house many students with differing abilities and academic/behavioral levels	Provide ESE staff with opportunities for Professional Development in Differentiated Instruction Allow ESE Resource teacher to assist VE teacher in the classroom.	Principal Administrative Intern Team Leader ESE Department at the District Level	Participation rosters for Professional Development Master schedule	2013 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%	53% Met AMO Target

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
	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers on a monthly	Principal Administrative Intern Team Leader	Participation rosters for Professional Development Volunteer Hours AS400 Data	2013 FCAT

		basis. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor students by grade level to ensure all children are being instructed appropriately. Institute a 30-minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.		Master Schedule Progress Monitoring Data.	
1					

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
Common Core/Mathematics	K-5	Robin Magac	School-wide	Summer 2012 and each month thereafter	Professional Development Rosters	Principal

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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 - 48% (57) Level 3,4,5 - 63% (75)	Level 3 - 52% Level 3,4,5 - 67%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding decreases for professional development opportunities; staff decreases	Use trained staff at Gulf Gate Elementary School to provide professional development to teachers on a monthly basis. Use volunteers to work with students. Continue using research based materials in the classroom. Progress Monitor students by grade level to ensure all children are being instructed appropriately. Institute a 30-minute Intervention Block 4 days a week for Tier 2 and Tier 3 students as well as ESE and ELL students.	Principal Administrative Intern Team Leaders	Professional Development Rosters; Percentage of teachers taking advantage of Professional Development offerings; volunteer log in sheets; data print outs from AS400. Progress Monitoring data from team meetings and Data Chats with individual classroom teachers at the end of each quarter, master schedules	FCAT 2013,and/or FAIR Data, and/or SM4 Data, STAR data,and/or Math Benchmark Data, and/or Science Benchmark Testing.
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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 - 15% (18) Level 3,4,5 - 63% (75)	Level 4,5 - 19% Level 3,4,5 - 67%

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Loss of personnel; scheduling conflicts	Institute a 30 minute intervention block 4 days a week for all Tier 2, Tier 3, ESE, and ELL students. Ensure all 5th grade students complete FCAT Explorer in Science; follow IFC's in Science	Administration	Review of Lesson Plan books, Progress monitoring data.	2013 FCAT District Science Benchmark tests FCAT Explorer 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 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
No Data Submitted						

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
By the year 2013, there will be a minimum of a four

	1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	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%(89)	86%

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 Class Size Amendment, some teachers may not have taught 4th grade writing and/or beginning teachers may not have had the opportunity to do this as well.	Schedule weekly team meetings for teacher support Provide teachers with resources as needed and as available School-wide writing prompts	Principal Administrative Intern Team Leaders	Team Meeting Notes Requests for resources PD roster sheets	2013 FCAT

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:
47%(50)	51%

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
The Writing Process	4th Grade	Teresa Kreger	4th Grade	Throughout the school year (4 times)	Professional Development Rosters	Administration Team Leader

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	ATTENDANCE GOAL – 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:
94.6% (759/802)	96.6%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
248	232
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
186	170

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	Elementary school children can not be held accountable when they are absent/tardy. This is a family/parent concern.	Send letters and/or make phone calls to parents/guardians on an as-needed basis when students have been absent for 5 days. Remind families of importance of school attendance. Invite parents to CARE meetings to help solve attendance issues.	Registrar Administrators CARE Team School Counselor	Letters Monthly data review SWST/CARE Notes	2013 Attendance 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 Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

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

Professional Development

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

Other

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	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
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
16	16
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
11	11
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students returning from EBD Cluster Site and/or students new to our school not knowing our PBS plan.	Teach PBS to students that are new to our school. Review PBS plan with all staff. School-wide by in of PBS plan.	Classroom Teacher School Counselors Administrator	Targeted small group instruction; School wide recognition of STARR student behavior; school-wide assembly; SWST referrals.	AS400 Discipline 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 Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	80% or more of Gulf Gate Elementary School Families will become involved or participate in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
72%	80%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Conflicts between work and school; language barrier between ELL families and school personnel	Invite parents in to school both during the day (volunteering) and at night (events); making sure all relevant information is being sent home in native languages. Begin phase 2 of "Tiger Pa's"--a father's initiative.	Staff Administration ELL Liaison ELL Paraprofessional	Sign in sheets Connect Ed Phone Call Data	Percentage of families participating in school events.

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

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

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

Parent Involvement Budget:

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

			Subtotal: $0.00

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology

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

Professional Development

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

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

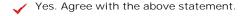| ☐ Priority	☐ Focus	☐ Prevent	☐ NA

Are you a reward school: ☐ Yes ☐ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used for Professional Development	$1,500.00

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

The School Advisory Committee at Gulf Gate Elementary School plans on the follownig activities for the year: review progress monitoring results from the school year on all grade levels in Math, Reading, Writing, and Science; Discuss Common Core Standards and the plan for implementation; budget for the school year, A+ monies, school grades, and other information as appropriate.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Sarasota School District
GULF GATE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	78%	92%	68%	333	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	81%	48%			129	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?	81% (YES)	55% (YES)			136	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					598	
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
GULF GATE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	83%	85%	68%	327	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	77%	62%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	56% (YES)			126	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					592	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested