

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GULF ELEMENTARY SCHOOL

District Name: Lee

Principal: Kimberly Verblaauw

SAC Chair: Sharon Harris

Superintendent: Dr. Joseph Burke

Date of School Board Approval: pending

Last Modified on: 11/21/2012

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

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kimberly Verblaauw	Bachelor's Degree in Education from University of Florida. Master's Degree in Educational Leadership from NOVA. Certification areas: Specific Learning Disabilities, ESOL, Physical Disabilities, School Principal K-12	1	8	2009 Grade: C Made AYP in all subgroups in Writing. Reading Mastery: 38% Math Mastery: 66% Writing Mastery: 94% AYP: White, Black, Hispanic and ED did not make AYP in Reading; Black, Hispanic and ED did not make AYP in Math. Mariner High School 2009-2010: Grade- B 50% met high standards in Reading 53% made a year's worth of Reading progress 48% of the lowest 25% made learning gains in Reading 78% met high standards in Math 75% made a year's worth of Math progress Mariner High School 2010-2011 Grade- A 50% met high standards in Reading 53% made a year's worth of Reading progress

					51% of the lowest 25% made learning gains in Reading 80% met high standards in Math 82% made a year's worth of Math progress 68% of the lowest 25% made learning gains in Math
Assis Principal	Linda Zammerilla	BS in Elem. Ed. From Youngstown State University Early Childhood Certification MS in Admin. And Supervision from Nova Southeastern University Certification for School Principal	28	17	Last five years A school, but did not meet AYP.

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	Ensure all new teachers are supported through the Apples Program.	Linda Zammerilla	By the end of their first year.	
2	Plan and develop researched based professional development for staff to meet the SIP goals and close the achievement gap.	Kim Verblaauw	Ongoing	

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
Joseph Haskill- ESOL Cecilia Rubinski- ESOL	All staff members are currently enrolled/participating in the identified professional development (e.g. advanced coursework, pursuing the appropriate certification exam, or participating in State/District approved programs).

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
68	0.0%(0)	13.2%(9)	35.3%(24)	50.0%(34)	38.2%(26)	100.0%(68)	4.4%(3)	11.8%(8)	89.7%(61)

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

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 MTSS Leadership Team for Gulf Elementary consists of the following members:

Shannon Schaal, Resource/Reading Teacher
Kim Verblaauw, Principal
Dani Clark, Counselor
Linda Zammerilla, Asst. Principal
Teacher
Yvette Kirgan, School Nurse, if needed
Erin De la Costa, Social Worker, if needed
Marty Uhlar or Kathy Keil, Speech and Language Pathologist, if needed
Diana Bledsoe, School Psychologist, if needed
Cathy Santoro, Cecilia Rubinski ESE Teacher, if needed
Susan Brask, Staffing Specialist, if needed
Jennifer King, Behavior Specialist, if needed
Doris Ramos, ESOL Representative, if needed

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Problem-Solving team at Gulf Elementary school meets on a monthly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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.

Gulf Elementary School utilizes the district adopted data management system, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Describe the plan to train staff on MTSS.

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Describe the plan to support MTSS.

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational

outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of administration, all grade level chairs, school counselor, and resource teacher.

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

Work as a school literacy team, with everyone having a role in determining the vision and the implementation plan, and each member bringing specific expertise to building the culture of literacy in the school. The LLT will meet 1x per month.

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

Simultaneously supporting learning and teaching for the ENTIRE community-students, teachers, educational leaders.

Enhancing literacy environment.

Building a literacy culture through collegiality and collaboration.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicates 73% of students achieved proficiency (level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (level 3) by 5% points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of our students met high standards in Reading	77% of our students will meet high standards in Reading

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
	Some students are not actively engaged in or motivated to read and experience difficulty with reading application	<p>For Grade 3, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts</p> <p>For Grade 4, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main</p>	Administration, Teachers, Resource Teacher	Monitoring progress on weekly assessments which target specific Reading Application skills. Assigning and monitoring progress within the Compass computer program. Targeting specific strategies within literacy center work where students show weakness using National Geographic Magazines and Time For Kids	<p>Formative: FAIR, weekly teacher generated assessments, and computer assisted reports through Compass Learning.</p> <p>Summative: 2013 FCAT Reading Test</p>

1

idea may be stated or implied. Students should be able to identify a correct summary statement. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts.

For Grade 5, should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Students should be provided practice in making inferences and drawing conclusions within and across texts. Students should be able to identify a correct summary statement. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within and across texts

Some students are not challenged and authentically engaged in activities that require students to reason and problem solve

For Grade 3, Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

For Grade 4 Using real-world documents such as, how-to articles, brochures, fliers, and websites use text features to locate, interpret, and organize information.

For Grade 5, Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles,

Administration, Teachers, Grade Level Chair, and Resource teacher

Classroom walk-throughs Lesson Plans

Questioning and progress monitoring Adjusted barriers and strategies by MTSS Tier matrix and grade level and subject 3x per year

2		<p>headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information. Valid information is correct or sound. Reliable information is dependable. Use supporting facts within and across texts. The student should be able to identify the relationships between two or more ideas or among other textual elements found within or across texts. Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach</p>			
3	<p>Minimal time spent with "eyes on text" and engagement with grade level text</p>	<ul style="list-style-type: none"> •Use of Gradual Release Model •Use of assessment prompts throughout each lesson •Independent exploration of the text prior to formal instruction •Extended reading passages (ERPS) used all year to develop cognitive endurance •Use of literature circles, books clubs, and writing clubs •SSR with accountable journaling / feedback •Participation in AR program within ZPD range and personal goal setting •Allow personal book choice •Match interest to appropriate grade level text •Incorporate content area reading through multiple reading resources and materials •Incorporate think-alouds as an instructional strategy •Include a balance of informational and literature throughout the day 	<p>Administration, Teachers, Grade Level Chair, and Resource teacher</p>	<ul style="list-style-type: none"> • PD on Cooperative Learning • Student engagement strategies • Student graph of academic progress • Media center circulation records •Personal AR goal attainment •Observation of students' reading habits and interests •Frequent comprehension conversations with students 	<p>AR Progress Reports Common Assessments</p>

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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:</p>	<p>In 2011-2012, 24% of students scored at Levels 4, 5, and 6 in reading as measured by the Florida Alternate Assessment. In 2012-2013, 28% of students will score at Levels 4, 5, and 6 in reading as measured by the Florida Alternate Assessment.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

24%					28%
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	Failure to become proficient in the format of the test	Provide staff with professional development related to the FAA and Access Points	Administration, ESE teacher *Speech and Language Pathologist *ESE support staff	Classroom walk-throughs	Review PD sign in sheet teacher lesson plans
2	Slow rate of learning due to medical conditions	Use a pacing guide to ensure all access points have been taught prior to the test	Administration, ESE teacher, ESE Support staff	Unique Curriculum assessments Pacing guide checklist	IEP Tracking Forms student work samples Access Progress Summary Report quarterly

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:	
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
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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:	In 2010-2011, 69% of all students made Reading learning gains. In 2011-2012, we will improve to 70% as measured in the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of all students made Reading learning gains	70% of all students will make Reading learning gains

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	Teachers have not been using Literacy Centers as part of their Reading Block.	Teachers will be trained to incorporate Literacy Centers in their instruction.	Administration	Classroom walk-through's and student data	Treasures Evaluations and teacher observations through walk-through's

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%	
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making learning gains in reading. Reading Goal #4:	
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 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 #					
	In 2011-2012, 73% of all students showed proficiency in Reading as measured by the FCAT Reading test. In 2012-2013, 78% of all students will show proficiency as measured by the FCAT Reading test.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	76	78	81	83	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2011-2012, 69% of our Hispanic subgroup showed proficiency in Reading as measured by the FCAT Reading test. In 2012-2013, 74% of our Hispanic subgroup will show proficiency as measured by the FCAT Reading test. In 2011-2012, 74% of our White subgroup showed proficiency in Reading as measured by the FCAT Reading test. In 2012-2013, 80% of our White subgroup will show proficiency as measured by the FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic- 69% White- 74%	Hispanic- 74% White- 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	Demonstrating flexibility and responsiveness- teachers may not be implementing ESOL strategies with fidelity	Extended learning tutoring after school	Administration/Curriculum Resource Teacher	Data chats to make curricular/instructional decisions based on extended day data and artifacts	Compass Assessment STAR

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:	In 2010-2011, 21% of our ELL students scored proficient in Reading. In 2012-2013, 34% of our ELL students will score proficient in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% of our ELL students scored proficient in Reading.	34% of our ELL students will score proficient in Reading.

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 may of limited background knowledge to allow teachers to provide instruction at the grade level	provide cooperative learning opportunities to student and master vocabulary through repeated experiences. Teachers will use performance data to put students into small flexible groups for differentiated instruction that will improve their achievement.	Classroom teachers, ESOL contactd person	Data chats Classroom walk-throughs	Compass assessments, Treasures

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:	In 2010-2011, 37% of students with disabilities scored proficient on Reading. In 2012-2013, 48% of students with disabilities will score proficient on Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% of students with disabilities scored proficient on Reading.	48% of students with disabilities will score proficient in Reading.

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 student engagement with rigorous and complex text that intergrates all aspects of lanuage arts.	Staff development in CCSS, Compass learning, Higher Level questioning	Literacy Team, Leadership Team	Progress monitoring, data	Lesson plans, Fair Assessments, STAR reports, Compass reports, classroom walkthroughs
2	Effective use of formative and summative data	STAR Training, Compass Training, Great Leaps	Administration	Staff Development registrations	Lesson plans, pinnacle analytics, STAR Reports, COMPASS

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	
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satisfactory progress in reading. Reading Goal #5E:	In 2010-2011, 65% of economically disadvantaged students scored proficient in Reading. In 2012-2013, 71% of economically disadvantaged students will score proficient in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of economically disadvantaged students scored proficient in Reading.	71% of economically disadvantaged students will score proficient in Reading.

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 entering 3rd grade are reading below grade level	Teachers will provide grade level text for extended and close reading activities with scaffolding strategies to meet student needs.	Classroom teachers, administration	Classroom walk-throughs, Data Chats	Treasure assessments, Compass

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 Training	All grades.	Literacy Team, Karen Sparks	School-wide	Trainings will be held during pre-school and on Wednesday training blocks.	Lesson plans and teacher feedback	Administration
Compass/Star Training	All teachers	Rob Stratton, MaryBeth Grecsek, and Jeanne Stratton	School-wide	Wednesday training	Lesson plans, compass reports, STAR reports	Administration

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
Extended School day	Supplemental contracts, student material	SIP	\$6,391.65
			Subtotal: \$6,391.65
			Grand Total: \$6,391.65

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:				
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:				
2012 Current Percent of Students Proficient in reading:				
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				

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Mathematics assessment indicate that 71% of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%	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
	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 3, 4, and 5 students was Reporting Category 1 – Number Operations, Problems, and Statistics	<p>General Considerations</p> <ul style="list-style-type: none"> o Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. o Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. o Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. o Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations. <p>Curriculum Scope by Grade-Level</p> <ul style="list-style-type: none"> o Grade K – Develop skills in representing, relating, and operating on whole numbers, initially with sets of objects; use numbers, including written numerals, to represent quantities and to solve quantitative problems; count out a given 	Administrators, Grade Level Chair, Teachers	<ul style="list-style-type: none"> . Formative Assessments Compass Learning Reports to determine individual student progress. Data Chats to make curricular/instructional decisions based on review of student data and artifacts. Classroom walk-throughs 	<ul style="list-style-type: none"> enVision Topic assessments Compass Learning Odyssey® delivers standards aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Odyssey applies current and confirmed research about how student think and learn. Adjusted barriers and strategies by MTSS tier matrix of grade level and subject 3x per school year Aggregated data by teacher, grade level, and subject area

number of objects; compare sets or numerals; and work with numbers 11-19 to gain foundations for place value.

- o Grade 1 – Build an understanding of the relationship between addition and subtraction as they extend the counting sequence; understand place value (developing understanding of whole number relationships and place value, including grouping in tens and ones); and use place value understanding and properties of operations to add and subtract.
- o Grade 2 – Understand place value and use such understanding and properties of operations to fluently add and subtract within 100; add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; and work with equal groups of objects to gain foundations for multiplication.
- o Grade 3 – Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.
- o Grade 4 – Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percent; and generate equivalent fractions and simplify fractions.
- o Grade 5 – Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.

Technology

		<ul style="list-style-type: none"> o Engage students in activities to use technology (such as VMath Live, Compass Learning, or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers. o For Common Core State Standards for Mathematics (CCSSM) for grades K-2, and Next Generation Sunshine State Standards (NGSSS) for grades 3-5, and instructional materials by benchmark, go to http://www.floridastandards.org. Literature in Mathematics Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive “Word Walls” created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson 			
	<p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grades 4 and 5 students was Reporting Category 3 – Geometry and Measurement.</p>	<p>General Considerations</p> <ul style="list-style-type: none"> o Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. o Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects. o Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures. <p>Curriculum Scope by Grade-Level</p> <ul style="list-style-type: none"> o Grade K – Develop the ability to describe their physical world using geometric ideas; describe and compare measurable attributes; identify, name, and describe basic two-dimensional 	<p>Administrators, Grade Level Chair, Teachers</p>	<p>Administer Formative Assessments Data Chats to make curricular/instructional decisions based on review of student data and artifacts</p>	<p>Math Station, provides comprehensive practice with the math benchmarks tested on the 5th grade FCAT. Created by the Florida Department of Education and free for your students, parents, and school faculty to use, FCAT Explorer has long been a mainstay of computer lab and home FCAT review. With a variety of reports, progress monitoring tools, and rich practice and skill development tools, FCAT Explorer provides the ability to confirm student capabilities and improve basic skills at the same time.</p> <p>FOCUS Web site, for grades 3-5. The FOCUS Web site—</p>

shapes, as well as three-dimensional shapes; and use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

- o Grade 1 – Compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes; recognize shapes from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different; and develop the background for measurement, from knowing how to measure lengths indirectly and by iterating length units, and telling and writing time, to gaining an understanding of properties such as congruence and symmetry.
- o Grade 2 – Measure and estimate lengths in standard units; work with time and money; describe and analyze shapes by examining their sides and angles; investigate, describe, and reason about decomposing and combining shapes to make other shapes; and through building, drawing, and analyzing two- and three-dimensional shapes, develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.
- o Grade 3 – Describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed.
- o Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.
- o Grade 5 – Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.

focus.florida-achieves.com— supports Florida's Continuous Improvement Model. With mini assessments in math, FOCUS provides teachers a quick check of student comprehension. The mini-assessments in FOCUS offer a five-item test and a five-item retest on every benchmark and skill in math (grades 3-10).

		<p>Technology</p> <ul style="list-style-type: none"> o Engage students in activities to use technology (such as technology (such as VMath Live, Compass Learning, or the or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense. o For CCSSM for grades K-2, and NGSSS for grades 3-5, and instructional materials by benchmark, go to http://www.floridastandards.org. <p>Literature in Mathematics</p> <p>Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson</p>			
3	Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both application and integration of math learning and take into account the needs of nearly all students	<p>Use progress monitoring tools to identify students who need additional support and determine if interventions are working</p> <p>*Provide curriculum resources and professional development for teachers to promote rigor for all students.</p> <p>Use diagnostic or formative assessments to identify what students already know before the start of instruction.</p> <p>-</p>	Administratios, Grade Level Chair, and Teachers	Common Core State Standards for Mathematics: Standards for Mathematical Practices	Assessments Aggregated data by teacher, grade level, and subject area

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:	In 2011-2012, 24% of our students scored Levels 4-6 on FAA Math. In 2012-2013 we will improve to 26% as measured by the Florida Alternate Assessment Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%	26%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students have not	Utilize Unique Learning	Administrators,	IEP Goals progress	Teacher made

1	developed a consistent response mode/mode of communication	Systems to increase math skills and practice the format of the assessment with the students daily	Teachers, Behavior Specialist	reports Classroom walk-throughs	assessments Access Point Goal Sheet each quarter
2	Slow rate of learning due to medical conditions	Use pacing guide to ensure that all access points have been taught prior to the testing window	Administrators, teachers, ESE support	Classroom walk-through	Walk-through 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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:

3a. FCAT 2.0: Percentage of students making learning	
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gains in mathematics. Mathematics Goal #3a:	In 2011-2012, 58% of all students made Math learning gains. In 2012-2013, 69% of all students will make Math learning gains according to the school grades report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of all students made Math learning gains	69% of all students will make Math learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to be exposed to more higher-level Math problems.	Teachers will use various supplemental materials/resources to expose students to more higher-level Math problems.	Administration	Student data on math assessments	Student data and classroom walk-through's

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:	
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 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 # In 2010-2011, 71% of all students scored proficient in Math. By 2016-2017, 86% of all students will score proficient in Math. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	76	78	81	83	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2010-2011, 37% of African American students scored proficient in Math and 69% of Hispanic students scored proficient in Math. In 2012-2013, 48% of African American students will score proficient and 74% of Hispanic students will score proficient in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% of African American students scored proficient in Math 61% of Hispanic students scored proficient in Math	48% of African American students will score proficient in Math 74% of Hispanic students will score proficient in 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	Parents are not equipped to help students at home	apply a variety of instructional strategies such as video clips, online resources, compass, math investigations, and print materials differentiated for individual student needs.	Administration, Teachers	Classroom walk-through, review lesson plans, data chats	Compass assessment, Topic test

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2010-2011, 32% of our SWD score proficient in Math. In 2012-2013, 43% of our SWD will score proficient in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% of our SWD were proficient in Math	43% of our SWD will score proficient in 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	Already 2 years below grade level	Extended school day	Administration, Curriculum Resource teacher	Data chats to make instructional decisions based on review of student data	Compass Assessment, Topic tests, review MTSS

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In 2010-2011, 64% of our economically disadvantaged students were proficient in Math. In 2012-2013, 70% of our economically disadvantaged students will be proficient in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% of our economically disadvantaged students scored proficient in Math	70% of our economically disadvantaged students will score proficient in 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	Incoming students have other learning gaps	Access students math skills on a weekly basis and analyze data to drive instruction	Classroom teachers, administration	Data chats	Topic tests

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
Math investigations	K-2	PD- Lori Delikat	K-2	October 3, 2012	Lesson plans and Math night	teachers and administration
Common Core Training	All grade levels	Literacy team and downtown lead teachers	School-wide	1 meeting per month	Lesson plans, teacher sign-in sheets	administration, SIR, teachers

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
CCSS training	Monthly training and planning with CCSS	SIP	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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.	In 2011-2012 33% of 5th grade students scored a level 3 on FCAT science.
Science Goal #1a:	In 2012-2013, 39% of 5th graders will score a level 3 on the FCAT science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% of standard curriculum students met high standards in Science	39% of standard curriculum students will meet high standards in Science
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	Labs are "cookbook" style with students following a set of procedures rather than investigative	Utilize Science labs (K-1st will utilize SL at least once per quarter; 2-3 will utilize SL at least twice a quarter; 4-5 will utilize the SL at least 3 times per quarter). *Create Science lab calendar *Implement school wide science fair (at least 5 entries per class for grades 3-5 and 1 per class for K-2)	Administrations, Teachers	Teacher observations Teachers choice of Science documentation ie. Journals, notebooks, rubrics.	Grades 3-5 CCE Pre & Post K-5 teacher observation Lab results Science Fair projects
2	Pedagogic approach disconnected from the needs of students.	Each grade level will correlate Science benchmarks with teaching resources *Start to create a grade level list of needed science supplies. *Integrate science into reading block when possible. *Engineering is Elementary Training	Administration, Teachers, Department Chair	Assessment Data Chats Classroom walk-through	Assessments Teacher assessments to check for understanding Questions for 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 Levels 4, 5, and 6 in science. Science Goal # 1b:	In 2011-2012, 34% of students scored at Levels 4, 5, and 6 in science as measured by the Florida Alternate Assessment. In 2012-2013, 37% of students will score at Levels 4, 5, and 6 in science as measured by the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%	37%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased complexity of the assessment.	Implement Unique Curriculum. Practice the format of the assessment with the students daily. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	Administration, ESE Teachers	Observation, administer assessments, access point goals	IEP Quarterly goal report

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:				
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:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.				
Science Goal #2b:				
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				

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
The engineering is elementary project creates curricular materials that integrate engineering, technology concepts and skills with elementary science lessons.	Engineering is elementary classroom labs and teacher training.	SIP	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

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:	In 2011-2012, 82% of all students met high standards in Writing. In 2012-2013, 85% of all students will meet high standards in Writing as measured by the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% of all students met high standards in Writing	85% of all students will meet high standards in Writing
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	During the 2012 FCAT writing test, fourth graders demonstrated difficulty in mechanics and usage of conventions	Throughout grades K-5, writer's workshop will be integrated. School-wide use of curriculums such as Melissa Forney, Kathy Robinson, 4 Square, as well as use of mentor texts, read-alouds and teacher modeling. Use of Treasures vocabulary, spelling, and grammar lessons. Use of Spalding Phonograms in Grades K-2	Administration, Teachers	Monthly prompts will be monitored within data folders to determine growth throughout the year	Beginning and end of year writing samples
2	Need to foster a love of writing K-5 across the curriculum	Writing Authentic Tasks for Authentic Audiences for K-5	Administration, Grade Level Chair, Teachers	Pre and Post Survey of Staff in October 2012 and April 2013	Teachers will keep cross-curricular work samples
3	Lack of writing in response to responding to text	Writing to a source with supporting evidence	Administration, teachers, resource teacher	Data Chats to make curricular/instructional decisions based on review of student data and artifacts	CCSS rubric used for responding to text

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:	In 2011-2012, 25% of students scored at 4 or higher in writing as assessed by FAA. In 2012-2013, 27% of students will score at 4 or higher in writing as assessed by FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%	27%

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	Slow rate of learning due to medical conditions	Practice the format of the assessment with the students daily	Teacher, ESE Resource	Administer formative assessments Informal observations	Unique Assessments data from classroom walkthrough

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

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

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

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	
Attendance Goal #1:	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

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						

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:	
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

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						

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In 2011-2012, 6,281 volunteer hours In 2012-2013 we will increase the volunteer hours to 7,000 as measured by the End-Of-Year School Volunteers Report.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
6,281 Volunteer Hours.	7,000 Volunteer Hours.

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	Getting parents excited to come to school	1.1. Fun activities such as "Date Night", "Shop Till You Drop Night", Accelerated Reader, Movie night, math challenge, STEM night, Gifted Parent Night, ESE Parent Night, Curriculum night	Administration, teachers, clerical support staff	Parent Survey	Survey, sign-in
	Conflict with parent	Parent Link indicating	Administrations,	Semester volunteer	Compare results

2	work schedule with school bell times	nights that activities will be available with advance notice	IS, PTO	hours	from last year. Parentlik reports.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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:	In 2012-2013, Increase students participating in STEM lessons in the STEM Lab 1x per quarter.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As content specific specialists, teachers may struggle to make cross discipline connections	Through curriculum planning provide activities and resources for teachers that promote cross curricular connections with a focus on math, science and technology	Administration, Grade Level Chair, Teachers	Assessments Data Chats Classroom walk-through Teacher lesson plans	Common Assessments Aggregated data by teacher, grade level, & subject area
2	Students lack basic knowledge of science and engineering careers	Apply a variety of instructional strategies, such as video clips, online resources and print materials to provide students information about STEM careers, Engineering is elementary training	Administration, Grade Level Chair, Teachers	Assessments Classroom walk-through Student artifacts	Teacher end of the year survey and students pre-post assessments lab calendar

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

Additional Goal(s)

Anti-Bullying Goal:

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:					
1. Anti-Bullying Goal Anti-Bullying Goal #1:			In 2011-2012, Five incidents of bullying had been reported. In 2012-2013 we will decrease our bullying incidents to three.		
2012 Current level:			2013 Expected level:		
Five incidents reported.			Three incidents.		
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 consistent awareness/recognition that bullying is a problem at Gulf Elementary	<p>Review bullying-related data during faculty meetings four times per year</p> <p>Establish a consistent anti-bullying campaign through the Gulf Elementary News program (role-playing, poster display, character videos)</p> <p>Continue educational efforts related to bullying including special speakers and 4th and 5th grade classroom lessons</p>	Positive Behavior Support (PBS) Committee/Anti-bullying Chairperson	<p>Utilize 2011-2012 school year bullying data to establish a baseline and track declining trend for 2012-2013 school year.</p> <p>Pre/Post test for students and teachers measuring understanding of bullying issues</p>	Bullying folders discipline infractions discipline referrals

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

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

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

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 Anti-Bullying Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	The engineering is elementary project creates curricular materials that integrate engineering, technology concepts and skills with elementary science lessons.	Engineering is elementary classroom labs and teacher training.	SIP	\$3,000.00
				Subtotal: \$3,000.00
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
Mathematics	CCSS training	Monthly training and planning with CCSS	SIP	\$1,000.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended School day	Supplemental contracts, student material	SIP	\$6,391.65
				Subtotal: \$6,391.65
				Grand Total: \$10,391.65

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 11/21/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount

No data submitted

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

Review data from previous school year, mid-year data, and final data. Introduce the CCSS.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Lee School District GULF ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	89%	93%	67%	339	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	68%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	60% (YES)			117	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					593	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Lee School District GULF ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	90%	89%	63%	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	70%	67%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	67% (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					593	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested