FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DR. GILBERT L. PORTER ELEMENTARY SCHOOL

District Name: Dade

Principal: Mr. Raul J. Gutierrez

SAC Chair: Dr. Bernadette Alonso

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/6/2012

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	Raul J. Gutierrez	BA- Elementary Education (1-6) ESOL Endorsement Master's-School Principal (All Levels) Ed. S- Ed.d- Education	6	11	'12 '11'10 '09 '08 School Grade A A A A A AYP _____N Y Y Y High Standards Rdg. 73 81 83 84 82 High Standards Math 67 85 84 82 81 Lrng Gains-Rdg. 79 67 72 77 73 Lrng Gains-Math 68 66 54 62 70 Gains-Rdg-25% 79 67 59 74 68 Gains-Math-25% 64 65 51 51 68
Assis Principal	Heather J. Parker	Business Education 6-12, Computer Science K-12, Educational Leadership (All Levels)	3	10	'12 '11'10 '09 '08 ' School Grade A A A A A AYP _____Y N N Y High Standards Rdg. 73 81 82 87 82 High Standards Math 67 85 81 85 80 Lrng Gains-Rdg. 79 67 68 72 69 Lrng Gains-Math 68 66 66 71 74 Gains-Rdg-25% 79 67 58 75 66 Gains-Math-25% 64 65 66 66 69 Gains-Rdg-25% 67 58 75 66 64 Gains-Math-25%65 66 66 69 73

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)
N/A	N/A	N/A			

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 meeting of new teachers with Administration	Principal	May 2013	
2	2. Partnering new teachers with highly qualified mentors	Principal/Assistant Principal	May 2013	
3	3. Soliciting referrals from current employees/district personnel database	Principal	August 2012	
4				

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
(%0[0])	

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	1.8%(1)	5.4%(3)	39.3%(22)	53.6%(30)	32.1%(18)	100.0%(56)	3.6%(2)	7.1%(4)	75.0%(42)

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

Ms. Niria Suarez-Carter	Charlotte Heard	Training in self-contained classroom	Shadowing/Classroom Observation

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

NOT APPLICABLE

Title I, Part C- Migrant

NOT APPLICABLE

Title I, Part D

NOT APPLICABLE

Title II

NOT APPLICABLE

Title III

NOT APPLICABLE

Title X- Homeless

NOT APPLICABLE

Supplemental Academic Instruction (SAI)

Dr. Gilbert L. Porter Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Dr. Gilbert L. Porter Elementary offers a non-violence and anti-drug program to students that incorporate field trips, community service, and counseling.

Nutrition Programs

• Dr. Gilbert L. Porter Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition Education, as per statute, is taught through physical education.
• The 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

NOT APPLICABLE

Head Start

NOT APPLICABLE

Adult Education

NOT APPLICABLE

Career and Technical Education

NOT APPLICABLE

Job Training

| NOT APPLICABLE |

Other

| NOT APPLICABLE |

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

• Principal/Assistant Principal provide a common vision for the team. This vision includes the implementation of a systematic plan of action that consists of input from all stakeholders. The plan will include learning objectives, measurable goals, quantitative/qualitative benchmarks, best practices, and other strategies that support the overall foundational use of data-based decision-making. In addition, the plan ensures that the school-based team is implementing RtI objectives with fidelity. Lastly, the plan facilitates implementation of intervention support and documentation ensures appropriate professional development to support RtI implementation, and communicates with parents effectively regarding school-based RtI plans and activities.
• UTD Steward: Provides support to administration and staff to ensure compliance to UTD contract, school procedures and district guidelines.
• EESAC Chairperson: (Elected Annually) Provides support to EESAC Committee members to ensure compliance to EESAC guidelines pertaining to School Improvement Plan. Assist in the facilitation of best practices that create opportunities for committee members to actively participate in the preparation and execution of the School Improvement Plan.
• Level/Department Chairpersons: provides support to individual grade levels and departments in implementing RtI objectives. Provides grade level/departments with curriculum updates, and assists in monitoring intervention plans and student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
• Professional Development Liaison: Provides support to school-based team in the area of professional development. Communicates professional development opportunities to staff which support RtI objectives, monitors and reports professional development activities to administration.
• ESOL Chair: Assists in the development of strategies that ensure that ESOL instructional staff has an accurate knowledge and understanding of RtI objectives. Assists in the design and implementation of progress monitoring, data collection, and data analysis, provides feedback to ESOL instructional staff pertaining to student data, assists ELL instructional staff with development of student goal setting benchmarks.
• ESE Chair: Assists in the development of strategies that ensure that ESE teachers have accurate knowledge of understanding of RtI objectives. Assists in the design and implementation for progress monitoring, data collection, and data analysis, model lessons for SWD instructional staff, provide feedback to ESE instructional staff pertaining to student data, assists SWD instructional staff in developing student goal setting benchmarks. Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
• School Psychologists: 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: Provides support school-based team by facilitating professional development and technical support to teachers and staff regarding data management and display.
• Speech Language Pathologist: Provides support to school-based team in understanding 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 systematic patterns of student need with respect to language skills.
• Student Services Personnel: Provides 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 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?

• Review academic and behavior data and coordinate and make appropriate instructional decisions including progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or at moderate risk or at high risk for not meeting benchmarks.
• Identify professional development and resources to meet needs according to data.
• Collaborate regularly, problem solve and share effective practices within and across grade/department levels.
• Evaluate instructional implementation, make decisions, and integrate processes and skills.
• Facilitate the process of building consensus, increasing infrastructure, and making decisions about instructional 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 Leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The delivery of instruction will be monitored to ensure fidelity. Support and interventions will be provided to students based on data.

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.

> ACADEMIC:
> Progress Monitoring and Reporting Network (PMRN)
> Florida Assessments for Instruction in Reading (FAIR)
> School created monitoring assessments (Grades 1 & 2)
> District Baseline Assessment
> Florida Comprehensive Assessment Test (FCAT 2.0)
> Florida Kindergarten Readiness Screener (FLKRS)
> Early Childhood Observation System (ECHOS)
> CELLA
> Edusoft Reports
> Student grades
>
> Midyear:
> Florida Assessments for Instruction in Reading (FAIR)
> School created mid-year assessments (Grades 1 & 2)
> District Fall Interim Assessments
> Early Reading
>
> End of year:
> School created post assessments (Grades 1 & 2)
> Florida Assessments for Instruction in Reading (FAIR)
> Florida Comprehensive Assessment Test (FCAT 2.0)
> District Winter Interim Assessments
>
> Frequency of Data Days:
> Twice a month for data analysis
>
> BEHAVIOR:
> Student Case Management System

Describe the plan to train staff on MTSS.

> Professional development will be provided for all administrators in the MTSS problem solving, and data analysis process. All faculty will receive professional development on the MTSS process, Tier 2 Interventions, Data Analysis and Successmaker.

Describe the plan to support MTSS.

> Bimonthly meetings will take place and data reviews will be conducted within the team to align instruction to best meet the needs of all learners.
> A Grade level representative from all grade levels will pull data reports for grade level to ensure that grade level planning time focusing on differentiated instruction so all learner needs are adequately met.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> • Principal/Assistant Principal: (Mr. Raul J. Gutierrez/Ms. Heather Parker)
> • Reading/Math/Science Coaches: (Rodriguez- Reading, Alonso, Writing, Flor Martinez- Mathematics, Claudia Rubio- Science)

- Professional Development Liasion: (Dr. Bernadette Alonso)
- Level/Department Chairpersons: (K-Cartaya 1st - DeSalle2nd -Barrios, 3rd - Bergouignan, 4th -Alonso, 5th -Suarez, Reading-Elizabeth Rodriguez, Writing- Dr. Bernie Alonso, Flor Martinez-Mathematics, Claudia Rubio-Science)
- ESOL Chair: (Ms. Maria Bergouignan)
- ESE Chair: (Ms. Niria Suarez-Carter)
- Technology Specialist: (Mr. Walter Phillips)
- Student Services Personnel: (Ms. Marilyn Vega)

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

The purpose of the Dr. Gilbert L. Porter Literacy Leadership Team is to build a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership team will meet bimonthly. The team will be comprised of the principal, assistant principal, reading coach, mentor reading teachers, content area teachers and other principal appointees. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The administrative team will provide necessary resources to provide direction in reading instruction, and assessment as well as observational data to assist the team in making instructional and programmatic decisions. The administration will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The administration will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement and provide professional development. The principal shall maintain a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is in place.

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

The Literacy Leadership Team will create a reading goal, specific objectives and strategies in the School Improvement Plan that will increase reading achievement. The LLT will participate in the analysis of student data and interpret various reports that drive instructional implications across the curriculum. The LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader, reading contests, and summer reading activities. The LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NOT APPLICABLE

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading Goal #1A: The results of the 2012 FCAT 2.0 Reading Test indicates that 30% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (118)	32% (127)

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 the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis: Fiction/Nonfiction.	1A.1. Utilize grade-level appropriate texts teaching students to identify and interpret elements of story structure. Help students understand character development and character point of view.	1A.1. Administration, Leadership Team Members, and MTSS/RtI Leadership Team.	1A.1. Weekly classroom walkthroughs, quarterly student progress, monthly MTSS/RtI Team meetings to monitor success of implementation. As a result of this process, MTSS student groups will be reconstructed; focus lessons and long range planning will be adapted.	1A.1. Formative: FAIR, Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, and SuccessMaker. Summative: Results from 2013 FCAT 2.0 Reading Assessment
2	1A.2. In grade level three, the area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3- Literary Analysis: Fiction/Nonfiction.	1A.2. Provide a variety of instructional reading strategies and activities that include helping students to determine text features by using graphic organizers and how authors use figurative language. Students will utilize different technological programs, such as, Reading Plus, Successmaker, and FCAT Explorer.	1A.2. Administration, Leadership Team Members, and MTSS/RtI Leadership Team.	1A.2. Weekly classroom walkthroughs, quarterly student progress, monthly MTSS/RtI Team meetings to monitor success of implementation. As a result of this process, MTSS student groups will be reconstructed; focus lessons and long range planning will be adapted.	1A.2. Formative: FAIR, Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, SuccessMaker Summative: Results from 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1.An area of deficiency is vocabulary for the students taking the FAA.	1B.1. Provide students with practice in recognizing word relationships and identifying the multiple meanings of words.	1B.1. Administration, Leadership Team Members, and MTSS/RtI Leadership Team.	1B.1. Weekly classroom walkthroughs, quarterly student progress. As a result of this process, focus lessons and long range planning will be adapted.	1B.1. Formative: Interim assessment Summative: 2013 Florida Alternate Assessment
2					
3					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 41% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 1 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (161)	42% (166)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area that showed minimal growth and would require students to maintain or improve performance as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis: Fiction/Nonfiction.	2A.1. Provide a variety of higher -level appropriate texts that include identifiable text structures. Use graphic organizers to facilitate the analyzing and synthesizing of the text.	2A.1. Administration, Leadership Team Members, and MTSS/RtI Leadership Team.	2A.1. Weekly classroom walkthroughs, quarterly student progress. As a result of this process, focus lessons and long range planning will be adapted.	2A.1. Formative: FAIR, Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, SuccessMaker Summative: Results from 2013 FCAT 2.0 Reading Assessment
2	2A.2. Additional reading experiences need to be provided for all students in order to further master reading proficiency.	2A.2. Students will utilize books with higher text complexity, chapter books and chapter books. Students will be exposed to all genres: poetry; biographies, diaries, drama, etc.	2A.2. Administration, Leadership Team Members, and MTSS/RtI Leadership Team.	2A.2. Monthly on-line reports, weekly classroom walkthroughs.	2A.2. On-line reports will provide teachers monthly data for analysis.

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1 Students need to be exposed to visual learning cues in the area of vocabulary.	2B.1 The student must be provided with visual choices as presented in the FAA (Florida Alternate Assessment). 2B.1 Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.	2B.1 Administration, Leadership Team Members, and MTSS/RtI Leadership Team.	2B.1 Weekly classroom walkthroughs, quarterly student progress. As a result of this process, focus lessons and long range planning will be adapted.	2B.1 Formative: Interim assessment Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 79% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the amount of students achieving learning gains by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (196)	84% (208)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains was 79%, which was maintained from the 2011 FCAT test administration. As noted on the 2012 administration of the FCAT 2.0 Reading Test, the percent of students making learning gains	3A.1. Provide opportunities through a variety of fiction and nonfiction texts, such as Time for Kids, real-world documents, biographies, brochures, fliers, etc, for students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking "What does he	3A.1. Administration, Leadership Team Members, and MTSS/RtI Leadership Team.	3A.1. Weekly classroom walkthroughs, quarterly student progress, monthly MTSS/RtI Team meetings to monitor success of implementation. As a result of this process, MTSS student groups will be reconstructed; focus lessons and long range planning will be adapted.	3A.1. Formative: FAIR, Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, SuccessMaker Summative: Results from 2013 FCAT 2.0 Reading Assessment

	increased by 8% percentage points. Students in grades 3-5 showed deficiency in Reporting Category 3, Literary Analysis- Fiction-Nonfiction.	think, what is his attitude toward… and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.			
2	3B.1. Students showed deficiency in the area of reading comprehension.	3B.1. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. The students must be provided with visual choices as presented in the Florida Alternate assessment (FAA).	3B.1. Administration, Leadership Team Members	3B.1 Weekly classroom walkthroughs, quarterly student progress. As a result of this process, focus lessons and long range planning will be adapted.	3B.1 Formative: Interim assessment Summative: 2013 Florida Alternate Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicate that 79% of the students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (49)	84% (52)

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	4A.1. As noted on the 2012 administration of the FCAT 2.0 Reading Test, grade 3's area of deficiency was Reporting Category 2-Reading Application; grade 4's area of deficiency was Category 3- Literary Analysis: Fiction/Nonfiction; and grade 5's area of deficiency was Reporting Category 4- Informational Text/Research Process.	4.1. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining and or explaining. Success Maker and Accelerated Reader will be implemented with fidelity. Use of intervention strategies such as: Voyager, V-Port, Success Maker and Reading Plus. Tier 2 and Tier 3 students need to be provided with additional instructional opportunities in a small group setting.	4A.1. In grade 3, utilization of grade-level appropriate texts that include identifying the characters, point of views, and story structures. Provide practice in identifying topics and themes within and across texts. In grade 4, Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" In grade 5, use how-to articles, brochures, fliers, and other real-world documents to identify text features and to locate, interpret and organize information.	4A.1. Administration, Leadership Team Members, and MTSS/RtI Leadership Team. .	4A.1. Formative: FAIR, Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, SuccessMaker Summative: Results from 2013 FCAT 2.0 Reading Assessment
2	4A.2. Students require a structured tutoring tool implemented with fidelity.	4A.2. SuccessMaker and Voyager will be utilized for Tier 2 and Tier 3 daily intervention groups.	4A.2. Administration, Leadership Team Members, and MTSS/RtI Leadership Team.	4A.2. Monthly analysis of Successmaker and V-Port data, weekly classroom assessment and quarterly interims to determine deficits, make necessary modifications and adjustments.	4A.2. Formative: FAIR assessments, Baseline Assessment 2012-2013 Summative: Results from 2013 FCAT 2.0 Reading Assessment
3	4A.3. Tier 2 and Tier 3 students will be provided with additional instructional opportunities in small group settings.	4A.3. Identify students and place in appropriate Tier 2 and 3 intervention groups within the first two weeks of the 2012-2013 school year; monitor student progress using data on a regular monthly basis.	4A.3. Administration, Leadership Team Members, and MTSS/RtI Leadership Team.	4A.3. MTSS/RTI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.	4A.3. Formative: FAIR District and school site assessment data. Summative: Results from 2013 FCAT 2.0 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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	71	74	77	80	

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

of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 30% of the students in the "White" subgroup did not make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 70% (33)	White: 83% (39)

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 As noted on the 2012 administration of the FCAT 2.0 Reading Test, grade 3's area of deficiency was Reporting Category 2-Reading Application; grade 4's area of deficiency was Category 3- Literary Analysis: Fiction/Nonfiction; and grade 5's area of deficiency was Reporting Category 4- Informational Text/Research Process.	5B.1. Accelerated Reader is implemented school-wide and students are encouraged to read independently and their success is measured at the end of their book. Students need additional practice in identifying topics and themes within a text. Students need to analyze character point of view by asking "What does he think, what is his attitude toward...and what did he say to let me know?" How-to articles, brochures and flyers should be used to help students identify test	5B.1. MTSS/RTI Leadership Team.	5B.1. Weekly classroom walkthroughs, quarterly student progress, monthly MTSS/RtI Team meetings to monitor success of implementation. As a result of this process, MTSS student groups will be reconstructed; focus lessons and long range planning will be adapted.	5B.1. Formative: FAIR, Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, SuccessMaker Summative: Results from 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011 FCAT Reading Test indicate that 62% of the students in the English Language Learners subgroup made learning gains. Our goal is to increase student proficiency by 4% points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (49)	66 % (52)

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
	5B.1. As noted on the administration of the 2011 FCAT 2.0 Reading Test, English Language Learners (ELL) subgroup did not make AYP. The area	5B.1. Identify students and place in appropriate Tier 2 and Tier 3 intervention groups within the first two weeks of the 2011-2012 school year and monitor	5B.1. RtI Leadership Team.	5B.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.	5B.1. Formative: FAIR, Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT

| | 1 | of deficiency as noted on the 2011 administration of the FCAT Reading Test was reporting category 1. Students need more opportunity to learn in small group settings. | student progress using data monthly to provide RtI. Instruction should allow students to build their general knowledge of words and word relationships. | | | Explorer, Reading Plus, Success Maker Summative: Results from 2012 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011 FCAT Reading Test indicate that 71% of the students in the Economically Disadvantaged subgroup made learning gains. Our goal is to increase student proficiency by 3% points to 74%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (171)	74% (178)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. As noted on the administration of the 2011 FCAT 2.0 Reading Test, Economically Disadvantaged (ED) subgroup did not make AYP. The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was reporting category 1: vocabulary.	5D.1. Students need more opportunity to learn in small group settings. Identify students and place in appropriate Tier 2 and Tier 3 intervention groups within the first two weeks of the 2011-2012 school year and monitor student progress using data monthly to provide RtI. Instruction should allow students to build	5D.1. Interventionists, Administration, RtI Leadership Team.	5D.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.	5D.1. Formative: FAIR, Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Reading Plus, Success Maker Summative: Results from 2012 FCAT Reading Assessment

	their general knowledge of words and word relationships.

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
Instructional Reading Strategies, Incorporating CRISS	K-5	Professional Development Liaison	Instructional Staff	August 16, 2012-May 31, 2013	Student folders, Lesson Plans, Classroom Visits	Administration
MTSS Process	K-5	Professional Development Liaison, Counselor, Assistant Principal	Instructional Staff	August 16, 2012-May 31, 2013	Student folders, Lesson Plans, Classroom Visits	Administration
Common Core Standards	K-5	Professional Development Liaison, Reading Leader	Instructional Staff	August 16, 2012-May 31, 2013	Classroom Walkthroughs, Grade Level Meetings, Lesson Plans	Administration
Use of Intervention Strategies such as: Successmaker, Reading Plus	K-5	Professional Development Liaison, Reading Leader, Counselor	Instructional Staff	August 16, 2012-May 31, 2013	Focused walkthroughs by administration, Lesson Plans, Data Reports	Administration

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Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	A result of the 2012 CELLA scores indicates that 52% of students scored proficient in listening/speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
53% (92)	

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. As noted on the 2012 administration of the CELLA, a deficiency in listening/speaking was noted.	1.1 Use of the LEA approach to have students produce language in response to first-hand, multi-sensory experiences.	1.1. Grade level chairperson, administration, ESOL Chairperson.	1.1. Monthly LEP committee meetings, monthly teacher feedback, weekly administrative walkthroughs. As a result of this process, focus lessons and long range planning will be adapted.	1.1. Formative: Weekly assessments, interims Summative: CELLA 2013

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	A result of the 2012 CELLA scores indicates that 28% of students scored proficient in reading.
2012 Current Percent of Students Proficient in reading:	
28% (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	2.1. As noted on the 2012 administration of the CELLA, a deficiency in reading was noted.	2.1. KWL charts, modeling, and think aloud allowing for a structures form of recalling and stating information	2.1. Grade level chairperson, administration, ESOL Chairperson.	2.1. Monthly LEP committee meetings, monthly teacher feedback, weekly administrative walkthroughs. As a result of this process, focus lessons and long range planning will be adapted.	2.1. Formative: Weekly assessments, interims Summative: CELLA 2013

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

	3. Students scoring proficient in writing. CELLA Goal #3:	A result of the 2012 CELLA scores indicates that 34% of students scored proficient in Writing.

2012 Current Percent of Students Proficient in writing:

34%
(59)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. As noted on the 2012 administration of the CELLA, a deficiency in students need to generate ideas from multiple sources (concrete objects, posters, organizers and group discussions) to create lists and final drafts.	2.1. Use of graphic organizers, group discussions and drawing of simple pictures	2.1. Grade level chairperson, administration, ESOL Chairperson	2.1. Monthly LEP committee meetings, monthly teacher feedback, weekly administrative walkthroughs. As a result of this process, focus lessons and long range planning will be adapted.	2.1. Formative: Weekly assessments, interims Summative: CELLA 2013
2					

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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 31% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (121)	35% (139)

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 2.0 Mathematics test in grades 3-5 was Reporting Category 1- Number and Operations. Students had limited access to hands-on activities/manipulatives.	1a.1. Teacher training needs to be provided to increase knowledge in deficient areas and assist in the implementation of hands on lessons which utilize appropriate manipulatives. Provide teachers with training in using problem solving to create meaning in a real-world context for students to apply new concepts and skills. Mirror scheduling will facilitate for differentiated instruction during Mathematics block to enable students a more individualized learning setting.	1a.1. MTSS/RtI Team Principal, Assistant Principal, Grade Level/Department Chairpersons.	1a.1. Review and analyze results of the pre-, mid- and post- assessment tests with Leadership Team, EESAC and Mathematics Teachers and base instruction on the results. Allow teachers time to share best practices during grade level/department meetings.	1a.1. Formative: Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Successmaker, Think Central, Go Math Florida Summative: Results from 2013 FCAT 2.0 Math Assessment
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of 2012 FCAT 2.0 Mathematics test indicates that 35% of students achieving proficiency (level 4 and level 5). Our goal is to maintain and increase student proficiency by 2 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (138)	37% (147)

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					
2	2a.1. The level of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 1- Number and Operations	2a.1. Students will be given opportunities to develop exploration and inquiry activities to increase their understanding of skills through the use of manipulatives and hands-on activities to reinforce mathematics concepts. Provide an opportunity for students to engage in mathematical discourse and problem solving activities through the use of cooperative learning groups	2a.1. MTSS/RtI Team Administration, Level/Department Chairpersons.	2a.1. Classroom Walkthroughs, student progress.	2a.1. Formative: Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Successmaker Summative: Results from 2013 FCAT 2.0 Math Assessment
3	2a.2. Additional resources with manipulatives need to be implemented to individualize instruction for level 4 and level 5 students.	2a.2. Computerized programs or instructional software (i.e. Thinkcentral and Gizmos) will be implemented.	2a.2. MTSS/RtI Team Administration, Grade Level/Department Chairpersons.	2a.2. Analysis of data, usage of results to guide instruction, ongoing assessment to determine deficits, make necessary provisions	2a.2. Formative: Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Successmaker Summative: Results from 2013 FCAT 2.0 Math 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 mathematics.	

Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Test indicates that 68% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (168)	73% (180)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test in grades 3-5 was Reporting Category 1- Number and Operations. Students need additional opportunities to experience mathematics with hands-on manipulatives.	3a.1 Utilize the Florida Continuous Improvement Model (FCIM) to identify students needing intervention and enrichment. Emphasis should be placed on hands-on experiences to facilitate the conceptual learning and understanding of number and operations.	3a.1. MTSS/RtI Team Principal, Assistant Principal, Grade Level/Department Chairpersons.	3a.1. Review how students are grouped regularly and reassess target groups based on student assessment data. Focused classroom walkthroughs, evidence of differentiated lesson	3a.1. Formative: Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Successmaker Summative: Results from 2013 FCAT 2.0 Math 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 mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	On the 2012 FCAT 2.0 Mathematics Test 64% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (42)	69% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the Percentage of the lowest 25% making learning gains is 64%. Students had limited access to technology resources used for remediation.	4.1. Infuse technology with instruction to assist students with mathematical concepts through the use of programs such as: Success Maker, Thinkcentral and FCAT Explorer. Implement a rotation schedule for small group mathematics instruction to meet student's individual needs. SMART board, MIMIO and LCD projectors have been placed in 1-5th grade levels to allow interactive mathematics as well as utilizing the on-line resource, "Think Central".	4.1. MTSS/RtI Team Administration, Grade Level/Department Chairpersons.	4.1. Review assessments and differentiate instruction based on results. Data generated from computer programs will assist teachers with deficiency focus. Focused classroom walkthroughs, evidence of differentiated lesson	4.11 Formative: Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Successmaker Summative: Results from 2013 FCAT 2.0 Math 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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 65% of Hispanic students did not make satisfactory progress. Our goal for the 2012-2013 school year for the Hispanic subgroup is to increase level 3 student proficiency by 6% percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: Hispanic: 65% (205) Asian: American Indian:	White: Black: Hispanic: 71% (224) Asian: American Indian:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 1- Number: Operations, Problems, and Statistics. Students had limited access to technology resources used for remediation. Asian: American Indian:	5B.1. Infuse technology with instruction to assist students with mathematical concepts through the use of programs such as: Successmaker, Thinkcentral and FCAT Explorer. Implement a rotation schedule for small group mathematics instruction to meet student's individual needs. Infuse technology with instruction to assist students with mathematical concepts through the use of programs such as: Successmaker, Thinkcentral in Spanish and FCAT Explorer.	5B.1. MTSS/RtI Team Administration, Grade Level/Department Chairpersons.	5B.1. Review assessments and differentiate instruction based on results. Data generated from computer programs will assist teachers with deficiency focus. Focused classroom walkthroughs, evidence of differentiated lesson	5B.1. Formative: Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Successmaker Summative: Results from 2013 FCAT 2.0 Math 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:	Mathematics Goal #5C: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 51% of the ELL students made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress in Mathematics by 7 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (34)	58% (38)

	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	5C.1 The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test in grades 3-4 was Reporting Category 1- Number and Operations and grade 5 was Reporting Category 1- Base Ten & Fractions and Geometry & Measurement. Students need multiple opportunities to utilize hands on resources to develop an understanding of fractions and fraction as well as the connection between fractions and decimals.	5C.1. Students need to be engaged with technology resources such as: Gizmos, Destination Math and FCAT Explorer which reinforce instruction and include visual stimulus. In addition, math manipulatives need to used regularly during instruction	5C.1. MTSS/RtI Team Administration, Grade Level/Department Chairpersons.	5C.1. Monthly analysis of data, use of results to guide instruction, ongoing assessment to determine deficits, and make necessary provisions.	5C.1. Formative: Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, SuccessMaker Summative: Results from 2013 FCAT 2.0 Math Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Mathematics Goal #5D: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 34% of the SWD students made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress in Mathematics by 10 percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (13)	44% (17)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics test in grades 3-4 was Reporting Category 1- Number and Operations and grade 5 was Reporting Category 1- Base Ten & Fractions and Geometry & Measurement. Students need additional experiences with solving non-routine problems.	5D.1. Success Maker, Think Central, Brain Pop, Brain Pop Jr., Destination Math, and FCAT Explorer are on-line resources that are being used to enhance Mathematics instruction. In addition, math manipulatives need to used regularly during instruction	5D.1. MTSS/RtI Team Administration, Grade Level/Department Chairpersons.	5D.1. Review monthly assessments and differentiate instruction based on results. Data generated from computer programs will assist teachers with deficiency focus.	5D.1. Formative: Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, SuccessMaker Summative: Results from 2013 FCAT 2.0 Math 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:

	E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 61% of the ED students made satisfactory progress. Our goal for the 2012-2013 school year is to increase the percentage of students making satisfactory progress in Mathematics by 7 percentage points to 68%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	61% (163).	68% (182)

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	5E.1 The areas of deficiency as noted on the 2012 administration of the FCAT 2.0 in grade 3 was Number: Fractions, grade 4 Geometry and Measurement and grade 5: Number: Base Ten & Fractions and Geometry and Measurement.	5E.1. Teacher training to increase knowledge base in deficient areas and assist in the implementation of hands-on lessons utilizing manipulatives to introduce concepts through discovery and demonstrate understanding of concepts taught.	5E.1. MTSS/RtI Team Administration, Grade Level/Department Chairpersons.	5E.1. Review monthly assessments and differentiate instruction based on results. Data generated from computer programs will assist teachers with deficiency focus.	5E.1. Formative: Interim Assessments, Computer Assisted Program (CAP) reports generated from FCAT Explorer, SuccessMaker Summative: Results from 2013 FCAT 2.0 Math Assessment
2					

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
Use of Technology to enhance mathematical concepts. Effective use of manipulatives and hands on activities; increase knowledge in deficient areas; using problem solving to create meaning.	K-5	Mathematics Leader, Professional Development Liaison	Instructional Staff	August 16, 2012-May 31, 2013	Classroom visits	Administration, Mathematics Contact
	K-5	Mathematics Leader, Professional Development Liaison	Instructional Staff	August 16, 2012-May 31, 2013	Classroom visits, model lessons	Administration, Mathematics Contact

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Web Based Learning Program will be utilized.	Technology Facilitation	EESAC	$1,500.00
			Subtotal: $1,500.00
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: $1,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science assessment indicate that 47% of 5th Grade students achieved proficiency, (FCAT Level 3). The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency (FCAT Level 3) by 3 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (65)	50% (68)

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 2012 FCAT 2.0 Science assessment was Reporting Category 3- Physical Science. Students need to develop Higher Order thinking skills and additional opportunities	1A.1 Increase opportunities for authentic hands-on science experiences with emphasis on observation and the development of testable hypotheses. Inquiry-based learning opportunities will allow students to analyze,	1A.1. Administration, Leadership Team, Science Leader	1A.1. Data from school-based assessments and District Interims will be analyzed monthly by administration and shared with teachers to determine if students are making adequate progress toward the goal.	1A.1. Formative: School based assessment and District Baseline and Interim assessments Summative: 2013 FCAT 2.0 Science assessment

	to investigate Nature of Science and practice observation skills and forming hypothesis.	draw appropriate conclusions and apply key instructional concepts.		Adjustments to instructional focus will be made as appropriate, such as students being regrouped and lesson focuses will be adjusted	
2	1.1. 1A.2 Students need additional access to on-line scientific technology resources such as: GIZMOS and FCAT Explorer on a regular basis or Hands-on Manipulatives which promote inquiry based learning experiences.	1A.2. Teachers in grades three through five will be placed on a rotating technology lab schedule to perform interactive simulations in science designed to support state standards. Integration of science, math and literacy addressing the necessary benchmarks.	1A.2. Administration, Leadership Team, Science Leader	1A.2. On-line assessments will be analyzed on a monthly basis.	1A.2. Formative: School based assessment and District Baseline and Interim assessments

Summative: 2013 FCAT 2.0 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: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

Science Goal #2a: | The results of the 2012 FCAT 2.0 Science assessment indicate that 21% of 5th Grade students achieved above proficiency (FCAT Levels 4 and 5).

The goal for the 2012 FCAT 2.0 Science assessment is to increase 5th Grade students achieving above proficiency (FCAT Levels 4 and 5) by 1 percentage points to 22%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 21%
(29) | (22%)
(30) |

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	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Reporting Category 3-Physical Science. Students had limited exposure to more research, collaboration, design and implementation of inquiry-based learning in the Nature of Science.	2A.1. Provide activities for students to design and develop science and engineering projects to increase scientific thinking and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables and experimental design in Earth and Space Science and Physical Science. Utilize Gizmos during home learning and as supplemental enrichment lab inquiry activities. Students will be responsible for submitting student generated lab reports.	2A.1. Administration, Leadership Team, Science Leader	2A.1. Projects will be reviewed periodically using a rubric to ensure students are making progress and the adjustments are being made as necessary. Individual Science Fair projects will be completed by all 4th and 5th grade students. Students in grades K-3 will complete class science fair projects	2A.1. Formative: School based assessment and District Baseline and Interim assessments Summative: 2013 FCAT 2.0 Science assessment
2	2A.2. Students need additional exposure to hands-on lab experiences	2A.2. Science Camps will take place quarterly in grades 4 and 5. 3rd grade students will participate in the 4th quarterly camp in preparation for 4th grade Science Curriculum. Students will rotate through various hands-on lab experiences taught by different teachers	2A.2. Administration, Leadership Team, Science Leader	2A.2. Weekly student Scientific Investigation reports will be analyzed. As a result, lesson focuses and long range plans will be adjusted.	2A.2. Formative: School based assessment and District Baseline and Interim assessments Summative: 2013 FCAT 2.0 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scientific Thinking	3-5	Professional Development Liaison, Science Leader	Instructional Staff	August 16, 2012-May 31, 2013	Data trends will be monitored and discussed to ensure effective lessons	Administration, Science Leader
Explore Learning Gizmos	3-5	Professional Development Liaison, Science Leader	Instructional Staff in grades 3-5	September 20, 2012	Lesson Plans, Classroom visits	Administration, Science Leader

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Strategy Utilize Hands-On laboratory experiments one time per week.	Replace Manipulatives	PTA	$400.00
			Subtotal: $400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
The Gizmos Web Based Learning Program will be utilized	Technology Facilitation	EESAC	$1,500.00
			Subtotal: $1,500.00
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: $1,900.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.	Writing Goal #1A: The results of the 2012 FCAT Writing Test indicated that 85% of students scored level 3.0 or higher.

Writing Goal #1a:	Our goal is to increase student proficiency by 2 percentage points to 87%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (108)	87% (110)

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. During the 2012 FCAT Writing Test, fourth graders demonstrated difficulty in narrative writing. Students' writing samples displayed a lack of conventions and support and elaboration.	1a.1. Students will create and maintain an ongoing monthly sample of their writing, in their writing portfolios from grades K-5. 2. Students will use revising/editing chart and conferencing with teacher daily for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences. 3. Writing across the curriculum will be implemented. 4. Students will use specific word choice and author's craft, such as, idioms, similes, metaphors, and alliterations.	1a.1. Administration, Grade Level/Department Chairpersons.	1a.1. Monthly Writing Rosters will be analyzed; Biweekly collaboration with Writing Team to facilitate conferencing with students.	1a.1. Formative: Monthly writing samples. Summative: 2013 FCAT Writing Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1. Students showed a deficiency in writing for the FAA.	1B.1. Utilize picture to stimulate focus of writing and hold discussions before	1B.1. Administration, Grade Level/Department	1B.1. Monthly Writing Rosters will be analyzed; Biweekly collaboration with	1B.1. Formative: Interim assessment

| | | writing. | Chairpersons | Writing Team to facilitate conferencing with students. | Summative: 2013 Florida Alternate Assessment |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Narrative and Expository Writing	K-5	Grade Level chairperson, PD Liaison	All Language Arts teachers	August 16, 2012-May 31, 2013	Monitor student work folders, classroom walkthroughs, lesson plans	Administrative Team, Leadership Team
Train teachers to use more strategies to incorporate support and elaboration.	K-5	Grade Level Chairperson, PD Liaison	All Language Arts teachers	August 16, 2012-May 31, 2013	Monitor student work folders, classroom walkthroughs, lesson plans	Administrative Team, Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Folders	Writing Samples	School Funded	$120.00
			Subtotal: $120.00
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: $120.00

End of Writing Goals

Attendance Goal(s)

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

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

	1. Attendance Attendance Goal #1:	Our goal for this year is to increase attendance from 95.77% by 0.5% to 96.27% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcome and appreciated. In addition, our goal for this year is to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by .5%.
	2012 Current Attendance Rate:	2013 Expected Attendance Rate:
	96.19% (812)	96.69% (816)
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
	225	214
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	153	145

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 daily attendance rate is negatively impacted by those students who are not targeted within the first nine week grading period as potential truancy issues due to short 3-4 day weeks.	1.1. Identify and refer students who may develop a pattern of nonattendance to the Attendance Review Committee (ARC) for intervention services. School-wide Attendance Competitions will be held quarterly to encourage perfect attendance. The administrative team will use the morning broadcast system to emphasize the importance of daily attendance. Incentives will be offered for students meeting school wide attendance goals. Parent trainings will be held on successful educational skills.	1.1. Principal Assistant Principal, Guidance Counselor, Social Worker	1.1. Weekly monitoring of ARC - share results with homeroom teachers	1.1. Truancy Logs and Daily Attendance Bulletins

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
ARC Committee will institute school wide attendance competitions	Provide incentives for students with improved attendance	PTA	$300.00
			Subtotal: $300.00
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: $300.00

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:	Our goal for the 2012-2013 school year is to maintain the total number of suspensions, which is 0%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	2
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	1

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of indoor and outdoor suspensions maintained its total of 0 incidents during the 2011-2012 school year. There are limited opportunities to recognize students' positive behavior.	1.1. Utilize the Code of Student Conduct by providing incentives for Compliance through the use of Elementary-SPOT Success Recognition program on a monthly basis. Students will receive recognition through the "Do The Right Thing" program.	1.1. Administrative Team, Guidance Counselor, Classroom teachers	1.1. Monitor SPOT Success report by grade level and monitor COGNOS report on student outdoor suspension rate	1.1. Participation Log for students who are recognized for complying with the Code of Student Conduct along with the monthly COGNOS suspension report.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	K-5	Guidance Counselor	Instructional Staff	August 16, 2012	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct, Monitor Spot Success monthly report.	Leadership Team, Administration, Guidance Counselor

Suspension Budget:

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

			Subtotal: $0.00

Professional Development

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

Other

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal for the 2012-2013 school year is to increase the 25% of parents participating in school-wide activities in the 2012 school year to 26% in the 2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
25%	26%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents need to be well informed of the programs and offerings at school site. Additional opportunities need to be provided for parents to become a part of the school community such as: workshop offerings, various student performances and family nights.	1.1. Connect Ed messages will be sent throughout year detailing events that are available for parents. A monthly calendar/ newsletter will be issued to all parents. Collaboration with PTA	1.1. School Administration, Guidance Counselor, Leadership Team	1.1. Review monthly sign-in sheets to determine the number of parents attending school or community events	1.1. Sign-in Sheets

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
Student Data	K-5	Administration	Parents	October 17, 2012, January 16, 2013, and May 22, 2013	Review Sign-In Sheets to determine the number of parents attending	School Administrators, Reading Leader

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:	STEM Goal #1: Our goal for the 2012-2013 school year is to adequately prepare fourth and fifth grade students to use the Scientific Method of Thinking to complete their District Science Fair Project, quarterly science camps, and engineering projects, in an effort to adequately prepare them for Middle School STEM coursework.

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. Students were not given ample hands-on inquiry based science and mathematics lessons in the primary	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the	1.1. Administration, Leadership Team, Science Leader	1.1. Weekly classroom walkthroughs, quarterly district Assessments	1.1. Formative: School based assessment and District Baseline and Interim assessments

1	grades.	development and implementation of inquiry-based activities that allow for testing of hypothesis, data analysis, explanation of variables and experimental design. Allow for vertical collaborative chats between grades K-5 to discuss instructional strategies and cross-curricular content.			Summative: 2013 FCAT 2.0 Science assessment
2	1.2. Students need additional exposure to hands-on lab experiences in the 4-5th grades.	1.2. Science Camps will take place quarterly in grades 4 and 5. 3rd grade students will participate in the 4th quarterly camp in preparation for 4th grade Science Curriculum. Students will rotate through various hands-on lab experiences taught by different teachers.	1.2. Administration, Leadership Team, Science Leader	1.2. Weekly classroom walkthroughs, Quarterly district Assessments	1.2. Formative: School based assessment and District Baseline and Interim assessments Summative: 2013 FCAT 2.0 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
Scientific Thinking	3-5	Professional DevelopmentLiaison, Science Leader	Instructional Staff	Ongoing-September 2012-May 2013	Data trends will be monitored quarterly and discussed to ensure effective lessons.	Administration, Science Leader
Explore Learning Gizmos	3-5	Professional Development Liaison, Science Leader	Instructional Staff	September 2012	Lesson Plans, Classroom visits	Administration, Science Leader
Integrated Science Curriculum	K-5	Professional Development Liaison, Science Leader	Instructional Staff	September 2012-May 2013	Subject Leaders Meetings' Minutes	Administration, Science Leader

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Web Based Learning Program will be utilized.	Technology Facilitation	EESAC	$1,500.00
Science	Strategy Utilize Hands-On laboratory experiments one time per week.	Replace Manipulatives	PTA	$400.00
Writing	Writing Folders	Writing Samples	School Funded	$120.00
Attendance	ARC Committee will institute school wide attendance competitions	Provide incentives for students with improved attendance	PTA	$300.00
				Subtotal: $2,320.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	The Gizmos Web Based Learning Program will be utilized	Technology Facilitation	EESAC	$1,500.00
				Subtotal: $1,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $3,820.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌡ⁿ Priority	⌡ⁿ Focus	⌡ⁿ Prevent	⌡ⁿ NA

Are you a reward school: ⌡ⁿ Yes ⌡ⁿ No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Technology Facilitation	$3,000.00

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

The EESAC activities for the upcoming school year will include monthly meetings, budget training, data analysis, and SIP planning/review.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District DR. GILBERT L. PORTER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	85%	92%	53%	311	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	67%	66%			133	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?	67% (YES)	65% (YES)			132	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District DR. GILBERT L. PORTER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	84%	94%	55%	316	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	72%	54%			126	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?	59% (YES)	51% (YES)			110	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					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested