

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GULFSTREAM ELEMENTARY SCHOOL

District Name: Dade

Principal: Concepcion Santana

SAC Chair: Lakeisha McFarland

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/24/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Concepcion Santana	Elementary Education ESOL Primary Education Educational Leadership	1	7	'12 '11 '10 '09 '08 School Grade A C C D A High Standards - Rdg. 58 72 51 44 87 High Standards - Math 62 78 60 47 85 Lrng Gains-Rdg. 69 54 60 56 70 Lrng Gains-Math 69 60 66 43 70 Gains-Rdg-25% 87 33 55 57 55 Gains-Math-25% 83 53 65 60 61
Assis Principal	Marybel R. Baldessari	Bachelor of Arts in Psychology and Criminology- University of Miami, Master of Science in Education- University of Miami, Educational Specialist in Educational Leadership- Nova Southeastern University Certified in	1	2	'12 '11 '10 '09 '08 School Grade D B High Standards Rdg. 34 73 High Standards Math 39 67 Lrng Gains-Rdg 62 67 Lrng Gains-Mathematics 66 63 Gains-Rdg-25% 82 59 Gains-Mathematics-25% 79 73

	Elementary Education, Varying Exceptionalities K-12, Pre-K Handicapped Endorsement , ESOL		*2009-2011 Region V Staffing Specialist
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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	2. In-House Professional Development	Leadership Team	Ongoing	
2	3. Forming an interviewing committee	Leadership Team	August 2012	
3	1. Monthly Teacher Recognition	Administration	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
(2) Out of Field (2) Not Highly Effective	Professional Development Buddy Teachers Mentor Teachers

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
69	7.2%(5)	24.6%(17)	31.9%(22)	36.2%(25)	36.2%(25)	97.1%(67)	13.0%(9)	13.0%(9)	71.0%(49)

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
Gail Olivas	Mariam Mato	Mentor is NBCT and is MINT certified	The mentor and mentee will meet bi-weekly in a professional learning community to discuss organization skills, behavior management and curriculum. Time will be allotted for feedback and planning.
Adriana Redlich	Jessica Nedelman	Mentor is MINT certified	The mentor and mentee will meet bi-weekly in a professional learning community to discuss organization skills, behavior management and curriculum. Time will be allotted for feedback 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

Services are provided to ensure that Gulfstream Elementary School students requiring additional remediation are assisted through extended learning opportunities (Gulfstream Elementary School Before-School and/or After-School Programs or Saturday Academy). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to Gulfstream Elementary School students and families. Gulfstream Elementary school based Title I funded Community Involvement Specialist (CIS) serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Curriculum Liaison develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs
- Parent outreach activities
- Reading and supplementary instructional materials

Title X- Homeless

The district provides referrals for services and resources (clothing, school supplies, social services) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The school offers a Safe and Drug-Free Schools Program that addresses violence and drug prevention and intervention services for students through curriculum implemented by Department Chairs and the counselor. The school offers the program to students that include counseling, incentives and field trips. In addition, the school also participates in the Core Essentials program which is a Values Education Curriculum for Grades K-5. This program helps schools create a culture to treat others right, make smart decisions, and maximize student's potential.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

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 school's Leadership Team will consider the following steps to be utilized with MTSS Leadership Team process: address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The team will focus meetings around one significant point: How do we develop and maintain our students' achievement in order to bring out the best in the school, our teachers and our students? The Leadership team will monitor academic and behavior data; evaluating progress at least three times per year by addressing the following important questions: What will all students learn? (curriculum based on standards) What progress is expected in each core area? How will we determine if the students have made expected levels of progress towards proficiency? (common assessments) How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions) How will we respond when students have learned it or already know? (enrichment opportunities). The team will gather and analyze data at all Tiers. Hold regular team meetings that focus on increasing student achievement or behavioral success, gather ongoing progress monitoring (OPM) for all interventions and maintain communication with staff for input and feedback.

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

The MTSS Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis, monitor the fidelity of the delivery of instruction and intervention and provide levels of support and interventions to students based on data.

The Response to Intervention Leadership Team met with the Education Excellence School Advisory Committee, the Principal and the Assistant Principal to develop the School Improvement Plan (SIP). The team will identified the areas in need of additional support. Rigor, relevance and relationships will be stressed. The MTSS Leadership Team developed a systematic approach to completing the SIP listing additional support strategies to increase student mastery in each subject area. A schedule of meetings in order to complete the SIP was created.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data will be used to guide instructional decisions and systems procedures for all students to adjust the delivery of curriculum/instruction to meet the needs of students; adjust the delivery of behavior management system, adjust the allocation of school-based resources; drive decisions regarding targeted professional development; and create student growth trajectories in order to identify and develop interventions.

Academic managed data will include: the FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory, Oral Reading Fluency Measures, Voyager Checkpoints and Benchmark Assessments, Success Maker Utilization and Progress Reports, Interim assessments, State/Local Math and Science assessments and FCAT.

Behavior managed data will include: Student Case Management System, Detentions, Suspensions/expulsions, Referrals by student behavior, staff behavior and attendance.

Describe the plan to train staff on MTSS.

The district professional development and support will include: training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan to assist with providing support for school staff to understand basic RtI principles and procedures. Teachers will be provided with professional development during common planning time and in small sessions throughout the school year. The Response to Intervention team will suggest additional professional development as needed during the MTSS Leadership Team meetings. The data collected will be utilized to identify the benchmarks in greatest need of additional support. The data will assist in meeting the SIP goals.

Describe the plan to support MTSS.

The MTSS Leadership Team will provide Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts. Alignment of policies and procedures across classroom, grade, building, district, and state levels. There will be ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating

effectiveness of services with sufficient availability of liaison support to assist school team and staff problem-solving efforts. Staff will be provided with ongoing data-driven professional development activities that align to core student goals and staff needs and continue communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Ms. Concepcion Santana - Principal, Ms. Marybel Baldessari - Assistant Principal, Ms. Lynn Carrier - Reading Liaison, K-Ms. Brooke Swigert, 1st.-Ms. Alexandra Salinero, 2nd -Ms. Carissa Bruner, 3rd- Ms. Ida Parkman, 4th- Ms. Lisa Smith and 5th- Ms. Gail Olivas; Grade Level Chairs and Ms. Pamela Fortman - Media Specialist

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

The LLT will meet once a month and discuss specific topics and Literacy Plans of Action. The specific topics of discussion should include professional development in literacy, literacy in the content areas, reading intervention/enrichment programs, and progress monitoring of reading intervention/intervention

The Literacy Leadership Team at Gulfstream Elementary functions to increase capacity of reading/writing knowledge within the school building. Additionally, the LLT will determine literacy concerns at the school and create a Literacy Plan of Action for addressing those concerns. The Literacy Plan of Action will follow four phases. Phase 1 will be Investigating an Area of Concern. The LLT will investigate an area of concern based on student need and examine evidence to support the need. Phase 2 will be Studying and Planning the Course of Action. The LLT will investigate resources needed to plan the course of action and the implications of the resources studied. Phase 3 will be Implementing the Course of Action. The LLT will determine the data that will be used to monitor the course of action and who will be responsible for collecting the data and assisting the staff in implementing the course of action. Phase 4 will be Determining the Effectiveness of Course of Action. The LLT will explore the impact the course of action had on student learning and determine if further actions are necessary, such as revising, continuing, or discontinuing the action. The LLT will then determine if there is another related area of concern that the team may want to target.

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

The Literacy Leadership Team at Gulfstream Elementary will participate in several initiatives. They will understand the theory and research on how literacy develops in young people by sharing best practices and research on reading acquisition with all stakeholders (staff, parents, community). Model and demonstrate literacy strategies to support and encourage developing readers. Help students to see themselves as successful readers, growing in confidence and competence, and setting goals to increase literacy achievement. Develop a literacy mandate for the entire school, with teams of teachers engaged in building competent readers and writers.

Our initiatives align with the District K-12 CRRP in that we are targeting the students in the lowest quartile and students in the low performing sub groups. Our instructional Liaison will be modeling and assisting teachers in developing effective reading strategies and activities thru differentiated instruction. Teachers in Kindergarten-Second grade will implement the Common Core Standards.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/10/2012)

*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.

Prekindergarten classes visit kindergarten classes in order to prepare for the transition to kindergarten. Kindergarten transition workshops were held for the parents to help them assist their child at home with the transition to kindergarten. Exit interviews and assessments are given to pre-kindergarten students to determine overall readiness for kindergarten. Prior to the beginning of the school year, a kindergarten orientation is given to incoming kindergarten parents and students in order to give them additional information and support. Upon entering kindergarten, students are assessed in order to determine individual and group needs. Students are assessed in the Basic Skills/School Readiness, Print/Letter Knowledge, Phonemic

Awareness and FLKRS. The data collected from the assessments is used to plan daily academic and social/emotional instruction for all students and intervention is provided as needed. Families of preschool SPED students are provided transition assistance through the school's SPED department. The school works with the district by providing readiness diagnostic assessments for students from Head Start and VPK programs outside of the school.

*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.

N/A

*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?

N/A

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?

N/A

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](#)

N/A

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 2011-2012 FCAT 2.0 Reading Assessment indicate that 23% (46) achieved proficiency at Level 3. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by two percentage points to 25% (51).
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (46)	25% (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
1	1A.1. The area deficiency as noted on the 2012 administration of the FCAT Reading Test was reporting category 4-Informational Text/Research Process.	1A.1. Utilize grade level appropriate texts that use real-world documents such as how-to articles, brochures, fliers, and websites to locate, interpret and organize information through the use of text features	1A.1. Administration, Grade Level Chairs, Literacy Team, Reading Coach	1A.1. Ongoing classroom assessments focusing on students' knowledge of text features in informational text. Review summative biweekly assessment data reports to ensure progress is being made and adjustments in instruction are being made, as needed	1A.1. FAIR, district interim assessments, computer based program reports including Riverdeep, SuccessMaker, and Reading Plus 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment indicate that 27% (20) of the students achieved Levels 4-6 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4-6 student proficiency by 5 percentage points to 32% (23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (20)	32% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students require multiple reads of a selection prior to responding to	This can be accomplished by using read alouds, auditory tapes and text	Program Specialist, Administration	Quarterly status reports, biannually norm referenced assessments,	2013 Florida Alternate Assessment

1	comprehension questions.	readers that provide print with visuals and or symbols.		weekly curricular assessments for Unique Learning program, Learning Today weekly progress reports	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 30% (61) achieved proficiency at Level 4/5. Our goal for the 2012-2013 school year is to increase Level 4/5 student proficiency by one percentage point to 31% (63).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (61)	31% (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	2A.1. The area that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT Reading Test was reporting category 3- Literary Analysis: Fiction/Nonfiction	2A.1. Incorporate enrichment strategies that encourage and support inquiry based learning into the curriculum in order to assist students in identifying and interpreting elements of story structure within and across texts. Use poetry to practice identifying descriptive language that defines moods and creates imagery.	2A.1. Administration, Grade level chairs, Literacy Team, Reading Liaison	2A.1. Ongoing classroom assessments focusing on students' knowledge of text features in informational text. Review summative biweekly assessment data reports to ensure progress is being made and adjustments in instruction are being made, as needed.	2A.1. FAIR, district interim assessments, computer based program reports including Riverdeep, SuccessMaker, and Ticket to Read. 2013 FCAT 2.0 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment indicate that 45% (33) of the students achieved Levels 7-9 proficiency. Our goal for the 2012-2013 school year is to increase Levels 7-9 student proficiency by 3 percentage points to 48% (35).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (33)	48% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2B.1. To improve comprehension, reading selections should be	2B.1. Students must have continuous review/practice when	2B.1. Program Specialist, Administration	2B.1. Quarterly status reports, biannually norm referenced assessments,	2B.1. 2013 Florida Alternate Assessment

1	taught at a level that does not frustrate the student (high interest low readability).	learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).		weekly curricular assessments for Unique Learning program, Learning Today weekly progress reports.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 72% (88) made learning gains in Reading. Our goal for the 2012-2013 school year is to increase our learning gains in Reading by 5 percentage point to 77% (94).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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72% (88)	77% (94)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. As noted on the administration of the 2012 FCAT Reading Assessment, the number of students making learning gains was 72%. Students are in need of additional technology to increase learning gains. The implementation of SuccessMaker technology was limited; therefore, students require a structured schedule of daily use, implemented with fidelity.	A.1. A computer and classroom schedule will be developed that includes fifteen minutes of daily use of the SuccessMaker computer program. An attendance frame will be constructed and completed by classroom teachers to monitor targeted student participation.	3A.1. Leadership Team and Reading Liaison	3A.1. Monthly monitoring of SuccessMaker reports and attendance logs	3A.1. SuccessMaker reports, attendance logs, 2013 FCAT 2.0 Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Reading Goal #3B: The results of the 2012 Florida Alternate Assessment indicate that 61% (24) of the students achieved learning gains in reading. Our goal for the 2012-2013 school year is to increase reading learning gains by 5 percentage points to 66% (27).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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61% (24)	66% (27)
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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
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1	3B.1. Students need to engage several times in the same reading selection to insure familiarity.	3B.1. Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words. Students will respond to questions or tasks by, eye gaze, vocalizations, pointing and assistive technology. Students must have continuous petition/practice when learning reading concepts.	3B.1. Program Specialist, Administration	3B.1. Quarterly status reports, biannually norm referenced assessments, weekly curricular assessments for Unique Learning program, Learning Today weekly progress reports	3B.1. 2013 Florida Alternate Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 87% (27) of the lowest 25% made learning gains in Reading. Our goal for the 2012-2013 school year is to increase our lowest 25% of students making learning gains in Reading by 5 percentage points to 92% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (27)	92% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. As noted on the administration of the 2012 FCAT Reading Assessment, the number of lowest 25% of students making learning gains was 87% (27). Appropriate and timely placement of students into intervention occurred but lack of personnel and understanding of monthly progress monitoring limited the ability to monitor effectiveness.	4A.1. Develop a Professional development, within the first 60 days of the 2012-2013 school year, to assist teachers in understanding and identifying the appropriate FAIR OPM resources to be used monthly by targeted intervention students. Develop a uniform schedule, to be completed by intervention teachers, to implement monthly ongoing progress monitoring using the FAIR OPM resources for targeted intervention students. Train teachers on the use of V-Port to monitor intervention students monthly.	4A.1. Reading Liaison	4A.1. Monthly monitoring of OPM schedule.	4A.1. OPM monthly implementation schedule, 2013 FCAT 2.0 Assessment

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

Reading Goal #

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

Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	59	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2011-2012 FCAT Reading Assessment indicate that 50% (14) of the white subgroup were making satisfactory progress. Our AMO goal for the 2012-2013 school year is to increase our students making progress by 14 percentage points to 64% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 50% (14)	White: 64% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Students have difficulty identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.	5B.1. White: Teachers should ingrain the practice of justifying answers by going back to the text for support. Useful instructional strategies include: graphic organizers (e.g., note taking, mapping); summarization activities; questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); text marking (e.g., making margin notes, highlighting); avoiding the interference of prior knowledge when answering a question; and encouraging students to read from a wide variety of texts.	5B.1. White: Reading liason, grade level chairpersons	5B.1. White: Ongoing classroom assessments focusing on students' knowledge of text features in informational text. Review summative biweekly assessment data reports to ensure progress is being made and adjustments in instruction are being made, as needed.	5B.1. White: FAIR, district Interim assessments, computer based program reports including Riverdeep, SuccessMaker 4.0, and Ticket to Read. 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading Assessment indicate that 50% (25) of the SWD subgroup were making satisfactory progress. Our AMO goal for the 2012-2013 school year is to increase our SWDs making progress by 7 percentage points to 57% (28).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (25)	57% (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	5D.1. As noted on the administration of the 2012 FCAT Reading Assessment, the number of SWD students who were non proficient was 50%. The area of deficiency as noted on the 2012 FCAT Reading test was Reporting Category 2: Reading Application – Identify main idea/message of prefixes, suffixes and root words.	5D.1. Provide students with instruction in and use of the one sentence summary CRISS strategy, with the teacher emphasizing the "I do, we do, you do" model of instruction.	5D.1. Reading liason, grade level chairpersons	5D.1. Ongoing classroom assessments focusing on students' knowledge of text features in informational text. Review summative biweekly assessment data reports to ensure progress is being made and adjustments in instruction are being made, as needed.	5D.1. FAIR, district interim assessments, computer based program reports including Riverdeep, SuccessMaker 4.0, and Ticket to Read. 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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
Integrate supplemental resources into the core curriculum to support FCAT benchmarks (FL Ready, Best Practices for Reading, Elements of Vocabulary)	Kg – 5th Reading/LA	Reading Liaison	Kg – 5th grade	First grade level meeting in September 2012	PD sign in sheets, follow up assignments, grade level meetings	Literacy Team, Reading Liaison
Close Analytic Reading	2nd – 4th Reading/LA	Reading Liaison	2nd – 4th grade	Monthly	Monthly grade level meetings	Literacy Team, Reading Liaison
Integrate District recommended resources into the core curriculum to support FCAT benchmarks/ Common Core State Standards	Kg – 5th Reading/LA	Reading Liaison	Kg – 5th grade	Monthly	PD sign in sheets, follow up assignments, grade level meetings	Literacy Team, Reading Liaison
Region Reading Liaison Meetings	All	Reading Liaison	Reading Liaison	Monthly	Disseminate information to the grade levels and forward agendas to administration.	Administration, Reading Liaison
Rtl	Kg-5th grade	Reading Liaison	Kg-5th grade	Monthly	Rtl form management, monthly grade level meetings	Literacy Team, Reading Liaison

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Using graphic organizers, the students will read literary and			

informational passages, with the author's perspective recognizable in the text, to focus on what the author thinks and feels.	After School Tutoring Material – Breakaway for Reading Success	Title I	\$2,000.00
Using graphic organizers, the students will read literary and informational passages, with the author's perspective recognizable in the text, to focus on what the author thinks and feels.	Supplemental Resources- Florida Ready, Best Practices for Reading, Elements of Vocabulary	Title I	\$5,000.00
Using graphic organizers, the students will read literary and informational passages, with the author's perspective recognizable in the text, to focus on what the author thinks and feels.	Hourly Teachers for Tutoring	Title I	\$25,000.00
Students will use how-to articles, brochures, fliers and other real-world documents to identify text features and to locate, organize and interpret information relating to informational text.	Time for Kids	EESAC	\$2,200.00
			Subtotal: \$34,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Replacement bulbs for SMART Board projectors	Projector Bulbs	Title I	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$36,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The results of the 2012 CELLA assessment indicate that 55% (56) of students in third, fourth and fifth grade were proficient in Listening and Speaking.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
55% (56)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. English Language Learners students lack	1.1. Utilizing audio books and role playing,	1.1. Administrators, Reading Liaison	1.1. Following the FCIM model, the	1.1. Formative: mini writing

1	the necessary skills to be successful listeners and speakers of English due to the limited opportunities students have to listen to audio on tape and to present orally.	students will be able to develop the necessary skills to be proficient in English.	and LLT	administrators, Reading Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/MTSS Leadership Team will review data monthly and make recommendations.	assessments, District writing assessments and Computer Assisted Program-CAP reports from ELLIS and Waterford Summative: Results from 2013 CELLA Assessment
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA assessment indicate that 36% (37) of students in third, fourth and fifth grade were proficient in Reading.
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2012 Current Percent of Students Proficient in reading:

36% (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	2.1. Vocabulary improvement activities have not been implemented with fidelity and consistency.	2.1. Implement specific key vocabulary, interactive word wall, and context clues strategies that support the teaching of important general principles about words and how they work.	2.1. Administrators, Reading Liaison and LLT	2.1. Following the FCIM model, the administrators, Reading Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/MTSS Leadership Team will review data monthly and make recommendations.	2.1. Formative: mini writing assessments, District writing assessments and Computer Assisted Program-CAP reports from ELLIS and Waterford Summative: Results from 2013 CELLA Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA assessment indicate that 31% (32) of students in third, fourth and fifth grade were proficient in Writing.
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2012 Current Percent of Students Proficient in writing:

31% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3.1. Journal writing has not	3.1. Implement dialogue	3.1. Administrators,	3.1. Following the FCIM	3.1. Formative: mini

1	been implemented with fidelity and consistency.	journals in order to provide a communicative context for language and writing development.	Reading Liaison and LLT	model, the administrators, Reading Liaison and teachers will review assessment data weekly and adjust instruction as needed. The MTSS Leadership Team will review data monthly and make recommendations.	writing assessments, District writing assessments and Computer Assisted Program-CAP reports from ELLIS and Waterford Summative: Results from 2013 CELLA Assessment
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing	Composition books for journal writing	Title I	\$100.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$100.00

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 Test indicates that 31% of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 students proficiency by 2 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (62)	33% (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grade 3 scored lowest in the Reporting Category of Number: Fractions and students in grades 4-5 Reporting Category Number: Base Ten and Fractions	In order to develop an understanding of fractions and equivalent fractions; teachers will provide exploration and development with fraction bars, fraction circles, and base ten blocks	Administration, Department Chairs, grade level chairpersons, and Curriculum Support Team	Math Liaison and curriculum team will monitor school based assessment and Interims to ensure adequate progress.	District Interim data reports; authentic student work Summative Results from the 2013 FCAT 2.0 Mathematics Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The results of the 2012 Florida Alternate Assessment indicate that 51% of the students achieved Levels 4-6 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4-6 student proficiency by 5 percentage points to 56%
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (37)	56% (41)

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	Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.	Utilize routine delivery when exposing students to math concepts being taught.	Program Specialist, Administration	Quarterly status reports, biannually norm referenced assessments, weekly curricular assessments for Unique Learning program, Learning Today weekly progress reports	2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 28% of the students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 students proficiency by 1 percentage point to 29%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (56)	29% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grades 3 scored lowest in the Reporting Category of Number: Fractions and students in grades 4-5 Reporting Category Number: Base Ten and Fractions.	Provide an opportunity for students to engage in mathematical discourse and problem solving activities through the use of cooperative student learning teams.	Administration, classroom teachers, grade level chairpersons, and Curriculum Support Team	Math Liaison and curriculum team will monitor school based assessment and Interims to ensure adequate progress.	Formative District Interim data reports; authentic student work Summative Results from the 2013 FCAT 2.0 Mathematics Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Florida Alternate Assessment indicates that 19% of the students achieved a score of or above Level 7 proficiency. Our goal for the 2012-2013 school year is to increase students proficiency by 3 percentage points to 22%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (14)	22% (16)

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	Use guided discussion to engage students in real life math problems.	Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Program Specialist, Administration	Quarterly status reports, biannually norm referenced assessments, weekly curricular assessments for Unique Learning program, Learning Today weekly progress reports	2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 75% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 80%.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
75% (92)			80% (98)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the administration of the 2012 FCAT Mathematics Test was Reporting Category 1: Number Operations and Problems in grades 3 and 4.	Provide opportunities for "Math Talks" in order for students to orally communicate content based vocabulary and explain how solutions are formulated.	Administration, classroom teachers, grade level chairpersons, and Curriculum Support Team	Weekly grade level meetings to discuss the effectiveness of strategies	Formative District Interim data reports; authentic student work Summative Results from the 2013 FCAT 2.0 Mathematics Test
2	The area of deficiency as noted on the administration of the 2012 FCAT Mathematics Test was Reporting Category 3: Expressions, Equations, and Statistics in grade 5.	Incorporate math journals to ensure students understanding of vocabulary, concept, and application	Administration, Department Chairs, grade level chairpersons, and Curriculum Support Team	Weekly grade level meetings to discuss the effectiveness of strategies	Formative District Interim data reports; authentic student work Summative Results from the 2013 FCAT 2.0 Mathematics Test

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	The results of the 2012 Florida Alternate Assessment indicates that 51% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (20)	61% (24)

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	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Program Specialist, Administration	Quarterly status reports, biannually norm referenced assessments, weekly curricular assessments for Unique Learning program, Learning Today weekly progress reports	2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate that 83% of the lowest 25% students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of lowest 25% students making learning gains by 5 percentage points to 88%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (28)	88% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Math Test was Reporting category 1: Number Operations and problems for grades 3-4.	Provide opportunities to use Success Maker program in order to remediate/re-teach mathematic concepts	MTSS Leadership Team, Administration, and Curriculum Support Team	Weekly Success Maker reports to ensure fidelity and to measure growth.	Formative District Interim data reports; authentic student work, Summative Results from the 2013 FCAT 2.0 Mathematics Test
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Math Test was Reporting category 1: Number Base Ten and Fractions for grade 5	Provide students with additional time in a small group setting to review skills with interventionists	MTSS Leadership Team, Administration, and Curriculum Support Team	Weekly grade level meetings to discuss the effectiveness of strategies and create remediation/intervention strategies and techniques	Formative District Interim data reports; authentic student work Summative Results from the 2013 FCAT 2.0 Mathematics Test

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 #					
	Our goal from 2011-2017 is to reduce the percent of non-profit students by 50%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2011-2012 FCAT Mathematics Assessment indicate that 61% (16 students) of the white subgroup were making satisfactory progress. Our AMO goal for the 2012-2013 school year is to increase our students making progress by 15 percentage points to 76% (21 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 61% (16)	White: 76% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	White: Students have difficulties with understanding	Provide the instructional support needed for students to develop	Mathematics Liaison and Administration	Math Liaison and curriculum team will monitor school based	2013 FCAT 2.0 Mathematics Assessment

1	Fractions	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.	assessment and Interims to ensure adequate progress.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT Math Assessment indicate that 55% (13) of our ELL subgroup were making satisfactory progress. Our AMO goal for the 2012-2013 school year is to increase our students making progress by 7 percentage points to 62% (15 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 55% (13)	ELL: 62% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulties with understanding Fractions	Engage students in activities to use technology (such as Gizmos and Riverdeep) that include visual stimulus to develop conceptual understanding of numbers.	Mathematics Liaison and Administration	Math Liaison and curriculum team will monitor school based assessment and Interims to ensure adequate progress.	2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Region Math Liaison Meetings	All	Math Liaison	Math Liaison	Monthly	Disseminate information to the grade levels and forward agendas to the region office	Administration/Math Liaison
Understanding NGSSS/Pacing Guides	3-5 Mathematics	Math Liaison	Mathematics Grades 3-5	Monthly	Sample lesson plan & Authentic student work samples	Math Liaison, Curriculum Support Team
Infusing CORE Curriculum	K-2 Mathematics	Math Liaison	Mathematics Grades K-2	Monthly	Sample lesson plan & Authentic student work samples	Math Liaison, Curriculum Support Team
Targeted Differentiated Instruction	K-5 Mathematics	Math Liaison	Mathematics Grades K-5	Monthly	Data reports; sample of small group plan	Math Liaison, Curriculum Support Team, Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with scenarios and techniques to think critically in order to problem solve	After School Tutoring - Breakaway for Math Success	Title I	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00

			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with targeted instruction to promote math fluency	Hourly Teacher	Title I	\$25,000.00
			Subtotal: \$25,000.00
			Grand Total: \$27,000.00

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.		The results of the 2011 FCAT Science Test indicate that 27% students achieved proficiency (FCAT Level 3).			
Science Goal #1a:		Our goal for the 2011-2012 school year is to increase the percentage of students achieving proficiency by 4% of the levels 1&2.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
27% (21)		31% (24)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Earth/Space Science: Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Earth/Space Science.	Provide activities for students to design science and develop science projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth/Space Science.	MTSS Leadership Team and Science Liaison	The MTSS Leadership Team along with the Science Liaison will review student notebooks and monitor school based assessment and Interims to ensure adequate progress.	Formative – District Baseline data and school-based assessments. Summative – 2013 FCAT 2.0 Science Test

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

1b. Florida Alternate Assessment:	The results of the 2012 Florida Alternate Assessment indicates that 38% students achieved proficiency
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Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	(Level 4,5,6). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (9)	43% (10)

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 objects/ pictures for exploration and identification of key scientific concepts.	Instruction must be hands on so students can manipulate and explore actions and outcomes.	Program Specialist and Administration	Quarterly status report, bi-annually norm-referenced assessment, weekly curricular assessment for the Unique Learning, Learning Today weekly progress report	2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 23% students achieved proficiency (FCAT Level 4 and 5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency levels 4 and 5 by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (15)	24% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT was Earth/Space Science: Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based learning in Earth/Space Science.	Provide a variety of hands-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, apply key instructional concepts and to experience the scientific method by participating in the District Elementary Science Fair.	Administration and Science Liaison	The Administration Team along with the Science Liaison will review student notebooks and work folders for evidence of use of inquiry based learning activities monitor school based assessment and Interims to ensure adequate progress.	Formative – District Baseline data and school-based assessments. Summative – 2013 FCAT 2.0 Science Test

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

2b. Florida Alternate Assessment:	The results of the 2012 Florida Alternate Assessment
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Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	indicate that 29% students achieved proficiency Level 7. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency levels at or above Level 7.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
29% (7)	32% (8)				
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 observe real time activities to determine outcomes.	Students need text and pictures for exploration and identification of key scientific concepts. Students must have continuous review/practice when learning science concepts.	Program Specialist and Administration	Quarterly status report, bi-annually norm-referenced assessment, weekly curricular assessment for the Unique Learning, Learning Today weekly progress report	2013 Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Region Science Liaison Meetings	All grades	Science Liaison	Science Liaison	Monthly	Disseminate information to the grade level and forward the agenda to the region office	Administration/Science Liaison
Discovery Education	All grades	Discovery Education Representative	School Wide	Bi-Annual	Implementation of Program/Classroom Walk-Throughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with interactive Hands on activities to gain background knowledge of the concepts and vocabulary.	AIMS Books	Title I	\$450.00
Students will be provided with an after school Science enrichment program once a week.	Hourly Teacher	\$3,000.00 Title I	\$3,000.00

Support Reading in Content Areas	Pagoo Literature Books	Title I	\$350.00
			Subtotal: \$3,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC: Increasing Rigor through inquiry-based learning	Hourly Teacher	Title I	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,800.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 74% (45) of students scored a level three or higher. Our goal for the 2012-2013 school year is to increase the percentage of students achieving an FCAT level 3 or higher by 2 percentage points to 76% (47).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (45)	76% (47)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The areas of deficiency included the development of a new FCAT Writing rubric that was unfamiliar to teachers.	1A.1. Ongoing and continuous support through weekly grade level meetings with reading Liaison to deeply connect with the FCAT writing rubrics.	1A.1. Administration, Department Chairs, Reading Liaison	1A.1. Use of the new FCAT Writing rubric to score monthly writing prompts.	1A.1 District baseline data, monthly writing prompts, and the 2013 FCAT Writing Assessment.
2	1A.2. An additional area of deficiency was writing conventions	1A.2. The students will use revising/editing charts and conferences with the teacher for capitalization, punctuation, subject/verb and pronoun agreement and simple and compound sentences.	1A.2. Administration, Department Chairs, Reading Liaison	1A.2. Administer and score monthly writing prompts to monitor student progress and make adjustments to instruction as needed.	1A.2. District baseline data, monthly writing prompts, and the 2013 FCAT Writing Assessment

3	1A.3. An additional area of deficiency was focusing on one central idea or theme within a writing topic.	1A.3. The student will create clarity by deleting extraneous or repetitious information and organizing and connecting related ideas through the use of peer editing, shared reading and teacher conferences.	1A.3. Administration, Department Chairs, Reading Liaison	1A.3. Administer and score monthly writing prompts to monitor student progress and make adjustments to instruction as needed.	1A.3. District baseline data, monthly writing prompts, and the 2013 FCAT Writing Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 FAA Writing Test indicate that 70% (16) of students scored a level 4 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students achieving an FAA level 4 or higher by 5 percentage points to 75% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (16)	75% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Students with Disabilities have difficulty with fine motor skills, especially in the form of handwriting.	1b.1. Students must use visuals with sentences to facilitate matching them to an appropriate topic. Allow students to dictate written responses.	1b.1. Program Specialist, Administration	1b.1. Quarterly status reports, biannually norm referenced assessments, weekly curricular assessments for Unique Learning program, Learning Today weekly progress reports	1b.1. 2013 Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Writing Process, implementing the new FCAT Writing rubric and exemplar sets, through Project RISE	4th grade	Reading Liaison	4th grade team	June 11-15, 2012	Implementation of program/classroom walk throughs/agenda	Administration, reading liaison

Writing Process from start to finish	4th grade	Reading Liason	4th grade team	Monthly grade level meetings	Implementation of program/ classroom walk throughs/monthly grade level meeting agendas	Administration, reading liason
Gulfstream K-2 writing plan	k-2	Reading Liason	k-2 teachers	Monthly grade level meetings	Implementation of program/ classroom walk throughs/monthly grade level meeting agendas	Administration, reading liason

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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:	Our attendance rate for 2011-2012 was 95.55%. Our Expected rate for 2012-2013 will be 96.05%. Our number of students with excessive tardies for 2011-2012 was 296 students. Our expected rate for 2012-2013 will be to decrease by 15 students to 281 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.55% (685)	96.05% (689)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
296	281
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

163						155
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	Specific barriers that may hinder our attendance goal are students becoming sick, a wide-spread epidemic of childhood diseases (Chicken pox, mumps or lice).	Identify and meet with the parents of students who are developing a pattern of absences and schedule an attendance meeting to develop intervention services and give parents additional resources and assistance as needed.	Assistant Principal and or designee.	Weekly attendance meetings and updates of student attendance. Additionally, follow-up meetings with staff at faculty meetings about students with excessive absences.	Attendance rosters, COGNOS Reports.	
2		Maintain a clean environment throughout the school by teaching the students proper hygiene procedures and making healthy choices.	Administrators	Administrators will monitor school environment for cleanliness	Attendance rosters, COGNOS Reports.	
3		Maintain an attendance incentive Treasure Box where students with perfect attendance can be recognized on the morning announcements and select a prize and be eligible to attend monthly Splash Buck Events.	Administrators	Teachers will monitor class attendance and submit names to Administration.	Daily Attendance, COGNOS Reports	
4	Another specific barrier could be lack of transportation for the student and the student's guardian.	Create a support group for the students with excessive tardies.	Administration, and School Counselor	Administration and school counselor will monitor and meet with the parents of students with excessive tardies.	Support group attendance logs and minutes of attendance meetings.	

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
Attendance Plan	K-5	Administration	K-5 teachers	August 17, 2012	Check attendance rosters, monthly and bi-weekly attendance meetings	Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Absence and Tardy Prevention	Provide incentives for students with improved attendance.	EESAC	\$400.00

Subtotal: \$400.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
Subtotal: \$0.00			
Grand Total: \$400.00			

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension		Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
12		11			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
10		9			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
11		10			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
8		7			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.	1.1.	1.1.	1.1.	1.1.

1	There are not enough opportunities to recognize students for positive behavior.	Utilize the Student Code of Conduct by providing incentives for compliance through the use of SPOT Success Recognition program and "Do the Right Thing" Program.	Administrative Team and Counselor	Monitor SPOT Success report by grade level and monitor COGNOS report on student suspension rate.	Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.
2	1.2. Utilize the Student Code of Conduct by providing incentives for compliance through the use of "Do The Right Thing" Recognition program.	1.2. Counselor	1.2. Classroom Teacher will nominate students and inform the Counselor who will then recognize students on the Morning Announcements.	1.2. Counselor will log students identified and they will be recognized on the morning announcements for the Do The Right Thing program.	1.2. Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.
3	1.3. The Guidance Counselor and the Community Involvement Specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	1.3. Guidance Counselor and Community Involvement Specialist	1.3. Monitor Parents Contact Log for evidences of communication with parents of students who have been placed on indoor suspension.	1.3. Parent Communication Log. Parent sign-in Log/Parental Involvement Monthly	1.3. Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly COGNOS suspension report.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	All	School wide	School wide	August 17, 2012 January 8, 2013	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Conduct. Monitor SPOT Success monthly report.	Leadership Team, Principal, Assistant Principal, Program Specialist and Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Guidance Counselor and the Community Involvement Specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	Printing of the Student Code of Conduct	ESSAC	\$50.00
			Subtotal: \$50.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$50.00

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:		Title 1 PIP		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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						

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:		Improve participation from last year's school annual Science Fair to this year's school Science Fair.			
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	Limited opportunities for inquiry based hands on learning	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of	Administration and Science Liaison	Administration will monitor	Participation logs in Science Fair

		hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking.		
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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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Using graphic organizers, the students will read literary and informational passages, with the author's perspective recognizable in the text, to focus on what the author thinks and feels.	After School Tutoring Material – Breakaway for Reading Success	Title I	\$2,000.00
Reading	Using graphic organizers, the students will read literary and informational passages, with the author's perspective recognizable in the text, to focus on what the author thinks and feels.	Supplemental Resources- Florida Ready, Best Practices for Reading, Elements of Vocabulary	Title I	\$5,000.00
Reading	Using graphic organizers, the students will read literary and informational passages, with the author's perspective recognizable in the text, to focus on what the author thinks and feels.	Hourly Teachers for Tutoring	Title I	\$25,000.00
Reading	Students will use how-to articles, brochures, fliers and other real-world documents to identify text features and to locate, organize and interpret information relating to informational text.	Time for Kids	EESAC	\$2,200.00
CELLA	Writing	Composition books for journal writing	Title I	\$100.00
Mathematics	Provide students with scenarios and techniques to think critically in order to problem solve	After School Tutoring - Breakaway for Math Success	Title I	\$2,000.00
Science	Provide students with interactive Hands on activities to gain background knowledge of the concepts and vocabulary.	AIMS Books	Title I	\$450.00
Science	Students will be provided with an after school Science enrichment program once a week.	Hourly Teacher \$3,000.00	Title I	\$3,000.00
Science	Support Reading in Content Areas	Pagoo Literature Books	Title I	\$350.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	Absence and Tardy Prevention	Provide incentives for students with improved attendance.	EESAC	\$400.00
Suspension	Guidance Counselor and the Community Involvement Specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an	Printing of the Student Code of Conduct	ESSAC	\$50.00

understanding of the Student Code of Conduct.				
STEM	N/A			\$0.00
				Subtotal: \$40,550.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Replacement bulbs for SMART Board projectors	Projector Bulbs	Title I	\$2,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A			\$0.00
Suspension	N/A	N/A	N/A	\$0.00
STEM	N/A			\$0.00
				Subtotal: \$2,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A			\$0.00
Science	PLC: Increasing Rigor through inquiry-based learning	Hourly Teacher	Title I	\$2,000.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A			\$0.00
Suspension	N/A	N/A	N/A	\$0.00
STEM	N/A			\$0.00
				Subtotal: \$2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Provide students with targeted instruction to promote math fluency	Hourly Teacher	Title I	\$25,000.00
Science	N/A			\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
STEM	N/A			\$0.00
				Subtotal: \$25,000.00
				Grand Total: \$69,550.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase of paper to support instruction/copying of supplemental materials for Reading, Writing, Math and Science.	\$500.00
-Time for Kids - Students will use how-to articles, brochures, fliers and other real-world documents to identify text features and to locate, organize and interpret information relating to informational text.	\$2,200.00
Absence and Tardy Prevention- Provide incentives for students with improved attendance.	\$400.00
Guidance Counselor and the Community Involvement Specialist will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct. - Printing of the Student Code of Conduct.	\$50.00

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

- Conduct monthly meetings to discuss implementation of programs and procedures.
- Assist in the preparation of the school budget.
- Assist in the preparation and evaluation of the School Improvement Plan and the Parental Involvement Plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District GULFSTREAM ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	78%	88%	43%	281	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	54%	60%			114	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?	33% (NO)	53% (YES)			86	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					481	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District GULFSTREAM ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	77%	87%	54%	299	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%	57%			127	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?	55% (YES)	61% (YES)			116	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					542	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested