FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GROVE PARK ELEMENTARY SCHOOL

District Name: Clay

Principal: Linda Pratt

SAC Chair: Carolyn Ayers/Ashley Francis Forrest

Superintendent: Ben Wortham

Date of School Board Approval: TBD

Last Modified on: 10/8/2012

Gerard Robinson, Commissioner
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Linda Pratt	BA- Elementary Education, Michigan State University; ME- Special Education, University of Michigan; MA- Administration and Supervision, University of Phoenix;	1	4	GPE Principal 2011 - 2012 46% of students made high standards in Reading; 35% of students made high standards in Math; 38% of students made high standards in Writing; 18% high standards in Science; 72% of students made learning gains in reading, 62% of students made learning gains in Math AP at Lakeside Junior High 2011 - 2012: Reading mastery 2010: Grade: A, Reading mastery 79%, Math mastery 85%, Science mastery 64%, Writing mastery 94%, AYP: 92%, SWD did not make AYP in reading, ED did not make AYP in reading and math. 2009:

		Certification-Educational Leadership, State of Florida			Grade: A, Reading mastery 82%, Math mastery 84%, Science mastery 59%, Writing mastery 95%, AYP: 95%, SWD did not make AYP in reading or math. AP at McRae Elementary 2007-2008: Grade: A, Reading mastery 86%, Math mastery 75%, Science mastery 62%, Writing mastery 96%, AYP 97%, SWD did not make AYP in math.
Assis Principal	Anthony Bradley	BS, MBA, Educational Leadership, Math 6-9	3	4	GPE Assistant Principal 2011 - 2012 46% of students made high standards in Reading; 35% of students made high standards in Math; 38% of students made high standards in Writing; 18% high standards in Science; 72% of students made learning gains in reading, 62% of students made learning gains in Math GPE Assistant Principal 2010 - 2011 62% High standards in reading, 60% high standards in math, 41% High standards in writing, 38% High standards in Science 2009-2010 Assistant Principal Grade: C /AYP: No 2009-2010 FCAT: 68 % of students met High standards in Reading, 62 % of students met high standards in Math, 58% of students met high standards in writing, 27% of students met high standards in science 2008-2009 Assistant Principal Grade: B/AYP: No 2008-2009 FCAT: 73% of students met High standards in Reading, 65 % of students met high standards in Math, 69% of students met high standards in writing, 40% of students met high standards in science 2007 Assistant principal at an A/B school – Thunderbolt Elementary School

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading/Title One	Megan Randolph	B.A. Elementary Ed, M.Ed. Elementary Education/Working Toward Reading Endorsement	2	2	2011 - 2012 72% of students made learning gains in Reading; 46% made high standards in Reading; 73% of students in the lowest 25% made learning gains in Reading 2010 -2011 62% students met high standards in Reading; 61% of students made learning gains in Reading 2009-2010 Prior School Grade:B; AYP: No FCAT Mastery: 95% of students scored a Level 3 or higher on FCAT 2009 at Wilkinson Elementary, M. Randolph's prior school.
RtI	Chrissy Gimmell	B.A. Elementary Ed. & M.Ed. Varying Exceptionalities		2	works with several county schools implementing the RTI process
Math/Title One	Stan Harris		3	3	2011 - 2012 - 35% of students met high standards in Math; 62% of students made learning gains in Math; 68% of the lowest 25% of students made learning gains in Math 2010-2011 - 65% of students met high standards in Math; 65% of students made

					learning gains in Math 2009 - 2010 62% of students met high standards in Math; 57% of students made learning gains in Math
Curriculum Coach	M.V. Wendell		1	4	5 of the 7 title one schools earned an "A" 2 of the schools earned a "B" for the 2011 - 2012 school year

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	Grove Park Elementary will provide teachers with extrinsic and intrinsic motivation to teach and remain at the school. We offer many incentives to recruit and retain classroom teachers of the highest caliber. We comply with highly qualified mandates for all teachers. First, the school's mentoring program assists new teachers while they are adjusting to the Clay County and local teaching environment. Interviews are structured to identify team players, applicants who desire to make a positive impact in this school. Our school offers extensive, on-going professional development opportunities, across the curriculum, both locally and through district events. Also, new teachers are offered priority participation in limited-attendance events. GPE provides all teachers with extensive access to technology for professional development, communication/collaboration, and instruction. In addition to a minimum of 3 fully-networked desktop computers in all classrooms, a variety of other materials may be checked out by teachers to enhance their instruction, including: multimedia projectors, digital video cameras, laptop computers, VCRs, and a wide selection of videos and DVDs. All classrooms also feature multi-function telephones. The GPE staff workrooms feature 1 copier and two Rizograph machines. Teachers may also check out a large assortment of instructional materials including: math manipulatives, science equipment and models, reading manipulatives, books on tape, listening centers, CD players, Language Masters, and more. Teachers readily select from a wide variety of Ellison dies, and have all instructional materials laminated by the school. 30 permanent and 3 portable ELMO Technology Enhanced classrooms are in use.	Anthony Bradley	Clay County Job Fair Spring	
2	The School District of Clay County is putting forth tremendous effort to recruit and retain highly qualified reading teachers. Recruitment initiatives are taking place at local and state universities, as well as at teacher recruitment seminars across the country. Clay County has taken a vested interest in the reading endorsement process and is offering courses year-round to enable teachers to get the classes needed for the endorsement. To assist teachers throughout our sprawling county, plans are in place for distance learning courses for the reading endorsement. Even though elementary teachers are not required to get the reading endorsement, emphasis on the value of the endorsement classes has been communicated to elementary teachers, resulting in a large group of elementary teachers electing to take endorsement classes.	Linda Pratt	Continuing	

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
No data submitted	

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
49	16.3%(8)	67.3%(33)	67.3%(33)	55.1%(27)	49.0%(24)	100.0%(49)	4.1%(2)	0.0%(0)	51.0%(25)

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
Kathy Schofield	Jordan Ruckersfeldt	1st year teacher needing support with content knowledge and classroom management	Coaching, Modeling, Team Teaching, collaborative conversations,
Liane Patrylo	Jordan Ruckersfeldt	1st year teacher needing support with content knowledge and classroom management	Coaching, Modeling, Team Teaching, collaborative conversations, Planning
Carolyn Ayers	Jordan Ruckersfeldt	1st year teacher Science Team PLC leader needing support for classroom management and content area	Coaching, Modeling, Team Teaching, collaborative conversations, Planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

GPE offers intensive academic classes and in-school tutoring to all students who are performing below grade level. Services outside of the regular school day are provided to insure students requiring additional remediation are assisted through before and after school CAI, Saturday School, and Summer School.

Title I, Part C- Migrant

A county level Migrant liaison provides services and supports to students and parents. The liaison coordinates with Title I and other programs to ensure that student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district DOP

programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment and new technology in classrooms (Successmaker Lab, Multiple Enhanced Classroom Settings, and two Mobile Laptop Labs).

Title III

Services are provided through the district for education materials to support immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Workers provide resources (clothing, school supplies, social services referrals, and housing) for students identified as homeless under the McKinney-Vento V Act.

Supplemental Academic Instruction (SAI)

SES funds coordinated with Title 1 funds provide free tutoring, summer school, additional staff, and materials to supplement students' educational program.

Violence Prevention Programs

GPE provides non-violence and anti-drug programs, field trips, parent education, counseling, and social service referrals. CHAMPS Foundations is also being utilized school-wide to train staff in fostering a safe and civil school climate.

Nutrition Programs

GPE offers free summer breakfast and lunch for all Clay County residents 18 and under. In addition, 67% of our student population is served breakfast and lunch at a free or reduced rate.

Housing Programs

N/A

Head Start

Based on FLIKRS/Echos screenings, siblings of developmentally delayed students qualify for Title 1 assisted pre-school.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

The Immigrant Children Grant supplies materials and equipment plus one classroom aide to work with students.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal (Linda Pratt)/Assistant Principal (Anthony S. Bradley): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rti, conducts assessment of Rti skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rti implementation, and communicates with parents regarding school-based Rti plans and activities.

Select General Education Teachers (Hollis Mitchell - K; Jennifer Godwin - First; Opal Phelps - Second; Fernley Smith - Third; Pamela Jordan - Fourth; Angela Diamond - Fifth; Batul Fatima - Sixth; Carolyn Ayers/Ashley Francis-Forrest - SAC co-chairs)

Exceptional Student Education Teachers (Kelly Placilla; Katherine Prendergast ; Michelle McGowan - Rti facilitator; Karla Berridge - PreK; Deanna Verboort - PreK; Katherine Charalambous - VPK):Participates in student data collection, integrates core instructional activities /materials into Tier 3 instruction and collaborates with general education teachers through csuch

activies as co-teaching.

Instructional Coach (Megan Randolph/ M.V.Wendell): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation assists in implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.

District Intervention Specialist (Chrissy Gemmill): Facilitates and supports data collection activities; assists in data analysis; provides support for the implementation of Tier 1, Tier 2, and Tier 3, intervention plans.

School Psychologist (Shamberly Payne): Patricipates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; helps with activities including data collection, data analysis, intervention planning and program evaluation, facilitates data-based decision making activities.

Technology Specialist (Melanie Blajian): Provides technical support to teachers and staff regarding data management

Speech Language Pathologist (Michelle McGowan): Educates the team in the role lanugage plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel (Tiara Brown): Provides quality servies and expertise on issues ranging from program design to assessment and intervention with individual students; works to link child-serving and community agencies to the school and familes 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?

The RtI Leadership team is a body that meets at least once per month to identify students in need of additional services, they organize the resources, and collect data on students. The team reviews progress monitoring data at the grade level and classroom to identify students needs in the school setting. The team will provlem solve, share practices, evaluate implementation, make decisions, and practice new processes and skills.

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

The priority focus for the 12-13 school year is to develop a common understanding of the process and its philosophy through training and collaborative conversations. The Leadership Team will meet regularly to review student data and begin the process of identifying students most "at risk" and in need of intensive interventions. The Rti Leadership team will meet with the School Advisory Council (SAC) and principal to help develop the school improvement plan. The team provided data on: Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that need to be addressed; they hlped set clear expectations for instruction and developed a systemic approach aligned with the processes and procedures.

MTSS Implementation

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

The school- based RTI Leadership team will work collaboratively with other school teams to share data and student needs in order to develop the School Improvement Plan, and will be a partner in it's implementation. The key role of RTI Leadership Team is to ensure that the percentage of the students meeting proficiency in core instruction
(Tier 1) is 75-80%, the percentage of students requiring supplemental intervention with strategic instruction (Tier 2) is 10-15%, and the percentage of students needing intensive intervention (Tier 3)is no more than 5%. Additionally, at Tier 1, the Team will ensure that student achievement is monitored to determine when a standard classroom differentiation/ intervention is needed. At Tier 2,the team will ensure that strategic intervention consists of targeted, supplemental, and evidenced-based instruction that is provided when the data and/ or diagnostic assessments indicate a need for additional intervention in small groups. Tier 2 instruction will be progress monitored at least monthly. At Tier 3, the team will ensure that intensive intervention is prescriptive, diagnostic and evidence-based. Instruction will be provided in a small group and progress monitored at least three times per week. It is essential that this instructional time be in addition to the normally scheduled time.

Data Sources:
Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), FAIR, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of year: FAIR, AIMS web, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Grove Park Elementary has an assigned RtI Coach, Chrissy Gemmill. Ms. Gemmill will meet with the RtI team, as well as individual grade levels to guide the RtI process and provide inservice training for teachers.

The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based literacy leadership team is comprised of Mrs. Linda Pratt (Principal), Mr. Anthony Bradley (Assistant Principal), Mrs. Megan Randolph (Reading Coach), Mrs. Aimee Megill (First Grade), Mrs. Cindy Merrilees (Fourth Grade), and Mrs. Janice Zimmermann (Sixth Grade).

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

The Literacy Leadership Team meets quarterly to:
Discuss the progress that the school is making toward our goal of increasing student success in reading by five percent (5%) during the 2012 - 2013 school year. The Literacy Leadership teams does accomplishes this task by analyzing data and facilitates discussion on ways to improve instruction and develop the students' skills in regards to reading.

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

The major initiative of the Literacy Leadership Team for the 2012 - 2013 school year is to incorporate the use of vocabulary folders for each grade level. These folders will be home to academic vocabulary the students are learning each week in all of the disciplines. These folders serve as scaffolding for students struggling with vocabulary retention and support the use of specific, academic vocabulary in and outside of the classroom.

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.

Each kindergarten teacher is responsible for ensuring that each child successfully transitions to our elementary school program. To provide a smooth transition to school, orientation begins prior to the start of school. When registering their child, parents are given a copy of the grade level expectations and initial kindergarten readiness skills to work on at home. Parents and students have the opportunity to attend a kindergarten orientation the week before school begins. Children and their parents can visit the classroom and meet the teacher. Teachers and parents work together to best help children during the

transition period.
At the beginning of the school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. Assessments include the FLKRS assessment. On-going progress monitoring tools include the FAIR. Students with low reading readiness are given supplemental intensive reading instruction using direct instruction pedagogy. The FLKRS assessment is used during the first 30 days of school to determined school readiness and the child's ability to form meaningful relationships.

Programs currently in place to assist preschoolers with low readiness rates include Head Start and the State of Florida Voluntary Prekindergarten Program (VPK) and an ESE Pre-K program for students indentified as DD, SLD, EBD, ID, etc.

School budgeted funds and district funding are dedicated to ensuring a pleasant and successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from the initial assessments.

*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.

Not Apllicable

*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?

Not Applicable

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?

Not Applicable

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

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By 2013 the percentage of 3-6th grade students achieving a 3 or above will increase by 5% (with an emphasis on higher level questioning, vocabulary, and feedback) as compared to last years' FCAT Reading results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (108 out of 238 students)	51%(114 out of 244 - increase of 6 students from 2012)

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of using higher-order questioning techniques.	1.1 Action step: Models higher level thinking through think alouds by way of: K-2-Diving Deep into Questioning Knowledge-(Choose, Define, Label, Recall, Relate) Comprehension-Classify, Infer, Illustrate, Interpret) Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build 3-6-Model/Create High level Questions Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build Synthesis-Change, Combine, Create, Estimate, Design, Discuss, Imagine Evaluation-Assess, Determine, Defend, Judge, Justify, Prove, Recommend	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's
2	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of knowledge of Subject Matter .	1.2 Action step: Lesson makes connections with other content areas explaning how two might interrelate All Grades: During the reading block teachers will implement non-fiction reading for Social Studies and Science	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and

					horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By 2013, the percentage of 3-6th grade students achieving a 4 or aboce will increase by 3% as compared to last years' FCAT Reading results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (41 out of 238 students)	20% (49 out of 244 students - increase of 8 students from 2012)

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of using higher-order questioning techniques.	1.1 Action step: Models higher level thinking through think alouds by way of: K-2-Diving Deep into Questioning Knowledge-(Choose, Define, Label, Recall, Relate) Comprehension-Classify, Infer, Illustrate, Interpret) Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build 3-6-Model/Create High	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's 2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and	2013 Reading FCAT Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's 2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments

		level Questions Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build Synthesis-Change, Combine, Create, Estimate, Design, Discuss, Imagine Evaluation-Assess, Determine, Defend, Judge, Justify, Prove, Recommend		horizontal PLC's	Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By 2013, the percentage of 3-6th grade students making learning gains in reading will increase by 2% as compared to last years' FCAT results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (171 out of 238 students)	74% (180 out of 244 students - increase of 9 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of using higher-order	1.1 Action step: Models higher level thinking through think alouds by way of: K-2-Diving Deep into Questioning	All classroom Reading teachers Building level administration SBLT District level	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and	2013 FCAT Reading Assessment Benchmark assessment data Performance Matters

1	questioning techniques.	Knowledge-(Choose, Define, Label, Recall, Relate) Comprehension-Classify, Infer, Illustrate, Interpret) Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build 3-6-Model/Create High level Questions Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build Synthesis-Change, Combine, Create, Estimate, Design, Discuss, Imagine Evaluation-Assess, Determine, Defend, Judge, Justify, Prove, Recommend All classroom Reading teachers	support team	horizontal PLC's	Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By 2013 the lowest 25% of students making learning gains in grades 3-6 will increase by 2% (with an emphasis on higher level questioning, vocabulary, and feedback) as compared to last years' FCAT Reading results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (173 out of 238 students)	75% (183 students out of 244 - increase of 10 students from 2012)

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of using higher-order questioning techniques.	1.1 Action step: Models higher level thinking through think alouds by way of: Grades K-6: Afterschool academic tutoring	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

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 # 5A : In 2011 - 2012 54% of students were not profient in reading, in order to meet our AMO's over the next six years we must reduce our percentage of non porficent by 5.4% each year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54%	48.5%	43%	37.5%	32%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By 2013 the percentage of 3-6th grade students achieving a 3 or above will increase by 5% (with an emphasis on African American and Multi racial students) as compared to last years' FCAT Reading results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (128 out of 238 students) white - 65% African American - 45% Multi racial - 51% Asian - 57%	59% (143 out of 244 students increase of 15 students) White - 66% African American - 46% Multi racial - 52% Asian - 58%

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
	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of using higher-order questioning techniques.	1.1 Action step: Models higher level thinking through think alouds by way of: K-2-Diving Deep into Questioning Knowledge-(Choose, Define, Label, Recall, Relate) Comprehension-Classify, Infer, Illustrate, Interpret)	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

1		Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build 3-6-Model/Create High level Questions Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build Synthesis-Change, Combine, Create, Estimate, Design, Discuss, Imagine Evaluation-Assess, Determine, Defend, Judge, Justify, Prove, Recommend			
2	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of knowledge of Subject Matter .	1.2 Action step: Lesson makes connections with other content areas explaning how two might interrelate All Grades: During the reading block teachers will implement non-fiction reading for Social Studies and Science	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By 2013 the percentage of ELL students achieving a 3 or above will increase by 5% (with an emphasis on higher level questioning, vocabulary, and feedback) as compared to last years' FCAT Reading results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%	48%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of using higher-order questioning techniques.	1.1 Action step: Models higher level thinking through think alouds by way of: K-2-Diving Deep into Questioning Knowledge-(Choose, Define, Label, Recall, Relate) Comprehension-Classify, Infer, Illustrate, Interpret) Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build 3-6-Model/Create High level Questions	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

		Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build Synthesis-Change, Combine, Create, Estimate, Design, Discuss, Imagine Evaluation-Assess, Determine, Defend, Judge, Justify, Prove, Recommend			
2	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of knowledge of Subject Matter .	1.2 Action step: Lesson makes connections with other content areas explaning how two might interrelate All Grades: During the reading block teachers will implement non-fiction reading for Social Studies and Science	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By 2013 the percentage of SWD achieving a 3 or above will increase by 5% (with an emphasis on higher level questioning, vocabulary, and feedback) as compared to last years' FCAT Reading results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%	41%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of using higher-order questioning techniques.	1.1 Action step: Models higher level thinking through think alouds by way of: K-2-Diving Deep into Questioning Knowledge-(Choose, Define, Label, Recall, Relate) Comprehension-Classify, Infer, Illustrate, Interpret) Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build 3-6-Model/Create High level Questions Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build Synthesis-Change, Combine, Create, Estimate, Design,	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

		Discuss, Imagine Evaluation-Assess, Determine, Defend, Judge, Justify, Prove, Recommend			
2	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of knowledge of Subject Matter .	1.2 Action step: Lesson makes connections with other content areas explaning how two might interrelate All Grades: During the reading block teachers will implement non-fiction reading for Social Studies and Science	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By 2013 the percentage of ED students not achieving a 3 or above will decrease by 3% (with an emphasis on higher level questioning, vocabulary, and feedback) as compared to last years' FCAT Reading results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%	43%

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of using higher-order questioning techniques.	1.1 Action step: Models higher level thinking through think alouds by way of: K-2-Diving Deep into Questioning Knowledge-(Choose, Define, Label, Recall, Relate) Comprehension-Classify, Infer, Illustrate, Interpret) Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build 3-6-Model/Create High level Questions Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build Synthesis-Change, Combine, Create, Estimate, Design, Discuss, Imagine Evaluation-Assess, Determine, Defend, Judge, Justify, Prove, Recommend	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's
	SBR strategy (proactive measure to assist with	1.2 Action step: Lesson makes connections with	All classroom Reading teachers	Benchmark assessment data	2013 FCAT Reading Assessment

2	potential barriers): GPE will implement the scientifically base researched strategy of knowledge of Subject Matter .	other content areas explaning how two might interrelate All Grades: During the reading block teachers will implement non-fiction reading for Social Studies and Science	Building level administration SBLT District level support team	Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	All Grades and subjects K - 6	District Personnel	School Wide	August 2012	Show effective Common Core strategies in class and in lesson plans.	Anthony Bradley
Common Core Reading Training	2 - 6th Grades; Reading	District Personnel	2nd - 6th grade Reading Teachers	4 meetings from September 2012 to May 2013.	Demonstrate effective use of reading in cross-curricular contexts within the classroom setting and in lesson plans.	Anthony Bradley
Vertical PLC for Reading	All Grade K - 2 Reading	Anthony Bradley	K - 6th Grade Reading Teachers	Once monthly meetings	Examples of lesson plans and student work where these strategies and were implemented in the learning environment.	Anthony Bradley
Common Core Curriculum Traning	School Wide	Anthony Bradley	Principal, Kindegarten, 6th grade, and Title 1 representative.	4 days	Effective implementation of Common Core in schools as demonstrated by lesson plans and student work.	Anthony Bradley

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:	Students will improve the CELLA scores by 3% over the 2012 scores based on performance based assessment.
2012 Current Percent of Students Proficient in listening/speaking:	
31.5 (17 students)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of using higher-order questioning techniques.	Action step: Models higher level thinking through think alouds by way of: K-2-Diving Deep into Questioning Knowledge-(Choose, Define, Label, Recall, Relate) Comprehension-Classify, Infer, Illustrate, Interpret) Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build 3-6-Model/Create High level Questions Application-Apply, Develop, Model, Choose, Solve, Select, Identify, Build Synthesis-Change, Combine, Create, Estimate, Design, Discuss, Imagine Evaluation-Assess, Determine, Defend, Judge, Justify, Prove, Recommend	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

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:	Students will improve 3% over the 2012 CELLA scores based on the 2013 test.

2012 Current Percent of Students Proficient in reading:
16.6 (9 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of knowledge of Subject Matter .	Action step: Lesson makes connections with other content areas explaning how two might interrelate All Grades: During the reading block teachers will implement non-fiction reading for Social Studies and Science	All classroom Reading teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Reading Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Students will improve 1% over last year's scores based on the 2013 FCAT writes.
2012 Current Percent of Students Proficient in writing:	
20.4% (11 students)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of relating and integrating the subject matter with other diciplines during instruction.	1.A.1 Action Step: Knowledge of Subject Matter All Grades: will implement writing across the curriculum in all subject areas; having students respond to information text, experiments, and curriculum materials not just from a writing prompt.	classroom teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	FCAT 2.0 writing All Grades-Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

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:	By 2013, the percentage of 3-6th grade students achieving a 3 or above will increase by 5% as compaired to last years' FCAT Math results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (85 out of 238 students)	41% (100 out of 244 students - increase of 15 students from 2012)

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of Develops learning experiences utilizing a variety of instructional strategies and resources, inculidng appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	1.A.1 Action Step: Utilizes a variety of graphic organizers All Grades Thinking Maps K -2: Teacher modeled Singapore Math 3-6: Teacher modeled Singapore Math 60%; Student use of Singapore math independantly 40%	All classroom Math teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	Grades K-2 Performance matters assessment Grades 3-6 2013 FCAT Math Assessment All Grades-Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's
2	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor	1.A.2 Action Step: Engaging students in problems solving, experimental inquiry, and/or investigation tasks. K-2: Teachers using centers and whole group instruction; students use of manipulatives 3-6: Students using manipulatives and real world math problems	All classroom Math teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	Grades K-2 Performance matters assessment Grades 3-6 2013 FCAT Math Assessment All Grades-Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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:	By 2013, the percentage of 3-6th grade students achieving a 4 or above will increase by 3% as compared to last years' FCAT Math results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (59 out of 238 students)	28% (66 out of 244 students - increase of 7 students from 2012)

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of Develops learning experiences utilizing a variety of instructional strategies and resources, inculidng appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	1.A.1 Action Step: Utilizes a variety of graphic organizers All Grades Thinking Maps K -2: Teacher modeled Singapore Math 3-6: Teacher modeled Singapore Math 60%; Student use of Singapore math independantly 40%	All classroom Math teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	Grades K-2 Performance matters assessment Grades 3-6 2013 FCAT Math Assessment All Grades- Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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:	By 2013 the percentage of 3-6th grade students making learning gains will increase by 5% as compared to last years' FCAT Reading results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (147 out of 238 students)	67% (163 out of 244 students- increase of 16 students from 2012)

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of Develops learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	1.A.1 Action Step: Utilizes a variety of graphic organizers All Grades Thinking Maps K-2: Teacher modeled Singapore Math 3-6: Teacher modeled Singapore Math 60%; Student use of Singapore math independently 40%	All classroom Math teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Math Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's 1.1 Action step: Models higher level thinking through think alouds by way of: Grades K-6: Afterschool academic tutoring
2	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor	1.A.2 Action Step: Engaging students in problems solving, experimental inquiry, and/or investigation tasks. K-2: Teachers using manipulatives with students to increase comprehension of math concepts 3-6: Students using manipulatives for extension of math concepts	All classroom Math teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Math Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By 2013 the lowest 25% of students making learning gains in grades 3-6 will increase by 2% (as compared to last years' FCAT Math results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68 % (161 out of 238 students)	70% (170 out of 244 students - increase of 9 students from 2012)

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of Develops learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	1.A.1 Action Step: Utilizes a variety of graphic organizers All Grades Thinking Maps K -2: Teacher modeled Singapore Math 3-6: Teacher modeled Singapore Math 60%; Student use of Singapore math independently 40%	All classroom Math Teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Math Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's
	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base	1.A.2 Action Step: Engaging students in problems solving, experimental inquiry, and/or investigation tasks.	All classroom Math teachers Building level administration SBLT	Benchmark assessment data Teacher created assessments	Grades K-2 Performance matters assessment Grades 3-6 2013 FCAT Math Assessment

2	researched strategy of plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor	K-2: Students using manipulatives, small group instruction 3-6: Students using manipulatives and real world math problems	District level support team	Observation/Collaboration during both vertical and horizontal PLC's	All Grades-Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

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 # 5A : In 2011 - 2012 54% of students were not profient in math, in order to meet our AMO's over the next six years we must reduce our percentage of non porficent by 6.5% each year.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	58.5%	52	45.5	39	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By 2013, the percentage of 3-6th grade students achieving a 3 or above will increase by 3% (with an emphasis on African American and Multi racial as compaired to last years' FCAT Math results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (76 out of 238 students) White 46% African American 19% Multi racial 28% Asian 38%	35% (85 out of 244 students increase of 9 students) White 47% African American 22% Multi racial 30% Asian 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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of Develops learning experiences utilizing a variety of instructional strategies and resources, inculidng appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	1.A.1 Action Step: Utilizes a variety of graphic organizers All Grades Thinking Maps K -2: Teacher modeled Singapore Math 3-6: Teacher modeled Singapore Math 60%; Student use of Singapore math independantly 40%	All classroom Math teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	Grades K-2 Performance matters assessment Grades 3-6 2013 FCAT Math Assessment All Grades-Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's
	SBR strategy (proactive measure to assist with potential barriers):	1.A.2 Action Step: Engaging students in problems solving, experimental inquiry,	All classroom Math teachers Building level	Benchmark assessment data Teacher created	Grades K-2 Performance matters assessment Grades 3-6 2013 FCAT

2	GPE will implement the scientifically base researched strategy of plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor	and/or investigation tasks. K-2: Teachers using centers and whole group instruction; students use of manipulatives 3-6: Students using manipulatives and real world math problems	administration SBLT District level support team	assessments Observation/Collaboration during both vertical and horizontal PLC's	Math Assessment All Grades-Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By 2013, the percentage of 3-6th grade students achieving a 3 or above will increase by 5% as compaired to last years' FCAT Math results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 12% Black = 22% Hispanic 15%	White 11%, Black 21%, Hispanic 14%,

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of Develops learning experiences utilizing a variety of instructional strategies and resources, inculidng appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	1.A.1 Action Step: Utilizes a variety of graphic organizers All Grades Thinking Maps K -2: Teacher modeled Singapore Math 3-6: Teacher modeled Singapore Math 60%; Student use of Singapore math independantly 40%	All classroom Math teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	Grades K-2 Performance matters assessment Grades 3-6 2013 FCAT Math Assessment All Grades-Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's
2	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor	1.A.2 Action Step: Engaging students in problems solving, experimental inquiry, and/or investigation tasks. K-2: Teachers using centers and whole group instruction; students use of manipulatives 3-6: Students using manipulatives and real world math problems	All classroom Math teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	Grades K-2 Performance matters assessment Grades 3-6 2013 FCAT Math Assessment All Grades-Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By 2013, the percentage of 3-6th grade students achieving a 3 or above will increase by 5% as compaired to last years' FCAT Math results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (14 of 84)	16% (13 of 84%)

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of Develops learning experiences utilizing a variety of instructional strategies and resources, inculidng appropriate technology, that require students to demonstrate a variety of relevant skills and competencies.	1.A.1 Action Step: Utilizes a variety of graphic organizers All Grades Thinking Maps K -2: Teacher modeled Singapore Math 3-6: Teacher modeled Singapore Math 60%; Student use of Singapore math independantly 40%	All classroom Math teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	Grades K-2 Performance matters assessment Grades 3-6 2013 FCAT Math Assessment All Grades- Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's
2	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of plans and designs engaging, challenging, and relevant lessons to achieve student mastery based on state-adopted standards appropriate to the level of rigor	1.A.2 Action Step: Engaging students in problems solving, experimental inquiry, and/or investigation tasks. K-2: Teachers using centers and whole group instruction; students use of manipulatives 3-6: Students using manipulatives and real world math problems	All classroom Math teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	Grades K-2 Performance matters assessment Grades 3-6 2013 FCAT Math Assessment All Grades- Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Based on the 2011 FCAT 38% of students did not make AYP in mathematics, 2012 Goal is to Reduce the percentage of students not making AYP by 3% based on documenation, strategies, and student performance on assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (150 of 397)	35% (138 of 397)

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	5D1.1 background information of students	5D1.1 Use best teaching practices: vocabulary, thinking maps, questioning skills, and explicit/targeted teaching	5D1.1 Mr. Bradley/AP	5D1.1 ongoing focus	5D1.1 All students to make at least one year's growth gains in math
2	5D1.2 student's practice of basic math facts	5D1.2 Fast Math	5D1.2 Math, ESE, and Technology Teachers	5D1.2 Review assessment data of math fact fluency to differentiate instruction for students in the regular ed. and ESE classroom setting	5D1.2 Fast Fact Math Progress Reports
3	5D1.3 student's lack of conceptual understanding	5D1.3 use of hands-on manipulatives for teaching math concepts	5D1.3 classroom teachers	5D1.3 Manipulatives documentated in lesson plans, walk-thrus	5D1.3 Lesson Plans

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
Common Core Math Training	2 - 6th Grades; Math	District Personnel	2nd - 6th grade Math Teachers	4 meetings from September 2012 to May 2013.	Demonstrate effective use of mathematics in cross-curricular contexts within the classroom setting and in lesson plans.	Anthony Bradley
INTEL Math Training	3rd - 6th grade Math	Kim Verelli	3rd, 4th, 5th, and 6th grade Math teachers	6 sessions in the summer and 7 during the Fall of the school year.	Work smamples from meetings.	Kim Verelli
Vertical PLC for Math	All K - 6th Grade Teachers	Anthony Bradley	K - 6th Grade Math Teachers	Once Monthly meetings	Student work or lesson plans displaying how the strategies and goals developed by the group were effectively incorporated into the classroom setting.	Anthony Bradley
Common Core Curriculum Traning	School Wide	Anthony Bradley	Principal, Kindegarten, 6th grade, and Title 1 representative.	4 days	Effective implementation of Common Core in schools as demonstrated by lesson plans and student work.	Anthony Bradley
Math Model Lesson	School Wide	Melissa Goodwin-Johnson	K - 6th Grade Math Teachers	September 28th	Discuss the strategies observed in the model lesson and incorporate these strategies into the math learning environment.	Anthony Bradley

Mathematics Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By 2013, the percentage of 5th grade students achieving a 3 or above will increase by 7% (18), as compared to last years' FCAT Science results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (7 students out of 40)	25% (18 students out of 72 - increase of 11 students over 2012)

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 SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of planning/designing engaging, challenging, and relevent lessons to achieve student mastery based on state adopted standards appropriate to the level of rigor.	1.1 Action Step: Engaging students in problems solving, experimental inquiry, and/or investigation tasks. K-2: Exposing and teaching to the Scientific method through: observing, compairing, sorting, organizing, predicting, inquiry skills, invesitgating, describing, classifying, questioning, 3-6: Exposing and teaching to the scientific method through: questioning,	All classroom Science teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	2013 FCAT Science Assessment Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

		analyzing, predicting, inquiring, compare/contrasting, classifying, explaining, by way of writing and supporting findings, data research journals, science lab journals, the use of thinking maps and graphic organizers, science fair projects,			

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By 2013, students academic performance will improve by 3% in 5th grade over last years' results measure by FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (3 out of 40 students)	11 % (8 out of 72 students 5 more students than 2012)

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 SBR strategy (proactive measure to assist with potential barriers): GPE will implement	1.1 Action Step: Engaging students in problems solving, experimental inquiry, and/or investigation tasks.	All classroom Science teachers Building level administration	Benchmark assessment data Teacher created assessments	2013 FCAT Science Assessment Benchmark assessment data

2	the scientifically base researched strategy of planning/designing engaging, challenging, and relevent lessons to achieve student mastery based on state adopted standards appropriate to the level of rigor.	K-2: Exposing and teaching to the Scientific method through: observing, compairing, sorting, organizing, predicting, inquiry skills, invesitgating, describing, classifying, questioning, 3-6: Exposing and teaching to the scientific method through: questioning, analyzing, predicting, inquiring, compare/contrasting, classifying, explaining, by way of writing and supporting findings, data research journals, science lab journals, the use of thinking maps and graphic organizers, science fair projects,	SBLT District level support team	Observation/Collaboration during both vertical and horizontal PLC's	Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Science Inquiry Workshop With Dr. Larry Chew	5th Grade Science	Kathy Schofield	5th Grade Science Teachers	September 17th and 18th	Show examples of student work or lesson plans implementing strategies gleaned from this workshop.	Kathy Schofield
Vertical PLC for Science	Grades K - 6 Science	Anthony Bradley	All Science Teachers	Once monthly meetings	Develop strategies and implement them in mathematics classes and shown in lesson plans.	Anthony Bradley
LIFE Science Training	6th Grade Science	Anthony Bradley	6th Grade Science Teacher	August 27, 28, 29	Implementation of science concepts in the classroom demonstrated by lesson plans and student work samples.	Anthony Bradley

Science 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 Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By 2013 the percentage of 4th grade students achieving a 3 or above will increase by 3% as compared to last years' FCAT Reading results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (30 out of 58 students)	55% (37 out of 68 an increase of 7 students from 2012)

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of relating and integrating the subject matter with other diciplines during instruction.	1.A.1 Action Step: Knowledge of Subject Matter All Grades: will implement writing across the curriculum in all subject areas; having students respond to information text, experiments, and curriculum materials not just from a writing prompt.	All classroom teachers Building level administration SBLT District level support team	Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's	FCAT 2.0 writing All Grades- Benchmark assessment data Teacher created assessments Observation/Collaboration during both vertical and horizontal PLC's

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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
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
Common Core Training	All Grade K - 6 all subjects	District Personnel	All Teachers K - 6; Title 1 teachers	August 2012	Show examples of Common Core being implemented in	Anthony Bradley

Elementary FCAT Writing 2.0 Instruction and Scoring Workshop	Writing	Mason Davis	1st, 2nd, 3rd, 4th grade writing teachers, the curriculum coach, and assistant prinicpal.	September 7th	Provide examples of these strategies implemented in a lesson or in student work.	Anthony Bradley
Common Core Writing Training	2 - 6th Grades; Writing	District Personnel	2nd - 6th grade Reading Teachers	4 meetings from September 2012 to May 2013.	Demonstrate effective use of Writing in cross-curricular contexts within the classroom setting and in lesson plans.	Anthony Bradley
6 Traits of Writing Training and Lesson Study	Writing	Pat Dukes, Lisa Johnson, and Kathy Schofield	Kindergarten, 1st, 2nd, and 3rd Grade Teachers	Ongoing sessions 4 times during the 2012 - 2013 school year.	Completed lesson study involving the techniques of the training.	Pat Dukes and Lisa Johnson
Vertical PLC for Writing	All Grades K - 6 Writing	Anthony Bradley	All K - 6th Grade Writing Teachers	Once Monthly meetings	Examples of student work and lesson plans exemplifying the strategies and goal developed by the group.	Anthony Bradley
Common Core Curriculum Traning	School Wide	Anthony Bradley	Principal, Kindegarten, 6th grade, and Title 1 representative.	4 days	Effective implementation of Common Core in schools as demonstrated by lesson plans and student work.	Anthony Bradley
Kathryn Robinson Writing Training	4th Grade Writing	Anthony Bradley	4th Grade Writing Teachers	August 2012	Student work samples demonstrating use of effective writing improvement strategies.	Anthony Bradley

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The attendance goal for the 2012-2013 school year is to increase number of days present at school and decrease absences/tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Currently 75% (403 students) have 1-10 absences.	72% (385 students) will have 1-10 absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Currently 20% (134 students) have excessive absences.	We will decrease the number of students who have excessive absences by 1% or 19% overall (126 students or less) will have excessive absences for the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
23%(128 students)have excessive tardies.	We will decrease students who have excessive tardies by 1% or 22% overall(122 Students or less) will have excessive tardies for the 2012-2013 school year.

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	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of models and promotes the importance of learning and academic achievement to all students.	1.1 Action step: Teacher meets with studetns regularly to discuss individual progress: PK - 6: Teachers meet with students to discuss classroom expectations and students performance	All classroom teachers Attendance Team Building level administration SBLT District level support team	20 Day reports	Focus

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	According to the data collected during the 2012-2013 school year, 82(15%)students served in-school suspension for a total of 215 days (some students serving more than one day), while 40(7.4%) students served out-of-school suspension for a total of 166 days (some students serving more than one day). Our goal for this year is to decrease both percentages by 1%, taking ISS from 82(15%) to 75(14%) and OSS from 40(5%) to 34(6.4%) through better communication with parents (parent link, planners, communitay education) and clearly defined expecations (CHAMPS).
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
15% (82 out of 535 students)	14% (75 students out of 536)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
15% (82 out of 535 students)	14% (75 students out of 536)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
166	150
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
7.4% (40 students out of 535)	6.4% (34 students out of 536)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of social skills, lack of conflict resolution skills, and lack of communication skills	Grove Park provides in classroom guidance lessons, CHAMPS training for teachers, and a ticket reward system for appropriate behaviors.	Administration, guidance councelor, and classroom teachers	Ticket reward system	Office and guidance referrals
2	Lack of motivation to comply with expecations	Students can earn red behavioral tickets which are drawn for prizes.	Adminstration, Guidance Councelor, Classroom Teachers	Ticket reward system	Office and guidance referrals
3	SBR strategy (proactive measure to assist with potential barriers): GPE will implement the scientifically base researched strategy of creating a safe, organized, flexible, inclusive, collaborative, student centered learning environment that maintains an atmosphere of respect for all areas of diversity.	1.1 Action Step: Teacher proactively addresses misbehavior Grades PK - 6th: Teachers use verbal and non verbal cues to redirect and correct misbehavior All teachers have behavior expectations posted. All teachers and staff make eye contact with students	All classroom teachers All GPE staff Building level administration District Level Support Team	Ticket reward system	Focus

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Throughout the 2012-2013 academic year, GPE will create, enhance, and build our parent involvement within the school. Parents will become informed, contributory members of the education team serving not only their child, but our education institution and all its children. We strive to improve our parents support of individual student academic needs.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Average of 17% (90 parents) parental involvement Orientation 56% Open House 44% Student Success Seminar 7% Annual Title 1 Meeting 7% Reading Ralley 7% Muffins for Mom 12% Science Fair Open House 4% Chorus Performance & Talent Show 8% GPE Family Math Night 17% Doughnuts for Dad 7 % Science Night 56%	We expect an average of 18% (100 parents) to attend our activites at school to increase our parent involvement by 1% from last school year. Orientation 57% Open House 45% Student Success Seminar 8% Annual Title 1 Meeting 8% Reading Ralley 8% Muffins for Mom 13% Science Fair Open House 5% Chorus Performance & Talent Show 9% GPE Family Math Night 18% Doughnuts for Dad 8 % Science Night 57% Teacher Talk Time 8% Lunch & Learn 8%

Problem-Solving Process to Increase Student Achievement

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

1	Families are not aware of the upcoming events	Using marquee outside the school, using ParentLink phone calls, school home compacts, links and information on the school website, a monthly publication called the Home/School Connection, a monthly publication called the Early Learning newsletters, monthly school newsletters, and weekly communication through planners, Wednesday folders, and class newsletters.	Principal	sign in sheets	Surveys
2	Parents not knowing how to reach out to help their children	Teachers will provide in-service to parents on ways to help children learn and become more successful in the classroom	Principal Selected Teachers Primary & Secondary	sign in sheets at trainings	Surveys
3	Parents not knowing how to ask for help or what to do to help in classrooms and in the school.	Parent involvement will be increawes with the assistnace of a volunteer coordinator to maintain and enhance our volunteer program.	Assistant Principal/ Volunteer Coordinator	sign in sheets	Surveys
4	Parents to tired from work to attend nighttime activites/ families that work during the evening	Parent involvement will be increased by each gradel level sponsoring a nighttime activity which implements one or more of the parent involvement standards such as communication, parenting, student learning, volunteering, school decision making and advocacy, collaborating with community.	Principal	sign in sheets	Surveys
5	working parents	Parent involvement will be increased through the use of the School Advisory Committee which will meet regularly to make decisions and help oversee the school improvement process	SAC chairs	Sign in Sheets	Surveys
6	Bad economy	Parent involvement will be increased through the use of the PFA business Partners coordinator who will solicit support from area community members. In addition, our guidance department will maintain and enhance our mentor program which utilizes community members as mentors.	PFA Coordinator	Sign in sheets	Surveys
7	working parents	The following activities will be used to increase parent involvement: Family Literacy Night Parent Advisory Council Meetings Science Night	Principal/Assistant Principal	Sign in sheets	Surveys

		Math Night Muffins with Mom Day Donuts with Dad Day Parent conferences Gradel-level meetings			
8		Teacher Talk Time	Principal/Assistnat Principal	Sign in Sheets	Surveys
9		Lunch & Learn	Principal/ Assistant Principal	Sign in Sheets	Surveys

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	

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

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

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

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

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
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: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

( ) Priority ( ) Focus ( ) Prevent (•) NA

Are you a reward school: ( ) Yes ( ) No

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

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.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Clay School District
GROVE PARK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	60%	41%	38%	201	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	61%	65%			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?	60% (YES)	74% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					461	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Clay School District
GROVE PARK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	62%	58%	27%	215	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	57%			116	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?	66% (YES)	70% (YES)			136	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					467	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested