

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LAKE GEM ELEMENTARY

District Name: Orange

Principal: Diondra Woodard

SAC Chair: Cheryl Ham

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: January 29, 2013

Last Modified on: 1/27/2013

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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| 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 | Diondra Woodard | B.S Exceptional Student Education M.S. Management Ed.S. Educational Leadership Certifications: Elem Ed K-6; ESE K-12, Educ. Leadership K-12 | 1 | 4 | 2011-2012 Grade: B (485 points) (Lake Gem) 2010-2011 Grade: A, 79% AYP, HSR: 73%, HSM: 69% LGR: 64%, LGM: 59% Lowest 25% in reading: 71% Lowest 25% in math: 65% 2009-2010 Grade: B (Lake Weston ES) 87% AYP, HSR:54% HSM: 59% LGR:58% LGM: 74%Lowest 25% in Rdg:60%, Lowest 25% in Math: 81% 2008-2009 Grade: B (Lake Weston ES) 97% AYP, HSR: 53%, HSM: 52% math LGR: 63%, LGM: 68% Lowest 25% in reading: 65, Lowest 25% in math: 73 |
| | | | | | 2011-2012 Grade: B (485 points) (Lake Gem) 2010-2011 Grade: A, 79% AYP, HSR: 73%, |

| | | | | | |
|-----------------|------------------|--|---|---|---|
| Assis Principal | Autherene McLean | B.A. English Education M.Ed. Educational Leadership | 1 | 3 | HSM: 69% LGR: 64%, LGM: 59% Lowest 25% in reading: 71% Lowest 25% in math: 65% 2009-2010 Grade: D (Rosemont ES) 79% AYP, HSR: 54%, HSM: 50%; LGR: 46%, LGM: 47%; Lowest 25% in reading: 56%, Lowest 25% in Math: 60% |
|-----------------|------------------|--|---|---|---|

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) |
|--|--------------------|---|------------------------------|--------------------------------------|--|
| Math Coach | Lisa Vuong | Bachelor of Science in Communication Disorders Certified in ESOL, ESE, K-5 | 5 | 2 | 2011-2012 Grade: B (485 points) (Lake Gem) 2010-2011 Grade: A, 79% AYP, HSR: 73%, HSM: 69% LGR: 64%, LGM: 59% Lowest 25% in reading: 71% Lowest 25% in math: 65% |
| Reading Coach | Crystal Taylor | Bachelor of Science in Specific Learning Disabilities and Varying Exceptionalities; Master of Education in Special Education Certifications: Elementary Education K – 6 Varying Exceptionalities K – 12 | 6 | 2 | 2011-2012 Grade: B (485 points) (Lake Gem) 2010-2011 Grade: A (Lake Gem ES), 79% AYP, HSR: 73%, HSM: 69% LGR: 64%, LGM: 59% Lowest 25% in reading: 71% Lowest 25% in math: 65% |
| Curriculum (Reading, Math, Science, and Writing) | Yahira Aviles-Diaz | Elementary Education; Master's ESOL Certifications: Elementary Education K-6, ESOL Endorsed, ESE Certified | 6 | | * New to position 2011-2012 Grade: B (485 points) (Lake Gem) 2010-2011 Grade: A (Lake Gem ES), 79% AYP, HSR: 73%, HSM: 69% LGR: 64%, LGM: 59% Lowest 25% in reading: 71% Lowest 25% in math: 65% |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|--|--|---------------------------|---|
| 1 | 1. Collaboration with and through the local university using district criterion for highly qualified teachers. Elementary degree seeking students have been invited to intern at Lake Gem. | Principal; Assistant Principal; CRT; Instructional Leadership Team | June 2013 | |
| 2 | 2. New Teacher Mentoring Program | Principal; Assistant Principal; CRT; Instructional Leadership Team | June 2013 | |
| 3 | 3. The Lake Gem website is utilized to provide information about the school to prospective candidates. | Principal; Assistant Principal; CRT; Instructional Leadership Team | June 2013 | |
| | | Principal; | | |

| | | | | |
|---|---|--|-----------|--|
| 4 | 4. Ongoing professional development is in place to provide teachers with the tools they need to maintain their highly effective status. | Assistant Principal; CRT; School-Based Leadership Team | June 2013 | |
| 5 | 5. Grade level meetings provide ongoing training and support for teachers to build data analysis and pedagogical skills. | Principal; Assistant Principal; CRT; Instructional Leadership Team | June 2013 | |

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

| | |
|---|---|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| Currently, 23% of our instructional staff are teaching out-of-field; 4% of the staff received less than effective rating. | Professional development on Marzano's best practices is provided and is monitored through informal observations and individual conferences. |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 66 | 12.1%(8) | 40.9%(27) | 37.9%(25) | 9.1%(6) | 40.9%(27) | 1.5%(1) | 13.6%(9) | 0.0%(0) | 62.1%(41) |

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 |
|-------------|-----------------|---|--|
| C. Dericho | C. Widmaier | Experienced teacher with a beginning teacher (same grade level) | In a Bird's Eye, Great Beginnings Mini-Sessions, Code of Ethics, Progressbook instruction, Conference scheduling, Data disaggregation, CaseNex Beginning Teacher Portfolio completion, Model lessons, Peer-to-peer observation |
| D. Stancil | L. Martin | Experienced teacher paired with a beginning teacher | In a Bird's Eye, Great Beginnings Mini-Sessions, Code of Ethics, Progressbook instruction, Conference scheduling, Data disaggregation, CaseNex Beginning Teacher Portfolio completion, Model lessons, Peer-to-peer observation |
| S. McMillon | A. Stokes | Experienced teacher paired with a | In a Bird's Eye, Great Beginnings Mini-Sessions, Code of Ethics, Progressbook instruction, Conference scheduling, Data disaggregation, |

| | | | |
|---------------------|------------|---|--|
| | | beginning teacher | CaseNex Beginning Teacher Portfolio completion, Model lessons, Peer-to-peer observation |
| S. Bivins-McCormick | A. Le | Experienced teacher paired with a beginning teacher | In a Bird's Eye, Great Beginnings Mini-Sessions, Code of Ethics, Progressbook instruction, Conference scheduling, Data disaggregation, CaseNex Beginning Teacher Portfolio completion, Model lessons, Peer-to-peer observation |
| D. Stancil | A. Easton | Experienced teacher paired with a beginning teacher | In a Bird's Eye, Great Beginnings Mini-Sessions, Code of Ethics, Progressbook instruction, Conference scheduling, Data disaggregation, CaseNex Beginning Teacher Portfolio completion, Model lessons, Peer-to-peer observation |
| Y. Aviles-Diaz | N. Castro | Experienced teacher paired with a beginning teacher | In a Bird's Eye, Great Beginnings Mini-Sessions, Code of Ethics, Progressbook instruction, Conference scheduling, Data disaggregation, CaseNex Beginning Teacher Portfolio completion, Model lessons, Peer-to-peer observation |
| L. Quackenbush | N. Cole | Experienced teacher paired with a beginning teacher | In a Bird's Eye, Great Beginnings Mini-Sessions, Code of Ethics, Progressbook instruction, Conference scheduling, Data disaggregation, CaseNex Beginning Teacher Portfolio completion, Model lessons, Peer-to-peer observation |
| T. Robinson | W. Smith | Experienced teacher paired with a beginning teacher | In a Bird's Eye, Great Beginnings Mini-Sessions, Code of Ethics, Progressbook instruction, Conference scheduling, Data disaggregation, CaseNex Beginning Teacher Portfolio completion, Model lessons, Peer-to-peer observation |
| A. Scott | N. Nickson | Experienced teacher paired with a beginning teacher | In a Bird's Eye, Great Beginnings Mini-Sessions, Code of Ethics, Progressbook instruction, Conference scheduling, Data disaggregation, CaseNex Beginning Teacher Portfolio completion, Model lessons, Peer-to-peer observation |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Lake Gem Elementary has a Voluntary Pre-Kindergarten unit (VPK) on site. Funding from Title I and Title II will be designated

for instructional and curriculum resources, and professional development opportunities that will be utilized to increase student achievement. The VPK program uses the DLM Early Childhood Express as a core program. Additionally, Title I funds are used to purchase supplemental curriculum to provide needed interventions, as well as technology used to assess students. We use the assessment information to provide differentiated instruction for all.

Title I, Part C- Migrant

Currently, there are no students/families participating in the Migrant program. The district provides services and support to qualifying families.

Title I, Part D

The district receives funds for students in need of neglected and delinquent services.

Title II

Title II money is used for staff development purposes. Funds are used to train teams of teacher leaders, and they in turn share with the staff to ensure implementation of best practices learned in staff development.

Title III

Title III money is used for instructional purposes, specifically for our ESOL students. We used it to purchase Science materials, as well as bilingual dictionaries.

Title X- Homeless

The district homeless social worker provides resources such as social services, assistance with referrals, clothing, and other basic needs as identified for homeless students under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

SAI funds are used to coordinate and facilitate GREAT (Giants Receiving Extra Academic Tutoring) –the after school tutoring program.

1. The after school program is 90 minutes, two days a week for students in grades 3-5. It is designed to assist struggling readers based on the FCAT Reading scale score and FAIR results for students without FCAT information. Computer-assisted instruction and books from the reading core curriculum are used. The STAR and FAIR tests are used to assess the students' progress.
2. Students scoring a level 1 or level 2 on FCAT Reading and are enrolled in the GREAT program also receive additional instruction time during the regular school day.
3. Kindergarten through grade 5 students who receive free and/or reduced lunch, are given the opportunity to sign up for extra tutoring services through the SES tutoring program that is housed at Lake Gem. Those schedules vary per individual tutors.

Violence Prevention Programs

Our local sheriff's office provides us with our MAGIC (formerly known as DARE) officer, who teaches drug and alcohol awareness and prevention. S/He also works with our fourth grade students on gang violence and bully prevention.

Nutrition Programs

Title One provides either free or reduced lunches to 89% of our student body, ensuring that they get a nutritious lunch and breakfast each day. Additionally, we have the Universal Breakfast program that allows all of our students to have breakfast each morning.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

There are two area churches that support Lake Gem Elementary with suspension alternative programs. They take students that are suspended from school and provide counseling and supervision for them, after coordinating with our parents. They provide this service free of charge as a ministry to Orange County Public Schools.

The school Social worker works as a liaison between the school and our parents to ensure that tardiness and absences are reduced. She also works to coordinate needed services with families in need, be it shelter, clothing, groceries, eyeglasses, etc.

Lake Gem uses Title One funds to pay our Media Specialist and a Support Staff member to keep the Media Center open one night each week so that our families can come in and read with their children, check out books, and utilize computer-based programs, such as Accelerated Reader, Classworks, and MyON Reader.

Intervention Services, located in Central Florida, provide needed behavior intervention support to many of our students. Students who qualify meet weekly with their counselors on campus, and in the home.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Diondra Woodard – Principal
Autherene Leighvard - Assistant Principal
Melony Newton - Staffing Specialist
Crystal Taylor - Reading Coach
Lisa Vuong – Math Coach
Carol Rossi – Media Specialist
Yahira Aviles-Diaz - Curriculum Resource Teacher
Andrea Hammond – Guidance Counselor
Mr. Sonny Bien-Aime - Behavior Specialist
Mrs. A. Leonard - School Psychologist

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?

To increase student progress, the team meets bi-monthly placing a focusing on CORE curriculum areas including methods of instruction, school based-curriculum, and the classroom setting. The team focuses on disaggregation of the data, instructional focus calendar, instructional pacing, differentiated instruction, prior intervention, and current interventions. In addition to the school based RtI meetings, members of the RtI school based team meet with grade levels to assess the progress of identified students in addition to the identification of students who would benefit from the RtI process. During the meeting process, student data is disaggregated to identify trends in relationship to interventions. The team will also evaluate the effectiveness of the interventions determining continual implementation or modification. The school-based leadership team members will continually monitor lesson plans during lesson plan meetings and provide additional support in the classroom with identified students. The purpose of the group is to provide a delivery of service model that addresses academic and behavior concerns. The principal and principal will ensure the collection of data, data reports, and instructional plans. The curriculum resource teacher is responsible for the collection of and analysis of the data report that will be provided to the principal and assistant principal in addition to providing teachers will appropriate data and training on the disaggregation of data. The reading, math, and science coaches will provide to teacher best practices in instructional strategies in order to increase student achievement. The reading, math, and science coaches will also assist with monitoring data specific to their curriculum focus as well as modeling effective instructional strategies and providing professional development in their content area. The staffing specialist will assist in gathering data and working with the exceptional education teachers in tracking exceptional education student data as well as providing strategies, resources and materials for students making minimal learning gains. Also included will be the development of necessary behavioral plans and IEP plans with the support of the school psychologist. The Curriculum Compliance Teacher will monitor the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant. The school psychologist will provide historical data on students, assessment support when determined, assessment tools to gauge student progress as a result of interventions, intervention techniques and practices, and various intervention plans.

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 specifically takes into account our lowest 30% when developing the school improvement plan. Ms.

Woodard (Principal) meets with grade level, resource, and ESE teams bimonthly (every 2 weeks) to review all academic data, student-by-student, and discuss services for those in need of academic interventions. All Tier 2 and Tier 3 students at Lake Gem receive 40 minutes of intensive pullout academic interventions, provided by a resource teacher, daily. The RTI Leadership Team closely monitors intervention services to ensure progress towards School Improvement Plan goals.

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.

Lake Gem uses an Intervention Curriculum Map to summarize tiered data. Each grade level has specific programs and interventions to be used for At-Risk (5%) Tier 3 students, Moderate Risk (15%) Tier 2 students, and Low Risk (80%) Tier 1 students. The Staffing Specialist, Curriculum Resource Teacher and Reading Coach coordinate the collection of weekly progress monitoring data for these students.

Tier 1 – Core Program (90 minute reading block)

- Differentiated small group instruction, on grade level material, reading centers
- Support for all students through small group rotations

Tier 2 – (20-40 minutes)

- Skill specific groups conducted in classroom as identified by data from Instructional Focus Assessments and FCIM Matrix
- Reading intervention groups conducted outside of the 90 minute reading block
- Intervention groups are flexible and change based on data collected from program assessments and FCIM Matrix

Tier 3 – (40 minutes)

- Intense, individualized academic instruction/behavior support aligned with the core program
- Groups are flexible but only based on assessment data

Reading: FCAT data through IMS/EDW, FAIR data, EduSoft Benchmark Assessments, Imagine It! Benchmark Assessments, AR reports, STAR Reports, and Classworks Reports, OCPS Mini-Assessments

Math: FCAT data through IMS/EDW, EduSoft Benchmark Assessments, EnVision Benchmark Assessments, and Classworks Reports, OCPS Mini-Assessments

Describe the plan to train staff on MTSS.

The school-based MTSS/RTI Leadership Team received training through Orange County Public Schools. The school psychologist, who serves as a member of the district RtI team, will support the MTSS/RTI Leadership Team in administering orientation to new teachers not familiar with the process and support training to those who have been exposed to MTSS/RTI. Staff will receive ongoing professional development by school-based leadership team in regards to MTSS/RTI update services, instructional strategies, and data analysis for the current school year.

Describe the plan to support MTSS.

The organization of the intervention plan includes MTSS. Struggling students who fall into the Tier 2 or 3 categories receive intervention strategies using research-based materials and are monitored by the leadership team. The student data matrices are monitored regularly and bi-monthly data meetings are scheduled to review the progress of students struggling in each classroom.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Diondra Woodard – Principal
Aurtherene Leighvard – Assistant Principal
Crystal Taylor – Reading Coach
Yahira Aviles Diaz – Curriculum Resource Teacher
Lisa Vuong – Math Coach
Esther Lewis – ESE Teacher
One teacher representative from each grade level

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

The LLT's function is to implement school-wide procedures and strategies that increase reading and writing skills to align with AYP goals. This includes having regular meetings that highlight best teaching practices (e.g. resource reading, small-group, and differentiated instruction); in addition to best practices that underscore recognizing and adjusting instruction to accommodate varying student learning styles.

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

The desired result of our initiatives is to improve the FCAT performance of the subgroups to align with AYP goals. The LLT will hold a Literacy Night for parents and students. Instructional staff will participate in book studies to improve their practice (professional development). There are also incentive programs for students who meet goals in AR and make reading improvements in class.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/27/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Lake Gem has one Pre-K classroom. Historically, these students make the transition to kindergarten more smoothly than their peers do in that they have a stronger command of language and the fundamentals of reading. The teacher uses the DLM Early Childhood Express program which provides an easy transition to the Imagine It! program used in kindergarten. Additionally, Pre-K students are exposed to Kindergarten routines and procedures and are exposed through an orientation program at the end of their Pre-K year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

n/a

*High Schools Only

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

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

n/a

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

n/a

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

| | |
|--|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: | Based on 2012 FCAT 29% of our students scored a Level 3 of the FCAT Reading test. For the 2012-13 school term, the goal of Lake Gem Elementary is to continue to provide quality reading instruction and thereby increase our percentage of students scoring at or above proficiency to at least 32%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 29% (61) | 32% of students will achieve proficiency on the FCAT 2.0 Reading exam (Level 3) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|---|--|
| 1 | Teachers continue NGSSS implementation with fidelity. | Provide professional development to instructional staff on 2010 Next Generation of Sunshine Standards to be tested on the 2010 FCAT Assessment. | School based leadership team | Classroom Observations, data meetings – weekly or as needed, and bimonthly lesson plans reviews/meetings. | Classroom Observations data meetings, and bimonthly lesson plans meetings, lesson plan reviews, EduSoft Assessments, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 2 | Fidelity of instruction utilizing the researched based curriculum | Professional Development Observations by Reading Coach | School Based Leadership Team and Instructional Coaches | Classroom Observations (formal & informal) | Classroom Observations data meetings, and bimonthly lesson plans meetings, lesson plan reviews, EduSoft Assessments, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 3 | Teachers implementing Tier 3 interventions with fidelity for grades 3, 4 and 5. | 45-minute Schoolwide Intervention block outside of the 90- minute reading block built into the master schedule. Staff Development | School Based Leadership Team and Instructional | PLC meetings, CIM Meetings, Instructional Support Meetings RtI | Data analysis: monitor data for tier 3 students via Benchmark mini assessments, data chats with tier 3 students, and reports. |
| | Teachers implement Tier 2 instruction in the classroom with fidelity. | Selected identified students will also participate in additional | School Based Leadership Team and Instructional | PLC meetings, CIM Meetings, Instructional Support Meetings | Classroom Observations, FAIR, EduSoft |

| | | | | | |
|---|---|--|---|---|---|
| 4 | | enrichment activities during designated blocks. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction. Instructional Focus lessons Staff development on how to teach the instructional focus. | Coaches | Instructional Focus Calendar | Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 5 | Parental Involvement - parents are reluctant to come to participate in school activities. | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism (PKA) nights | School based Leadership Team Instructional Coaches Classroom Teachers | Parent Sign-in sheets | Parent's sign in sheets Needs Assessment Surveys |
| 6 | Teachers unfamiliar with educational programs | Model whole and small group lessons, strategies, and activities. | Instructional Coaches | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | Classroom Observations Student Data Matrices PLC Meetings |
| 7 | Finish | finish | finish | finish | finish |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a: | Based on 2012 FCAT 24% of our students scored a Level 4 and 5 of the FCAT Reading test. For the 2012-13 school term, the goal of Lake Gem Elementary is to continue to provide quality reading instruction and thereby increase our percentage of students scoring at or above proficiency to at least 26% |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| 24% (102) | | | 26% (109) | | |
|---|--|---|---|--|---|
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of Parental Involvement | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism nights (also known as Parent Knowledge Academies - PKA) | School based Leadership team Instructional Coaches Classroom Teachers | Parent Sign-in sheets | Parent's sign in sheets |
| 2 | Need for computer-based instruction and intervention | Continue use of Imagine It!, EnVision technology component | Principal Assistant Principal Instructional Coaches | Classroom Observations Lesson Plans PLC meetings | FAIR, EduSoft Assessments, EduSoft Mini assessments, Imagine It! Assessments, and Student Data Matrices |
| 3 | Monitor Tier 1 and 2 students | Enrichment groups (push in) | Principal Assistant Principal Reading Coach | Classroom Observations Instructional Focus mini assessments | FAIR EduSoft Mini Assessments Student Data Matrices |
| 4 | Utilize/implement supplemental enrichment resources | Scheduled intervention/enrichment groups | Principal Assistant Principal Instructional Coaches | Classroom Observations Instructional Focus mini assessments | FAIR EduSoft Mini Assessments Student Data Matrices |

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: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

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

| | |
|---|--|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | Based on the 2012 FCAT 2.0 exam, 74% of students tested made learning gains in reading. The goal for Lake Gem students to increase the percentage of students making learning gains in reading by a minimum of 5% each year. |
|---|--|

| 2012 Current Level of Performance: | | | 2013 Expected Level of Performance: | | |
|---|---|--|---|---|--|
| 74% (298) | | | 79% | | |
| 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 | NGSSS implementation is in progress. | Provide professional development to instructional staff on 2010 Next Generation of Sunshine Standards to be tested on the 2010 FCAT Assessment. | School Based Leadership Team and Instructional Coaches | Classroom Observations, data meetings – weekly or as needed, and bimonthly lesson plans reviews/meetings. | Classroom Observations data meetings, and bimonthly lesson plans meetings, lesson plan reviews, EduSoft Assessments, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 2 | Researched-based curriculum | Continue to utilize Image It! Reading curriculum as the CORE reading curriculum | School Based Leadership Team and Instructional Coaches | Classroom Observations | Imagine It! Weekly Program Assessments |
| 3 | Teachers implementing Tier 3 interventions with fidelity for grades 3, 4 and 5. | 45-minute Schoolwide Intervention block outside of the 90- minute reading block built into the master schedule. | School Based Leadership Team and Instructional Coaches | PLC meetings, CIM Meetings, Instructional Support Meetings | Data analysis: monitor data for tier 3 students via Benchmark mini assessments, data chats with tier 3 students, and reports. |
| 4 | Teachers implement Tier 2 instruction in the classroom with fidelity. | Selected identified students will also participate in additional enrichment activities during designated blocks. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction. | School Based Leadership Team and Instructional Coaches | PLC meetings, CIM Meetings, Instructional Support Meetings | Classroom Observations, FAIR, EduSoft Reading Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 5 | Continue to build student independent reading | Continue use of Accelerated Reader with incentives in grades K-5 | School-based Leadership team; Media Specialist | Accelerated Reader Reports | Lesson Plans AR Reports |
| 6 | Parents reluctant to participate in school activities | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism (PKA) nights | School based Leadership team Instructional Coaches Classroom Teachers | Parent Sign-in sheets | Parent Sign-in sheets |
| 7 | Need for computer-based instruction and intervention | Continue use of technology components for Imagine It! and EnVision | Principal, Assistant Principal, and Instructional Coaches | Classroom Observations Lesson plans, PLC meetings | FAIR, EduSoft Assessments, EduSoft Mini assessments, Imagine It! & EnVision Assessments, and Student Data Matrix |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4: | Based on FCAT 2.0 exam, 79% of students tested made learning gains in reading. The goal for Lake Gem students to continually increase this number by 5% or more each year. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 79% (78) | 84% (83) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|--|--|
| 1 | Teachers are adjusting to the NGSSS. | Provide professional development to instructional staff on Next Generation of Sunshine Standards to be tested on the 2012 FCAT Assessment | School Based Leadership Team and Instructional Coaches | Classroom Observations, weekly data meetings, and bimonthly lesson plans reviews/meetings. | Classroom Observations, weekly data meetings, and bimonthly lesson plans meetings, lesson plans, EduSoft Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 2 | Implementation of instruction/intervention | Scheduled 45 minute Intervention block where teachers can focus solely on RtI students. | Principal Assistant Principal Instructional Coaches | Classroom Observations Weekly data meetings Lesson Plans | Classroom Observations Data meetings Edusoft Assessments FAIR |

| | | | | | |
|---|--|---|--|--|--|
| | | | | | Weekly Mini Assessments |
| 3 | Research based curriculum | Continue utilizing Imagine It! Reading Curriculum as the core reading curriculum. | School based leadership team and Instructional Coaches | Classroom Observations | Imagine It! programatic assessments. |
| 4 | Lack of Parental involvement | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism nights | School based leadership team Instructional Coaches | Parent Sign In sheets | Parent Sign In sheets |
| 5 | Need for computer based instruction and intervention | Phase in Classworks to replace Successmaker. | Principal Assistant Principal Instructional Coaches | Classroom Walkthroughs Lesson Plans | FAIR Edusoft Assessments Classworks reports Student Data matrix |
| 6 | Extended learning opportunity for students scoring a level 2 or below on FCAT. | G.R.E.A.T. tutoring program afterschool supported by Lake Gem Elementary. | Principal Assistant Principal Media Specialist | Classroom Observations Mini Assessments | Mini Assessments |
| 7 | Specified time for Intervention for all students. | Schedule an intervention/enrichment block for students in grades 3, 4 and 5. | Leadership Team Coaches | Classroom Observations Weekly data meetings PLC meetings | Classroom Observations, weekly data meetings, and bimonthly lesson plans meetings, lesson plans, EduSoft Reading Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |

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 # | | | | | |
| | In order to reduce the achievement gap between subgroups over the next six years by 50%, Lake Gem Elementary's goal for Reading is to ensure that 73% of students are at or above grade level by 2017. | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 52 | 50 | 56 | 60 | 64 | |

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: | According to the 2010-2011 Adequate Yearly Progress (AYP) report, our subgroups consist of the following categories of students: Black, Economically Disadvantaged, and English Language Learners. There were no subgroups that made AYP on the 2011 test. In order to meet the Superintendent's 11 Essential Outcomes, the goals of the OCPS K-12 Reading Plan, and to ensure that all students are engaged in a quality reading educational program, the goal for all subgroups is to increase the level of students scoring a Level 3 or above on the FCAT 2.0 Reading by a minimum of 5% (targets for each subgroup are listed in the 2013 Expected Level of Performance). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In 2012, the following subgroups performed at or above grade | The expected level of performance of subgroups on the FCAT |

| | |
|---|---|
| level on the FCAT 2.0 Reading as follows: Asian: 67% Black/African-American: 49% Hispanic: 38% White: 53% English Language Learners: 31% Students With Disabilities: 16% Economically Disadvantaged: 48% | 2.0 Reading for 2013 is as follows: Asian: N/A Black/African-American: 54% Hispanic: 55% White: 61% English Language Learners: 48% Students With Disabilities: 16% Economically Disadvantaged: 53% |
|---|---|

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|--|
| 1 | Teachers are adjusting to the NGSSS. | Provide professional development to instructional staff on Next Generation Sunshine State Standards tested on the next FCAT test. | School based leadership team | Classroom Observations Lesson Plan review | Classroom Observations Data meetings Lesson plans Edusoft assessments FCAT Simulated Assessments |
| 2 | Research based curriculum | Continue utilizing Imagine It! Reading Curriculum as the core reading curriculum. | School based leadership team and Instructional Coaches | Classroom Observations | Imagine It! programatic assessments. |
| 3 | Need for RtI Tier 2 and 3 instruction | 40 minute intervention block in addition to the 90 minute reading block where tier 2 and 3 students are targeted through the push in resource team. | School leadership team Instructional Coaches | PLC meetings Classroom observations | FCAT mini assessments Classroom observations Student data matrices |
| 4 | Parental involvement | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism nights | School based leadership team Instructional Coaches | Parent Sign In sheets | Parents' sign in sheets |
| 5 | Need for computer based instruction and intervention | Phase in Classworks to replace successmaker for use in small group instruction. | Principal Assistant Principal Instructional Coaches | Classroom Walkthroughs Lesson Plans | FAIR Edusoft Assessments Classworks reports Student Data matrix |

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: | In order to meet the Superintendent's 11 Essential Outcomes, the goals of the OPCS K-12 Reading Plan, and to ensure that all students are engaged in a quality reading educational program, the goal for English Language Learners is that 48% of those students will score at a Level 3 or above on the FCAT 2.0 Reading, an increase of 17% from 2012 FCAT 2.0 Reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 17% of English Language Learners scored a Level 3 or higher on the FCAT 2.0 Reading. | In grades 3-5, 48% of English Language Learners will score a Level 3 or higher on the 2013 FCAT 2.0 Reading. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|--|---|--|--|
| | Students have not developed strong academic language skills in English | Identify the students in the sub-group who did not achieve high standards. | School based leadership team Instructional Coaches | Classroom Observations Weekly assessments Read Naturally reports Imagine Learning reports | Formal and informal observations; bimonthly data meetings |

| | | | | | |
|---|---|---|--|--|---|
| 1 | | Implement a school wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored Read Naturally - computer based program to assist with acquisition of language. Imagine Learning - computer based program to assist with acquisition of language | CCT | | notes/feedback; lesson plan reviews; PLC meeting notes; EduSoft Assessments; EduSoft Mini-Assessments; FCAT Simulated Assessments and the Student Data matrix |
| 2 | Parents have difficulty providing academic support due to language barriers | G.R.E.A.T. tutoring supported by Lake Gem Elementary. Parent Leadership Council with support from ESOL paraprofessionals | Principal Media Specialist Media Clerk CCT | Parent Sign In Sheets | Parent Sign In Sheets |
| 3 | Effective utilization of ESOL strategies with fidelity | Staff development Model strategies in lessons | School based leadership team CCT | Lesson plans Classroom Observations | Lesson plans Weekly assessments FAIR EduSoft Benchmark assessments Student Data Matrices |
| 4 | Students need a computer based instructional program to assist in the acquisition of the English language | Imagine Learning - computer based program to assist with acquisition of language. | School based leadership team Instructional Coaches CCT | Classroom Observations Weekly assessments | Weekly assessments FAIR Lesson Plans Edusoft Benchmark assessments Student Data Matrices |
| 5 | Need for additional computer based program to assist students with skills | Phase in utilization of Classworks. | School based leadership team | Classworks reports Lesson plans Classroom Observations | Lesson plans Weekly assessments FAIR Edusoft Benchmark assessments Student Data Matrices |
| 6 | Need for language support for second language students with computer based instruction | Utilize Imagine Learning program | Principal CCT | Student progress reports | Lesson plans Edusoft Benchmark Testing FAIR |

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: | In order to meet the Superintendent's 11 Essential Outcomes, the goals of the OCPS K-12 Reading Plan, and to ensure that all students are engaged in a quality reading educational program, the goal for Students with Disabilities is to maintain the percentage of students scoring at a Level 3 or above on the FCAT 2.0 Reading, 16%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 16% of Students with Disabilities scored a Level 3 or higher on the FCAT 2.0 Reading. | In grades 3-5, 16% of Students with Disabilities will score a Level 3 or higher on the 2013 FCAT 2.0 Reading. |

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|--|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | In order to meet the Superintendent's 11 Essential Outcomes, the goals of the OCPS K-12 Reading Plan, and to ensure that all students are engaged in a quality reading educational program, the goal for Economically Disadvantaged students is that 53% of those students will score a Level 3 or higher on the FCAT 2.0 Reading, an increase of 5% from 2012 FCAT 2.0 Reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 48% of Economically Disadvantaged students scored at a Level 3 or higher on the FCAT 2.0 Reading. | In grades 3-5, 53% of Economically Disadvantaged students will score a Level 3 or higher on the FCAT 2.0 Reading. |

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 | Fidelity of instruction utilizing the researched based curriculum | Professional Development Observations by Reading Coach and instructional team | Principal Instructional Coaches | Classroom Observations, data meetings – weekly or as needed, and bimonthly lesson plans reviews/meetings. | Formal and informal observations; bimonthly data meetings; lesson plan reviews; PLC meeting notes; EduSoft Assessments; EduSoft Mini-Assessments; FCAT Simulated Assessments and the Student Data matrix |
| 2 | Tier 2 and 3 interventions with fidelity for grades 3, 4 and 5. | 40-minute School wide Intervention block outside of the 90- minute reading block built into the master schedule. Selected identified students will also participate in additional enrichment activities during designated blocks. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction. | Principal Instructional Coaches | PLC meetings, CIM Meetings, Instructional Support Meetings, | Formal and informal observations; bimonthly data meetings; lesson plan reviews; PLC meeting notes; EduSoft Assessments; EduSoft Mini-Assessments; FCAT Simulated Assessments and the Student Data matrix |
| 3 | Parental Involvement - parents lack skills to help students be successful in school | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/ Autism (PKA) nights | School based Leadership team Classroom Teachers | Parent Sign In Sheets Parent Surveys | Parent Sign In Sheets Parent Surveys |
| | Need for RtI Students to receive intervention | 40-minute School wide Intervention block outside | Principal Assistant Principal | Classroom Observations Data Meetings | Classroom Observations |

| | | | | | |
|----|---|--|---|---|--|
| 4 | | of the 90- minute reading block built into the master schedule. Weekly Instructional Focus (FCIM) Professional development provided by MTSS team | School Psychologist Staffing Specialist Instructional Coaches | Lesson Plans | Data meetings Edusoft Assessments FCAT simulated assessments Student Data Matrices |
| 5 | Teachers adjusting to NGSSS | Provide professional development to instructional staff on 2010 Next Generation of Sunshine Standards to be tested on the 2010 FCAT Assessment. | School based leadership Team | Classroom Observations, data meetings – weekly or as needed, and bimonthly lesson plans reviews/meetings. | Classroom Observations data meetings, and bimonthly lesson plans meetings, lesson plan reviews, EduSoft Assessments, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 6 | Teachers implementing Tier 3 interventions with fidelity for grades 3, 4 and 5. | 45-minute Schoolwide Intervention block outside of the 90- minute reading block built into the master schedule. | School Based Leadership Team and Instructional | PLC meetings, CIM Meetings, Instructional Support Meetings, | Data analysis: monitor data for tier 3 students via Benchmark mini assessments, data chats with tier 3 students, and reports. |
| 7 | Teachers implement Tier 2 instruction in the classroom with fidelity. | Selected identified students will also participate in additional enrichment activities during designated blocks. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction. | School Based Leadership Team and Instructional Coaches | PLC meetings, CIM Meetings, Instructional Support Meetings | Classroom Observations, FAIR, EduSoft Reading Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 8 | Parental Involvement - parents are reluctant to come to participate in school activities. | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism (PKA) nights | School based Leadership team Instructional Coaches Classroom Teachers | Parent Sign In Sheets | Parent Sign In Sheets |
| 9 | Need for RtI Students to receive intervention. | 45-minute Schoolwide Intervention block outside of the 90- minute reading block built into the master schedule. Weekly Instructional Focus (FCIM) | Principal Assistant Principal Instructional Coaches | Classroom Observations Data Meetings Lesson Plans | Classroom Observations Data meetings Edusoft Assessments FCAT simulated assessments Student Data Matrices |
| 10 | Staff sensitivity to students in poverty | Ruby Payne awareness training | School based leadership team | Classroom Observations Data meetings Lesson Plans | Classroom Observations Data meetings Student Data matrices |

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 |
|--|---------------------|-----------------------------------|--|--|--|--|
| EIR | 1-2 | Reading Coach | Resource team, 1st-2nd Grade Teachers | August 2012 | Classroom observations, data meetings, PLC meetings | Reading Coach, Principal, Asst. Principal |
| Triumphs (intervention) | 3-5 | Reading Coach | 3rd-5th Grade Teachers | August 2012 | Classroom observations, data meetings, PLC meetings | Reading Coach; Principal; Assistant Principal; CRT |
| Literature Circles | K-5 | Reading Coach | 2nd-5th Grade Teachers | September 2012 | Classroom observations, data meetings, PLC meetings | Reading Coach; Principal; Assistant Principal, CRT |
| Reading Mastery | K | Reading Coach | Kindergarten Teachers, Paraprofessionals | August 2012 | Classroom observations, data meetings, PLC meetings | Reading Coach; Principal; Assistant Principal, CRT |
| Imagine It! Reading | K-5 Teachers | Reading Coach | K-5 Teachers | August 2012 | Classroom observations, data meetings, PLC meetings | Reading Coach; Principal; Assistant Principal, CRT |
| Lessons in Literacy (Tier II intervention) | 3-5 | Reading Coach | Special Area Teachers, Paraprofessionals, Instructional Coaches, Leadership Team Members | August 2012 | Small group observations, data meetings, PLC meetings | Reading Coach, Principal, Assistant Principal, CRT |
| Daybooks | 3-5 Enrichment | Reading Coach | 3-5 Teachers (Enrichment Classes) | September 2012 | Small group observations, data meetings, PLC meetings | Reading Coach, Principal, Assistant Principal, CRT |
| Super Kids Reading | 1-2 Enrichment | Reading Coach/Textbook Consultant | 1st-2nd Grade Teachers (Enrichment Classes); Reading coach | September 2012 | Classroom observations, data meetings, PLC meetings | Reading Coach, Principal, Assistant Principal, CRT |
| Smart Boar Training | K-5 | Teacher-leader | All Teachers | August/September 2012, and as needed or requested | Classroom observations, data meetings, PLC meetings | Reading Coach, Principal, Assistant Principal, CRT |
| IMS – Instructional Management System | K-5 | IMS Champions, Principal, CRT | All Teachers | August/September 2012, and as needed or requested | Lesson plans, classroom observations | Reading Coach, Principal, Assistant Principal, CRT |
| Online Marzano Evaluation Training | K-5 | Principal, District Staff | All Teachers | August/September, and ongoing | Classroom observations, data meetings, PLC meetings, lesson plans | Reading Coach, Principal, Assistant Principal, CRT |
| EduSoft training | 3-5 | Principal, CRT | 3rd-5th Grade Teachers | September, ongoing | data meetings | Reading Coach, Principal, Assistant Principal, CRT |
| FAIR Training | K-5 | Reading Coach | K-5th Grade Teachers | August/September | Training sign in sheets | Reading Coach, Principal, Assistant Principal, CRT |
| Viable Literacy/Reading Centers | K-5 | Reading Coach | K-5th Grade Teachers | September/October, and ongoing as needed | Training sign in sheets, classroom observations, PLC meetings, data meetings | Reading Coach, Principal, Assistant Principal, CRT |
| Restructuring Reading | K-5 | Principal/Reading Coach | K-5th Grade Teachers | September/Ongoing | Training sign in sheets, classroom observations, PLC meetings, data meetings | Reading Coach, Principal, Assistant Principal, CRT |

| | | | | | | |
|--|-----|-------------------------|----------------------|-------------------|---|--|
| Imagine It! Model Lessons & Observations | K-5 | Principal/Reading Coach | K-5th Grade Teachers | September/Ongoing | Classroom observations, data meetings, PLC meetings, lesson plans | Reading Coach, Principal, Assistant Principal, CRT |
|--|-----|-------------------------|----------------------|-------------------|---|--|

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|---|------------------|---------------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Lessons in Literacy (Tier II Intervention) | Instructional Kit (Teacher guides, lesson plans, consumables) | SRI/General Fund | \$1,034.28 |
| Super Kids | Instructional kit (student consumables, magazines, classroom library) | SRI/General Fund | \$6,740.88 |
| Early Interventions in Reading 1 & 2; Triumphs 3rd-5th | Replacement consumables | SRI/General Fund | \$1,237.33 |
| Daybooks (grades 3 -4) (Houghton Mifflin) | Enrichment instructional resource | SRI/General Fund | \$1,034.28 |
| | | | Subtotal: \$10,046.77 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Classworks Reading Computer Based Program | License Renewal | Title I | \$11,390.00 |
| MyON Reader | Purchase of digital library and assessment program | Title I | \$3,900.00 |
| Smartboard updates/purchases | New Smart Boards, repairs, projectors, software, etc. | General | \$3,778.00 |
| | | | Subtotal: \$19,068.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Site-based reading workshops and trainings | Small group/grade level training on effective reading strategies and best practices | General Fund | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Tutoring | Tier 2/Tier 3 Hourly Tutoring | Title I | \$10,000.00 |
| | | | Subtotal: \$10,000.00 |
| | | | Grand Total: \$40,114.77 |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

| | |
|---|--|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | |
| 1. Students scoring proficient in listening/speaking. CELLA Goal #1: | Based on the 2012 CELLA test, 33% (52) of students tested performed at the proficient level on the Listening/Speaking portion of the test. The goals for the next assessment is for the students to make a 3% increase in their progress so that 36% of students perform at grade level. |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
| | |

33% (52)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | Some students come to school with no English Language skills | ELL students in resource groups get small group instruction Use of the Imagine Learning program Teachers use Read Naturally program in classrooms to help struggling students | ELL Compliance Teacher Principal Assistant Principal | Lesson plans Student data matrices Classroom observations | Progress reports Report Cards Annual CELLA testing |

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

2. Students scoring proficient in reading.

CELLA Goal #2:

Based on the 2012 CELLA test, 39% (61) of students tested performed at the proficient level on the Reading portion of the test. The goals for the next assessment is for the students to make a 3 percentage point increase in their progress so that 42% of students perform at grade level.

2012 Current Percent of Students Proficient in reading:

39% (61)

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 | Some students come to school with no English Language skills | Teachers use Read Naturally program in classrooms to help those who struggle in reading ELL students in resource groups get small group instruction | ELL Compliance Teacher Principal Assistant Principal | Lesson plans Student data matrices Classroom observations | Progress reports Report Cards Annual CELLA testing |
| 2 | Students lack of independent reading | Students have access to Accelerated Reader and MyOn Reader Incentive programs built into classrooms to encourage students to read independently Weekly Media Night opportunities for parents and students to read books together | ELL Compliance Teacher Principal Assistant Principal Media Specialist | Lesson plans Student data matrices Classroom observations Parent Sign in sheets | Accelerated Reader reports Progress reports FCAT mini assessments, EduSoft Assessments |

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

3. Students scoring proficient in writing.

Based on the 2012 CELLA test, 28% (45) of students tested performed at the proficient level on the Writing portion of the test. The goals for the next assessment is

CELLA Goal #3: for the students to make a 3 percentage point increase in their progress so that 31% of students perform at grade level.

2012 Current Percent of Students Proficient in writing:

28% (45)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|--|---|
| 1 | Some students have little or no skills in English | Students build their literacy skills through small group instruction and use of Imagine Learning – computer based program that focuses on literacy. | ELL Compliance Teacher Principal Assistant Principal | Informal observations Classroom data matrices | Formal and informal observations; bimonthly data meetings; lesson plan reviews; PLC meeting notes; FCAT Writing Simulated Assessments and the Student Data matrix |
| 2 | Teacher inexperience | Model lessons provided ESOL certified teachers identified and monitored District trainings offered and teachers notified of these opportunities | ELL Compliance Teacher Principal Assistant Principal | Classroom observations Student data matrices Student writing samples Lesson plans PLC Meeting notes Data meetings | Formal and informal observations; bimonthly data meetings; lesson plan reviews; PLC meeting notes; FCAT Writing Simulated Assessments and the Student Data matrix |

CELLA Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|--------------------------------|------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| PLC Meetings | Parent materials, etc. | Title I (Parental Involvement) | \$250.00 |

Subtotal: \$250.00

Grand Total: \$250.00

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: | Based on the 2012 FCAT 2.0 data, 23% (97) of students scored a level 3 in math. Lake Gem aims to steadily increase this number by 10% so that 26% of students score a level 3 on the next FCAT assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 23% (97) | 26% (107) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|--|
| 1 | Teachers continue NGSSS implementation with fidelity. | Provide professional development to instructional staff on 2010 Next Generation of Sunshine Standards to be tested on the 2010 FCAT Assessment. | School based leadership team | Classroom Observations, data meetings – weekly or as needed, and bimonthly lesson plans reviews/meetings. | Classroom Observations data meetings, and bimonthly lesson plans meetings, lesson plan reviews, EduSoft Assessments, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 2 | Teachers implement Tier 2 instruction in the classroom with fidelity. | Selected identified students will also participate in additional enrichment activities during designated blocks. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction. Instructional Focus lessons Staff development on how to teach the instructional focus. | School Based Leadership Team and Instructional Coaches | PLC meetings, CIM Meetings, Instructional Support Meetings Instructional Focus Calendar | Classroom Observations, FAIR, EduSoft Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 3 | Parental Involvement - parents are reluctant to come to participate in school activities. | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism (PKA) nights | School based Leadership Team Instructional Coaches Classroom Teachers | Parent Sign-in sheets | Parent's sign in sheets Needs Assessment Surveys |
| 4 | Teachers unfamiliar with educational programs | Model whole and small group lessons, strategies, and activities. | Instructional Coaches | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments | Classroom Observations Student Data Matrices PLC Meetings |

- 5. Tutorials
- 6. Enrichment
- 7. Maintenance
- 8. Monitor

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 |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

Problem-Solving Process to Increase Student Achievement

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

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

| | |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a: | Based on the 2012 FCAT 2.0 data, 19% of students scored a level 4 or 5 in math. Lake Gem aims to steadily increase this number by 10% so that 21% of students score a level 4 or 5 on the 2013 FCAT assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 19% (80) | 21% (88) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|---|
| 1 | Lack of Parental Involvement | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism nights (also known as Parent Knowledge Academies - PKA) | School based Leadership team Instructional Coaches Classroom Teachers | Parent Sign-in sheets | Parent's sign in sheets |
| 2 | Need for computer-based instruction and intervention | Continue use of Imagine It!, EnVision technology component | Principal Assistant Principal Instructional Coaches | Classroom Observations Lesson Plans PLC meetings | FAIR, EduSoft Assessments, EduSoft Mini assessments, Imagine It! Assessments, and Student Data Matrices |
| 3 | Variety of student levels in the classroom | Utilize differentiated instruction by providing small group instruction to students. | Principal, Assistant Principal Math Coach | Classroom Observations Lesson Plans PLC Meetings | FAIR, EduSoft Assessments, EduSoft Mini assessments, Program Assessments, and Student Data Matrices |

| | | | | | |
|---|---|--|--|---|--|
| 4 | Lack of progress monitoring and data analysis | Selected identified students will also participate in additional enrichment activities during designated blocks | Math Coach, School based leadership team | PLC Meetings , CIM Meetings, Instructional Support Meetings | EduSoft Math Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 5 | 86% of students in grades 3-5 on Free/Reduced meals | Continue to offer after school tutoring program (G.R.E.A.T.) which provides additional math instruction and FCAT practice. | Principal, CRT, Media Specialist, Classroom Teachers | Continuous Improvement Model (CIM) | FCAT test Edusoft Mini Assessments Classworks/Successmaker reports |
| 6 | Student motivation and need for 21st century learning | Continue to use FCAT Explorer and Classworks which will replace Successmaker to increase student fact fluency. | School based leadership team | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | Successmaker/Classworks reports FCAT Explorer 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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: | Based on FCAT 2.0 data, 58% of students made learning gains in math. Lake Gem aims to steadily increase this number by 10% so that 61% of students will make learning gains on the next FCAT assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 58% (260) | 61% (286) |

Problem-Solving Process to Increase Student Achievement

| | | Person or | Process Used to | |
|--|--|-----------|-----------------|--|
|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|--|
| 1 | Parents reluctant to participate in school activities | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism (PKA) nights | School based Leadership team Instructional Coaches Classroom Teachers | Parent Sign-in sheets | Parent Sign-in sheets |
| 2 | Need for computer-based instruction and intervention | Continue use of technology components for Imagine It! and EnVision | Principal, Assistant Principal, and Instructional Coaches | Classroom Observations Lesson plans, PLC meetings | FAIR, EduSoft Assessments, EduSoft Mini assessments, Imagine It! & EnVision Assessments, and Student Data Matrix |
| 3 | Student motivation and need for 21st century learning | Phase in use of Classworks | Principal Assistant Principal Instructional Coaches | Classroom Observations Lesson Plans PLC meetings | Classworks reports FAIR Edusoft Mini Assessments Student Data Matrices |
| 4 | Variety of student levels in the classroom | Utilize differentiated instruction by providing small group instruction to students. | Principal, Assistant Principal Math Coach | Classroom Observations Lesson Plans PLC Meetings | FAIR, EduSoft Assessments, EduSoft Mini assessments, Program Assessments, and Student Data Matrices |
| 5 | Lack of progress monitoring and data analysis | Selected identified students will also participate in additional enrichment activities during designated blocks | Math Coach, School based leadership team | PLC Meetings , CIM Meetings, Instructional Support Meetings | EduSoft Math Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 6 | 86% of students in grades 3-5 on Free/Reduced meals | Continue to offer after school tutoring program (G.R.E.A.T.) which provides additional math instruction and FCAT practice. | Principal, CRT, Media Specialist, Classroom Teachers | Continuous Improvement Model (CIM) | FCAT test Edusoft Mini Assessments Classworks/Successmaker reports |

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

| | |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% | Based on 2012 FCAT 2.0 data, 60% of the lowest 25% of |
|---|---|

| | |
|---|---|
| making learning gains in mathematics. Mathematics Goal #4: | students made learning gains in math. Lake Gem aims to steadily increase this number by 10% so that 63% of the lowest 25% of students will make learning gains on the 2013 FCAT assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 60% (72) | We expect to increase the percentage of students making learning gains by 10%. This results in 63% (78) making gains. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|--|
| 1 | Teachers are adjusting to the NGSSS. | Provide professional development to instructional staff on Next Generation of Sunshine Standards to be tested on the 2012 FCAT Assessment | School Based Leadership Team and Instructional Coaches | Classroom Observations, weekly data meetings, and bimonthly lesson plans reviews/meetings. | Classroom Observations, weekly data meetings, and bimonthly lesson plans meetings, lesson plans, EduSoft Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 2 | Lack of Parental involvement | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism nights | School based leadership team Instructional Coaches | Parent Sign In sheets | Parent Sign In sheets |
| 3 | Need for computer based instruction and intervention | Phase in Classworks to replace Successmaker. | Principal Assistant Principal Instructional Coaches | Classroom Walkthroughs Lesson Plans | FAIR Edusoft Assessments Classworks reports Student Data matrix |
| 4 | Extended learning opportunity for students scoring a level 2 or below on FCAT. | G.R.E.A.T. tutoring program afterschool supported by Lake Gem Elementary. | Principal Assistant Principal Media Specialist | Classroom Observations Mini Assessments | Mini Assessments |
| 5 | Lack of instructional focus | Utilize math committee to monitor and analyze student data and plan for math pacing and instructional activities. | Principal Assistant Principal Math Coach | Continuous Improvement Model | FCAT Explorer Classroom Observations Student Data matrices FCAT Math test |
| 6 | Variety of student academic levels in the classroom. | Utilize differentiated instruction by providing small group instruction to students | Principal Assistant Principal Math Coach | Continuous Improvement Model | FCAT Explorer Classroom Observations Student Data matrices FCAT Math test |

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%. | <p>Elementary School Mathematics Goal #</p> <p>In order to reduce the achievement gap between subgroups over the next six years by 50%, Lake Gem Elementary's goal for Mathematics is to ensure that 73% of students are at or above grade level by 2017.</p> |
|--|---|

| | | | | | | |
|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 46 | 45 | 51 | 55 | 60 | |

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: | According to the 2010-2011 Adequate Yearly Progress (AYP) report, our subgroups consist of the following categories of students: Black, Economically Disadvantaged, and English Language Learners. There were no subgroups that made AYP on the 2011 test. In order to meet the Superintendent's 11 Essential Outcomes, and provide a rigorous curriculum in mathematics, the goal for all subgroups on the 2013 FCAT 2.0 Mathematics is to increase the percentage of students scoring a Level 3 or higher by a minimum of 3%. |
|---|---|

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|------------------------------------|-------------------------------------|

| | |
|---|--|
| On the 2012 FCAT 2.0 Mathematics, subgroups performed as follows: Asian: 83% Black/African-American: 42% Hispanic: 38% White: 67% English Language Learners: 38% Students With Disabilities: 44% Economically Disadvantaged: 48% | The expected level of performance of subgroups on the FCAT 2.0 Mathematics for 2013 is as follows: Asian: N/A Black/African-American: 48% Hispanic: 55% White: 48% English Language Learners: 43% Students With Disabilities: 22% Economically Disadvantaged: 47% |
|---|--|

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 | Need for computer based instruction and intervention | Phase in Classworks to replace successmaker for use in small group instruction. | Principal Assistant Principal Instructional Coaches | Classroom Walkthroughs Lesson Plans | FAIR Edusoft Assessments Classworks reports Student Data matrix |
| 2 | Parental Involvement - parents are reluctant to come to participate in school activities. | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism (PKA) nights | School based Leadership team Instructional Coaches Classroom Teachers | Parent Sign-in sheets | Parent Sign-in sheets Needs Assessment |
| 3 | Teachers implement Tier 2 instruction in the classroom with fidelity. | Selected identified students will also participate in additional enrichment activities during designated blocks. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction. | School Based Leadership Team and Instructional Coaches | PLC meetings, CIM Meetings, Instructional Support Meetings | Classroom Observations, FAIR, EduSoft Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| 4 | Lack of progress monitoring and data analysis | Use grade level matrices to record the students' deficient sub-skills and to drive instruction in the classroom. Monthly data meetings with grade level teams. Utilize FCAT Test Maker software program to produce FCAT formatted questions. | School based leadership team and Instructional Coaches | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | Edusoft Benchmark Test Classworks/Successmaker reports FCAT test results. |
| | Student motivation and need for 21st century | Continue to use FCAT Explorer and Classworks | School based leadership team | Continuous Improvement model | Successmaker/Classworks reports |

| | | | | |
|---|----------|---|---|------------------------------------|
| 5 | learning | which will replace Successmaker to increase student fact fluency with math facts. | <ol style="list-style-type: none"> 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | FCAT Explorer Results FCAT Test |
|---|----------|---|---|------------------------------------|

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

| | |
|---|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | In order to meet the Superintendent's 11 Essential Outcomes, and provide a rigorous curriculum in mathematics, the goal for English Language Learners taking the 2013 FCAT 2.0 Mathematics is that 43% of those students will score a Level 3 or higher. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 38% of English Language Learners scored a Level 3 or higher on the FCAT 2.0 Mathematics. | In grades 3-5, 43% of English Language Learners will score a Level 3 or higher on the FCAT 2.0 Mathematics. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|--|---|
| 1 | Students have not developed strong academic language skills in English | <p>Identify the students in the sub-group who did not achieve high standards.</p> <p>Implement a school wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored</p> <p>Read Naturally - computer based program to assist with acquisition of language.</p> <p>Imagine Learning - computer based program to assist with acquisition of language</p> | School based leadership team Instructional Coaches CCT | Classroom Observations Weekly assessments Read Naturally reports Imagine Learning reports | Formal and informal observations; bimonthly data meetings notes/feedback; lesson plan reviews; PLC meeting notes; EduSoft Assessments; EduSoft Mini-Assessments; FCAT Simulated Assessments and the Student Data matrix |
| 2 | Parents have difficulty providing academic support due to language barriers | <p>G.R.E.A.T. tutoring supported by Lake Gem Elementary.</p> <p>Parent Leadership Council with support from ESOL paraprofessionals</p> | Principal Media Specialist Media Clerk CCT | Parent Sign In Sheets | Parent Sign In Sheets |
| 3 | Effective utilization of ESOL strategies with fidelity | Staff development Model strategies in lessons | School based leadership team CCT | Lesson plans Classroom Observations | Lesson plans Weekly assessments FAIR EduSoft Benchmark assessments Student Data Matrices |
| 4 | Need for computer-based instruction and intervention | Continue use of technology components for EnVision | Principal, Assistant Principal, and Instructional | Classroom Observations Lesson plans, PLC meetings | FAIR, EduSoft Assessments, EduSoft Mini assessments, Imagine It! & EnVision |

| | | | | | |
|---|---|--|--|---|---|
| | | | Coaches | | Assessments, and Student Data Matrix |
| 5 | Fluent use of small group instruction | Utilize differentiated instruction by providing small group instruction to students. | Principal Assistant Principal Instructional Coaches | Continuous Improvement Model | FCAT test Edusoft Mini Assessments Classworks/Successmaker reports |
| 6 | Parental Involvement - parents are reluctant to come to participate in school activities. | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism (PKA) nights | School based Leadership team Instructional Coaches Classroom Teachers | Parent Sign-in sheets | Parent Sign-in sheets Needs assessments |
| 7 | Lack of progress monitoring and data analysis | Use grade level matrices to record the students' deficient sub-skills and to drive instruction in the classroom. Monthly data meetings with grade level teams. Utilize FCAT Test Maker software program to produce FCAT formatted questions. | School based leadership team and Instructional Coaches | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | Edusoft Benchmark Test Classworks/Successmaker reports FCAT test results. |
| 8 | Students need extended opportunities for instruction and learning. | Continue to offer after school tutoring program (G.R.E.A.T.) which provides additional math instruction and FCAT practice. | Principal, CRT, Media Specialist, Classroom Teachers | Continuous Improvement Model (CIM) | FCAT test Edusoft Mini Assessments Classworks/Successmaker reports |

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: | In order to meet the Superintendent's 11 Essential Outcomes, and provide a rigorous curriculum in mathematics, the goal for Students with Disabilities taking the 2013 FCAT 2.0 Mathematics is that 22% of those students will score a Level 3 or higher. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 19% of Students with Disabilities scored a Level 3 or higher on the FCAT 2.0 Mathematics. | In grades 3-5, 22% of Students with Disabilities will score a Level 3 or higher on the FCAT 2.0 Mathematics, an increase of 3%. |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|---|---|-----------------|
| 1 | n/a | n/a | n/a | n/a | n/a |

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

| | |
|--|---|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E: | In order to meet the Superintendent's 11 Essential Outcomes, and provide a rigorous curriculum in mathematics, the goal for Economically Disadvantaged students taking the 2013 FCAT 2.0 Mathematics is that there will be a 3% increase of those students scoring a Level 3 or higher. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| In grades 3-5, 44% of Economically Disadvantaged students scored a Level 3 or higher on the FCAT 2.0 Mathematics. | In grades 3-5, 47% of Economically Disadvantaged students will score a Level 3 or higher on the FCAT 2.0 Mathematics. |

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 | Fidelity of instruction utilizing the researched based curriculum | Professional Development Observations by Reading Coach and instructional team | Principal Instructional Coaches | Classroom Observations, data meetings – weekly or as needed, and bimonthly lesson plans reviews/meetings. | Formal and informal observations; bimonthly data meetings; lesson plan reviews; PLC meeting notes; EduSoft Assessments; EduSoft Mini-Assessments; FCAT Simulated Assessments and the Student Data matrix |
| 2 | Tier 2 and 3 interventions with fidelity for grades 3, 4 and 5. | 40-minute School wide Intervention block outside of the 90- minute reading block built into the master schedule. Selected identified students will also participate in additional enrichment activities during designated blocks. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction. | Principal Instructional Coaches | PLC meetings, CIM Meetings, Instructional Support Meetings, | Formal and informal observations; bimonthly data meetings; lesson plan reviews; PLC meeting notes; EduSoft Assessments; EduSoft Mini-Assessments; FCAT Simulated Assessments and the Student Data matrix |
| 3 | Parental Involvement - parents lack skills to help students be successful in school | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism (PKA) nights | School based Leadership team Classroom Teachers | Parent Sign In Sheets Parent Surveys | Parent Sign In Sheets Parent Surveys |
| 4 | Need for RTI Students to receive intervention | 40-minute School wide Intervention block outside of the 90- minute reading block built into the master schedule. Weekly Instructional Focus (FCIM) Professional development provided by MTSS team | Principal Assistant Principal School Psychologist Staffing Specialist Instructional Coaches | Classroom Observations Data Meetings Lesson Plans | Classroom Observations Data meetings Edusoft Assessments FCAT simulated assessments Student Data Matrices |
| 5 | Research based curriculum | Continue use of EnVision curriculum with fidelity. | Principal Assistant Principal Instructional Coaches | Classroom Walkthroughs Lesson Plans | FAIR Edusoft Assessments Classworks reports Student Data matrix |
| 6 | Parental Involvement - parents are reluctant to come to participate in school activities. | Host Media Night each Tuesday evening, Family Literacy/Math/FCAT/Autism (PKA) nights | School based Leadership team Instructional Coaches Classroom Teachers | Parent Sign-in sheets | Parent Sign-in sheets Needs Assessment |
| 7 | Need for computer based instruction and intervention | Phase in Classworks to replace successmaker. | Principal Assistant Principal Instructional Coaches | Classroom Walkthroughs Lesson Plans | FAIR Edusoft Assessments Classworks reports Student Data matrix |
| 8 | Teachers implement Tier 2 instruction in the classroom with fidelity. | Selected identified students will also participate in additional enrichment activities during designated blocks. Teachers will actively utilize differentiated instruction through whole | School Based Leadership Team and Instructional Coaches | PLC meetings, CIM Meetings, Instructional Support Meetings | Classroom Observations, FAIR, EduSoft Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |

| | | | | | |
|----|---|--|--|---|---|
| | | group instruction and small group instruction. | | | |
| 9 | Lack of progress monitoring and data analysis | Use grade level matrices to record the students' deficient sub-skills and to drive instruction in the classroom. Monthly data meetings with grade level teams. Utilize FCAT Test Maker software program to produce FCAT formatted questions. | School based leadership team and Instructional Coaches | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | Edusoft Benchmark Test Classworks/Successmaker reports FCAT test results. |
| 10 | Student motivation and need for 21st century learning | Continue to use FCAT Explorer and Classworks which will replace Successmaker to increase student fact fluency with math facts. | School based leadership team | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | Successmaker/Classworks reports FCAT Explorer Results FCAT Test |

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 |
|--|---------------------|---|--|--|---|---|
| Envision training | K-5 | Math Coach | K-5 teachers | August 2012 | Classroom Observations Data meetings Lesson plans | Math Coach School based leadership team |
| Triumphs training | 3-5 | Math Coach | Resource Team | September 2012 | Classroom Observations Data meetings | Math Coach School based leadership team |
| Moby math training | K-5 | Math Coach | K-5 Teachers | September 2012 | Classroom Observations Data meetings | Math Coach School based leadership team |
| Common Core training | K-1 | Math Coach | K-1 teachers | September 2012 | Classroom Observations Lesson plans | Math Coach School based leadership team |
| Individual Coaching/ Model lessons | K-5 | Math Coach | K-5 Teachers | September 2012/Ongoing and as needed | Classroom Observations Data meetings Lesson plans | Math Coach School based leadership team |
| Smart Board training | K-5 | Teacher leader | All teachers (as needed) | August 2012/As needed | Classroom observations; lesson plans | Math Coach School based leadership team |
| IMS – Instructional Management System | K-5 | IMS Champions, CRT, Principal | K-5 Teachers | August 2012/As needed | Classroom Observations Data meetings Lesson plans | Math Coach School based leadership team |
| Online Marzano Training | K-5 | Principal; District | All teachers | August 2012/Ongoing and as needed | Classroom Observations Data meetings Lesson plans | Math Coach School based leadership team |
| BiMonthly Data meetings (every other week) | K-5 | Principal. School based leadership team | K-5 Teachers | Every 2 weeks | Classroom Observations Data meetings Lesson plans | Principal Math Coach School based leadership team |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|--|----------------------|---------------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Triumphs Math | Tier II Intervention materials | General | \$4,165.00 |
| | | | Subtotal: \$4,165.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| STAMS - Strategies To Achieve Math Success | Student consumable and teacher resources | General Fund | \$6,000.00 |
| Tutoring | Tier 2/Tier 3 Tutoring (hourly) | Title I/General Fund | \$10,000.00 |
| | | | Subtotal: \$16,000.00 |
| | | | Grand Total: \$20,165.00 |

End of Mathematics Goals

Elementary and Middle School Science Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
|--|---|---|--|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science. | | Based on the 2012 FCAT 2.0, 32% (47) students scored a level 3 in science. The target for Lake Gem is to increase the number of students scoring a level 3 on the test by 10% so that 35% score a level 3 on the 2013 test. | | | |
| Science Goal #1a: | | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 32% (47) | | 35% | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Need for hands on science experiments for students to see the practical application of the content. | Continue science lab on the special area rotation. | School based leadership team | Classroom observations Review of data matrices Classworks Science reports | Scott-Foreman Science Unit Assessment Edusoft Science Test Grade 5 |
| 2 | There is a need for increased science vocabulary development | Continued use of science leveled readers in core classes | CRT Classroom teachers Principal Assistant Principal | Classroom Observations Lesson Plans | Scott-Foreman Science Unit Assessment Edusoft Science Test Grade 5 |

| | | | | | |
|---|---|---|------------------------------|------------------------------------|--|
| 3 | There is a need for real world connection to the curriculum | Continue use of Safari Montage and Snapshots Science Curriculum | School based leadership team | Classroom Observations Lesson plan | Scott-Foreman Science Unit Assessment Edusoft Science Test Grade 5 |
|---|---|---|------------------------------|------------------------------------|--|

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

| | | | | |
|--|-------------------------------------|---|---|-----------------|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b: | N/A | | | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: | | | |
| N/A | N/A | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

| | | | | | |
|---|--|--|--|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | Based on the 2012 FCAT 2.0, 5% (7) students scored a level 4 or 5 in science. The target for Lake Gem is to increase the number of students scoring a level 4 or 5 on the test to 10%. | | | | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: | | | | |
| 5% (7) | 10% | | | | |
| 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 progress monitoring and data analysis | Use grade level matrices to record the students' deficient sub-skills and to drive instruction in the classroom. Monthly data meetings with grade level teams. Utilize FCAT Test Maker software program to produce FCAT formatted questions. | School based leadership team and Instructional Coaches | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | Edusoft Benchmark Test Classworks/Successmaker reports FCAT test results. |

| | | | | | |
|---|---|--|--|---|---|
| 2 | Student motivation and need for 21st century learning | Continue to use FCAT Explorer and Classworks which will replace Successmaker to increase student fact fluency. Use of Smart Boards throughout the school to assist with visual presentation of subject matter. Classroom projection systems will also be used to enhance instruction. | School based leadership team | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | Successmaker/Classworks reports FCAT Explorer Results |
| 3 | Teachers unfamiliar with educational programs | Model whole and small group lessons, strategies, and activities. | Instructional Coaches | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | Classroom Observations Student Data Matrices PLC Meetings |
| 4 | Need for hands-on science experiments to connect science content | Continue science lab on the special area rotation. | School based leadership team | Classroom observations Review of data matrices Classworks Science reports | Scott-Foreman Science Unit Assessment Edusoft Science Test Grade 5 |
| 5 | Increased science vocabulary development in leveled texts for students. | Continued use of science leveled readers in core classes | CRT Classroom teachers Principal Assistant Principal | Classroom Observations Lesson Plans | Scott-Foreman Science Unit Assessment Edusoft Science Test Grade 5 |
| 6 | Real world connection to the curriculum | Continue use of Safari Montage and Snapshots Science Curriculum | School based leadership team | Classroom Observations Lesson plan | Scott-Foreman Science Unit Assessment Edusoft Science Test Grade 5 |

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|-------------------------------------|--|--|-----------------------------------|---|
| Science Fusion Curriculum Training | ALL Grade levels | District and school-based personnel | K-5 Teachers | Summer 2012, ongoing | Classroom observations | School based leadership team |

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|---|----------------|--------------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Safari Montage | Video/Visuals to build background knowledge | General Fund | \$2,000.00 |
| | | | Subtotal: \$2,000.00 |
| 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 |
| Science Olimpiad | Science competition for enrichment of students in science | General Fund | \$500.00 |
| | | | Subtotal: \$500.00 |
| | | | Grand Total: \$2,500.00 |

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: | As evidenced by the 2012 FCAT Writing exam, 82% (137) of fourth grade students scored at or above proficiency. The goal is to increase proficiency to 90% on the next assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

| 82% (137) | | | 90% | | |
|---|---|---|--|--|---|
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Teachers need support with methods used to teach writing. | Model Writing strategies from The Write Track writing program. Conduct ongoing writing staff development for K-4th grade teachers in The Write Track and writing scoring rubric. | Writing consultant Classroom teachers | Coaching Modeling Classroom Observations Lesson plans | Monthly Write Score test results with feedback. |
| 2 | Students have specific deficits in thier writing: conventions, mechanics, sentence structure, voice/tone, vocabulary. | Homogenous mixtures of all students to participate in Writing Camp | Classroom Teachers Principal Assistant Principal | Writing Lesson Plans PLC Meetings Classroom Observations | FCAT Scoring rubric Write Score Assessment |
| 3 | Students need accurate FCAT simulated writing prompts | Contract with Write Score company to assist in scoring monthly FCAT writing practice prompts. | Principal CRT | Write Score results and feedback | FCAT Writing |
| 4 | Accurate data to drive instructional changes | Hold monthly data meetings to discuss writing assessment data | Principal Assistant Principal | Grade level data meetings | FCAT Writing scores |

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

| | |
|--|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: | N/A |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A | N/A |

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|--|--|--|---|
| Scoring student writing | 4 | District personnel | Graes 3-5 Teachers | October 2012 (2-Day District Training) | Classroom observations Lesson plan reviews Student writing data review | Principal; Assistant Principal; Instructional Coaches |
| The Writing Process | 4 | Assistant Principal. CRT | Grades 3-5 Teachers | October 2012 | Classroom observations Lesson plan reviews Student writing data review | Principal; Assistant Principal; Instructional Coaches |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|--------------------------------------|----------------------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Instruction in Writing/Writing Process | Write Track! Curriculum | General fund | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Write Score | Evaluation program | General Fund | \$2,000.00 |
| | | | Subtotal: \$2,000.00 |
| 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 |
| Writing Workshops | Workshops on writing/writing process | General Fund (Substitutes) | \$1,200.00 |
| | | | Subtotal: \$1,200.00 |
| | | | Grand Total: \$4,200.00 |

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: | In order to receive quality instruction and to attain academic goals, students must attend school. Attendance directly correlates to achievement. Lake Gem Elementary is proactive in decreasing the number of absences and tardies by notifying parents in writing when attendance become a concern. In addition, Lake Gem Elementary also holds attendance meetings to prevent further action. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 96.29%(33 student absences) | We expect to decrease our number of students with excessive absences by 10%, thereby reducing the number to 30 students. We have had truancy meetings |

| | |
|--|---|
| | with the families of those with excessive tardies and/or absenteeism. |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| There were 33 students with 10 or more absences. | We expect to decrease our number of students with excessive absences by 10%, thereby reducing the number to 30 students. We have had truancy meetings with the families of those with excessive tardies and/or absenteeism. |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| There were 212 students with 10 or more tardies. | We expect to decrease our number of students with excessive tardies by 10%, thereby reducing the number to 191. We have had truancy meetings with the families of those with excessive tardies and/or absenteeism. |

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 incentives | Students are encouraged to attend school by receiving incentives. Perfect attendance awards will be given during award ceremonies (quarterly). | Media Specialist CRT Guidance Counselor | Review attendance rates | Attendance Rates |
| 2 | Parents may not understand Florida law for school attendance. | Remind parents of attendance policies through correspondence during the first week of school | Leadership team | Review attendance rates | Attendance Rates |

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 |
|------------------------------------|---------------------|---|--|--|--|--|
| RtI/ Behavior | K-5 | Behavior Specialist/Staffing Specialist/School Psychologist, Dean | K-5 teachers | September 2012; monthly staff meetings | PLC meetings; Classroom observations; Discipline reports/referrals | Principal; Assistant Principal; Dean; Behavior Specialist/Staffing Specialist/ School Psychologist |
| Discipline Training | K-5 | Dean; Behavior Specialist; Guidance Counselor | K-5 teachers | August 2012; on going | Discipline committee meeting notes; Discipline reports/referrals | Principal; Assistant Principal; Dean |

Attendance Budget:

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

| | | | |
|---------------------------------|--|----------------|------------------------------|
| | | | Subtotal: \$0.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Attendance Recognition/Awards | Certificates, ribbons, and other recognition activities for students | General Fund | \$600.00 |
| | | | Subtotal: \$600.00 |
| | | | Grand Total: \$600.00 |

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: | At Lake Gem Elementary, students are motivated to succeed and make good choices in their day to day activities. The school guidance counselor assists in strengthening these efforts and implements initiatives school wide to focus on character building. We expect to decrease our number of in-school and out-of-school suspensions by 10%. |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| 29 | 26 or fewer |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 21 | 19 or fewer |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 70 | 63 or fewer |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 53 | 47 or fewer |
| Problem-Solving Process to Increase Student Achievement | |
| | Person or Process Used to |

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|-------------------------------------|--|---|
| 1 | Reporting practices | Dean of discipline will be trained on how to input discipline information in the Student Management System to accurately reflect infractions. | Assistant Principal Dean | Certify Errors | Certify |
| 2 | Students repeatedly violating the OCPS Student Code of Conduct | Review expectations and Code of Student Conduct with entire student body. | Assistant Principal Dean | Observation Reduction in number of disciplinary infractions | OCPS Discipline referrals Lake Gem Discipline/Guidance Reports |
| 3 | Lack of communication with parents/guardians regarding student behaviors | Lake Gem Discipline Reports | Assistant Principal Dean | Number of discipline reports sent home Increased communication between school staff and parents | OCPS Discipline referrals Lake Gem Discipline/Guidance Reports |
| 4 | Lack of classroom management/de-escalation training | Classroom management and CPI de-escalation training offered to all staff | Dean | Number of discipline reports sent home Increased communication between school staff and parents | OCPS Discipline referrals Lake Gem Discipline/Guidance Reports |
| 5 | Lack of focus on character building | Monthly focus on character traits | Guidance | Classroom Observations Discipline/Guidance Reports Discipline referrals | Discipline/Guidance Reports Discipline Referrals |

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 |
|------------------------------------|---------------------|----------------------------------|---|--|---|---|
| MTSS/RtI Training | K-5 | MTSS team | School-wide | September and ongoing as needed | Data meetings, PLC Meetings, Classroom walkthrough | School-based leadership team |
| CPI De-escalation training | ALL teachers | District CPI Staff | School-wide | January/February | Data meetings, classroom walkthroughs/observations, PLC meetings, RtI Behavior Meetings | School-based leadership team |

Suspension Budget:

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

| Professional Development | | | |
|--|-------------------------------|------------------------------------|------------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Incentives provided for positive grade-level behavior data and reports | Ribbons, certificates, prizes | Fund 249 Facility Rental Agreement | \$300.00 |
| | | | Subtotal: \$300.00 |
| | | | Grand Total: \$300.00 |

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | | | | |
|--|---|--|--|---|---------------------------------------|
| 1. Parent Involvement | | | | | |
| Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | | In 2011-2012, parental involvement at PTA, and SAC was low, as evidenced in a review of the sign-in sheets for each meeting. On average, 5 parents attended each meeting. Extracurricular events and curricular nights were well attended. | | | |
| 2012 Current Level of Parent Involvement: | | 2013 Expected Level of Parent Involvement: | | | |
| Parent support at PTA and SAC meetings was extremely low. In 2012, approximately 43% of families were involved in their students' education evidenced through attendance at school events. | | For the 2012-2013 school year, we expect that the percentage of parent involvement will increase to 46% due to our targeted efforts to increase parent participation. | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Parents unable to attend functions during the day | Events scheduled later in the evening, such as Monthly Parent Knowledge Academies, Family Media Nights Events where students perform and/or present information. | Assistant Principal, CRT, Title I Coordinator, Principal | Sign in sheets | Parent sign in sheets, Parent surveys |
| 2 | Lack of motivation to participate in activities at the school | Provide/Offer incentives for participation. | Principal Assistant Principal | Parent Sign in sheets | Parent sign in sheets, Parent surveys |
| 3 | Language barrier for some parents | Translation services offered and announced on flyers | Assistant Principal, CRT, Title I Coordinator, Principal | Parent Sign in sheets | Parent Sign in sheets, Parent surveys |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|--|--|--|-----------------------------------|---|
| Effective Parent Communication | Pre-K - 5th | Principal/Staffing Specialist/Guidance Counselor | Pre-K - 5th, Paraprofessionals | September 2012, ongoing | Parent surveys | Principal, School based leadership team |

Parent Involvement Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Flyers/mailers to communicate events to parents | Paper/Printing services | Title I (Parental Involvement) | \$500.00 |
| | | | Subtotal: \$500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Parent Work Shops | Workshops and Parent Knowledge Academies on Curriculum, Reading, Math, Science, Writing, Financial Literacy, Technology | In-Kind Donations, Fund 249 Facility Rental Agreement | \$500.00 |
| | | | Subtotal: \$500.00 |
| | | | Grand Total: \$1,000.00 |

End of Parent Involvement Goal(s)

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

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

| | |
|---|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | |
| 1. STEM STEM Goal #1: | Based on FCAT 2.0 Reading and Math results, 38% and 44%, respectively, of 3rd grade students scored a level 3 or above; 49% and 45% of 4th grade students scored a level 3 or above; and 53% & 38% of fifth grade students scored a level 3 or above. The goal of Lake Gem Elementary is to increase each grade level's proficiency by 3%. The goal of Lake Gem is create an environment that has culturally embedded STEM processes and teaching practices. This includes ensuring that students are engaged in problem-based learning, technology integration, and that reinforces the collaborative nature |

of the 21st century workplace.

We aim to do this by increasing the frequency and quality of STEM content integration.

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 problem-based learning opportunities for students in classrooms | <p>PLC discussions and data analyzed</p> <p>Science Club for students after school</p> <p>Science Olympiad</p> <p>Continue use of Classworks, Moby Math, EnVision e-Inquiry, and Imagine It! e-Suite to challenge students' thinking about STEM related concepts</p> <p>Use of district STEM lessons or development of STEM lessons specific to Lake Gem ES.</p> | School based leadership team Science teacher | <p>Classroom Observations</p> <p>Data meetings</p> <p>Attendance/Participation records</p> <p>Program assessments</p> <p>PLC meetings</p> <p>Lesson plans</p> <p>Scheduled bimonthly data meetings</p> | <p>Student Data Matrix</p> <p>FCIM matrix</p> <p>Science program data</p> <p>Science EduSoft test</p> <p>Program reports and assessments</p> <p>Program usage reports</p> |
| 2 | Ineffective data analysis practices | <p>Bimonthly data analysis meetings with classroom teachers</p> <p>Effective use of data analysis to drive instruction</p> <p>Flexible grouping in various content areas</p> | <p>Principal</p> <p>Assistant principal</p> <p>Instructional Coaches</p> | <p>Data chats</p> <p>Instructional focus calendar</p> <p>FCIM calendar</p> | <p>Student data matrix</p> <p>FCIM matrix</p> <p>Edusoft test data</p> <p>Program test data</p> <p>PLC meeting notes</p> |
| 3 | Students need to see a real-world connection to their academic studies | <p>Teach-In</p> <p>Safari Montage</p> <p>Science Club/Science Olympiad</p> | School based leadership team Teach-In Coordinator | <p>Classroom Observation</p> <p>Student feedback</p> | <p>Student feedback</p> <p>Reading and Math program test data.</p> <p>Participation records for events where community is involved</p> |

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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| | | | | | | Principal, Reading |

| | | | | | | |
|---------------------------------------|-----|---------------------------------------|--------------------|---------------------------------------|--|--|
| Literacy centers | K-5 | Reading Coach | All teachers | August 2012/Ongoing and as needed | Classroom observations, PLC meetings, Data meetings, lesson plans | Coach, School based leadership team |
| Science sCrams | 5th | Science Lab Instructor/Teacher Leader | 5th Grade Teachers | January 2013 | Classroom observations, lesson plans, PLC meetings | Principal, Instructional Coaches, School based leadership team |
| Science Benchmark Trainings | 4th | Principal/CRT/Science Lab Teacher | 4th Grade Teachers | September 2012 and ongoing | Classroom observations, PLC meetings, Data meetings, lesson plans | |
| Data analysis/Bimonthly Data Meetings | K-5 | Principal | All teachers | August 2012/ongoing (every two weeks) | Scheduled bimonthly data meetings Classroom Observations Attendance/Participation records Program assessments PLC meetings Lesson plans | Principal, Instructional Coaches, School based leadership team |

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | | |
|--|--|---|--|---|--|
| 1. All elementary students will read independently on grade level by age nine. Goal All elementary students will read independently on grade level by age nine. Goal # 1: | | Based on 2012 FCAT data, 38% (53) of Lake Gem 3rd grade students read on grade level. Therefore, the goal of Lake Gem Elementary is to increase the students' performance by 7 percentage points. | | | |
| 2012 Current level: | | 2013 Expected level: | | | |
| 38%(53) | | 45% (63) | | | |
| 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 | Some teachers are unfamiliar with educational programs. | Model whole and small group lessons, strategies, and activities. | Instructional Coaches | Continuous Improvement model 1. Disaggregate Data 2. Timeline Development 3. Instructional Focus 4. Frequent Assessments 5. Tutorials 6. Enrichment 7. Maintenance 8. Monitor | Classroom Observations Student Data Matrices PLC Meetings |
| 2 | Some teachers do not teach the curriculum with fidelity. | Professional Development Observations by Reading Coach | School Based Leadership Team and Instructional Coaches | Classroom Observations (formal & informal) | Classroom Observations Data, meetings, and bimonthly lesson plans meetings, lesson plan reviews, EduSoft Assessments, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |
| | Lack of consistent monitoring of Tier 3 students | Bimonthly data meetings for all classroom teachers with administrators and coaches Professional development and classroom observations Students will also participate in additional enrichment activities | School Based Leadership Team and Instructional Coaches | PLC meetings, CIM Meetings, Instructional Support Meetings Instructional Focus Calendar, Biweekly Data Meetings (every other week) | Classroom Observations, FAIR, EduSoft Assessment, Weekly EduSoft Mini Assessments, Weekly FCAT Simulated Assessments, and Student Data Matrix |

| | | | | | |
|---|---|---|---|---|--|
| 3 | | <p>during designated blocks.</p> <p>Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction.</p> <p>Instructional Focus lessons</p> <p>Staff development on how to teach the instructional focus.</p> | | | |
| 4 | Many students come to Lake Gem with moderate to significant reading deficiencies. | <p>Structured program for second grade students, Read 2 Succeed, to build reading fluency.</p> <p>Reading volunteers work one on one with students using The Six Minute Solution</p> <p>Instructional Focus lessons</p> <p>GREAT -2: After school tutoring program for 2nd grade students</p> <p>Extensive progress monitoring for students in K-2nd grade</p> <p>Intervention and enrichment opportunities for students in K-2nd grade</p> | Second grade classroom teachers School based leadership team | <p>Classroom Observations (formal & informal), PLC meetings, CIM Meetings, Instructional Support Meetings</p> <p>Instructional Focus Calendar</p> | FAIR test data Weekly Assessment data; intervention 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 |
|------------------------------------|---------------------|--|---|--|--|--|
| Imagine It! (Core reading program) | K-5 | Reading Coach | K-5 teachers | August 2012; Ongoing | Classroom Walkthrough/Observations, lesson plans, PLC meetings, Biweekly data meetings | Principal, Reading Coach, School based leadership team |
| Common Core State Standards | K-5 | Reading Coach, District Staff/Training | K-5 Teachers | September 2012 and ongoing | Classroom Walkthrough/Observations, lesson plans, PLC meetings, Biweekly data meetings | Principal, Reading Coach, School based leadership team |

| | | | | | | |
|---|-------|---|-----------------------------------|---------------------------|--|--|
| EIR - Early Interventions in Reading Program Training | K-2nd | Reading Coach | K-2nd Teachers, Paraprofessionals | August 2012 and as needed | Classroom Walkthrough/Observations, small group instruction observations, lesson plans, PLC meetings, Biweekly data meetings | Principal, Reading Coach, School based leadership team |
| Bimonthly data meetings | K-5 | Principal, School based leadership team | K-5 Teachers | Every two weeks | Classroom Walkthrough/Observations, lesson plans, PLC meetings, Biweekly data meetings | Principal, Reading Coach, School based leadership team |

Budget:

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

End of All elementary studentts will read independently on grade level by age nine. Goal(s)

All elementary students will become fluent in all four basic mathematical operations for whole numbers by fourth grade and adding and subtracting fractions and decimals by the end of fifth grade. 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 elementary students will become fluent in all four basic mathematical operations for whole numbers by fourth grade and adding and subtracting fractions and decimals by the end of fifth grade. Goal | Based on 2012 FCAT data, 45% (67) of all Lake Gem students scored at or above proficiency in math. |
| All elementary students will become fluent in all four basic mathematical operations for whole numbers by fourth grade and adding and subtracting fractions and decimals by the end of fifth grade. Goal #1: | |
| 2012 Current level: | 2013 Expected level: |
| 45% (67) | 51% (73) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|---|--|
| 1 | Teachers do not teach EnVision math curriculum with fidelity or are unfamiliar with the program. | Model whole and small group lessons, strategies, and activities. Provide professional development opportunities and conduct classroom observations | Math Coach, Principal, School based leadership team | Classroom observations, lesson plans, PLC meetings | Classroom Observations Student data matrices EduSoft Math testing Weekly programatic tests (FCIM) |
| 2 | Limited programs available for students demonstrating proficiency in math | Students will also participate in additional enrichment activities during designated blocks. Teachers will actively utilize differentiated instruction through whole group instruction and small group instruction. | Math Coach, Principal, School based leadership team | Classroom observations, lesson plans, PLC meetings | Classroom Observations Student data matrices EduSoft Math testing Weekly programatic tests (FCIM) |
| 3 | Limited instructional time to assist students with skill mastery | Computer lab where students work on academic programs – Classworks and Moby Math in a whole group setting | Math Coach, Principal, School based leadership team | Classroom observations, lesson plans, PLC meetings | Classroom Observations Student data matrices EduSoft Math testing Weekly programatic tests (FCIM) |

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 |
|--|---------------------|----------------------------------|--|--|---|---|
| EnVision training | K-5 | Math Coach/District Staff | K-5 Teachers | August 2012 and ongoing | Classroom Observations, Data meetings, PLC meetings, Lesson plans , Scheduled bimonthly data meetings | Principal, Math Coach, School based leadership team |
| Instructional Model Lessons and Shadow Experiences | K-5 | Math Coach, Principal | K-5 Teachers new to school/new to grade level/experiencing challenges in implementing math program | August 2012 and ongoing, as needed | Classroom Observations, Data meetings, PLC meetings, Lesson plans , Scheduled bimonthly data meetings | Principal, Math Coach, School based leadership team |
| | | | | | Classroom | |

| | | | | | | |
|-----------------------------|-----|---------------------------|---|-----------------------------|---|---|
| Common Core State Standards | K-5 | Math Coach/District Staff | Grade Level Black Belt Participants, Math Coach | September 2012, and ongoing | Observations, Data meetings, PLC meetings, Lesson plans , Scheduled bimonthly data meetings | Principal, Math Coach, School based leadership team |
|-----------------------------|-----|---------------------------|---|-----------------------------|---|---|

Budget:

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

End of All elementary students will become fluent in all four basic mathematical operations for whole numbers by fourth grade and adding and subtracting fractions and decimals by the end of fifth grade. Goal(s)

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|--|---|------------------------------------|-----------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Lessons in Literacy (Tier II Intervention) | Instructional Kit (Teacher guides, lesson plans, consumables) | SRI/General Fund | \$1,034.28 |
| Reading | Super Kids | Instructional kit (student consumables, magazines, classroom library) | SRI/General Fund | \$6,740.88 |
| Reading | Early Interventions in Reading 1 & 2; Triumphs 3rd-5th | Replacement consumables | SRI/General Fund | \$1,237.33 |
| Reading | Daybooks (grades 3 - 4) (Houghton Mifflin) | Enrichment instructional resource | SRI/General Fund | \$1,034.28 |
| Mathematics | Triumphs Math | Tier II Intervention materials | General | \$4,165.00 |
| Writing | Instruction in Writing/Writing Process | Write Track! Curriculum | General fund | \$1,000.00 |
| Parent Involvement | Flyers/mailers to communicate events to parents | Paper/Printing services | Title I (Parental Involvement) | \$500.00 |
| | | | | Subtotal: \$15,711.77 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Classworks Reading Computer Based Program | License Renewal | Title I | \$11,390.00 |
| Reading | MyON Reader | Purchase of digital library and assessment program | Title I | \$3,900.00 |
| Reading | Smartboard updates/purchases | New Smart Boards, repairs, projectors, software, etc. | General | \$3,778.00 |
| Science | Safari Montage | Video/Visuals to build background knowledge | General Fund | \$2,000.00 |
| Writing | Write Score | Evaluation program | General Fund | \$2,000.00 |
| | | | | Subtotal: \$23,068.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Site-based reading workshops and trainings | Small group/grade level training on effective reading strategies and best practices | General Fund | \$1,000.00 |
| | | | | Subtotal: \$1,000.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Tutoring | Tier 2/Tier 3 Hourly Tutoring | Title I | \$10,000.00 |
| CELLA | PLC Meetings | Parent materials, etc. | Title I (Parental Involvement) | \$250.00 |
| Mathematics | STAMS - Strategies To Achieve Math Success | Student consumable and teacher resources | General Fund | \$6,000.00 |
| Mathematics | Tutoring | Tier 2/Tier 3 Tutoring (hourly) | Title I/General Fund | \$10,000.00 |
| Science | Science Olimpiad | Science competition for enrichment of students in science | General Fund | \$500.00 |
| Writing | Writing Workshops | Workshops on writing/writing process | General Fund (Substitutes) | \$1,200.00 |
| Attendance | Attendance Recognition/Awards | Certificates, ribbons, and other recognition activities for students | General Fund | \$600.00 |
| Suspension | Incentives provided for positive grade-level behavior data and | Ribbons, certificates, prizes | Fund 249 Facility Rental Agreement | \$300.00 |

| reports | | | |
|--------------------|-------------------|---|--|
| Parent Involvement | Parent Work Shops | Workshops and Parent Knowledge Academies on Curriculum, Reading, Math, Science, Writing, Financial Literacy, Technology | In-Kind Donations, Fund 249 Facility Rental Agreement \$500.00 |
| | | | Subtotal: \$29,350.00 |
| | | | Grand Total: \$69,129.77 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> 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 1/24/2013)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|---|------------|
| It is anticipated that the Lake Gem SAC will use their funds to purchase student materials for reading and math, and additional technology (computers, response systems). | \$6,542.26 |

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

The School Advisory Council will be responsible for reviewing and revising the School Improvement Plan. They will also support school educational and literacy initiatives and activities by providing school improvement funds, as needed, for technology, materials, and resources. The SAC will also support Lake Gem by providing input on ways to increase student achievement in reading, math, science, and writing, and the Council will participate in revising the parent/teacher/student surveys that are distributed each year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

| Orange School District LAKE GEM ELEMENTARY 2010-2011 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 73% | 69% | 77% | 47% | 266 | 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 | 64% | 59% | | | 123 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 71% (YES) | 65% (YES) | | | 136 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 525 | |
| 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 LAKE GEM ELEMENTARY 2009-2010 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 76% | 72% | 88% | 48% | 284 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 67% | 59% | | | 126 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 52% (YES) | 67% (YES) | | | 119 | Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math. |
| FCAT Points Earned | | | | | 529 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |