

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GRATIGNY ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Aaron L. Enteen

SAC Chair: Iris Sanders

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/14/2012

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
Tallahassee, Florida 32399

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	Aaron L. Enteen	Bachelor Elementary Ed. Masters Elementary Ed. Doctorate Educational Leadership Administration Supervision, Elementary Education	8	24	'12 '11 '10 '09 '08 School Grade C B C B C AYP N N N N High Standards Rdg 41% 61% 59% 53% 62% High Standards Math 41% 63% 58% 57% 60% Lrng Gains-Rdg. 65% 69% 59% 68% 64% Lrng Gains-Math 62% 74% 62% 63% 67% Gains-Rdg-25% 66% 57% 50% 74% 56% Gains-Math-25% 57% 67% 69% 69% 65%
		Bachelor Business Management			Year '12 '11 '10 '09 '08 School Grade C B C B C AYP N N N N High Standards Rdg 41% 61% 59% 53% 62%

Assis Principal	Donna Pieze	Masters Elementary Ed. Elementary Education ESOL Ed. Leadership	11	11	High Standards Math 41% 63% 58% 57% 60% Lrng Gains-Rdg. 65% 69% 59% 68% 64% Lrng Gains-Math 62% 74% 62% 63% 67% Gains-Rdg-25% 66% 57% 50% 74% 56% Gains-Math-25% 57% 67% 69% 69% 65%
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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.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Iris Sanders	Bachelor Elementary Ed. Masters Computer Science Specialist Elementary Science Elementary Education Reading ESOL Gifted NBCT	17	7	'12 '11 '10 '09 '08 School Grade C B C B C AYP N N N N High Standards Rdg 41% 61% 59% 53% 62% High Standards Math 41% 63% 58% 57% 60% Lrng Gains-Rdg. 65% 69% 59% 68% 64% Lrng Gains-Math 62% 74% 62% 63% 67% Gains-Rdg-25% 66% 57% 50% 74% 56% Gains-Math-25% 57% 67% 69% 69% 65%
Mathematics	Susan Gotlieb	Bachelor Elementary Ed. Masters Elementary Ed. Elementary Education ESOL Gifted NBCT	19	4	'12 '11 '10 '09 '08 School Grade C B C B C AYP N N N N High Standards Rdg 41% 61% 59% 53% 62% High Standards Math 41% 63% 58% 57% 60% Lrng Gains-Rdg. 65% 69% 59% 68% 64% Lrng Gains-Math 62% 74% 62% 63% 67% Gains-Rdg-25% 66% 57% 50% 74% 56% Gains-Math-25% 57% 67% 69% 69% 65%
Science	Martina Perez	Bachelor Elementary Ed. Masters ESOL K- 12	6	1	'12 '11 '10 '09 '08 School Grade C B C B C AYP N N N N High Standards Rdg 41% 61% 59% 53% 62% High Standards Math 41% 63% 58% 57% 60% Lrng Gains-Rdg. 65% 69% 59% 68% 64% Lrng Gains-Math 62% 74% 62% 63% 67% Gains-Rdg-25% 66% 57% 50% 74% 56% Gains-Math-25% 57% 67% 69% 69% 65%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings with administrative team	Principal	June 2013	

2	2. Pairing new teacher with veteran instructor	Assistant Principal	June 2013	
3	3. Professional development on research-based strategies and classroom management techniques	Assistant Principal	June 2013	
4	4. Monthly Outstanding Teacher recognition	Principal	June 2013	

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
3	Two of the 3 not Highly Qualified teachers have completed the required ESOL coursework and have been informed to request to have it placed on their certificate. One teacher has been informed that she must complete the required ESOL coursework.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
56	3.6%(2)	30.4%(17)	33.9%(19)	33.9%(19)	46.4%(26)	96.4%(54)	8.9%(5)	5.4%(3)	57.1%(32)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Susan Gotlieb	TBA	NBCT	TBA

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Gratigny provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches 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; Supplemental Educational Services; and special support services to special needs populations such as homeless, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

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

- 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
Gratigny Elementary utilizes funds provided by the District for educational materials and support services to improve the education of immigrant and English Language Learners. Gratigny Elementary offers parent outreach activities as well as before-school tutoring programs for ESOL students. Our ESOL Computer Lab provides engaging and interactive programs for English Language Learners.

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Gratigny Elementary ensures homeless students receive all the services they are entitled to upon identification and classification of a student as homeless. We will ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Gratigny has identified a school-based homeless coordinator to ensure appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Gratigny Elementary provides Drug Awareness and Resistance Education (DARE) to our 5th grade students.

Nutrition Programs

- 1) Gratigny Elementary 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) Gratigny's School Food Service Program, school breakfast, school lunch, and after care snacks, follow 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

Parental:

Gratigny Elementary involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Gratigny will increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Gratigny conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administrative Staff:

Gratigny's administrative staff aligns the vision for the use of data-based decision-making, ensuring that the MTSS / RtI is implemented school-wide. Administrators oversee that intervention support and its documentation is valid. They provide opportunities for professional development in the implementation of MTSS / RtI, and communicate with parents concerning school-based MTSS /RtI plans and activities.

Select General Education Teachers (Primary and Intermediate):

Gratigny's general education teachers, both primary and intermediate, share information about core instruction and participate in data collection and the use of instruction/intervention and collaborate with other staff members on the implementation of MTSS /RtI activities.

SPED Teacher:

Gratigny's SPED teachers participate in student data collection and assist in integration of the core instructional program in collaboration with classroom teacher.

Instructional Coach(es) Reading/Mathematics/Science:

Gratigny's Coaches 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 provides support for assessment and implementation monitoring.

Reading Instructional Specialist:

Region/District provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist:

Gratigny does not have a full-time school psychologist. On the days that our part-time psychologist is on site, he participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist:

Gratigny's technology specialist assists in using technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist:

Gratigny's speech and language pathologist educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel:

Gratigny's Guidance Counselor and Part-time Social Worker, provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers and guidance counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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?

Gratigny's Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The team meets bi-weekly to engage in the following activities:

- Review universal screening data and link to instructional decisions
- Review progress monitoring data at the grade and classroom levels to identify students who are meeting/exceeding Benchmarks, at moderate risk or at high risk for not meeting Benchmarks.

Based on the above information, Gratigny's Team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The Team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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.

Baseline data: District-provided Baseline Assessments, District-provided Writing Pretest, Progress Monitoring and Reporting Network (PMRN), COGNOS, FAIR (Florida Assessment for Instruction in Reading), 2012 Florida Comprehensive Assessment Test (FCAT), School-site developed student profile spreadsheet Progress Monitoring Midyear: FAIR, PMRN, FCAT Simulation, District-provided Interim Assessments, monthly data chats, and review of school-site developed student profile spreadsheet

End of Year: FAIR, District-provided Writing Posttest, end-of-year assessments, and review of school-site student profile spreadsheet.

Describe the plan to train staff on MTSS.

The district professional development will include:

1. training for Gratiigny's administrators in the MTSS/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
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Professional development at Gratiigny will be provided during teachers' common planning time as well as small sessions which will occur throughout the year. The MTSS/RtI team will also evaluate additional staff PD needs during the bi-weekly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

The MTSS/RtI Leadership Team will hold ongoing evaluation methods established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Gratiigny's Literacy Leadership Teams consists of:

Dr. Aaron Enteen, Principal
Donna Pieze, Assistant Principal
Iris Sanders, Reading Coach
Diane Horodowich, Media Specialist
Susan Gottlieb, Math Coach
Martina Perez, Science Coach

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

The following steps will be considered by the Gratiigny's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (MTSS/RtI problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for our faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

Gratiigny will increase communication with integral staff members for input and feedback, as well as providing them with procedures and progress on individual student achievement/behavior/attendance.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*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.

Title I Administration assists Gragny by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). These funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three-year-old and four-year-old children.

*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.

Gragny Elementary's sixth grade teachers utilize reading strategies in all content areas. Sixth grade staff is afforded the opportunity to participate in applicable PD. The Leadership Literacy Team monitors the implementation of school-wide literacy strategies across the curriculum.

*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 2012 FCAT2.0 Reading Assessment indicate that 23 % of students achieved proficiency (Level 3) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 8 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(79)	31%(106)

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 of deficiency as noted on Gragny's 2012 administration of The FCAT2.0 Reading test was in Reporting Category 4: Informational Text/Research Process. Students lack exposure to multiple types of texts.	1A.1. During pre-reading activities, students will locate details such as captions, list, maps and graphics that build their knowledge of reference and research as noted in Marzano's Classroom Instruction that Works through the use of various periodicals, newspapers & magazines available in our media center, online, and other sources.	Literacy Leadership Team (LLT) and the MTSS/RtI Team.	Ongoing and reviewing classroom assessments and student work folders focusing on reference and research skills. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: FAIR, District, and School-site assessment data, Intervention assessments Summative: 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 24 % of students achieved Levels 4,5, and 6. Our goal for the 2012-2013 school year is to remain at 24% of students achieving Levels 4,5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(5)	24%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students lack foundational literary skills.	Additional practice with pictorial visuals with corresponding words.	Literacy Leadership Team (LLT) and the MTSS/RtI Team.	Ongoing and reviewing classroom assessments and student work folders focusing on foundational literary skills. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: School-site assessment data, Intervention assessments Summative: 2013 Florida Alternate Assessment in Reading.
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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:	Gratigny Elementary's proficiency rate on the 2012 administration of the FCAT 2.0 is 13% of students scoring in Levels 4 and 5. Our goal for the 2013 FCAT 2.0 administration is to increase the percentage of students scoring FCAT 2.0 Level 4 and 5 in reading by 3 percentage points to 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(43)	16%(55).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application. Gratigny's students demonstrate difficulty in identifying author's purpose in grade level text and how the author's perspective influences text.	Utilization of graphic organizers, summarization activities, and questioning techniques to increase the rigor in order to interpret grade level literary work.	Literacy Leadership Team (LLT) and the MTSS/RtI Team.	Ongoing classroom Assessments, data analysis, and review of student work folders will focus on students' ability to identify author's purpose in grade level text and how the author's perspective influences texts. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: FAIR, District, and School-site assessment data, Summative: 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 71% % of students achieved Level 7 or above. Our goal for the 2012-2013 school year is to remain at 71% of students achieving Level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(15)	71%(15)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the understanding of vocabulary for informational text.	Increase visual presentations of unfamiliar vocabulary words to increase greater understanding of the material being studied.	Literacy Leadership Team (LLT) and the MTSS/RtI Team.	Ongoing and reviewing classroom assessments and student work folders focusing on vocabulary. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: School-site assessment data, Intervention assessments Summative: 2013 Florida Alternate Assessment in Reading.

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:	Gratigny Elementary attained 64% of students made learning gains on the 2012 administration of the reading portion of the FCAT. Our goal for the 2013 FCAT administration is to increase the percentage of students making learning gains of 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(157)	69%(169)

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	Gratigny's students as noted on the 2012 Administration of the FCAT Reading Test had 64% of students making learning gains in Reporting Category 2: Reading Application need assistance to increase the number of students achieving mastery level. Students' misconceptions between the author's purpose and author's perspective in literary texts	Provide opportunities for students to identify and interpret elements of story structure within a text. Help students understand character development and author's point of view. Provide students with additional literary texts to practice differentiating between author's purpose and author's perspective.	Literacy Leadership Team (LLT) and the MTSS/RtI Team	Ongoing classroom Assessments, data analysis, and review of student work folders will focus on students' ability to identify story structure within a text. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: FAIR, District, and School-site assessment data, Intervention assessments Summative: 2013 FCAT 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:

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

Problem-Solving Process to Increase Student Achievement

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

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:	Gratigny Elementary's learning gains for the lowest quartile of students was 66% on the 2012 administration of the FCAT reading portion. Our goal for the 2013 FCAT administration is to increase the percentage of our lowest quartile by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(41)	71%(44)

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 Reading Test was Reporting Category 3 Literary Analysis/Fiction/Nonfiction. Students have limited exposure to descriptive language, especially mood and imagery, within texts.	Provide students with grade-level appropriate texts that include additional poetry to practice identifying descriptive language that defines mood and imagery.	Literacy Leadership Team (LLT) and the MTSS/RtI Team.	Ongoing classroom Assessments, data analysis, and review of student work folders will focus on students' ability to identify and explain author's purpose, perspective, mood, and main idea. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: FAIR, District, and School-site assessment data, Intervention assessments Summative: 2013 FCAT Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Gratigny Elementary's AMO goal for for 2011-2012 administration of the FCAT Reading Test was for 45% of our students to attain FCAT Level 3 or higher, for the the 2012-2013 administration of the FCAT Reading Test our AMO goal					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	50	55	60	65	

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:	Gratigny Elementary's level of both Black and Hispanic students attaining satisfactory progress was 41% on the 2012 administration of the FCAT reading portion. Our goal for the 2013 FCAT administration is to increase by 9 percentage points of Black students and attaining satisfactory progress to 50% and to increase by 17 percentage points of Hispanic students attaining satisfactory progress to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black 41%(120) Hispanic 41%(29)		Black 50%(147) Hispanic 58%(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	As noted on the administration of the 2012 FCAT Reading Test, the Black and Hispanic Subgroups did not make satisfactory progress. The area of deficiency was Reporting Category 1: Vocabulary. Students have difficulty attacking new vocabulary words and utilizing word analysis techniques.	Utilize graphic organizers, such as concept maps to aid in building the students' knowledge of word meanings and relationships, synonyms and antonyms, and recognizing examples and non-examples of word relationships.	Literacy Leadership Team (LLT) and the MTSS/RtI Team.	Ongoing classroom Assessments, data analysis, and review of student work that focuses on students' ability to infuse new vocabulary words throughout the curriculum. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: FAIR, District, and School-site assessment data, Intervention assessments Summative: 2013 FCAT 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:	Gratigny Elementary's level of English Language Learners attaining satisfactory progress was 27% on the 2012 administration of the FCAT reading portion. Our goal for the 2013 FCAT administration is to increase by 12 percentage points the percentage of English Language Learners attaining satisfactory progress to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(29)	39%(42)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category: 1 Vocabulary. ESOL students are less prepared for instruction as they lack prior academic experiences.	Provide ESOL students with additional ESOL support to allow intensive differentiated instruction on basic word decoding skills and word relationships.	Literacy Leadership Team (LLT) and the MTSS/RtI Team and Bilingual Instructors.	Ongoing classroom Assessments, data analysis, and review of student work folders will demonstrate the students' ability to incorporate new vocabulary. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: FAIR, District, and School-site assessment data, Intervention assessments Summative: 2013 FCAT 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Gratigny Elementary's level of Economically Disadvantaged students attaining satisfactory progress was 40% on the 2012 administration of the FCAT reading portion. Our goal for the 2013 FCAT administration is to increase the percentage of Economically disadvantaged students attaining satisfactory progress by 9 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(134)	49%(164)

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 Reading Test was Category 2: Reading Application. Students lack experience with analyzing text structure and organizational patterns such as cause & effect and compare & contrast.	Increase teacher usage of the MDCPS provided Task Cards that emphasize Cause & Effect, and Compare & Contrast will provide students greater opportunity to identify causal relationships imbedded in text.	Literacy Leadership Team (LLT) and the MTSS/RtI Team.	Ongoing classroom Assessments, data analysis, and review of student work folders will focus on students' ability to identify text structures such as cause/effect, and compare/contrast. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: FAIR, District, and School-site assessment data, Intervention assessments Summative: 2013 FCAT Reading 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
Data Analysis	K-6	Reading Coach	K-6	Common Planning Time	Classroom walkthroughs	Assistant Principal
Graphic Organizers	K-6	Reading Coach	K-6	Common Planning Time	Classroom Walkthroughs	Assistant Principal
Common Core	K-3	Reading Coach	K-3	Early Release (Wednesdays) twice a month	Student work samples and classroom walkthroughs	Assistant Principal

Reading 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
ETO Trainings	ETO Materials	ETO Sub Funds	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Based on the 2012 CELLA data, the percentage of students who were proficient in Oral Skills listening and speaking was 51% .
2012 Current Percent of Students Proficient in listening/speaking:	
51%(96)	
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited experiences in self-expression.	Provide students with an increase use of facilitation of language production – Immediately following an experience, students will interact with each other to discuss the experience and what it meant to them.	Literacy Leadership Team (LLT), the MTSS/RtI Team, and ESOL teacher	Ongoing classroom Assessments, data analysis, and regular review of the progress of student's oral expression.	Formative: FAIR, District, and School-site assessment data, Intervention assessments Summative: 2013 CELLA

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:

Based on the 2012 CELLA data, the percentage of students who were proficient was 22%..

2012 Current Percent of Students Proficient in reading:

22%(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	Students have limited prior knowledge experiences with informational text.	Provide students with visual displays of graphs, charts, photos, in the lessons and assignments to support the oral and written messages. Visual/graphic organizers should be used before presenting a reading passage.	Literacy Leadership Team (LLT), the MTSS/RtI Team, and ESOL teacher	Ongoing classroom assessments, data analysis, and ongoing review of the students' progress. Instructional focus calendars and interventions will be adjusted to address strengths and	Formative: FAIR, District, and School-site assessment data, Intervention assessments Summative: 2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Based on the 2012 CELLA data, the percentage of students who were proficient in Writing was 22%.

2012 Current Percent of Students Proficient in writing:

22%(42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have limited experience in the writing process.	Provide increased opportunities in process writing incorporating the following steps:	Literacy Leadership Team (LLT), the MTSS/RtI Team,	Ongoing classroom assessments, data analysis, and ongoing review of the students'	Formative: FAIR, District, and School-site assessment data,

1	planning, drafting, revising, editing, and publishing as well as, sharing and responding to writing.	and ESOL teacher	progress. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Intervention assessments Summative: 2013 CELLA
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CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Gratigny Elementary's proficiency rate on the 2012 administration of the FCAT is 21% of students scoring a Level 3. Our goal for the 2013 FCAT administration is to increase the percentage of students scoring FCAT Level 3 in mathematics by 9 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(71)	30%(103)

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. The area of deficiency as noted on Gratigny's 2012 administration of the FCAT Mathematics test was in the reporting Category of Data Analysis. Students have had limited exposure to complex data analysis of tables and graphs.	1.1. Provide multiple opportunities for identifying, comparing and interpreting data on graphs to solve real world problems. Students will also have increased opportunities to generate their own data and construct graphs utilizing appropriate graph types, scale increments and correct labeling. Provide students with increased opportunities to utilize on-line programs such as Gizmos, a simulation program that brings key mathematics concepts to life and provide multiple representations of the same concept.	MTSS/RTI Leadership Team	Ongoing classroom Assessments, data analysis, and review of student work folders will focus on students' ability to recall facts and see connections between fractions, decimals, and percentages. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: District, and School-site assessment data, and computer generated data. Summative: 2013 FCAT Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The results of the 2012 Mathematics Florida Alternate Assessment indicate that 57 % of students achieved Level s 4, 5, or 6. Our goal for the 2012-2013 school year is to remain at 57% of students achieving Level s 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(12)	57%(12)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack computational skills.	Increase the variety of manipulatives.	Literacy Leadership Team (LLT) and the MTSS/RtI Team.	Ongoing and reviewing classroom assessments and student work folders focusing on computation. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: School-site assessment data, Intervention assessments Summative: 2013 Florida Alternate Assessment in Mathematics.

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:	Gratigny Elementary's proficiency rate on the 2012 administration of the FCAT is 15% of students scoring in Levels 4 and 5. Our goal for the 2013 FCAT administration is to increase the percentage of students scoring FCAT Level 4 and 5 in mathematics by 4 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(51)	19%(65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on Gratigny's 2011 administration of The FCAT Mathematics test was in the reporting Category of Geometry and Measurement.	Use literature in mathematics to provide the necessary meaning for students to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson.	RtI Leadership Team	Ongoing classroom assessment and reviewing focusing on students' ability to grasp measurement concepts for students to make connections with real-world situations. Adjust curriculum focus as data reflects strengths and weaknesses.	Formative: District, and School-site assessment data, and computer generated data. Summative: 2012 FCAT Mathematics Assessment
2	The area of deficiency as noted on Gratigny's 2012 administration of The FCAT Mathematics test was in the reporting Category of Geometry and Measurement. Students are unable to describe, compare, and analyze more than one	Increased student time to manipulate, model, construct and analyze plane figures, and two and three dimensional figures.	MTSS/RtI Leadership Team	Ongoing classroom Assessments, data analysis, and review of student work folders will focus on students' ability to grasp measurement concepts for students to make connections with real-world situations. Instructional focus calendars and	Formative: District, and School-site assessment data, and computer generated data. Summative: 2013 FCAT Mathematics Assessment

plane figure.		interventions will be adjusted to address strengths and weaknesses.
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Mathematics Florida Alternate Assessment indicate that 38% of students achieved Level 7 or above Our goal for the 2012-2013 school year is to remain at 38% of students achieving Level 7 or above .
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(8)	38%(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 lack the ability to go from the concrete to abstract applications, especially in word problems.	Utilize an interactive word wall along with visuals.	Literacy Leadership Team (LLT) and the MTSS/RtI Team.	Ongoing and reviewing classroom assessments and student work folders focusing on word problems. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: School-site assessment data, Intervention assessments Summative: 2013 Florida Alternate Assessment in Mathematics.

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:	Gratigny Elementary attained 63% of students made learning gains on the 2012 administration of the mathematics portion of the FCAT. Our goal for the 2013 FCAT administration is to increase the percentage of students making learning gains of 5 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(152)	68%(164)

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 Gratigny's 2012 administration of the FCAT Mathematics test was in the Reporting Category of Base Ten Fractions. Students have limited understanding of the Base Ten units and their	Increase student time for usage of concrete objects to model, construct, and interpret decimals and fractions especially in solving real world problems and defending the reasonableness of their answers.	MTSS/RtI Leadership Team	Ongoing classroom Assessments, data analysis, and review of student work folders will focus on students' ability to rename fractions as decimals and decimals to fractions. Instructional focus calendars and interventions will be adjusted to address	Formative: District, and School-site assessment data, and computer generated data. Summative: 2013 FCAT Mathematics Assessment

relationship to decimals and fractions.		strengths and weaknesses.	
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Gratigny Elementary's learning gains for the lowest quartile of students was 57% on the 2012 administration of the FCAT mathematics portion. Our goal for the 2013 FCAT administration is to increase the percentage of our lowest quartile by 10 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(38)	67%(44)

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 Gratigny's 2012 administration of the FCAT Mathematics test was in the Reporting Category of Numbers and Operations. Students entered grade levels with limited mastery of addition and subtraction and only a limited understanding of basic multiplication and division processes.	Increase time for hands on manipulative usage and modeling strategies to demonstrate students' increased understanding of the underlying processes of multiplication and division.	MTSS/RtI Leadership Team	Ongoing classroom Assessments, data analysis, and review of student work folders will focus on students' ability to demonstrate multiple strategies for solving multiplication and division problems. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: District, and School-site assessment data, and computer generated data. Summative: 2013 FCAT Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		Gratigny Elementary's AMO goal for for 2011-2012 administration of the FCAT Mathematics Test was for 48% of our students to attain FCAT Level 3 or higher, for the 2012-2013 administration of the FCAT Reading Test our AMO goal				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	57	62	67	

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:	Gratigny Elementary's level of Black students attaining satisfactory progress was 40% on the 2012 administration of the FCAT mathematics portion, and Hispanics attained 43%. Our goal for the 2013 FCAT administration is to increase the percentage of Black students attaining satisfactory progress by 10 percentage points to 50%, and Hispanics will increase by 30 percentages points to 73% attaining satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 40%(117) Hispanic: 43%(21)	Black: 50%(147) Hispanic: 73% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. The area of deficiency as noted on Gratigny's 2012 administration of the FCAT Mathematics test was in the reporting Category of Expressions, Equations & Statistics. Students need increased experiences with constructing more complex algebraic expressions that relate to the real world.	5B.1 Differentiated instruction and increased use of manipulatives students will generate algebraic rules and use all four operations to describe patterns; describe mathematics relationships using expressions, equations, and visual representations; and recognize and write algebraic expressions for functions with two operations.	5B.1. MTSS/RTI Leadership Team	5B.1. Ongoing classroom Assessments, data analysis, and review of student work folders will focus on students' ability to generate algebraic expressions. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	5B.1. Formative: District, and School-site assessment data, and computer generated data. Summative: 2013 FCAT Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Gratigny Elementary's level of English Language Learners attaining satisfactory progress was 26% on the 2012 administration of the FCAT mathematics portion. Our goal for the 2013 FCAT administration is to increase the percentage of English Language Learners attaining satisfactory progress by 18 percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(28)	44%(48)

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	<p>5C.1. The area of deficiency as noted on Gratigny's 2012 administration of the FCAT Mathematics test was in the reporting Category of Geometry and Measurement.</p> <p>Many ESOL students lack background knowledge and academic skills necessary for success with Geometry and Measurement.</p>	<p>5C1. Increase the infusion of literature in mathematics along with the use of an interactive word wall to help provide and reinforce meaning mathematical concepts for students.</p>	<p>5C1. MTSS/RtI Leadership Team</p>	<p>5C1. Ongoing classroom Assessments, data analysis, and review of student work folders will focus on students' ability demonstrate their understanding of geometric and measurement concepts. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.</p>	<p>5C1. Formative: District, and School-site assessment data, and computer generated data.</p> <p>Summative: 2013 FCAT Mathematics Assessment</p>

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	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:

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p>	<p>Gratigny Elementary's level of Economically Disadvantaged students attaining satisfactory progress was 40% on the 2012 administration of the FCAT mathematics portion. Our goal for the 2013 FCAT administration is to increase the percentage of Economically disadvantaged students attaining satisfactory progress by 13 percentage points to 53%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(134)	53%(178)

Problem-Solving Process to Increase Student Achievement					
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on Gratigny's 2011 administration of The FCAT Mathematics test was in the reporting Category of Fractions. Students lack sufficient time to explore in depth, model and demonstrate mastery of the concept of fractions as it relates to decimals and equivalent fractions.	Increase time for mathematics activities to allow for grade-level appropriate opportunities for exploring, identifying, modeling, and comparing fractions to decimals with real world connections. In addition students will utilize Math Journals.	MTSS/RtI Leadership Team	Ongoing classroom assessment focusing on students' ability to recognize the relationship between fractions and decimals. In addition, reviewing of Math Journals .Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: District, and School-site assessment data, and computer generated data. Summative: 2013 FCAT Mathematics Assessment

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
Higher Order Thinking Skills (HOTS)	K-5	Math Coach	School-wide	Early Release- Wednesdays once a month	Student work samples and classroom walkthroughs	Assistant Principal
Common Core SS	K-2	Math Coach	K-2 Teachers	Common Planning Time	Student work samples and classroom walkthroughs	Assistant Principal
Math Journaling	K-6	Math Coach	K-6 Teachers	Common Planning Time	Student Journals	Assistant Principal
Gizmos	3-6	Mario Junco	Grades 3-6 Teachers	TBA	Computer schedule	Assistant Principal

Mathematics 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
Besst Practices	ETO Personnel	ETO Sub Money	\$700.00
			Subtotal: \$700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Gratigny Elementary's proficiency rate on the 2012 administration of the FCAT is 11% of students scoring a Level 3. Our goal for the 2013 FCAT administration is to increase the percentage of students scoring FCAT Level 3 in science by 6 percentage points to 17%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
11%(9)		17%(14)			
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	Gratigny's data indicates the Reporting Category: The Nature of Science and Big Idea One: Practice of Science is a deficit. The students entered the grade level with insufficient experiences in inquiry-based learning	Provide Gratigny's 5th grade students additional time (one hour 5 days a week) for science, and also increase science journaling to record and reflect upon the laboratory experience in inquiry-based learning. Increased emphasis on hands-on inquiry based learning in the primary grades.	MTSS/RtI Leadership Team	Teams will review evidence of science journal writing and monitor school-site assessment data. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: Mini-assessments, District Assessments Summative: 2013 FCAT Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1					
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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 science. Science Goal #2a:	Gratigny Elementary's proficiency rate on the 2012 administration of the FCAT is 4% of students scoring in Levels 4 and 5. Our goal for the 2013 FCAT administration is to increase the percentage of students scoring FCAT Level 4 and 5 in science by 2 percentage points to 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4%(3)	6%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty Transferring knowledge of science concepts to different scenarios.	Provide students with increased opportunities to utilize on-line programs such as Gizmos, a simulation program that brings key science concepts to life and provides multiple representations of the same concept.	MTSS/RtI Leadership Team	Teams will review data reports from Gizmos. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses	Formative: Mini-assessments, District Assessments Summative: 2013 FCAT Science Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

(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
Gizmos	3-6	Science Coach	3-6	TBA	Computer schedule and quarterly report on Gizmos usage	Assistant Principal
Inquiry-Based Science Instruction	K-5	Science Coach	K-5	Common Planning Time	Science Journals & Classroom Walkthroughs	Assistant Principal
Science Journaling	k-6	ETO Personnel & Science Coach	K-6	Common Planning Time	Student journal samples and classroom walkthroughs	Assistant Principal
Gradual Release Model	K-6	ETO Personnel & Coach	K-6	TBA	Classroom walkthroughs and lesson plans	Assistant Principal

Science 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
BEST PRACTICES	ETO PERSONNEL	ETO SUB FUNDS	\$700.00
			Subtotal: \$700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$700.00

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:	Gratigny Elementary's proficiency rate on the 2012 administration of the FCAT Writing was 74% of students scoring Levels 3.0 and higher. Our goal for the 2013 FCAT administration is to increase the percentage of students scoring FCAT Level 3.0 2 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

74% (70)	77% (72)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the consistent and appropriate use of conventions in their writing. Also, students are weak in the areas of elaboration and supporting details in their writings.	Provide students in 4th grade, increased time for opportunities in revising and editing essays, teacher conferencing, or peer editing.	Literacy Leadership Team (LLT) and the MTSS/RtI Team.	Grade level teams will collectively review student writing samples. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses	Formative: District-provided prompts, Wednesday Night Writes. Summative: 2013 FCAT Writing 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 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Writing FCAT 2.0- new standards	4	ETO Personnel	4th Grade Staff	On opt days	Student work samples	Assistant Principal
Writing-Reviewing and Analyzing 2012 FCAT	4	Reading Coach	4th Grade Teachers	Common Planning Time	Student Work Samples	Assistant Principal

Writing Results and Papers						
Monthly Review & Analysis of Student Writings	4	Reading Coach	4th Grade Teachers	Common Planning Time	Student Work Samples	Assistant Principal

Writing 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
			\$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:	During the 2011-2012 School Year the average daily attendance rate was 97.06%. During the 2012-2013 School Year Gratiigny Elementary's level of attendance will remain at 97.06%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.06%(749)	97.06%(748)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
163	155
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
160	152

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 challenge is to ensure the accuracy of daily attendance records; especially for those students who are initially recorded as absent but are actually tardy.	Initiate a schoolwide policy to recalculate attendance prior to the end of the school day.	Principal Assistant Principal Counselor Registrar Social Worker	Review of Daily attendance and District provided attendance reports.	End of the year District attendance report/summary for COGNOS

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 Procedures	All grade levels	Principal	School-wide-All staff members	August 17, 2012	Review Grade Book Manager Report	Principal and Attendance Clerk

Attendance 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 Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	Gratigny's Goal for the 2012-2013 School Year is to decrease the number of outdoor suspensions from 18 to 16.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18	16
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
17	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	The challenge is to improve the student's ability to understand school rules, appropriate behaviors, and the consequences of their actions.	Conduct an assembly for each grade level to review the Code of Student Conduct and ensure that rules and consequences are clear, fair, and consistently enforced also to provide ongoing classroom activities by the counselor or social worker to reinforce rules.	Principal Assistant Principal Counselor Social Worker	Monitoring daily attendance reports	Cognos Reports

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

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

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

Suspension Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	See PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Parent Involvement 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 Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Based on the data, only 18% of Gratiigny's fifth grade students met high standards on the 2012 Science FCAT. Utilizing this data Gratiigny will raise this amount for the 2013 Science FCAT to 25% proficiency.

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 lack previous knowledge of language and experience of science instruction. Therefore rigorous instruction in science needs to be in place in all grade levels.	Modeling by the science coach of effective strategies in classroom settings and in science lab.	MTSS/RtI Team	Ongoing and reviewing of classroom assessments and student work folders focusing on science instruction. Instructional focus calendars and interventions will be adjusted to address strengths and weaknesses.	Formative: District and School-site assessment data. Summative: 2013 FCAT Science 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
Science Journaling	3-5	Science Coach	Grades 3-5	Early release on Wednesdays – once a month	Student journal samples & classroom walkthroughs	Assistant Principal
STEM	K-5	Science Coach	Grades 3-5	Common Planning Time	Review of lesson plans	Assistant Principal

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

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	N/A			\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Parent Involvement	N/A			\$0.00
STEM	N/A			\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A			\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Parent Involvement	N/A			\$0.00
STEM	N/A			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	ETO Trainings	ETO Materials	ETO Sub Funds	\$600.00
Mathematics	Besst Practices	ETO Personnel	ETO Sub Money	\$700.00
Science	BEST PRACTICES	ETO PERSONNEL	ETO SUB FUNDS	\$700.00
Writing	N/A			\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Parent Involvement	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			\$0.00
Mathematics	N/A			\$0.00
Science	N/A			\$0.00
Writing				\$0.00
Attendance	N/A			\$0.00
Suspension	N/A			\$0.00
Parent Involvement	N/A			\$0.00
STEM	N/A			\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

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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
Students Incentives (Including food related items) Media Center Science Lab	\$5,499.00

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

The School Advisory Council at Gratigny Elementary is responsible for the final decision making at the school relating to the implementation and monitoring of the School Improvement Plan. Gratigny's Council will focus on including all stakeholders and involve them in decision making which in turn, will affect the instruction and delivery of programs at Gratigny Elementary.

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 GRATIGNY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	63%	81%	36%	241	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	74%			143	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	67% (YES)			124	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					508	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District GRATIGNY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	58%	77%	27%	221	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	59%	62%			121	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	50% (YES)	69% (YES)			119	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					461	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested