

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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

School Name: DOVER SHORES ELEMENTARY

District Name: Orange

Principal: Dr. Randall Hart

SAC Chair: Amy DuBois

Superintendent: Barbara M. Jenkins

Date of School Board Approval: Pending

Last Modified on: 11/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Randall Hart	BS in Social Studies Group Major, Minor in Elementary Education MS in Educational Leadership PhD in Educational Leadership Certification: ESE Educational Leadership	5.5	22	2011-2012 Grade A 50% Meeting High Standard Reading 58% Meeting High Standard Math 2010-2011 Grade B 74% AYP 63% Meeting High Standard Reading 62% Meeting High Standard Math 2009-2010 Grade A 79% AYP 74% Meeting High Standard Reading 72% Meeting High Standard Math 2008-2009

					Grade A 85% AYP 65% Meeting High Standard Reading 68% Meeting High Standard Math
Assis Principal	Roseanne Galvin-Prepretit	BS in Elementary Education, Minor in Math MS in Secondary Education Math MS in Educational Leadership Certifications: ESOL Educational Leadership	.5	.5	2011-2012 Grade A 49% Meeting High Standard Reading 51% Meeting High Standard Math 2010-2011 Grade A 90% AYP 70% Meeting High Standard Reading 71% Meeting High Standard Math 2009-2010 Grade A 85% AYP 70% Meeting High Standard Reading 71% Meeting High Standard Math 2008-2009 Grade A 100% AYP 71% Meeting High Standard Reading 66% Meeting High Standard Math

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)
Instructional & Reading	Amy DuBois	Early Childhood and Elementary Ed. BS Endorsements: ESOL Reading	2	12	2011-2012 Grade A 50 Meeting High Standard in Reading 58 Meeting High Standard in Math 2010-2011 Grade A 71% AYP 86% Meeting High Standard in Reading 2009-2010 Grade A 72% AYP 92% Meeting High Standards in Reading 2008-2009 Grade A 77% AYP 90% Meeting High Standards in Reading
Math & Writing	Sandra Hayes	Elementary Ed, BS Elementary Ed, MEd Certifications: Elementary Ed. NBCT(MC Gen.) Endorsements: ESOL Gifted	1		2011-2012 Grade A 58% Meeting High Standard in Math 2010-2011 Grade A 95% AYP 88% Meeting High Standard in Math 2009-2010 Grade A 95% AYP 91% Meeting High Standards in Math 2008-2009 Grade A 97% AYP 92% Meeting High Standards in Math

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	Paring veteran teachers with new teachers to help	Instructional Coach	6/2013	
2	Mentoring programs	Instructional Coach	6/2013	
3	Monthly meeting with new teachers	Instructional Coach	6/2013	
4	Lesson Studies and Professional Learning Communities	Instructional Coach	6/2013	

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
none	

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
46	4.3%(2)	39.1%(18)	30.4%(14)	26.1%(12)	37.0%(17)	100.0%(46)	6.5%(3)	6.5%(3)	76.1%(35)

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
Heather Jones	Cindy Hahn	-19 years of teaching experience - Teaches the same grade level as the mentee - knows the curriculum of the grade level - Mentor has been highly successful in the past with students	- New teacher meetings - Monthly meetings with instructional coach and - On-going trainings for classroom management - Master teacher observations and conferences
Krystal Halker	Amy DuBois	-20 years of teaching experience - Experience in Resource and CRT and Instructional Coach - Knows the curriculum of the grade level - Mentor has been highly successful in the past with	- New teacher meetings - Monthly meetings with instructional coach and - On-going trainings for classroom management - Master teacher observations and conferences

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

Students requiring additional remediation are provided services within the school day using a school-wide and whole-child individual needs approach. Services provided includes but are not limited to academic remediation, counseling services, and physiological needs. Additionally, the district and area superintendent's office assist with coordination of

Title II and Title III funds.

Title 1 funds will be used to purchase additional Smartboards technology, a Reading Coach and Science Teacher. All students will be impacted.

Title I, Part C- Migrant

The LEP Support Team (CCT/Staffing Coordinator) provides support to students and home support to parents.

Title I, Part D

To support the middle and high schools in our feeder pattern, Dover Shores Elementary partners with Guidance to ensure adequate preparatory training is provided for the fifth grade students to transition to sixth grade.

Title II

Title II funds are used for staff development activities that are designed to improve student achievement and substitute.

Title III

Title III funds are used to provide support for the ELL population. Services are provided through the district for education materials and ELL District support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

The Homeless Education Program, provided through the McKinney Vento Act allows our students services such as transportation and counseling if they are classified as homeless. In addition, Dover Shores has an in house food pantry and clothes closet that was started and maintained by the school staff to assist our homeless and impoverished students.

Supplemental Academic Instruction (SAI)

SAI funds will be utilized to provide teachers with resource materials that will be used for school-wide interventions.

Violence Prevention Programs

The school offers non-violence education through the S.U.P.E.R Kids program provided to us by School Resource Officer. In addition, Dover Shores participates each year in Red Ribbon Week activities to educate our students on making drug free choices. Dover Shores also educates our students in strategies for making personal positive behavior choices through PBS (Positive Behavior Support).

Nutrition Programs

Dover Shores offers breakfast and lunch programs that are in compliance with the USDA Breakfast and Lunch Program. Nutrition and Health Lessons are also taught by our Physical Education staff.

Housing Programs

none

Head Start

none

Adult Education

none

Career and Technical Education

none

Job Training

none

Other

none

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Randall Hart: Principal, Roseanne Galvin-Prepetit: Assistant Principal, Sonya Stokes: Behavior Specialist, Amy DuBois: CRT, Winona Dennis: SLD, Kindergarten: Kristy Fleming, First Grade: Kim Sondel , Second Grade: Alyson Simons, Third Grade: Casey Shufelt, Fourth Grade: Samantha New, Fifth Grade: Megan Smith, Jennifer Sullivan: Special Area Teacher, Amy Reddick: ESE Teacher, Marisol Mejia-Ruiz: Speech/Language

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

The MTSS/RtI Leadership Team will conduct monthly meetings to plan and monitor the implementation of the MTSS/RtI process for all grade levels. The MTSS/RtI Leadership Team members will each be assigned to a specific grade level as an MTSS/RtI Coach. The team members will meet monthly with their grade levels to assist in the implementation of differentiated instruction with all students in tier 1. Coaches will assist in the identification of tier 2 and tier 3 students based on current data. Together teachers will work collaboratively, to determine suitable interventions, to work with the teachers to monitor assessments and to collaborate in the expansion of progress monitoring plans for students needs in tier 2 and 3.

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 meets to review all FCAT data and other assessment data. The MTSS/RtI Leadership Team then determines the subject area needs for improvement in reading, math, writing, science and behaviors. Once these are determined, a plan of action is written for each area of need. Finally, the RtI Leadership Team planned for the presentation and facilitation of staff development trainings and activities to provide our teachers with the knowledge and skills to empower them with the necessary tools to increase learning for all students.

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: Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Edusoft Benchmark Assessments, Write Score, Curriculum Based Assessment (CBA),
Mid Year: FAIR, Edusoft Benchmark Assessments, Curriculum Based Assessment (CBA), Write Score
Diagnostic: Development Reading Assessment (DRA), Write Score
Year-End: FAIR, Edusoft, FCAT, Curriculum Based Assessment (CBA)
Frequency: Monthly data meetings

Describe the plan to train staff on MTSS.

Professional development on MTSS/RtI will be provided regularly during the teachers' common planning time throughout the year. The trainers for this professional development will be the school staff members who have completed district level training on RtI and the grade level team RtI Coaches.

Describe the plan to support MTSS.

Administrative team will meet weekly to in our PLC meetings to discuss data analysis, identify and implement the instructional practices across all tiers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Randall Hart, Writing Coach: Sandra Hayes, Kindergarten: Maria Rios, First Grade: Haydee Rivera, Second Grade: Dana West, Third Grade: Debra Burton, Fourth Grade: Kathryn Milton, Fifth Grade: Megan Smith, Marisol Ruiz: Speech/Language

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

The Literacy Leadership Team will meet monthly to discuss ways in which the 90 minute Direct Instruction and Intervention times can become more effective.

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

Major initiatives will be:

1. Lesson Studies
2. Lesson Planning
3. Response to Intervention

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/1/2012)

*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.

none

*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.

none

*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?

none

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?

none

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](#)

none

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By July 2013, 53% of the students taking FCAT Reading at Dover Shores Elementary will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NONE	NONE

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 lacking transportation to events. Interference with work schedule	Organize 2 family reading activities to promote literacy throughout the community	Reading Committee	Parent feedback and Attendance roster	Sign-in Sheets
2	Lack of proficiency in analysis of data. Identifying appropriate instructional levels.	Conduct Progress Monitoring with teachers weekly to evaluate student progress and develop strategies to assist students who have scored below grade level.	Leadership Team or RTI Team and Teachers	Analyze FAIR & Benchmark data to determine progress.	FAIR & myOn

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:	none
2012 Current Level of Performance:	2013 Expected Level of Performance:
none	none

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By July 2013, 33% of all students taking FCAT will receive a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NONE	NONE

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of data for new students	Analyze FCAT Reading scores to determine areas of weakness	Principal and Leadership Team	Examine Benchmark data and EasyCBM	Benchmark data
2	Lack of materials	Continue the utilization of CARS, STARS, SRC and Reading A-Z.	Principal, CRT and Teachers	Monitor SRI scores throughout the year.	SRI and Easy CBM

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:	none
2012 Current Level of Performance:	2013 Expected Level of Performance:
none	none

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By July 2013, 77% of our 4th and 5th grade students taking FCAT Reading at Dover Shores Elementary will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4th= 70% (52 students); 5th= 74% (70 students)	75% (132 students)

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	Identifying appropriate reading levels.	Students will use appropriate lexile leveled books in the independent reading times.	Coaches, Teachers and CRT	SRI reports and FAIR	Teacher made rubric
2	Use of Technology ability to students	Teachers will use FCAT Test Maker to monitor the areas in need of improvement.	Principal and Teacher	Reports will be ran through FCAT Test Maker	FCAT Test Maker

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:	none
2012 Current Level of Performance:	2013 Expected Level of Performance:
none	none

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By July 2013, 75% of the lowest 25% of the students taking FCAT Reading at Dover Shores Elementary will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (80 students)	75% (76 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of trained personnel.	Provide intervention for students who are performing below grade level.	Principal, CRT, Coaches, Teachers	Analyze Benchmark data and FAIR	Benchmark data and FAIR
	Ability to progress	Classroom Teachers will	Assistant Principal,	Evaluate ongoing	Progress

2	monitoring tools.	be assisted by RTI leadership in conducting ongoing progress monitoring with students who are below grade level.	CRT and Teachers	progress monitoring tools to determine its effectiveness with the students	Monitoring
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By June 2016, DSE will decrease the achievement gap by 10% for each identified subgroup. (ESE, ELL, Black and Hispanic)				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50%	58%	63%	67%	71%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By July 2013, 58% of all students taking FCAT will receive a level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 25% Hispanic: 47% White: 70% LEP: 29% ESE: 0% F/R: 44%	Black: 31% Hispanic: 44% White: 78% LEP: 27% ESE: 25% F/R: 49%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of transportation and conflicting work schedules	Host a parent workshop related to literacy.	Principal, CRT and Literacy Team	Parental survey and sign-in sheets	Survey and parent sign-in sheets.
2	New student achievement placement.	Provide intensive small group reading instruction for students who are scoring below grade level.	Principal, Assistant Principal, CRT and Teachers	Analyze Edusoft data to ensure effective instruction is taking place.	Edusoft, FAIR and SRI

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By July 2013, 21% of ELL student will score 3 or above on Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (33 students)	21% (23 students)

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 of attendance. Lack of teacher proficiency with strategies.	Incorporate LEP strategies based on IMS resource.	Principal, CRT and Teachers	Analyze Curriculum based assessments	Common Assessment
2	Limited background knowledge	Build vigorous academic vocabulary	Principal, Assistant Principal, CRT and Teachers	Analyze FAIR Testing Scores	Common 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:	none
2012 Current Level of Performance:	2013 Expected Level of Performance:
none	none

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By July 2013, 50% of our economically disadvantaged students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (116 students)	50% (58 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of data for certain students.	Use data to drive instruction by having the PLC's meet weekly to determine how the results of progress monitoring data can be used to enhance instruction	Principal, Administrative Team, PLC, Reading Coach	Analyze progress monitoring tools	FCAT and Benchmark data
	Lack of consistency with	Encourage students in	Principal and	Monitor student writing	Teacher made

2	meeting times.	grades 3-5 to read biographies and participate in the principal's monthly biography club meeting.	Teachers	and presentation techniques	writing rubric.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology based programs	k-5	CRT/Coach/AP/		3 times per year	Classroom visits	
Teacher Evaluation Process	k-5	Principal	all teachers and resource personnel	For Lesson Study Teachers will meet 1 per 2 semester for a 2 day cycle.	Follow up meetings	CRT
Lesson Study	3-5	CRT				

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of OCPS adopted reading series	Houghton Mifflin Workbooks	176 – SAI	\$5,916.11
Use of OCPS adopted reading series	Houghton Mifflin Workbooks & Assessment Books	115 – Instructional Materials	\$992.65
			Subtotal: \$6,908.76
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring & Reteaching	SRI, SRC, Smart Boards	none	\$0.00
Study Island	Additional Practice & Targeted Intervention	001 – General Fund	\$966.67
			Subtotal: \$966.67
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLCs focusing on lesson study & data analysis	Houghton Mifflin, Assessment Data	none	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	none	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,875.43

End of Reading 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:			To increase the percentage of ELL students using spoken English at grade level.		
2012 Current Percent of Students Proficient in listening/speaking:					
50% (69 students)					
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	Student willingness to speak English	To use ELL strategies effectively in the classroom to create a safe-learning environment for those students	Classroom Teachers, CRT, Coach	Teacher observations	Checklist of strategies
2	Parents unable to support English speaking in the home	To share ELL strategies and how parents can offer home support	Classroom Teachers	Communicate with parents	Parent conference notes

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:			To increase the number of ELL students reading on grade level.		
2012 Current Percent of Students Proficient in reading:					
30%(41 students)					
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	Compliance with use of ELL strategies in the classroom	Provide appropriate reading material and provide immediate feedback	Classroom teachers, Support teachers	Progress monitor reading levels	Reading assessments, mini-benchmark tests

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			To increase the number of ELL students writing at grade level.		
2012 Current Percent of Students Proficient in writing:					
24% (33 students)					

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	Proficiency level of teachers in use of ELL strategies for writing	Use ELL strategies for writing	Classroom teachers, Support teachers	Progress monitor	Writing prompts, other assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	none	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	none	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	none	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	none	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By July 2013, 63% of the students taking the FCAT Math test at Dover Shores Elementary will scores a level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NONE	NONE

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of scores for some students.	Meet with teachers in PLC to discuss learning gains.	Principal, AP and Coach	Analyze of scores	FCAT data
2	Lack of proficiency in analysis of data.	Provide intervention and remediation resources for students working below grade level.	Principal, AP, Teachers, CRT, Math Coach	Analyze FCAT data and Benchmark data to determine if strategies are working.	FCAT data and Benchmark Data
3	Coordinating schedules and curriculum	Established a departmentalized math program in Grade 5. Teachers are teaching math and science or reading and social studies.	Principal, AP and Coach	FCAT	FCAT Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	none
2012 Current Level of Performance:	2013 Expected Level of Performance:
none	none

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By June 2012 33% of the students taking the FCAT Math at Dover Shores Elementary will score a 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NONE	NONE

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of data on new students	Ensure that all students lacking prior year FCAT scores are given a baseline math assessment.	Administration, Teachers, CRT	Analyze data from envision, FCAT & Benchmark, to determine if strategies are working	Envision assessment, FCAT, Benchmark
2	Lack of Information	Meet with teachers to desegregate and analyze data.	Administration, Teachers, CRT	Analyze data	Envision assessment, FCAT, Benchmark
3	Teacher familiarity and comfort level with Smart Boards	Ongoing staff development and lesson study, focused on the varying uses of Smart Boards during instruction	Administration, CRT	Envision assessment, FCAT, Benchmark, Teacher & student feedback.	Envision assessment, FCAT, Benchmark

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:	none
2012 Current Level of Performance:	2013 Expected Level of Performance:
none	none

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By July 2013, 86% of the students will make learning gains as measured by the FCAT math test
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2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (237 students)	86% (262 students)

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	Teacher knowledge on data desegregation and how to drive instruction	PLCs and staff development opportunities focusing on data desegregation and how to drive instruction	Administration, Teachers, CRT	Analyze data from envision, FCAT & Benchmark, to determine if strategies are working. Teacher & student feedback	Envision assessment, FCAT, Benchmark
2	Lack of technology	Ongoing staff development and lesson study, focused on the varying uses of Smart Boards during instruction	Administration, Teachers, CRT	Analyze data from envision, FCAT & Benchmark, to determine if strategies are working. Teacher & student feedback	Envision assessment, FCAT, Benchmark
3	Time Management	Focus on small group, differentiated instruction for all levels.	Administration, Teachers, CRT	Analyze data from envision, FCAT & Benchmark, to determine if strategies are working. Teacher & student feedback	Envision assessment, FCAT, Benchmark

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:	none
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2012 Current Level of Performance:	2013 Expected Level of Performance:
none	none

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By July 2013, 78% of the lowest 25% of the students taking FCAT Reading at Dover Shores Elementary will make learning gains.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (214 students)	78% (238 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training in the use of thinking maps & differentiated instruction	Use Thinking Maps and other graphic organizers to build concepts, reflective thinking, and clarity of information	Administration, CRT	Classroom walk through	Envision assessment, FCAT, Benchmark
2	Student absences on assessment day	Provide differentiated instruction to meet the needs of individual students	Principal, CRT	Monitor assessment to ensure students are receiving the instruction needed	Envision assessment, FCAT, Benchmark
3	Teacher knowledge on data desegregation and how to drive instruction	PLCs and staff development opportunities focusing on data desegregation and how to drive instruction	Administration, CRT	Envision assessment, FCAT, Benchmark, Teacher & student feedback.	Envision assessment, FCAT, Benchmark

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 #					
	By June 2016, DSE will decrease the achievement gap by 10% for each identified subgroup. (ESE, ELL, Black and Hispanic					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	53%	58%	63%	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:	By July 2013, 53% of all students taking FCAT will receive a level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 18% Hispanic: 33% White: 72% LEP: 18% ESE: 13% F/R: 34%	Black: 32% Hispanic: 44% White: 77% LEP: 32% ESE: 28% F/R: 45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of hands-on manipulatives	Continue integration of hands on manipulatives, technologies, and web-based	Administration, CRT	Classroom walkthroughs to see the use of hands on learning	Classroom walk throughs

		resources while implementing mathematical practices.			
2	Teacher familiarity with small group intervention in math	Provide staff development and activities involving best mathematical practices in teaching mathematics with an emphasis on small group, differentiated instruction	Administration, CRT	Monitor common assessment and Benchmark data to see growth	Envision assessment, Benchmark
3	Attendance	Members of the leadership team will reach this goal through intensive tutoring of our lowest Black math students in grades 3-5.	Administration, Leadership team	Monitor common assessment and Benchmark to see growth	Envision assessment, FCAT, Benchmark

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By June 2013, all ELL students taking the FCAT Math test will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (46 students)	80% (40 students)

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	Attendance	Provide differentiated instruction to meet the needs of individual students and encourage attendance and participation.	Administration, Leadership team	Monitor attendance and assessment to ensure students are receiving the instruction needed	Envision assessment, Benchmark
2	Teacher capability to differentiate instruction and apply ESOL strategies effectively.	Review PLC notes and monitor K-5 lesson plans on a weekly basis, to ensure that ESOL strategies are being used in every classroom	Administration, Leadership team	Review PLC notes and lesson plans, teacher feedback	Lesson plans

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	none
2012 Current Level of Performance:	2013 Expected Level of Performance:
none	none

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By June 2013, 80% of our students who are Economically Disadvantaged will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (172 students)	80% (228 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Materials	Continue integration of hands on manipulatives, technologies, and web-based resources.	Principals, CRT	Classroom walkthroughs to see the use of hands on learning.	Classroom Walkthroughs
2	Wide range of capabilities	PLCs focused on data desegregation, grouping and targeted intervention	Administration, CRT	Teachers will assess students using FCAT test maker, Envision assessment, and Benchmark	Envision assessment, FCAT, Benchmark
3	Lack of proficiency in analysis of data.	Provide intervention and remediation resources for students working below grade level.	Administration, CRT	Envision assessment, FCAT, Benchmark, Student & Teacher Feedback	Envision assessment, FCAT, Benchmark

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
Technology & Smart Boards	K-5	Math Coach	School-wide	Monthly	Teacher Conference & Data Talks	Administration & Coaches
PLCs Data Desegregation & Lesson Study	K-5	Math Coach	School-wide	Ongoing	Teacher Conferences & Data Talks	Administration & Coaches

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of OCPS adopted reading series	enVision Series	none	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Additional Practice & Targeted Intervention	001 - General	\$966.67
			Subtotal: \$966.67
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	none	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	none	\$0.00
			Subtotal: \$0.00
			Grand Total: \$966.67

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		By July 2013, the number of 5th grade students proficient in Science will raise by 3%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NONE		NONE			
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	Level of teacher proficiency in analyzing FCAT Science test results.	Analyze FCAT Science scores to determine content area deficiencies.	Principal, RTI team, 5th grade teachers	Meet with PLC team to agree on the analysis	Write Score Science Tests, 5th grade End of Unit Tests
2	Excessive absences for lower performing students	Target areas of need for lower performing students. Use hands-on/peer science activities to build concept knowledge	Principal, RTI team, 5th grade teachers	Meet weekly with grade level teachers to discuss effectiveness of the lessons (use resources provided through IMS)	Give performance assessments, or alternative assessments (matched to targeted benchmarks/standards)
3	Understanding the NGSSS and how to incorporate them into age appropriate	Use on line resources to increase student involvement with inquiry lessons	CRT, Science Lab teacher, 5th grade teachers	Monthly meetings with grade level teams	Student Mini-Assessments, Write Score Science Tests

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	none
2012 Current Level of Performance:	2013 Expected Level of Performance:
none	none

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By July 2013, the number of 5th grade students receiving levels 4 or 5 by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
NONE	NONE

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited use of technology	To use on line resources and interactive lessons with Smart Boards	CRT, Media Specialist, Science Lab teacher, 5th grade teachers	Classroom visits, teacher observation	Student mini-benchmark and science lab results
2	Use of old text books guided by older standards	Use lessons that incorporate the use of the scientific method and process skills	CRT, Science Lab teacher, 5th grade teachers	Classroom visits, Teacher Observations	Guided Inquiry science labs

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:	none
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
none		none		
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
Essential Science elementary labs	K-2	CRT, Coach	K-2 teachers	October / November 2012	Classroom visits – observe teachers, discuss in monthly grade level meetings	Principal, CRT, Coach
Review curriculum standards and align with district's CIA and pacing schedule	3-5	CRT, Coach	3-5 teachers	September – May 2013	Attend lesson planning meetings- monitor instructional practices	CRT, Coach, Teachers
Florida Science Fusion lessons and assessments – aligned to current Big Ideas in science	K-5	CRT, Coach	K-5	September – May 2013	Observe teachers implementing assessments. Monitor how those assessments guide instruction & student learning	Asst. Principal, CRT, Coach, Teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of OCPS adopted reading series	Science Fusion	none	\$0.00
Ongoing Assessment	Write Score, Science	115 – Instructional Materials	\$2,308.08
			Subtotal: \$2,308.08
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Additional Practice & Targeted Intervention	001 - General	\$966.67
			Subtotal: \$966.67
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
PLCs focusing on lesson study & data analysis	Science Fusion, Write Score - Science	none	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	none	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,274.75

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By July 2013, 86% of all students taking the FCAT Writing Test at Dover Shores Elementary will score 4.0 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%	86% (93 students)

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	Student absences; proficiency in holistic scoring	Write Score for 4th grade	CRT	Analyze scores and determine areas that need improvement.	Write Score test data
2	Schedule constraints	Each homeroom will follow the "Writing Process" to publish student writing during prescribed writing block	Principal CRT	Monthly review of writing. Track writing samples every 9 weeks	Rubrics for student writing

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:	none
2012 Current Level of Performance:	2013 Expected Level of Performance:
none	none

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
Implementing the cycle of "Writing Process" per OCPS model	all	Coach	All homeroom teachers	Weekly	review student samples bi/weekly	Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance	During the 2012-13 school year, this number will be reduced to an average of 4.0 tardies and 7 absences per

Attendance Goal #1:	student per year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.2%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
268	235
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
196	121

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of current contact information.	Parents, whose children are tardy, will receive a phone message that stresses the importance of regular and punctual attendance.	Principal, Registrar	We will analyze attendance reports generated from the Educational Data Warehouse on a monthly basis.	Educational Data Warehouse/SMS
2	Insufficient information met for student to qualify for transportation standards.	We will conduct home visits and arrange transportation assistance if necessary for those students who continue to gain excessive tardies.	Principal, Behavior Specialist, Registrar, Social Worker	We will analyze attendance reports generated from the Educational Data Warehouse or SMS on a monthly basis after the home visit has been done.	Educational Data Warehouse/SMS

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
Policy and Procedure Development	K-5	Behavior Specialist	Dover Shores Elementary Faculty and Staff Members	Fall 2012	Teacher and Parent Feedback	Behavior Specialist

Attendance Budget:

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

			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal #1:		By July 2013, our number of referrals will decrease from 761 (total number of level 1-4 referrals received) to 661.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
37		29			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
32		24			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
26		18			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
38		30			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Some teachers do not	Develop and Implement	Behavior	We will analyze the PBS	EDW- PBS

1	implement the strategies and interventions provided.	a school wide behavior initiative (PBS) that illustrates interventions, and strategies to be used by the school staff.	Specialist/ Dean	Discipline Referrals by Month report.	Discipline Referrals by Month Report
2	Finding the time in the schedule to teach class lessons on positive behavior	Teach lessons that promote and model positive behavior.	Behavior Specialist/ Dean/Principal	We will analyze the PBS Discipline Referrals by Month report.	EDW-PBS Discipline Referrals by Month Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS School Wide Training and Bully Prevention	K-5	Behavior Specialist/Dean	Dover Shores Elementary	Fall 2012	Teacher and Parent Feedback	Assistant Principal, Behavior Specialist/Dean, Discipline Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By July 2013, 72% of the parents at Dover Shores Elementary will participate in two activities throughout the school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
67% (423 students)	72% (430 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents who are unable to read notifications sent home, receive phone calls or have limited access to technology	Parents will be notified of events in English and Spanish through a weekly electronic newsletters, flyers, connect eds., the schools marquee and parental involvement meetings.	Principal, Assistant Principal and Title I Coordinator	Will analyze the school's Climate Survey.	Climate Survey
2	Some parents may not know it is available to them.	We will offer a year round food pantry and clothes closet for our students and their families.	Principal, Assistant Principal and Title I Coordinator.	Will analyze the school's Climate Survey.	Climate Survey

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
Cultural Sensitivity	K-5	Behavior Specialist	School Wide	Spring 2013	Teacher Feedback	Assistant Principal & Behavior Specialist
Building Better Bonds between Home and School	K-5	Behavior Specialist	School Wide	Spring 2013	Teacher Feedback	Assistant Principal & Behavior Specialist

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		By 2012 all grade level teachers will be introduced to STEM activities and how to incorporate them into their curriculum.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	Introduce STEM to all grade level teachers	CRT, Coach	Observe teachers, meet for planning STEM lessons	Teacher, student surveys
2	Existing curriculum demands and how to infuse STEM into daily schedule	Plan and use a STEM lesson each marking period	Grade level teachers, CRT, Coach	Meet as grade level once a marking period, share experiences about effectiveness of STEM lessons	STEM student assessments, student reflections
3	Lack of background knowledge for parents/students	Plan a Science/Math Night for parents and students	Science/Math committee	Attendance	Student/Parent feedback

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Students will be reading on grade level by age nine. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students will be reading on grade level by age nine. Goal Students will be reading on grade level by age nine. Goal #1:			By July 2013, 80% of our students will be reading on grade level by age nine.		
2012 Current level:			2013 Expected level:		
44% (47 students)			80% (85 students)		
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	Current achievement gap - students already reading a year or more below grade level.	Develop differentiated lessons to meet individual student needs in reading.	CRT, Reading Coach, all teachers	Use FAIR and Benchmark data to determine student progress.	FAIR & Benchmark data
2	Excessive absences, lack of parental support with struggling readers.	Provide parents with tips and resources to help students with at home reading. MyOn - online reading resource.	Principal, CRT, Reading Coach and Teachers	online progress monitoring tools, MyOn reading records.	Progress monitoring data.
3	lack of proficiency with administering PAST & CORE mini-reading assessments.	Train teachers to use CORE and PAST mini reading assessments to diagnosis specific reading skills that need improvement.	CRT, Reading Coach	Give struggling students pre- and post tests from CORE and PAST to monitor progress.	Data from PAST and Core assessments.
4	reluctance to use technology	Provide training for teachers to use Reading A-Z(online resource) to match students to appropriate texts - leveled readers.	CRT, Reading Coach	FAIR, Benchmark and other common assessments (teacher created to match skills)	results from FAIR, Benchmark and other assessments.
5					
6					
7					
8					
9					

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
Train Teachers to use PAST and CORE reading Assessments - to target skills	K-3	CRT, Reading Coach	all teachers, Reading Coach, CRT	September - October early release Wednesday	review PAST and CORE mini assessment data.	CRT, Reading Coach
Train teachers to use Easy CBM	K-3	RTI leader (asst. principal)CRT, Reading Coach	all teachers, Reading Coach, CRT	September - staff development Wednesday	Progress monitor - Easy CBM	Principal, Asst. principal, CRT, Reading Coach, teachers
PLC - team planning, identify student reading needs - intervention groups	K-3	CRT, Reading Coach	all teachers, Reading Coach, CRT	August - May (weekly)	FAIR, Edusoft, common reading assessments	CRT, Reading Coach, teachers

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 Students will be reading on grade level by age nine. Goal(s)

Students will be be fluent in math operations. Goal:

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

1. Students will be be fluent in math operations. Goal

Students will be be fluent in math operations. Goal #1:	By July 2013, 60% of the students will be fluent in math operations.
2012 Current level:	2013 Expected level:
56% (60 students)	60% (61 students)

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	There is not enough data on students K-3	Identify students not making learning gains; progress monitor monthly or biweekly with PLC	Principal, Teachers, CRT	Analyze FCAT data and Benchmark data to determine areas of need	FCAT data and Benchmark data
2	Teachers maybe reluctance to locate and use intervention lessons	Use of Intervention kits supplied with Envision Math.	Principal, Assistant Principal, CRT	Observations, visits to classrooms during intervention time.	Observation tool / checklist
3	Achievement gap - students not proficient with basic facts that should have already been mastered.	Use of intervention tools, manipulatives, on online resources that support basic facts and mastering math operations.	Principal, Assistant Principal, CRT, Math Coach, classroom teachers and support teachers	Progress monitoring, Easy CBM	Results from Progress monitoring and Easy CBM.

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
Train teachers on technology focused on increasing fluency and math operations	K-5	Asst. Principal, Math Coach, Teachers	All Teachers	Ongoing	Reports and student recognition	Assistant Principal
Train teachers to progress monitor - Easy CBM	K-5	Asst. Principal, CRT, Math Coach	All teachers	PLC meetings (weekly)ongoing	Progress monitoring online tools, Easy CBM	Principal, Asst. Principal, CRT
PLC - use common assessments to plan instruction for intervention groups	K-5	Math Coach & Teachers	All Teachers	Weekly- Ongoing	Teacher feedback, Common Assessments, Progress Monitoring	Principal, Asst. Principal, Teachers

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 Students will be be fluent in math operations. Goal(s)

Decrease Achievement Gap Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Decrease Achievement Gap Goal		By July 2016, our identified subgroups at Dover Shores Elementary achieve gap will decrease by 10%.			
Decrease Achievement Gap Goal #1:					
2012 Current level:		2013 Expected level:			
ESE= 46% ELL= 29% FRL= 34% Black= 43% Hispanic= 26%		ESE= 43% ELL= 26% FRL= 31% Black= 40% Hispanic= 23%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	Promote and host family nights focused on academics	Administration and Teachers	Parent survey and sign in sheets	Survey result of feedback
2	Increase need for Tier 2 & 3 instructions	Provide PD to teachers for differentiated instruction using various programs such as MyOn	Administration, CRT, Coach and Teachers	Walk-throughs, Lesson Plans, PLC meetings	Formal and Informal, FAIR, Assessments, FCAT.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Provide PD to teachers for differentiated instruction	K-5	Administration	School-wide	Ongoing	PLCs, classroom walkthroughs, progress monitoring, formal and informal assessment	Administration

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 Decrease Achievement Gap Goal(s)

Maintain Fine Arts Goal:

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

1. Maintain Fine Arts Goal	Maintain high fine arts enrollment percentage.
Maintain Fine Arts Goal #1:	
2012 Current level:	2013 Expected level:
100% of students are enrolled in fine arts classes.	100% of students will be enrolled in fine arts classes.

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
	Lack of motivation to attend fine arts classes	Encourage participation in fine arts program	Administration, all teachers	Student surveys and feedback	Surveys

1		through engaging instruction and student recognition		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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 Maintain Fine Arts Goal(s)

Increase College and Career Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Increase College and Career Goal Increase College and Career Goal # 1:	Destination College: All teachers in Grades 3, 4 and 5 will complete the requirements for year 1 or 2 of Destination College. All students will receive instruction in the organizational module for their grade level.
2012 Current level:	2013 Expected level:

In 2012 100% of the teachers in grades 3,4,5 received an overview of Destination College, and began or completed year 1 requirements		In 2013 100% of teachers will be trained and will implement year 1 or 2 requirements.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers understanding the importance of reinforcing organizational skills	Assist teachers in implementing the organizational tools.	Destination College Leader and Teachers	Teacher surveys	Survey results
2	Students not having the needed supplies	All students will be provided binders, subject dividers, and homework planners	CRT, Destination College Leader, Teachers	Observations, Surveys	Survey results

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
Complete online modules for Year 2 of Destination College	grades 3-5	Destination College Leader	3-5 teachers	Monthly team meetings	Observation Team notebooks	Destination College Leader

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

Decrease Disproportionate ESE Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Decrease Disproportionate ESE Goal Decrease Disproportionate ESE Goal #1:			There will be a decrease in the disproportionate classification of students in ESE services by 3% in each identified subgroup by June 2013.		
2012 Current level:			2013 Expected level:		
F/R Lunch 34% Black 43% Hispanic 26%			F/L lunch 32% (359) Black 40% (125) Hispanic 26% (291)		
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	Student movement and absences	Process for RtI and MTSS.	Principal, A.P., CRT, Reading Coach, Teachers	Monthly or biweekly PLC data meetings to review the ongoing progress monitoring of identified tier 2 and 3 students.	PAST/CORE FAIR Benchmark Easy CBM

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

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

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

Budget:

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

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

End of Decrease Disproportionate ESE Goal(s)

Goal:

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

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

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

Budget:

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

End of Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of OCPS adopted reading series	Houghton Mifflin Workbooks	176 – SAI	\$5,916.11
Reading	Use of OCPS adopted reading series	Houghton Mifflin Workbooks & Assessment Books	115 – Instructional Materials	\$992.65
CELLA	N/A	N/A	none	\$0.00
Mathematics	Use of OCPS adopted reading series	enVision Series	none	\$0.00
Science	Use of OCPS adopted reading series	Science Fusion	none	\$0.00
Science	Ongoing Assessment	Write Score, Science	115 – Instructional Materials	\$2,308.08
				Subtotal: \$9,216.84
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Progress Monitoring & Reteaching	SRI, SRC, Smart Boards	none	\$0.00
Reading	Study Island	Additional Practice & Targeted Intervention	001 – General Fund	\$966.67
CELLA	N/A	N/A	none	\$0.00
Mathematics	Study Island	Additional Practice & Targeted Intervention	001 - General	\$966.67
Science	Study Island	Additional Practice & Targeted Intervention	001 - General	\$966.67
				Subtotal: \$2,900.01
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PLCs focusing on lesson study & data analysis	Houghton Mifflin, Assessment Data	none	\$0.00
CELLA	N/A	N/A	none	\$0.00
Mathematics	N/A	N/A	none	\$0.00
Science	PLCs focusing on lesson study & data analysis	Science Fusion, Write Score - Science	none	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	none	\$0.00
CELLA	N/A	N/A	none	\$0.00
Mathematics	N/A	N/A	none	\$0.00
Science	N/A	N/A	none	\$0.00
				Subtotal: \$0.00
				Grand Total: \$12,116.85

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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
	\$0.00

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

One focus for our SAC will be based on responses to our 2011-2012 surveys. Two areas of note were: reports of student bullying; parent interest in information on how to assist their child with homework.

The SAC will explore possible programs to promote character building and bully prevention as well as how to incorporate communicating best homework practices during our various parent activities.

The SAC will also support programs, trainings and resource to help teachers gain knowledge in reducing our academic gaps among subgroups.

The SIP plan will be revisited throughout the year to make sure that we are on track with our goals.

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

Orange School District DOVER SHORES ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	68%	83%	46%	265	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	55%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	60% (YES)			134	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					524	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Orange School District DOVER SHORES ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	71%	72%	54%	273	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	74%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	77% (YES)			139	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					551	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested