FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: STONE LAKES ELEMENTARY

District Name: Orange

Principal: Ginny Kennerly

SAC Chair: Nicole Ambs

Superintendent: Barbara Jenkins

Date of School Board Approval: pending

Last Modified on: 9/28/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ginny Kennerly	Doctorate Ed Leadership, Specialist Ed. Leadership Masters Reading Media Specialist BA Elementary Ed/ESE	3	15	Deerwood Elementary 2000-2001- B- AYP NA 2001-2001-A-AYP- Yes 2002-2002- A- AYP- Yes 2002-2003-A- AYP- Yes 2003-2004- A-AYP- Yes 2004-2005-A-AYP- Yes Andover Elementary 2005- 2006- A- AYP- Yes 2005-2006- A- AYP – Yes Orange Center Elementary 2006-2007- A- AYP- Yes 2007-2008- A – AYP – Yes Stone Lakes Elementary 2008-2009- A- AYP- Yes 2009-2010- A- AYP- Yes 2010-2011 -A- AYP- Yes, Reading FCAT: 22% Level 3, 71% at Level 4 and above. Learning Gains 77%, Lowest 25% making Learning Gains 64%. Math FCAT: 11% Level 3, 86% at Level 4 and above, Learning Gains 81%, Lowest 25% making learning gains in Mathematics 84%. 2011-2012 -A -Yes, Reading FCAT: 18%

					Level 3, 72% at Level 4 and above. Learning Gains 77%, Lowest 25% making Learning Gains 75%. Math FCAT: 17% Level 3, 71% at Level 4 and above, Learning Gains 89%, Lowest 25% making learning gains in Mathematics 82%.

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)
All	Melanie Musum	BS Education Elem Ed. K-6 Gifted Endorsement ESOL Endorsement 6-12 Social Studies 5-9 Mid. Grades Social Studies	3	2	First year as Instructional Coach was 2011-12 school year. 2011-12 School Grade = A, 2011-2012 -A -Yes, Reading FCAT: 18% Level 3, 72% at Level 4 and above. Learning Gains 77%, Lowest 25% making Learning Gains 75%. Math FCAT: 17% Level 3, 71% at Level 4 and above, Learning Gains 89%, Lowest 25% making learning gains in mathematics 82%.

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	Induction Mentoring Program for new or beginning teachers.	Principal CRT Reading Coach	May, 2013	
2	On-going professional development	Principal CRT Reading Coach	May, 2013	
3	Network with district leaders	Principal CRT Reading Coach	May, 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
9 Out-of-field teachers. Zero teachers who received less than effective rating.	Out of field teachers are taking courses needed to no longer be out of field.

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
60	6.7%(4)	31.7%(19)	60.0%(36)	3.3%(2)	35.0%(21)	11.7%(7)	10.0%(6)	6.7%(4)	81.7%(49)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dana Shutters	Kirsten Morgan	Team Leader and new teacher on grade level	Observations, demonstrations, and meetings
Jennifer Stasko	Natalie Huff	Experienced teacher and new teacher on grade level	Observations, demonstrations, and meetings
Jennifer Blanton	Brooke Salemi	Experienced teacher and new teacher on same grade level	Observations, demonstrations, and meetings
Lorri Dempster	Angela Willeke	Experienced teacher and new teacher	Observations, demonstrations, and meetings
Nicole Ambs	Robin Long	Experienced teacher and new teacher	Observations, demonstrations, and meetings
Meredith Bradshaw	Catherine Marron	Experienced teacher and new teacher	Observations, demonstrations, and meetings

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Ginny Kennerly, Principal; Melanie Musum, CRT; Carol Brock, Reading Coach; Christina Jones, RtI Coach/Teacher; Christine Pittman, Staffing Specialist/CCT; Robin Long, Behavior Specialist; Diane Storch and Deanna Buck/ ESE Instructional Support ; Elizabeth Thompson, School Psychologist; Alison Morris, Instructional Dean.

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?

• Administrators provide a common vision for the use of data-based decision-making, ensure 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.
• General Education Teachers provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 and/or Tier 3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 interventions.
• Curriculum Resource Teacher develops, leads, and evaluates school core content • Administrators provide a common vision for the use of data-based decision-making, ensure 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.
• General Education Teachers provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 and/or Tier 3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 interventions.
• Curriculum Resource Teacher develops, leads, and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum and intervention approaches, and provides guidance on K--5 reading programs.
• Behavior Specialist and Instructional Dean monitor school –wide behavior program (CHAMPs in the cafeteria); participates in

the collection and analysis of behavior data; develops Tier 2 and Tier 3 behavioral interventions; provides support for implementation of Tier 2/3 interventions and monitoring.

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 RtI Leadership Team will inform SAC members of the NGSSS and Common Core Standards implementation, on-going current student assessment data and Core Program initiatives to the School Advisory Council (SAC) to help develop the SIP.
• The Superintendent's Strategic Plan to include the non-nogotiables will also be included in the design of the plan. Student's social/emotional areas will be considered as well as fine arts and active parent involvement. Evidence that all members of the school community are steadfast in the belief of a culturally embedded practices and willing to do whatever it takes to meet high standards.
• Continual topics for SAC discussion during the school year include, but are not limited to :
FCAT scores, student learning gains and the lowest performing students (25%)
AYP and sub groups
Strengths and data results of intensive programs (tutoring programs)
On-going Professional Development and technology programs supporting core subjects

Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The school based RtI leadership team will meet regularly with classroom teachers to review universal screening data, diagnostic data, and progress monitoring data. Based on the information, the team will provide on-going job embedded professional development that addresses relevant areas essential to effective implementation of RtI, fidelity of core instruction and interventions in all grades for improved student outcomes.
Having the determined effective Tier 1 –Core Instruction in place, along with the 2012-13-curriculum maps for reading and math, teachers continually identify and recommend students to the RtI team.
Using the problem solving process, data information and dialogue, the team will identify students in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be implemented (which identifies a student's specific area of deficiency and appropriate research based interventions to address these deficiencies tier 2-3). The team will ensure necessary resources are available and the intervention is implemented with fidelity.
The RtI leadership team will continually monitor the implementation of SRA Imagine It and High Yield Learning Strategies into all grades across the curriculum and in ESE resource support classrooms.

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 facilitative leaders Christina Jones, Alison Morris, Melanie Musum and Carol Brock under the direction of the principal, Dr. Ginny Kennerly, will provide on-going professional development during teachers common planning time and Wednesday professional development sessions throughout the year. IMS/Write Score, Edusoft, Benchmarks, and Science Fusion are data sources that will be used during this school year.

Revisions in the CHAMPs cafeteria and classroom management program will take place during the second week of class. Continuous support will be give to all staff by the CHAMPs leadership team Alison Morris, Instructional Dean and Robin Long, Behavioral Specialist.
The RtI team will also evaluate additional staff PLC needs during the weekly RtI leadership team meetings.

Describe the plan to train staff on MTSS.

The school based RtI facilitative leaders Christina Jones, Alison Morris, Melanie Musum and Carol Brock under the direction of the principal, Dr. Ginny Kennerly, will provide on-going professional development during teachers common planning time and Wednesday professional development sessions throughout the year.

Revisions in the CHAMPs cafeteria and classroom management program will take place during the second week of class. Continuous support will be give to all staff by the CHAMPs leadership team Alison Morris and Robin Long.
The RtI team will also evaluate additional staff PLC needs during the weekly RtI leadership team meetings.

Describe the plan to support MTSS.

Ongoing communication, teacher feedback, professional development, and meetings as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dr. Ginny Kennerly, Principal, Melanie Musum, CRT, Carol Brock, Reading Coach, Diane Storch, Gifted Teacher, and K-5 Grade Level Team Leaders, Christine Pittman, ESE Team Leader, Robin Long, Social Skills/ Behavior Specialist, Christina Jones, RtI/Data, Alison Morris, Instructional Dean.

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

• The Stone Lakes Literacy Leadership Team consists of both Administrators, Instructional Support and Teacher Team Leaders.
• K-5 Team Leaders meet regularly to discuss school wide implantation of our PLC and Assessment data. Team Leaders provide ongoing professional development, lead team dialogue sessions and evaluate student results of common assessments and summative assessment data and lead in their teachers in making instructional decisions based on student data results. They work collectively to provide differentiated instruction to all students.

• Administrators and Instructional Support teachers assist with whole school screening programs, state assessment delivery and assist in providing early intervention services for children to be considered "at risk."
• Teacher Leaders assist in the design and implementation for progress monitoring, data collection, and data analysis. The Stone Lakes LLT continuously strive to make research based decisions in order to provide supplemental program support to all students in all subject areas.

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

• Improve the performance of grade level PLCs,
• Closely monitor the development of NORMS to ensure a healthy school collaborative culture,.
• Improve the practice of progress monitoring in the intermediate grades,
• Increase the capacity of the school Teacher Team Leader PLC
• Create and assess the results of grade level on-going common assessment student data to determine the mastery of the NGSSS in preparation for the FCAT 2.0 in Reading, Math, Writing, Science
• Improve the delivery of instruction and student engagement of Science lab learning.

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.

NA

*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.

NA

*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?

NA

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?

NA

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 <u>High School Feedback Report</u>

NA

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:	Stone Lakes Elementary School will maintain the percentage of students who score level 3.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
18% (41 students)	18% (68 students)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Lack of program assistance for low performing students.</td>
<td>Identify students in grades 3-5 in need of after school tutoring.</td>
<td>Principal
CRT
Teachers</td>
<td>Student data based on tutoring programs and ongoing monitoring of student progress for those students enrolled in after school tutoring.</td>
<td>Progress Monitoring for tutored students.</td>
</tr>
<tr>
<td>2</td>
<td>Limited access of enrichment programs</td>
<td>Provide professional development in the use of enrichment materials. Teach Like a Champion Field Guide</td>
<td>Principal
CRT</td>
<td>Observation and implementation of enrichment materials</td>
<td>Overall standardized grade level assessments (FAIR, FCAT, Edusoft)</td>
</tr>
<tr>
<td>3</td>
<td>Ineffective use of student scales for motivating better performance of reading strategies.</td>
<td>Provide ongoing professional development in student engagement and rules and procedures.</td>
<td>Principal
CRT
Reading Coach</td>
<td>Evidence of teacher implementation of student scales attached to learning goals.</td>
<td>2013 FCAT/ Benchmark and Edusoft / Write Score reading assessment scores</td>
</tr>
<tr>
<td>4</td>
<td>Insufficient time for students to practice reading strategies.</td>
<td>Provide before school or after school opportunities for students to practice reading strategies on FCAT explorer and Study Island computer programs.</td>
<td>Teachers
CRT</td>
<td>Teacher analysis of student reports for programs used</td>
<td>grade level common assessment data</td>
</tr>
<tr>
<td>5</td>
<td>Time Constraints</td>
<td>Provide school-wide opportunities for students to practice reading skills and strategies with a variety of text with teacher accountability.</td>
<td>Media Specialist
CRT</td>
<td>Observations</td>
<td>Teacher accountability with structured lesson plans and sample work.</td>
</tr>
<tr>
<td>6</td>
<td>Ineffective use of after school tutoring materials and instruction</td>
<td>Assign specific teachers to after school tutoring student groups.</td>
<td>Principal
CRT
Reading Coach</td>
<td>Observation of teacher instruction and student performance during tutoring session.</td>
<td>Teacher after school common assessment data results attached to evidence. 2013 FCAT results</td>
</tr>
</table>

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:	Insufficient number in subgroup. N/A
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Stone Lakes Elementary School will maintain the percentage of students who score level 4 and 5 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% 204 students.	72% 272 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	Inadequate time and coaching provided for teachers to analyze classroom and grade level data	Teachers are given protected time to analyze grade level and classroom data	Principal CRT Reading Coach	Principal, CRT, RtI teacher, etc. will attend meetings and collect PLC minutes for review of shared decision making and problem solving	FCAT and Common assessment data
2	Limited use of rigorous questioning and instruction	Provide ongoing support for teachers in the use of higher order questioning. Implementation of Marzano strategies.	Principal CRT Teachers	Observation of teacher implementation of higher order questioning and increased student response to questions.	Observation of teacher implementation of higher order questioning and increased student response to questions.

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:	Insufficient number in subgroup. N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

	N/A		N/A		

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Stone Lakes Elementary will maintain the percentage of students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% 230 students	77% 295 students

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of focus on common assessment data aligned to interventional programs and time pressures.	Implement supplementary materials to ensure all students have proficiency in the FCAT 2.0 content standards.	Principal CRT Teachers	Pacing Calendar Progress Monitoring Problem Solving Method PLC data meetings PLC meetings	common assessments and progress monitoring student data
2	Ineffective use of supplemental computer programs and lack of supervision while students are using programs.	Continue the use of computer programs such as FCAT Explorer and Study Island	Principal CRT Tutoring Teachers	Data Analysis of software programs	I-Station Summary Report Study Island Test data
3	Lack of opportunity for extra time and practice	Implementation of morning tutoring through open computer lab to support reading skills	Assigned Staff Lab Supervisors	Active supervision and monitoring of student progress by assigned staff	Program Data
4	Time Pressures	School wide opportunities for students to practice reading skills, strategies, with a variety of text (DEAR, Read Alouds, Lit. Circles, Readers Theater, Book Clubs, etc.)	Principal CRT Teachers Media Specialist	Observations	A.R. Tests Group Discussions

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:	insuffecent number in subgroup. N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Stone Lakes Elementary will maintain the percentage of students in the lowest 25% making learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% 73 students	75% 70 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	Inadequate use of problem solving process to guide instructional practice	Provide support and professional development for teachers to ensure proficiency in using the RtI problem solving process guide instructional decisions.	Principal RTI Coach School Psychologist	Leadership team will review progress of proficent practices with RtI coach and collect/review PLC minutes for shared decision making and problem solving	RtI team determines teachers are proficent in utilizing the problem solving practice
2	The three tier model of instruction is ineffective for meeting ESE students instructional needs.	The three tier model of instruction/ intervention is present for all students. All students have Tier 1 and Tier 2 and Tier 3 is for those students in need of intervention in the given subject area. Tier 3 students are pulled out in small groups with RtI coach.	Principal RTI Coach Teachers CRT	Administrators will review progress monitoring student data and determine implementation effective interventions.	Progress monitoring documentation and plot line indicators of student learning
3	Inadequate review and analysis of common assessment student data aligned to progress monitoring practices	Fidelity processes are in place to ensure the integrity of intervention design and implementation.	Principal RTI Coach Teachers CRT	Administrators will review progress monitoring student data and determine implementation effective interventions.	ON-going analysis of assessment data for all students in the lowest 25%.

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 :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Stone Lakes Elementary School will reduce the non proficient by 10%
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
White - 12% (23 students) Black - 35% (9 students), Hispanic - 24% (27 students), Asian - 6% (2 students), American Indian - insufficient number in subgroup	Each subgroup combined will increase by 5%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunity for extra time and practice	Morning tutoring through open computer lab to support skills	Assigned Staff Lab Supervisors	Active supervision and monitoring of student progress by assigned staff	Program Data
2	Ineffective use of after school tutoring materials and instruction	Assign specific teachers to after school tutoring student groups.	Principal CRT Reading Coach	Observation of teacher instruction and student performance during tutoring session. Teacher after school common assessment data results attached to evidence.	2013 FCAT results

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:	Stone Lakes Elementary School will reduce the non proficient by 5%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
35% (23 kids)	30%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having difficulty learning the English language.	Teach questioning for clarification Encourage self-talk Promote small group activities Use preview/review activities	Principal CRT Teachers Staffing Specialist	Classroom Observations	CELLA, FCAT, other school assessments

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:		Stone Lakes Elementary School will reduce the non proficient by 5%		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	66% (22 students)		61% (13 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	The three-tier model of intervention is ineffective for meeting ESE students instructional needs.	The three tier model of instruction/ intervention is present for all students. All students have Tier 1 and Tier 2 and Tier 3 is for those students in need of intervention in the given subject area. Tier 3 students are pulled out in small groups with RtI coach.	Principal RtI coach Teachers CRT	Leadership team will review progress monitoring student data and determine implementation effective interventions.	Progress monitorting documentation and plot line indicators of student learning
2	Ineffective use of after school tutoring materials and instruction	Assign specific teachers to after school tutoring student groups.	Principal CRT Reading Coach	Observation of teacher instruction and student performance during tutoring session.	Teacher after school common assessment data results attached to evidence. 2013 FCAT results
3	Lack of opportunity for extra time and practice	Morning tutoring through open computer lab to support reading skills	Assigned Staff Lab Supervisors	Active supervision and monitoring of student progress by assigned staff	Program Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:			Stone Lakes Elementary School will reduce the non proficient by 5%		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
32% (32 students)			27% (28 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	Ineffective use of after school tutoring materials and instruction	Assign specific teachers to after school tutoring student groups.	Principal CRT Reading Coach	Observation of teacher instruction and student performance during tutoring session. Teacher after school common assessment data results attached to evidence.	2013 FCAT results
2	Lack of opportunity for extra time and practice	Morning tutoring through open computer lab to support reading skills	Assigned Staff Lab Supervisors	Active supervision and monitoring of student progress by assigned	Program Data

				staff		

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
PLC Data Meetings	ALL	Ginny Kennerly	School-Wide	Once a month/planning time	Intervention documentation	Ginny Kennerly
Teach Like a Champion Field Guide	ALL	Ginny Kennerly/Melanie Musum	School-wide	Meetings/once a month	Group Discussions	Ginny Kennerly/Melanie Musum
PLC Meetings	ALL	Ginny Kennerly/Melanie Musum/Team Leaders	School-Wide	Meetings/twice a month	PLC Team Notes	Ginny Kennerly/Melanie Musum
RtI Meetings	ALL	Ginny Kennerly/Christina Jones	School-Wide	Meetings/Once a month or more often with teachers of students needed RtI	Group Discussions	Ginny Kennerly/Christina Jones

Reading Budget:

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

End of 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:		ELL students proficient on listening/speaking will increase by 3%.			
2012 Current Percent of Students Proficient in listening/speaking:					
KG - 45% (10 students), Grade 1 - 85% (11 students), Grade 2 - 92% (22 students), Grade 3 - 25% (3 students), Grade 4 - 50% (4 students), Grade 5 - 30% (3 students)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having difficulty learning the English language	Teach questioning for clarification Encourage self-talk Promote small group activities Use preview/review activities	Principal CRT Teachers Staffing Specialist	Classroom Observations	CELLA, other school assessments

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The number of ELL students profient in reading will increase by 3%			
2012 Current Percent of Students Proficient in reading:					
KG - 9% (2 students), Grade 1 - 69% (9 students), Grade 2 - 79% (19 students), Grade 3 - 25% (3 students), Grade 4 - 50% (4 students), Grade 5 - 30% (3 students)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having difficulty learning the English language	Teach questioning for clarification Encourage self-talk Promote small group activities Use preview/review activities	Principal CRT Teachers Staffing Specialist	Classroom Observations	CELLA, other school assessments

Students write in English at grade level in a manner similar to non-ELL students.		
3. Students scoring proficient in writing. CELLA Goal #3:		ELL students that are proficient in writing all increase by 3%.
2012 Current Percent of Students Proficient in writing:		
KG - 5% (1 student), Grade 1 - 69% (9 students), Grade 2 - 92% (22 students), Grade 3 - 67% (8 students), Grade 4 - 63% (5 students), Grade 5 - 70% (7 students)		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students having difficulty learning the English language	Teach questioning for clarification Encourage self-talk Promote small group activities Use preview/review activities	Principal CRT Teachers Staffing Specialist	Classroom Observations	CELLA, other school assessments
2	ELL students lack a firm understanding of the grammatical structures needed for successful communication in writing	Consistently use focused peer and or/teacher editing to provide feedback to students on the grammar conventions.	Teachers Principal CRT	Classroom Observations, student work samples	CELLA, other school assessments

CELLA Budget:

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

End of 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:	Stone Lakes Elementary School will maintain the percentage of students who score level 3 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (64 students)	17% 64 students

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of program assistance for low performing students.	Identify students in grades 3-5 in need of after school tutoring.	Principal CRT Teachers	Student data based on tutoring programs and ongoing monitoring of student progress for those students enrolled in after school tutoring.	Progress Monitoring for tutored students.
2	Time Pressures	Continuous collaboration of Goals and Scales as a team relevant to grade level science material	Principal Team Leaders	Goals and Scales posted in classrooms with students being knowledgeable of the goals/scales and able to discuss	Classroom Observations. Discussions with students.
3	Inadequate use of supplemental technology programs used to promote automaticity of math facts.	Continue the use of Fastt Math, Study Island, and educational benchmark websites to promote mastery of math facts and provide certificates for recognition to encourage successful acquisition of skill	Principal CRT Teachers	Frequent math drills Math games Interactive lessons to promote automaticity of math facts.	Skills tests Common Assessments
4	Lack of scheduled team time to analyze data.	Analyze 2012 Math FCAT data to identify bottom 30% of students in grades 3-5.	Principal CRT Teachers	Scheduled Meetings Grade level PLC's minutes aligned to FCIM Envision Math Best Practices	2013 Math FCAT

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:	N/A Insufficient number in subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Stone Lakes Elementary School will maintain the percentage of students who score level 4 and 5 in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (274 students)	71% 268 students

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate time and coaching provided for teachers to analyze classroom and grade level data	Teachers are given protected time to analyze grade level and classroom data	Principal CRT Reading Coach	Principal, CRT, RtI teacher, etc. will attend meetings and collect PLC minutes for review of shared decision making and problem solving	FCAT and Common assessment data
2	Ineffective use of differentiated instruction and program enrichment.	Fidelity practices are in place to ensure the integrity of hands-on activities that are rigorously implemented.	Principal CRT Teachers	Classroom observations made by administrators include the determination of the effectiveness of math instruction and program fidelity	Edusoft Benchmark Test FCAT 2013 Math Common Assessments
3	Ineffective use of Triple S math program by the teachers during math instruction.	Continue the use of Triple S supplemental math program in support of the NGSSS for grades 3-5 for remediation and enrichment.	Principal CRT Teachers	Classroom Observations and teachers monitoring student performance from Triple S program	Continuous Triple S student performance data
4	Ineffective use of PLC problem solving process and implementation of Envision supplemental resources.	Discuss student progress in math within grade level PLC teams during data meetings.	Principal CRT Teachers	Scheduled collaborative meetings utilizing the PLC process.	Student data from Envision common assessments

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:	N/A Insufficient number in subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Stone Lakes Elementary will maintain the percentage of students making learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (344 students)	89% (341 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of focus on common assessment data aligned to interventional programs and time pressures.	Implement supplementary materials to ensure all students have proficiency in the FCAT 2.0 content standards.	Principal CRT Teachers	Pacing Calendar Progress Monitoring Problem Solving Method PLC data meetings PLC meetings	common assessments and progress monitoring student data
2	Ineffective use of Triple S math program by the teachers during math instruction. Triple S is comprised of FCAT 2.0 questions based on the math benchmarks. Students get the opportunity to work on specific benchmarks or a combination of benchmarks through the program.	Continue the use of Triple S supplemental math program in support of the NGSSS for grades 3-5 for remediation and enrichment.	Principal CRT Teachers	Classroom observations and teachers monitoring student performance from Triple S program	Continuous Triple S student performance data
3	Lack of program assistance for low performing math students	Identify students in grades 3-5 in need of school tutoring.	Principal CRT Teachers	Student data based on tutoring programs Ongoing monitoring of student progress for those students enrolled in after school tutoring.	Progress Monitoring for tutored students
4	Inadequate use of supplemental technology programs used to promote automaticity of math facts.	Continue the use of Fastt Math to promote mastery of math facts and provide certificates for recognition to encourage successful acquisition of skills.	Principal CRT Teachers	Frequent math drills Math games Interactive lessons to promote automaticity of math facts.	Skills tests Common assessments
5	Lack of program assistance for low performing math students	Teachers will implement Math Club	Principal Teachers CRT	Classroom observations	Topic and Benchmark tests
6	Envision test questions do not accurately align with Common Core Standards	Follow Envision labels that district created to help incoporate CCSS into program. Use supplemental materials if necessary.	Principal Teachers CRT	Use test data to drive instruction. Common Core PLCs	Common Assessments

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Stone Lakes Elementary will maintain the percentage of students in the lowest 25% making learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (80 students)	82% (77 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	Inadequate use of problem solving process to guide instructional practice	Provide support and professional development for teachers to ensure proficiency in using the RtI problem solving process guide instructional decisions.	Principal RTI Coach School Psychologist	Leadership team will review progress of proficent practices with RtI coach and collect/review PLC minutes for shared decision making and problem solving	RtI team determines teachers are proficent in utilizing the problem solving practice
2	4.2. Lack of program assistance for low performing math students	4.2. Identify students in grades 3-5 in need of after school tutoring.	4.2. Principal CRT Teachers	4.2. Student data based on tutoring programs Ongoing monitoring of student progress for those students enrolled in school tutoring.	4.2. Progress Monitoring for tutored students
3	4.1. Inadequate use of the three-tier model/instruction for students in math.	4.1. School team and classroom teachers utilize the problem solving practice to guide their use of instructional strategies and practices to support students in	4.1. RTI Leadership team	4.1. Progress monitoring Classroom Observations	4.1. Progress Monitoring Common Assessments

			math.	
4	4.3. Inadequate use of supplemental technology programs used to promote automaticity of math facts.	4.3. Continue the use of Fastt Math, Study Island, and educational benchmark websites to promote mastery of math facts and provide certificates for recognition to encourage successful acquisition of skill.	4.3. Principal CRT Teachers	4.3. Frequent math drills Math games Interactive lessons to promote automaticity of math facts.	4.3. Skills tests Common Assessments

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 :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Stone Lakes will reduce the non proficient by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic - 18% (20 students), White - 10% (19 students)	Hispanic - 15%, White - 7%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of opportunity for extra time and practice	Morning tutoring through open computer lab to support skills	Assigned Staff Lab Supervisors	Active supervision and monitoring of student progress by assigned staff	Program Data
2	Ineffective use of after school tutoring materials and instruction	Assign specific teachers to after school tutoring student groups.	Principal CRT Teachers	Observation of teacher instruction and student performance during tutoring session.	Teacher after school common assessment data results attached to evidence. 2013 FCAT results

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:	Stone Lakes will reduce the non proficient by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:

25% (16 students)	22%

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 having difficulty learning the English language.	Teach questioning for clarification Encourage self-talk Promote small group activities Use preview/review activities	Principal CRT Teachers Staffing Specialist	Classroom Observations	CELLA, FCAT, other school assessments
2	Understanding math vocabulary and problem solving in second language	Work in small group with peers and teacher on vocabulary that will is essential to math.	Principal CRT Teachers Staffing Specialist	Classroom Observations	CELLA, FCAT, other school assessments

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:	Stone Lakes will increase the percentage of SWD students making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (17 students)	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	The three-tier model of intervention is ineffective for meeting ESE students instructional needs.	The three tier model of instruction/ intervention is present for all students. All students have Tier 1 and Tier 2 and Tier 3 is for those students in need of intervention in the given subject area. Tier 3 students are pulled out in small groups with RtI coach.	Principal RtI coach Teachers CRT	Leadership team will review progress monitoring student data and determine implementation effective interventions.	Progress monitorting documentation and plot line indicators of student learning
2	Lack of opportunity for extra time and practice	Morning tutoring program through open computer lab to support math skills	Assigned Staff Lab Supervisors	Active supervision and monitoring of student progress by assigned staff	Program data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Stone Lakes will increase the percentage of Economically Disadvantaged students making progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	22% (20 students)		20%		

	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	Ineffective use of after school tutoring materials and instruction	Assign specific teachers to after school tutoring student groups.	Principal CRT Reading Coach	Observation of teacher instruction and student performance during tutoring session. Teacher after school common assessment data results attached to evidence.	2013 FCAT results
2	Lack of opportunity for extra time and practice.	Morning tutoring through open computer lab to support mathematics skills	Assigned Staff Lab Supervisor	Active supervision and monitoring of student progress by assigned staff	Program Data

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
PLC Data Meetings	ALL	Ginny Kennerly	School-Wide	Once a month	Intervention documentation	Principal CRT RtI designee
Common Core PLCS	K-2	Melanie Musum Ginny Kennerly	School-Wide	Once a month	Clasroom observations	Principal CRT
Envision Math Best Practices	ALL	Melanie Musum	School-Wide	Once per nine weeks	Classroom observations	Principal CRT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	Stone Lakes Elementary will maintain the percentage of students who score Level 3 on the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (37 students)	29% (29 atudents)

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	Time Pressures	Continuous collaboration of Goals and Scales as a team relevant to grade level science material	Principal Team Leaders	Goals and Scales posted in classrooms with students being knowledgeable of the goals/scales and able to discuss	Classroom Observations. Discussions with students.
2	1.1. Ineffective methodology encouraging student interactive engagement with the use of technology	1.1. We will use software such as BrainPop Science and Safari Montage which will help to increase learning through interactive lessons on the computer.	1.1. Principal CRT Teachers	1.1. Classroom observations and ongoing teacher feedback to determine positive effects on student achievement based on the teacher monitoring of science goals.	1.1. Science Common Assessments FCAT Write Score Science Software Database
3	1.2. Ineffective use of science labs aligned to Science 2.0 Content Specifications	1.2. Regularly scheduled teacher meetings to discuss and ensure delivery and implementation of labs designed by OCPS and/or AIMS that correlate with the Science 2.0 Content Specifications.	1.2 Principal CRT Teachers	1.2. Classroom observations, science binder/folder/packet, and authentic assessment used by teachers to determine student learning of lab content.	1.2 Science Common Assessments FCAT Write Score Science.
4	1.3. PLC activities are ineffectively focused on student learning aligned with the standards. Lack of	1.3 Review assessment data from Write Score and other formative assessments with grade level PLC teams	1.3. Principal CRT Teachers	1.3. Scheduled collaborative meetings utilizing the PLC process.	1.3. Science Write Score Teacher and student common assessment data

	continuous attention given to intervention.	to determine areas for remediation and FCAT prep			
5	Lack of program assistance for low performing science students.	Create Science Club as after school program.	Teachers CRT	Class observations	Write Score/Edusoft results. Classroom assessments.
6	Lack of knowledge of new Science Fusion software	Professional Development of new Sciecne Fusion program	CRT	Classroom observations	Observe teacher/student using the software effectively

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:	Insuffient number in subgroup. N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Stone Lakes Elementary will maintain the percentage of students who score Level 4 and 5 on the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (71 students)	55% (55 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	Inadequate time and coaching provided for teachers to analyze classroom and grade level data	Teachers are given protected time to analyze grade level and classroom data	Principal CRT Reading Coach	Principal, CRT, RtI teacher, etc. will attend meetings and collect PLC minutes for review of shared decision making and problem solving	FCAT and Common assessment data
	2.1. Ineffective clear and	2.1. Teachers are given	2.1. Principal	2.1. Scheduled Meetings	2.1. Science Common

2	concise instructional focused driven by data and calendar	protected time to analyze grade level and classroom data with coaching assistance.	CRT Teachers	Grade level PLC's minutes aligned to FCIM	Assessments FCAT Write Score Science Software Database
3	2.2. Ineffective use of STEM strategies to reinforce science concepts and higher order thinking	2.2. ESE (Gifted) instructional support will provide opportunities and mini-lessons to include STEM strategies for students needing enrichment.	2.2. Principal CRT ESE (Gifted) Teacher	2.2. Classroom observations Student performance data aligned to STEM goals	2.2. Science Common Assessments FCAT Write Score Science Software Database
4	2.3. Lack of student data to determine to student achievement based on FCAT 2.0 Science Content Specifications.	2.3. Teacher teams will create content assessments aligned to content standards. Data from assessments will be used to determine instructional focus.	2.3. Principal CRT Teachers	2.3. Analysis of data and ongoing progress monitoring of students scoring below a Level 3 Interventions	2.3. Science Common Assessments FCAT Write Score Science Software Database

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:	Insufficient number in subgroup. N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Meetings	5th/Science	Ginny Kennerly	PLC - Grade 5, Ginny Kennerly, Melanie Musum	Once a month	Common Assessments	Ginny Kennerly, Melanie Musum

Training on Science Fusion	All grades/Science	Melanie Musum	All instructional staff	Early Release/One Time	PLC Team Meetings	Melanie Musum

Science Budget:

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

End of 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:	Stone Lakes Elementary will maintain the percentage of students who score at level 3 and above on the 2012 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94% 95 students	94% 119 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	1.1. Insufficient time for teachers to conference individually with students regarding skill development (scale level) of essays in their writing portfolio as it relates to the Florida	1.1. Plan for a full day individual student/ teacher /parent conference to discuss student's writing progress in their portfolio.	1.1 Principal Teachers CRT	1.1. Teacher and student monitoring progress with the use of a scale	1.1 2012 FCAT Writing results, Write score-on going assessment data.

	Writes rubric.				
2	1.2. Ineffective writing opportunities in grades K-4.	1.2. Monitor writing progress at least 3 times in grades 3-4 using the Write Score writing assessment	1.2. Principal Teachers CRT	1.2. Observation of K-4 writing instruction and student performance. PLC documentation of instructional practices and decisions.	1.2. School wide writing assessment data and write score data
3	1.3.Insufficient writing opportunities in grade 2-3.	1.3. Provide 3rd grade students with 4th grade students during a designated time during the last 9 weeks to serve as writing buddies who introduce and assist younger students with learning the beginning basics of the Florida writes process.	1.3. Principal CRT Teachers	1.3. Observation of writing buddies program Early Release day training for teachers in Writing Expectations	1.3. 3rd grade Final writing piece kept in a portfolio serving as the baseline data for instructional decision making and group placement. Third Grade Write Score Writing Assessments
4	Inadequate time for teachers to provide individual feedback for students to learn more about their stregths and weaknesses.	K-3 will participate in the school-wide "Eagle Writes". They will participate in 4th grade FCAT Writes Day by taking a mock test at the same time.	Teachers RTI Coach	Copies of February test forwarded to next grade level (on PDF files if needed), progress monitor on common data form "Eagle Writes" Training "Writing Workshop" Overview training	Grade level FOSC scale

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:	Insufficent number in subgroups. 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

Preparing and supporting 3rd and 4th grade teachers for 4th grade writing expectations	3/4 - Writing	4th grade teachers	3rd and 4th grade teachers	Beginning of school year - Early Release/one time	PLC Discussions	Gwynn Hitchins
"Eagle Writes" Training	K-5 - Writing	Christina Jones	School-wide	Early Release/one time	PLC Discussions	Christina Jones
Writing Workshop Overview	3/4 - Writing	Christina Jones/Gwynn Hitchins	3rd and 4th grade teachers who have not had the training	Early Release/one time	PLC Discussions	Team leaders for grades 3/4

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Stone Lakes Elementary School will monitor student attendance in order to maximize student achievement.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% 785 students	95% 735 students
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
160	150

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
63	50

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. Attendance Attendance Goal #1: 1.1. Ineffective use of the Attendance Task Force Committee.	1.1. Create a school-wide plan of intervention to increase communication and support for those students with excessive absences.	1.1. Principal Social Worker Teachers	1.1. Student attendance data	1.1. SMS
2	1.2. Lack of communication with parents to promote awareness of student achievement and attendance	1.2. Positively communicate the importance of student attendance as it impacts student achievement	1.2. Principal Social Worker Teachers	1.2. Teacher Newsletters Phone Calls PTA Communication	1.2. SMS
3	1.3. Ineffective partnership with school and social worker	1.3. Involve social worker for students and families at risk of excessive absences	1.3. Principal Social Worker Teachers	1.3. Meetings with social worker/parents/Ginny Kennerly	1.3. SMS

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of 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:	Stone Lakes Elementary school will plan to have the same success as last year regarding students suspended out of school.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

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. Lack of individualized intervention support for students with behavioral concerns.	1.1. Continue behavior RTI to support students with behavioral concerns.	1.1. Principal Behavior Specialist Program Assistant RTI Team Instructional Dean	1.1. Behavior RTI Problem Solving results	1.1. Student discipline data

			R. Long	1.2.	1.2.
2	1.2. Lack of consistency and communication of behavior expectations as outlined in the Code of Student Conduct	1.2. Continue with school-wide CHAMPS behavior program in common areas.	A. Morris	Staff and Student survey regarding CHAMPS	Survey results

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

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

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

Suspension Budget:

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

End of 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*	100% of classes have assigned room parents. We are dedicated to maintaining this support for teachers.

unduplicated.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
100% of classroom parent support	100% classroom parent support

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of recruitment practices by School staff and PTA.	Teachers will assist PTA head room parent in recruiting room parents.	PTA Board and Teachers	PTA planning sessions, school events, fieldtrip and class party	PTA Data and ADDITIONS hours.
2	Insufficient support and training for Head Room Parent.	Prepare an up to date Notebook with information on the how, what, when and who to guide the work of the Chair and all room parents.	PTA Board	PTA President and Vice President will oversee the room parent program to ensure satisfaction from all parties involved. Successful events for all students in all classrooms.	PTA board reports and teacher/parent satisfaction informal survey. Completed and updated notebook for the 2012-13 school year.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:			Increase the percentage of teachers using problem based learning across core subjects.		
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	STEM is viewed as something done in isolation in math or science	Conduct Professional Development on STEM so that the teachers better understand it	Ginny Kennerly Melanie Musum	Classroom observations	Student work samples

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
Conduct Professional Development on STEM so that the teachers better understand it	school wide	Melanie Musum, Diane Storch	all instructional staff	Early Release/one time	PLC Meetings	Melanie Musum

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

All students will read independently on grade level by age 9. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. All students will read independently on grade level by age 9. Goal All students will read independently on grade level by age 9. Goal #1:	All students will read independently on grade level by age 9.
2012 Current level:	2013 Expected level:
86% 131 students	86% 109 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	1.1. Inadequate implementation of Accerlerated Reader in grades K-3.	Media will be on the Special Area wheel.	Lorri Dempster Teachers	AR comprehension scores Student reports indicating adequate or beyond adequate reading and participation of AR program.	AR student reports REview of DRA scores of Primary students for promotion decisions.
2	Inadequate training , follow up and monitoring of progress monitoring for intervention programs.	Meet quarterly with administration and RtI team to discuss student progress and instructional change lines necessary for academic gains.	Teachers G. Kennerly M. Musum	Review Progress monitoring data reports from teachers to ensure plot lines indicate student learning from intervention program.	Data and program analysis and common assessment data for at risk students.
3	Inadequate teacher team practices for differentiated instruction during the 90 minute reading block.	Implement fluid small group ability grouping for Reading instruction in grades K-2 with at least 20 minutes of differentiated instruction time to challenge and remediate	Teachers G. Kennerly M. Musum	Classroom visits Informal and formal observation of teachers.	Student achievement data analysis from common and assessments.

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

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

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

Budget:

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

End of All students will read independently on grade level by age 9. Goal(s)

All Students will be fluent in Math facts by Grade 4. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. All Students will be fluent in Math facts by Grade 4. Goal All Students will be fluent in Math facts by Grade 4. Goal #1:	Stone Lakes Elementary School will maintain the number of students fluent in math skills by grade 4.
2012 Current level:	2013 Expected level:
95% 95 students	95% 143 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
	Inadequate time and opportunity for	Continue the use of Fastt Math to promote	G. Kennerly M. Musum	Fastt Math program student reports and	Teacher Team fluency

1	students to practice math facts using a research based technology program designed to increasse fluency.	mastery of math facts and provide certificates of recognition to encourage successful acquisition of skill.	Teachers	Common assessment data	assessments Envision tests
2	Lack of motivation and focus on the importance of math facts fluency.	Promote automaticity of basic math facts through the Stone Lakes Math Challenge and recognize student success with Math Crazy Hair Party in grades 3-5.	G.Kennerly Teachers 3rd 4th 5th Grades	Percentage of students meeting requirements of fluency expectancy at each grade level.	Student data from common assessments and fluency program.
3	Inefficient use of Envision program components.	Teachers will meet monthly in Professional Learning Communities (PLC) to discuss the effectiveness of Envision Math as it is being used in the classroom.	Teachers M. Musum G. Kennerly	Classroom observation of Envision program taught with fidelity.	documentation of Teacher observation, student data and best practices of instruction during the Math block.

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

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

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

Budget:

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

End of All Students will be fluent in Math facts by Grade 4. Goal(s)

The percent of VPK students who will enter elementary school ready based on FLKRS Data (score 70% and above) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. The percent of VPK students who will enter elementary school ready based on FLKRS Data (score 70% and above) Goal The percent of VPK students who will enter elementary school ready based on FLKRS Data (score 70% and above) Goal #1:	We do not have a VPK program. FLKRS is performed at the beginning of the school year and the teachers discuss results and make decisions accordingly.
2012 Current level:	2013 Expected level:
Kindergarten students should score 70% and above	Kindergarten students should score 70% and above

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A, no VPK program at Stone Lakes Elementary	Use FLKRS results to make decisions	Kindergarten teachers Principal CRT	FLKRS	FLKRS

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
FLKRS training	KG	CRT, KG team leader	Kindergarten team CRT	once at the beginning of the year	FLKRS results	CRT KG team leader

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00

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

End of The percent of VPK students who will enter elementary school ready based on FLKRS Data (score 70% and above) Goal(s)

Increase College and Career Awareness Goal:

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

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

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

Budget:

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

End of Increase College and Career Awareness Goal(s)

Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016 Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016 Goal Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016 Goal #1:	Refer to Goal 5 in reading and math
2012 Current level:	2013 Expected level:
Refer to Goal 5 in reading and math	Refer to Goal 5 in reading and math

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Maintain High Fine Arts Enrollment Percentage Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Maintain High Fine Arts Enrollment Percentage Goal Maintain High Fine Arts Enrollment Percentage Goal #1:	We will continue to engage students in the Fine Arts through various classes, activities, clubs, etc.
2012 Current level:	2013 Expected level:
All students attended Fine Arts classes weekly and also had the opportunity to participate in various clubs and activities (Dance Troupe, Eagle All-Stars, Chorus, Recorder Club,etc.)	All students will attend Fine Arts classes weekly and also have the opportunity to participate in various clubs and activities (Dance Troupe, Eagle All-Stars, Chorus, Recorder Club,etc.)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Maintain High Fine Arts Enrollment Percentage Goal(s)

Decrease Disproportionate Classification in Special Education Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Decrease Disproportionate Classification in Special Education Goal Decrease Disproportionate Classification in Special Education Goal #1:	Increase the gifted screenings of hispanic students.
2012 Current level:	2013 Expected level:
38 Hispanic students were screened for Gifted.	increase the number if Hispanic students screened for Gifted.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	n/a	n/a

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

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

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

Budget:

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

End of Decrease Disproportionate Classification in Special Education Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/a	N/A	N/A	$0.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
STEM	n/a	n/a	n/a	$0.00
All students will read independently on grade level by age 9.	n/a	n/a	n/a	$0.00
All Students will be fluent in Math facts by Grade 4.	n/a	n/a	n/a	$0.00
The percent of VPK students who will enter elementary school ready based on FLKRS Data (score 70% and above)	n/a	n/a	n/a	$0.00
Increase College and Career Awareness	n/a	n/a	n/a	$0.00
Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	n/a	n/a	n/a	$0.00
Maintain High Fine Arts Enrollment Percentage	n/a	n/a	n/a	$0.00
Decrease Disproportionate Classification in Special Education	n/a	n/a	n/a	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	n/a	n/a	n/a	$0.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
STEM	n/a	n/a	n/a	$0.00
All students will read independently on grade level by age 9.	n/a	n/a	n/a	$0.00
All Students will be fluent in Math facts by Grade 4.	n/a	n/a	n/a	$0.00
The percent of VPK students who will enter elementary school ready based on FLKRS Data (score 70% and above)	n/a	n/a	n/a	$0.00
Increase College and Career Awareness	n/a	n/a	n/a	$0.00
Decrease the Achievement Gap for				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Each Identified Subgroup by 10% by June 30, 2016	n/a	n/a	n/a	$0.00
Maintain High Fine Arts Enrollment Percentage	n/a	n/a	n/a	$0.00
Decrease Disproportionate Classification in Special Education	n/a	n/a	n/a	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	n/a	n/a	n/a	$0.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
STEM	n/a	n/a	n/a	$0.00
All students will read independently on grade level by age 9.	n/a	n/a	n/a	$0.00
All Students will be fluent in Math facts by Grade 4.	n/a	n/a	n/a	$0.00
Increase College and Career Awareness	n/a	n/a	n/a	$0.00
Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	n/a	n/a	n/a	$0.00
Maintain High Fine Arts Enrollment Percentage	n/a	n/a	n/a	$0.00
Decrease Disproportionate Classification in Special Education	n/a	n/a	n/a	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	n/a	n/a	n/a	$0.00
CELLA	n/a	n/a	n/a	$0.00
Mathematics	n/a	n/a	n/a	$0.00
Science	n/a	n/a	n/a	$0.00
Writing	n/a	n/a	n/a	$0.00
Attendance	n/a	n/a	n/a	$0.00
Suspension	n/a	n/a	n/a	$0.00
Parent Involvement	n/a	n/a	n/a	$0.00
STEM	n/a	n/a	n/a	$0.00
All students will read independently on grade level by age 9.	n/a	n/a	n/a	$0.00
All Students will be fluent in Math facts by Grade 4.	n/a	n/a	n/a	$0.00
The percent of VPK students who will enter elementary school ready based on FLKRS Data (score 70% and above)	n/a	n/a	n/a	$0.00
Increase College and Career Awareness	n/a	n/a	n/a	$0.00
Decrease the Achievement Gap for Each Identified	n/a	n/a	n/a	$0.00

Subgroup by 10% by June 30, 2016			
Maintain High Fine Arts Enrollment Percentage	n/a	n/a	n/a	$0.00
Decrease Disproportionate Classification in Special Education	n/a	n/a	n/a	$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 (Uploaded on 9/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Voting on SIP, voting on teacher bonus (A+ money), discuss curriculum, be supportive of our teachers, etc.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Orange School District
STONE LAKES ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	95%	96%	82%	366	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	77%	81%			158	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?	64% (YES)	84% (YES)			148	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					672	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District
STONE LAKES ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	94%	89%	80%	355	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	80%	77%			157	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?	77% (YES)	69% (YES)			146	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					658	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested