FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Lost Lake Elementary	District Name: Lake County
Principal: Rhonda Hunt	Superintendent: Dr. Susan Moxley
SAC Chair: Tracy Everett	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number 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	Rhonda Hunt	B.A. Elementary Education M.S Early Childhood Ed. Leadership	1	23	2011-2012: Lost Lake Elementary, Principal, A school, No AYP 75% of students made learning gains in reading, 74% of students made learning gains in Math. Of the students identified in the lowest quartile, 65% made learning gains in reading and 69% made learning gains in math. 2008-2010: Sawgrass Bay Elementary Principal, A School 2004-2008: Lost Lake Elementary, Principal, A School
Assistant Principal	Caroline Burnsed	B.A. Elementary Education M.S. Educational Leadership	0	13	2011-2012: Tavares Elementary, Principal, B school, No AYP 4 years at Tavares Elementary 2010-2011 Grade: B AYP: No Percent of Criteria Met: 79% Learning Gains: Reading: 78% of students reading at or above grade level; 64% of students making a year's worth of progress; 61 % of struggling students making a year's worth of progress; 61% in the lowest 25% improved; all subgroups did not meet their goals Math: 74% of student at o above grade level; 58% of student making a year's worth of progress; 59% of struggling students making a year's worth of progress; 59% in the lowest 25% improved; all subgroups did not meet their goals for math Writing: 80% of students are meeting state standards Science: 46% of students at or above grade level 2009-2010 Grade: A AYP: No Percent of Criteria Met: 95% Learning Gains: Reading: 79% of students reading at or above grade level; 63% of students making a year's worth of progress; 56% of struggling students making a year's worth of progress; 56% in the lowest 25% improved; all subgroups met their goals for reading except Economically Disadvantaged students Math: 81% of student at or above grade level; 63% of student making a year's worth of progress; 58% of struggling students

					making a year's worth of progress; 58% in the lowest 25% improved; all subgroups met their goals for math except Economically Disadvantaged students Writing: 88% of students are meeting state standards Science: 59% of students at or above grade level **2008-2009** Grade: A AYP: No Percent of Criteria Met: 95% Learning Gains: Reading: 80% of students reading at or above grade level; 72% of students making a year's worth of progress; 74% of struggling students making a year's worth of progress; 74% in the lowest 25% improved; all subgroups met their goals Math: 81% of student at o above grade level; 64% of student making a year's worth of progress; 58% of struggling students making a year's worth of progress; 58% in the lowest 25% improved; all subgroups met their goals for math except Black and Economically Disadvantaged students Writing: 87% of students are meeting state standards Science: 43% of students at or above grade level **2007-2008** Grade: A AYP: No Percent of Criteria Met: 92% Learning Gains: Reading: 77% of students reading at or above grade level; 63% of students making a year's worth of progress; 58% of struggling students making a year's worth of progress; 58% in the lowest 25% improved; all subgroups met their goals for reading except Black students and Students with Disabilities Math: 76% of student at o above grade level; 73% of student making a year's worth of progress; 75% of struggling students making a year's worth of progress; 75% in the lowest 25% improved; all subgroups met their goals for math except Black students Writing: 86% of students are meeting state standards Science: 43% of students at or above grade level **2006-2007** Grade: B AYP: No Percent of Criteria Met: 92%

					Learning Gains: Reading: 68% of students reading at or above grade level; 73% of students making a year's worth of progress; 76% of struggling students making a year's worth of progress; all subgroups met their goals for reading except Black and Economically Disadvantaged students Math: 71% of student at or above grade level; 58% of student making a year's worth of progress; 61% of struggling students making a year's worth of progress; all subgroups met their goals for math except Economically Disadvantaged students Writing: 67% of students are meeting state standards Science: 44% of students at or above grade level 3 years Beverly Shores Elementary 2005-2006 Grade C AYP No 90% 2004-2005 Grade C AYP No 83% 2003-2004 Grade B AYP No 97%
Assistant Principal	Mara Loyko	B.S.-Early Childhood Education M.S. Educational Leadership	2	2	2011-2012: A school, No AYP, Lost Lake Elementary, 75% of students made learning gains in reading, 74% of students made learning gains in Math. Of the students identified in the lowest quartile, 65% made learning gains in reading and 69% made learning gains in math. 2010-2011: A school, No AYP-Lost Lake Elementary, 77% of students made learning gains in reading, 78% of students made learning gains in Math. Of the students identified in the lowest quartile, 67% made learning gains in reading and 71% made learning gains in math.

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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 ambitious but achievable annual measurable objective (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)	Number of Years at Current School	Number 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	Kristy L. Zamora	B.S. Elementary Education; Masters in Ed. Leadership, ESOL	5	0	
Elementary Literacy	Rebecca Foster	B.S. - Elementary Education Certification - Elementary Ed. 1-6, ESOL	9	3	2011-2012 A school, No AYP-Lost Lake Elementary, 75% of students made learning gains in reading, 74% of students made learning gains in Math. Of the students identified in the lowest quartile, 65% made learning gains in reading and 69% made learning gains in math. 2010-2011 School grade A with 90% meeting high standards in reading and 89% meeting high standards in math. In writing, 73% of the students met high standards and in science 74% of students met high standards. Of the students identified in the lowest quartile, 67% made learning gains in reading and 71% made learning gains in math. 2009-2010 School grade A with 86% meeting high standards in reading and 82% meeting high standards in math. In writing, 88% of the students met high standards and in science 68% percent received a level three or above. Of the students identified in the lowest quartile, 73% made learning gains in reading and 70% made learning gains in math.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Weekly training on curriculum	Administration and Susan Emrick, Instructional Coach	June 2013
2. Peer mentoring	Peer mentors	June 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*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
2	Grade level mentors TEAM training Instructional coach session

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
77	13% (10)	22% (17)	42% (32)	25% (19)	29% (22)	97%	17% (13)	5% (4)	82% (63)

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
Lisa Vitale/Susan Emrick	Kristen Custer	Experienced Teachers	Weekly Meetings/PLC
Lisa Metts/Susan Emrick	Emma Fraser	Experienced Teachers	Weekly Meetings/PLC
Stephanie Tuesca/Susan Emrick	Kristyn Newman	Experienced Teachers	Weekly Meetings/PLC
Kristy Zamora/Susan Emrick	Micah O'Brien	Experienced Teachers	Weekly Meetings/PLC

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Andrea Pomerleau/Susan Emrick	Stephanie Riley	Experienced Teachers	Weekly Meetings/PLC
Krystal Dorn/Susan Emrick	Kaitlynn Gordon	Experienced Teachers	Weekly Meetings/PLC
Rebecca Foster/Susan Emrick	Kacy Wolfe	Experienced Teachers	Weekly Meetings/PLC
Sara Klenk/Susan Emrick	Leah Caines	Experienced Teachers	Weekly Meetings/PLC
Kelly Horn/Susan Emrick	Brittany Grayson	Experienced Teachers	Weekly Meetings/PLC
Kirsten Olafsen/Susan Emrick	Taylor Hicklin	Experienced Teachers	Weekly Meetings/PLC
Joe Sanders/Susan Emrick	Kelly Baxter	Experienced Teachers	Weekly Meetings/PLC
Jenny Hill/Susan Emrick	Chelsey Newman	Experienced Teachers	Weekly Meetings/PLC
Robin Willams/Susan Emrick	Jacqueline Holmes	Experienced Teachers	Weekly Meetings/PLC

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Additional Requirements

*Coordination and Integration-*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
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The school based MTSS leadership team of LLES consists of: Rhonda Hunt, Principal; Caroline Burnsed Assistant Principal I, Mara Loyko Assistant Principal II, Rebecca Foster, Literacy Coach; Kim Dos Santos, Curriculum Resource Teacher; Kristy Zamora, Math Coach; Sharon Richmond, School Psychologist, Bonnie Gault, Guidance Counselor; Sheri Chen, Guidance Counselor.
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? Administration provides a common planning time and allocates funding for resources. Curriculum Resource Teacher/Literacy Coach/Math Coach-Researches existing literature on academic interventions to be implemented with students exhibiting specific need. Provide professional development to promote the implementation of evidence based instructional strategies in the classroom. Assist with the collection of progress monitoring data and assessment. The Response to Intervention Team meets each week to review student data and identify students in need of academic or behavioral intervention. Working cooperatively, the team will plan instructional strategies, determine the effectiveness of interventions, and create a system for continued monitoring of student progress
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The School-based MTSS leadership team will met with the School Advisory Council to review school wide academic data as well as data relating to behavior. Jointly, school wide goals were set and a detailed plan was outlined. The RtI Problem-solving process is used in developing and implementing the SIP in helping to focus on the needs of students and identifying the resources in use or necessary to improve student achievement.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline Data: The Progress Monitoring and Reporting Network (PMRN) The Assessment and Information Management System (AIMS Web) Florida Comprehensive Assessment Test (FCAT) Florida Assessment for Instruction in Reading (FAIR) Harcourt Math Inventory Benchmark Assessments in Reading, Math, and Science SAT 10 STAR Reading Disciplinary code data Action Code data Progress monitoring:

The Progress Monitoring and Reporting Network (PMRN)
The Assessment and Information Management System (AIMS Web)
Florida Assessment for Instruction in Reading (FAIR)
Harcourt Math Inventory
STAR Reading
Benchmark Assessments in Reading, Math, and Science
Disciplinary code data
Action Code data

Mid year data:
The Progress Monitoring and Reporting Network (PMRN)
The Assessment and Information Management System (AIMS Web)
Florida Assessment for Instruction in Reading (FAIR)
Harcourt Math Inventory
STAR Reading
Benchmark Assessments in Reading, Math, and Science
Disciplinary code data
Action Code data

End of year data:
The Progress Monitoring and Reporting Network (PMRN)
The Assessment and Information Management System (AIMS Web)
Florida Comprehensive Assessment Test (FCAT)
Florida Assessment for Instruction in Reading (FAIR)
Harcourt Math Inventory
STAR Reading
Benchmark Assessments in Reading, Math, and Science
SAT 10
Disciplinary code data
Action Code data

Describe the plan to train staff on MTSS.

Professional development will be provided by district and school staff on site on early release Wednesdays, planning periods and after school. The MTSS team will also determine professional development needs during weekly RTI meetings.

Describe the plan to support MTSS.

The MTSS will attend district trainings regarding the RTI process. Administration will attend the RTI meetings to support all involved. PBS is developed school wide to help support the behavior interventions. ROAR also will be held for all students four days a week to support reading.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The school-based Literacy Leadership Team is Rhonda Hunt Principal; Caroline Burnsed, Assistant Principal; Mara Loyko, Assistant Principal; Rebecca Foster, Literacy Coach; Kim Dos Santos, Curriculum Resource Teacher; Sheri Chen, Guidance Counselor; Bonnie Gault, Guidance Counselor.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The school-based LLT will meet weekly during scheduled leadership meetings. The primary role is to support teachers and to provide assistance with FAIR, ROAR, and RTI.
What will be the major initiatives of the LLT this year? To develop a school wide enrichment/intervention groups four days a week for every grade level (ROAR). Also participate in the Read Across America and National Literacy Week and Superintendent Reading Challenge increase the usage of FAIR tool kit.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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*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.

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

*High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

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?

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.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. ELL, ESE, attendance	1A.1. Response to Intervention, ESOL Support, Team Collaboration, After School Tutoring, Data Evaluation Meetings, Data Chats, and Student led conferences, FCAT Explorer, Thinking Maps, Data Notebooks, Kagan Strategies, Academic Common planning, focus calendars, reflective practice, coaching and mentoring, 7 Habits of Highly Effective People staff Development	1A.1. School Leadership Team, Response to Intervention Team, Classroom Teacher	1A.1. Grades, Benchmark evaluations, FAIR, Response to Intervention data, Classroom Walkthroughs, Lesson Plans, Student Data Notebooks.	1A.1. FCAT 2.0
Reading Goal #1A: 36% of students will score a level 3	2012 Current Level of Performance:* 3rd 25% (43) 4th 30% (58) 5th 32% (60)	2013 Expected Level of Performance:* 3rd 32% (59) 4th 37% (63) 5th 39% (73)					
			1A.2. below grade level in reading	1A.2. ROAR (reaching out to all readers) - additional 30 mins. of RtI reading intervention, SIPPS Phonics Program	1A.2. Literacy Coach	1A.2. SIPPS Evaluation	1A.2. FCAT 2.0
			1A.3. parent support	1A.3. Flexible Parent/Teacher conferences, Access to Think Central, presenting grade level expectations, FCAT Night	1A.3. School Leadership Team, Response to Intervention Team, Classroom Teacher	1A.3. Parent Sign-in sheets, pupil progression sheet	1A.3. FCAT 2.0
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1
Reading Goal #1B: Providing this data violates student confidentiality	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Fidelity of teaching and learning	2A.1. Homogenous grouping of high achieving students, Accelerated Reader, Harcourt enriched reading curriculum, Harcourt advanced leveled readers, Battle of the Books, Spelling Bee, FCAT Explorer	2A.1. Leadership Team	2A.1. Grades, Benchmark evaluations, FAIR, Classroom Walkthroughs, Lesson Plans, Student Data Notebooks	2A.1. FCAT 2.0
Reading Goal #2A: 51% of students will score a level 4 or above	2012 Current Level of Performance:* 3rd 46% (79) 4th 46% (89) 5th 39% (74)	2013 Expected Level of Performance:* 3rd 53% (98) 4th 53% (90) 5th 46% (86)					
			2A.2. rigor	2A.2. Thinking Maps, Junior Great Books, Think Central	2A.2. Leadership Team	2A.2. Grades, Benchmark evaluations, FAIR, Classroom Walkthroughs, Lesson Plans, Student Data Notebooks	2A.2. FCAT 2.0
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1. .	2B.1.
Reading Goal #2B: Providing this data violates student confidentiality	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. ELL, ESE, attendance.	3A.1. Response to Intervention, ESOL Support, Team Collaboration, After School Tutoring, Data Evaluation Meetings, Data Chats, and Student led conferences, FCAT Explorer, Thinking Maps, Data Notebooks, Kagan Strategies, Academic Common planning, focus calendars, reflective practice, coaching and mentoring, 7 Habits of Highly Effective People staff Development	3A.1. School Leadership Team, Response to Intervention Team, Classroom Teacher	3A.1. Grades, Benchmark evaluations, FAIR, Response to Intervention data, Classroom Walkthroughs, Lesson Plans.	3A.1. FCAT 2.0
Reading Goal #3A: 82% of students will make learning gains	2012 Current Level of Performance:* 75% (416)	2013 Expected Level of Performance:* 82% (442)					
			3A.2. below grade level in reading	3A.2. ROAR- additional 30 mins. of RtI reading intervention, SIPPS Phonics Program	3A.2. Literacy Coach	3A.2. SIPPS Evaluation	3A.2. FCAT 2.0
			3A.3. parent support	3A.3. Flexible Parent/Teacher conferences, Access to Think Central, presenting grade level expectations, FCAT Night	3A.3. School Leadership Team, Response to Intervention Team, Classroom Teacher	3A.3. Parent Sign-in sheets, pupil progression sheet	3A.3. FCAT 2.0
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: Providing this data violates student confidentiality	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Limited vocabulary and/or grammar and/ or comprehension	4A.1. Response to Intervention, ESOL Support, Team Collaboration, After School Tutoring, Teacher Talks, Data Evaluation Meetings, Data Chats, and Student led conferences, Book backpacks, FCAT Explorer, ROAR-SIPPS Phonics program, FCAT Night, Thinking Maps, Data Notebooks, Accelerated Reader, Kagan	4A.1. School Leadership Team, Response to Intervention Team, Classroom Teacher	4A.1. Grades, Benchmark evaluations, FAIR, Response to Intervention data, Classroom Walkthroughs, Lesson Plans, Student Data Notebooks.	4A.1. FCAT 2.0
Reading Goal #4A: 77% of the lowest 25% of students will make learning gains in reading	2012 Current Level of Performance:* 65% (122)	2013 Expected Level of Performance:* 77%					
			4A.2. parent support	4A.2. Flexible Parent/Teacher conferences, Access to Think Central, presenting grade level expectations, FCAT Night	4A.2. School Leadership Team, Response to Intervention Team, Classroom Teacher	4A.2. Grades, Benchmark evaluations, FAIR, Response to Intervention data, Classroom Walkthroughs, Lesson Plans, Student Data Notebooks.	4A.2. FCAT 2.0
			4A.3. Proper Nutrition	4A.3. Provide the opportunity to fill out free and reduced lunch forms for daily breakfast and lunch, Buses and backpacks weekend food program.	4A.3. Leadership Team, Nancy DeNapoli (cafeteria manager)	4A.3. Classroom Walkthroughs, teacher observations	4A.3. FCAT 2.0
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: Providing this data violates student confidentiality	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 69%	73	74	77	79	82	85

Reading Goal #5A:

Annual increase of 3% will reduce the achievement gap by 50% in six years.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. White: Black: Hispanic: Asian: below grade level in reading American Indian:	5B.1. ROAR- additional 30 mins. of RtI reading intervention, SIPPS Phonics Program, weekly Leadership Team mentoring of lowest 25%.	5B.1. Literacy Coach	5B.1. SIPPS Evaluation	5B.1. FCAT 2.0	
Reading Goal #5B: Student subgroup for Asian will increase from 77% to 83%	**2012 Current Level of Performance:***	**2013 Expected Level of Performance:***					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian:77(51) American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian:83 American Indian:					
			5B.2. Limited vocabulary and/or grammar and/ or comprehension	5B.2. Response to Intervention, ESOL Support, Team Collaboration, After School Tutoring, Teacher Talks, Data Evaluation Meetings, Data Chats, and Student led conferences, Book backpacks, FCAT Explorer, ROAR-SIPPS Phonics program, FCAT Night, Thinking Maps, Data Notebooks, Accelerated Reader, Kagan, weekly Leadership Team mentoring of lowest 25%.	5B.2. School Leadership Team, Response to Intervention Team, Classroom Teacher	5B.2. Grades, Benchmark evaluations, FAIR, Response to Intervention data, Classroom Walkthroughs, Lesson Plans, Student Data Notebooks.	5B.2 FCAT 2.0

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: Making satisfactory progress	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: Making satisfactory progress	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: Making satisfactory progress	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
FCAT Explorer	3-5	Kristy Zamora	New Teachers	As needed	Walkthrough, lesson plans	School Leadership Team
Thinking Maps	K-5	Kim DosSantos	Grades K-5	Ongoing	Walkthrough, lesson plans, follow up sessions	School Leadership Team
FAIR Training	K-5	Rebecca Foster	New Teachers	Fall 2012	FAIR Scores	Literacy Coach/ Rebecca Foster
SIPPS	K-5	Gina Zugelder	K-5	Fall 2012	SIPPS Assessments	Rebecca Foster/Literacy Coach
Renaissance	K-5	Sara Klenk	K-5	Fall 2012	Accelerated Reader Monitoring	Rebecca Foster/ Literacy Coach
7 Habits of Highly Effective People	K-5	Team Leaders	K-5	monthly	Walkthrough/Observations	School Leadership Team
Data Notebooks	K-5	Shantelle Rieves	K-5	Fall 2012	Student Led Conferences	School Leadership Team
Reflective Practice/ Common Core Ready	K-5	Leadership Team	K-5	2012-2013/ monthly	walkthrough/lesson plans K-1	School Leadership Team

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
SIPPS	Phonics Program	School Operating Budget	5966.94
Junior Great Books	Enrichment Reading Materials	School Operating Budget	1726.34
Thinking Maps	Teacher resources	School Operating Budget	397.50
Tutoring	Intervention Materials for Reading	SAI	2000
			Subtotal: $10,090.78
Technology			
Strategy	Description of Resources	Funding Source	Amount
Renaissance Place	Accelerated Reader/STAR Reading	School Operating Budget	7200
Mimios	Technology	School Operating Budget	2,740
			Subtotal:$ 9,940
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Reading Awards	Medals and Ribbons	School Operating Budget	1280
Reading Incentive Program	Accelerated Reader Charms	School Operating Budget	1058.51
Data Notebooks	binders	School Operating Budget	694.65
7 Habits of Highly Effective People	books	School Operating Budget	215.39
After School Tutoring Program	Level 1 ands 2 FCAT students from 2012 and below level 3rd graders	SAI	9,000
			Subtotal:$ 12,248.55
			Total:$ 32,279.33

End of Reading Goals

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<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. <u>CELLA Goal #1:</u> Students in grades Kindergarten-fifth will score 75% proficient in Listening/Speaking on the CELLA test for 2013.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> 60% (37)	1.1. Knowledge of the English Language	1.1. ESOL Teacher Assistant, Rosetta Stone computer program, LEAP Pads, Translation dictionaries, Thinking Maps, Kagan Strategies, ROAR 30 minute Reading intervention, 7 Habits of Highly Effective People, School wide math vocabulary building, after school tutoring, data chats, student led data chats, mentoring by the leadership team	1.1. Classroom teacher, Leadership team, ELL Contact	1.1. Rosetta Stone reports, grades, FAIR, Benchmark testing, lesson plans, classroom walkthroughs	1.1. CELLA
		1.2. Parent Support	1.2.Rosetta Stone computer program, flexible teacher conferences, curriculum nights	1.2. Classroom teacher, Leadership team, ELL Contact	1.2. Parent conference forms, Rosetta Stone reports	1.2. CELLA
		1.3. Home Resources	1.3. Rosetta Stone computer program, flexible teacher conferences, curriculum nights	1.3. Classroom teacher, Leadership team, ELL Contact	1.3. Parent conference forms, Rosetta Stone reports	1.3. CELLA
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. <u>CELLA Goal #2:</u> Students in grades Kindergarten-fifth will score 70% proficient in Reading on the CELLA test for 2013.	<u>2012 Current Percent of Students Proficient in Reading:</u> 47% (25)	2.1. Limited Vocabulary and Grammar	2.1. ESOL Teacher Assistant, Rosetta Stone computer program, LEAP Pads, Translation dictionaries, Thinking Maps, Kagan Strategies, Teacher talks, Common planning, Focus calendars, Marzano-Reflective Practice, ROAR 30 minute Reading intervention, 7 Habits of Highly Effective People, School wide vocabulary building, after school tutoring, data chats, student led data chats, mentoring by the leadership team	2.1. Classroom teacher, Leadership team, ELL Contact	2.1. Rosetta Stone reports, grades, FAIR, Benchmark testing, lesson plans, classroom walkthroughs	2.1. CELLA
		2.2. Comprehension	2.2. ESOL Teacher Assistant, Rosetta Stone computer program, LEAP Pads, Translation dictionaries, Thinking Maps, Kagan Strategies, Teacher talks, Common planning, Focus	2.2. Classroom teacher, Leadership team, ELL Contact	2.2. Rosetta Stone reports, grades, FAIR, Benchmark testing, lesson plans, classroom walkthroughs	2.2. CELLA

			calendars, Marzano-Reflective Practice, ROAR 30 minute Reading intervention, 7 Habits of Highly Effective People, School wide vocabulary building, after school tutoring, data chats, student led data chats, mentoring by the leadership team			
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Limited Vocabulary and Grammar	2.1. Being a Writer, SIPPS, ESOL Teacher Assistant, Rosetta Stone computer program, LEAP Pads, Translation dictionaries, Thinking Maps, Kagan Strategies, Teacher talks, Common planning, Focus calendars, Marzano-Reflective Practice, ROAR 30 minute Reading intervention, 7 Habits of Highly Effective People, School wide vocabulary building, after school tutoring, data chats, student led data chats, mentoring by the leadership team	2.1. Classroom teacher, Leadership team, ELL Contact	2.1. Rosetta Stone reports, grades, FAIR, Benchmark testing, lesson plans, classroom walkthroughs	2.1. CELLA
CELLA Goal #3: Students in grades Kindergarten-fifth will score 70% proficient in Writing on the CELLA test for 2013.	2012 Current Percent of Students Proficient in Writing : 53% (33)					
		2.2. Comprehension	2.2. Being a Writer, SIPPS, ESOL Teacher Assistant, Rosetta Stone computer program, LEAP Pads, Translation dictionaries, Thinking Maps, Kagan Strategies, Teacher talks, Common planning, Focus calendars, Marzano-Reflective Practice, ROAR 30 minute Reading intervention, 7 Habits of Highly Effective People, School wide vocabulary building, after school tutoring, data chats, student led data chats, mentoring by the leadership team	2.2. Classroom teacher, Leadership team, ELL Contact	2.2. Rosetta Stone reports, grades, FAIR, Benchmark testing, lesson plans, classroom walkthroughs	2.2. CELLA
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Being a Writer	1st grade program	School Operating Budget	$1384.30
Being a Writer	1-4 grade level consumables CD	School Operating Budget	$261.60
Junior Great Books	Enrichment Reading Materials	School Operating Budget	$66.90
SIPPS	Phonics Program	School Operating Budget	$1633.06
Scholastic Book Libraries		School Operating Budget	$327.00
Data Notebooks	Binders	School Operating Budget	$146.40
			Subtotal: $3,819.26
Technology			
Strategy	Description of Resources	Funding Source	Amount
Mimio's		School Operating Budget	$2740.00
			Subtotal: $2,740.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
7 Habits of Highly Effective People	Books	School Operating Budget	$110.24
			Subtotal: $110.24
			Total: $6,669.50

End of CELLA Goals

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Elementary School Mathematics Goals

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

<table>
<tr><th colspan="3">Elementary Mathematics Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">**1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.**</td><td>1A.1. Higher order thinking application</td><td>1A.1. Morning computer lab, Data Chats, Smiley Math, Math Problem of the Day, FCAT Explorer, AIMS Activities, . Homogenous grouping (ROAR), Thinking Maps, 7 Habits of Highly Effective People, Student Data Notebooks, Kagan Strategies, School wide Vocabulary (Building Academic Vocabulary), Focus Calendars for Curriculum Alignment, Common Planning for Grade Levels, Marzano's Reflective Practice, Mentoring/Coaching, Model Classroom, C2 Cohort Curriculum Meetings, Brainpop</td><td>1A.1. Administration, teachers, Leadership Team</td><td>1A.1. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessment, Grades, Common Planning Minutes</td><td>1A.1. FCAT 2.0</td></tr>
<tr><td rowspan="2">Mathematics Goal #1A:

37% of Lost Lake Elementary students in grades 3-5 will score a proficient (level 3) in Math.

Based on the 2011-2012 FCAT test scores, Lost Lake Elementary students in grades 3-5 were at 30% Proficiency (Level 3) in Math. Students in grade 3 was at 29%, grade 4 was at 29% and grade 5 was at 31%</td><td>2012 Current Level of Performance:*

30% (164)

3rd 29% (49)
4th 29% (55)
5th 31% (60)</td><td>2013 Expected Level of Performance:*

37% (202)

3rd 36% (66)
4th 36% (62)
5th 38% (72)</td><td>1A.2. Cognitive Complexity</td><td>1A.2. Provide staff development for differentiated instruction, Higher Order Thinking Strategies, task cards</td><td>1A.2. Administration, Teacher, Leadership Team</td><td>1A.2. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessments, Grades, Common Planning Minutes</td><td>1A.2. FCAT 2.0</td></tr>
<tr><td></td><td></td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td></tr>
<tr><td colspan="3">**1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.**</td><td>1B.1.</td><td>1B.1.</td><td>1B.1.</td><td>1B.1.</td><td>1B.1.</td></tr>
<tr><td>Mathematics Goal #1B:

Providing this data</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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violates student confidentiality		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Challenging students	2A.1. Homogenous grouping of high achieving students (ROAR), Harcourt enriched curriculum, Smiley Math, STEM Team, FCAT Explorer, AIMS Activities, Thinking Maps, 7 Habits of Highly Effective People, Student Data Notebooks, Kagan Strategies, School wide Vocabulary (Building Academic Vocabulary), Focus Calendars for Curriculum Alignment, Common Planning for Grade Levels, Marzano's Reflective Practice, Mentoring/Coaching, Model Classroom, C2 Cohort Curriculum Meetings, Brainpop	2A.1. Administration, Teacher, Leadership Team	2A.1. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessments, Grades, Common Planning Minutes	2A.1. FCAT 2.0
Mathematics Goal #2A: 47% of Lost Lake Elementary students will score above proficiency (Level 4 or 5) in Math Based on the 2011-2012 test scores, Lost Lake Elementary students in grade s 3-5 were at 40% above proficiency (level 4 or 5). Grade 3 was at 47%, Grade 4 was at 45% and Grade 5 was at 30%.	2012 Current Level of Performance:* 40% (224) 3rd 47%(80) 4th 45% (87) 5th 30% (57)	2013 Expected Level of Performance:* 47% (257) 3rd 54% (99) 4th 52% (89) 5th 37% (70)					
			2A.2. Cognitive Complexity	2A.2. Provide staff development for differentiated instruction, Higher Order Thinking Strategies, task cards	2A.2. Administration, Teacher, Leadership Team	2A.2. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessments, Grades	2A.2. FCAT 2.0
			2A.3. Parent understanding of curriculum	2A.3. Family Math Night, Curriculum Nights, Parent presentation of grade level grading plan, FCAT Information Sessions, Provide flexible conference schedules, school website,	2A.3. Administration, Teacher, Leadership Team	2A.3. Pupil Progression, Grade Level Grading Plan	2A.3. FCAT 2.0
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: Providing this data violates student confidentiality	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Higher order thinking application	3A.1. Morning computer lab, Response to Intervention, teacher talks, AIMS activities, Smiley Math, STEM, FCAT Explorer, AIMS Activities, Thinking Maps, 7 Habits of Highly Effective People, Student Data Notebooks, Kagan Strategies, School wide Vocabulary (Building Academic Vocabulary), Focus Calendars for Curriculum Alignment, Common Planning for Grade Levels, Marzano's Reflective Practice, Mentoring/Coaching, Model Classroom, C2 Cohort Curriculum Meetings , Brainpop	3A.1. Administration, teachers, Response to Intervention team	3A.1. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessment, Response to Intervention data, Grades, Common Planning Minutes	3A.1. FCAT 2.0
Mathematics Goal #3A: 81% of Lost Lake Elementary students will make learning gains in Math. Based on the 2011-2012 test scores, 74% of students in Grades 3-5 made learning gains in Math.	2012 Current Level of Performance:* 74% (410)	2013 Expected Level of Performance:* 81% (442)					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: Providing this data violates student confidentiality	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Higher Order Thinking Application	4A.1. Professional Staff Development, PLC's, School-Based Trainings, After School Tutoring, Smiley Math, FCAT Explorer, Morning computer lab, Response to Intervention, teacher talks, AIMS activities, Smiley Math, STEM, FCAT Explorer, AIMS Activities, Thinking Maps, 7 Habits of Highly Effective People, Student Data Notebooks, Kagan Strategies, School wide Vocabulary (Building Academic Vocabulary), Focus Calendars for Curriculum Alignment, Common Planning for Grade Levels, Marzano's Reflective Practice, Mentoring/Coaching, Model Classroom, C2 Cohort Curriculum Meetings	4A.1. Administration, teacher, Leadership Team	4A.1 Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessment, Response to Intervention data, Grades, Common Planning Minutes	4A.1. FCAT 2.0
Mathematics Goal #4A: Lost Lake Elementary will score at or above the proficiency target set by the state in all subgroups. Based on the 2011-2012 report, 69% of the students in the lowest 25% in grades 3-5 made learning gains in Math.	2012 Current Level of Performance:* 69% (342)	2013 Expected Level of Performance:* 76% (433)					
			4A.2. Basic math skills, Parental Involvement	4A.2. Morning computer lab/FASTT Math, Response to Intervention, Data Chats, AIMS activities, After School tutoring, Smiley Math, FCAT Explorer, Brainpop, Provide flexible conference schedules, school website, Family Math Night, Curriculum Nights, Parent presentation of grade level grading plan, FCAT Information Sessions	4A.2. Administration, teachers, Response to Intervention team	4A.2. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessment, Response to Intervention data, Grades, Sign-in sheets from events	4A.2. FCAT 2.0
			4A.3. Proper Nutrition	4A.3. Free and Reduced Lunch program	4A.3. Lunch room manager, Administration	4A.3. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessment, Response to Intervention data, Grades, Sign-in sheets from events	4A.3. FCAT 2.0
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: Providing this data violates student	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

confidentiality		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 67	70	73	75	78	81	84

Mathematics Goal #5A:

Annual increase of 3% will reduce the achievement gap by 50% in six years. .

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Basic math skills, Parental Involvement Hispanic: Asian: American Indian:	5B.1. Morning computer lab/FASTT Math, Response to Intervention, Data Chats, AIMS activities, After School tutoring, Smiley Math, FCAT Explorer, Brainpop, Provide flexible conference schedules, school website, Family Math Night, Curriculum Nights, Parent presentation of grade level grading plan, FCAT Information Sessions, Weekly Leadership Team mentoring of lowest 25%.	5B.1. Administration, teachers, Response to Intervention team	5B.1. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessment, Response to Intervention data, Grades, Sign-in sheets from events	5B.1. FCAT 2.0	
Mathematics Goal #5B: Student subgroup for Black will increase from 60% to 68%.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black:60(52) Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black:68 Hispanic: Asian: American Indian:					
		5B.2. Higher Order Thinking Application	5B.2. Professional Staff Development, PLC's, School-Based Trainings, After School Tutoring, Smiley Math, FCAT Explorer, Morning computer lab, Response to Intervention, teacher talks, AIMS activities, Smiley Math, STEM, FCAT Explorer, AIMS Activities, Thinking Maps, 7 Habits of Highly Effective People, Student Data Notebooks, Kagan Strategies, School wide Vocabulary (Building Academic Vocabulary), Focus	5B.2. Administration, teacher, Leadership Team	5B.2. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessment, Response to Intervention data, Grades, Common Planning Minutes	5B.2. FCAT 2.0	

			Calendars for Curriculum Alignment, Common Planning for Grade Levels, Marzano's Reflective Practice, Mentoring/Coaching, Model Classroom, C2 Cohort Curriculum Meetings			
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: Making satisfactory progress	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Basic math skills, Parental Involvement	5D.1.Morning computer lab/FASTT Math, Response to Intervention, Data Chats, AIMS activities, After School tutoring, Smiley Math, FCAT Explorer, Brainpop, Provide flexible conference schedules, school website, Family Math Night, Curriculum Nights, Parent presentation of grade level grading plan, FCAT Information Sessions	5D.1. Administration, teachers, Response to Intervention team	5D.1. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessment, Response to Intervention data, Grades, Sign-in sheets from events	5D.1. FCAT 2.0
Mathematics Goal #5D: Student subgroup for Students with Disabilities will increase from 22% to 39%.	2012 Current Level of Performance:* 22 (23)	2013 Expected Level of Performance:* 39					
			5D.2. Higher Order Thinking Application	5D.2. Professional Staff Development, PLC's, School-Based Trainings, After School Tutoring, Smiley Math, FCAT Explorer, Morning computer lab, Response to Intervention, teacher talks, AIMS activities, Smiley Math, STEM, FCAT Explorer, AIMS Activities, Thinking Maps, 7 Habits of Highly Effective People, Student Data Notebooks, Kagan Strategies, School wide Vocabulary (Building Academic Vocabulary), Focus Calendars for Curriculum	5D.2. Administration, teacher, Leadership Team	5D.2. Data Analysis Meetings, Classroom Walkthroughs, Lake Benchmark Assessment, Response to Intervention data, Grades, Common Planning Minutes	5D.2. FCAT 2.0

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			Alignment, Common Planning for Grade Levels, Marzano's Reflective Practice, Mentoring/Coaching, Model Classroom, C2 Cohort Curriculum Meetings			
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: Making satisfactory progress	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**							
Mathematics Goal #5A: *Enter narrative for the goal in this box.*								

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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<u>Florida Alternate Assessment High School Mathematics Goals</u>

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

High School Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1: / 2012 Current Level of Performance:* / 2013 Expected Level of Performance:* *Enter narrative for the goal in this box.* *Enter numerical data for current level of performance in this box.* / *Enter numerical data for expected level of performance in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2: / 2012 Current Level of Performance:* / 2013 Expected Level of Performance:* *Enter narrative for the goal in this box.* *Enter numerical data for current level of performance in this box.* / *Enter numerical data for expected level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3.	2.3.	2.3.	2.3.	2.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Algebra 1 End-of-Course (EOC) Goals</u> *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Algebra 1 Goal #1:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Algebra Goal #2:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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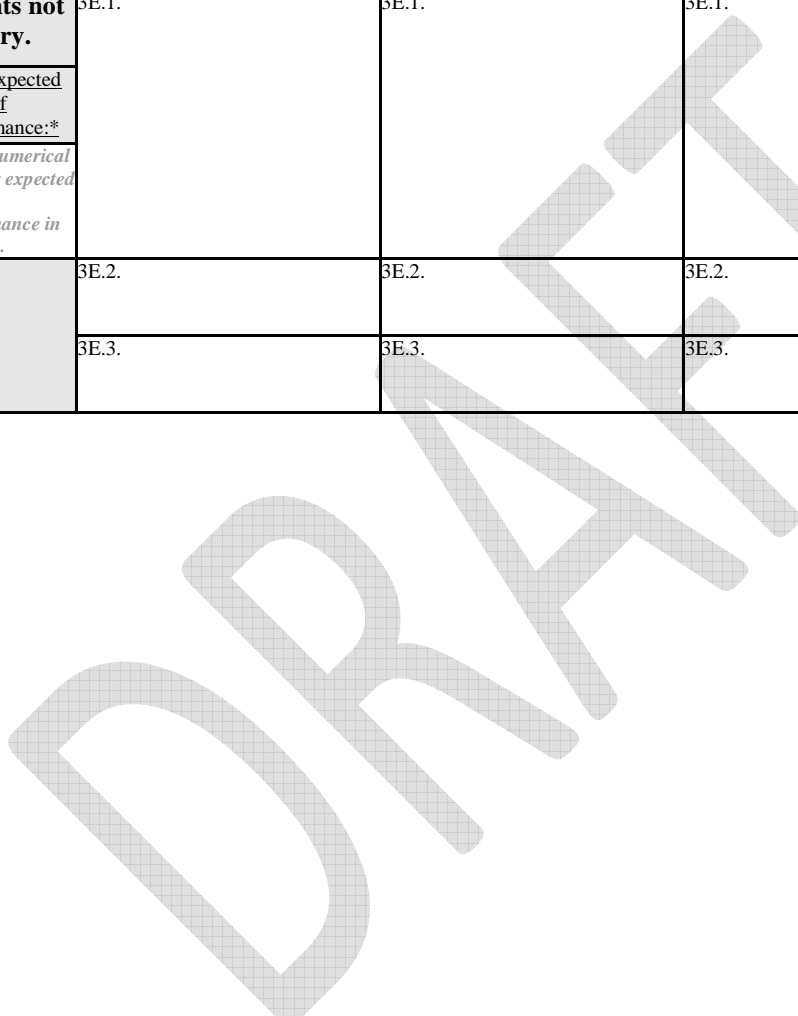| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
Lake Benchmark Assessments	3-5	District	Grade Levels	On-going	Data Analysis Meetings	School Leadership Team
FCAT Explorer	3-5	Kristy Zamora	New Teachers	As needed	Walkthrough, FCAT Explorer Reports	School Leadership Team
Go Math!	K-5	Kristy Zamora	New Teachers	On-going	Walkthrough, Lesson Plans	School Leadership Team
7 Habits of Highly Effective People	K-5	Team Leaders	All Teachers	Monthly	Walkthrough	School Leadership Team
Data Notebooks	K-5	Shantelle Rieves	All Teachers	Oct. 2012	Student Lead Conferences	School Leadership Team
Building Academic Vocabulary	K-5	Kristy Zamora	All Teachers	On-going	Walkthrough, Lesson Plans	School Leadership Team
Thinking Maps	K-5	Kimberley Dos Santos	K-5	On-going	Walkthrough, Lesson Plans	School Leadership Team
RUC2 Ready	K-5	Leadership Team	All Teachers	As Needed	Walkthrough, Lesson Plans	School Leadership Team

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Higher Order Thinking	Smiley Math Copies	School Budget	$300
Go Math Assessment Guides	Math Assessments	School Budget	$399.60
			Subtotal:$699.60
Technology			
Strategy	Description of Resources	Funding Source	Amount
Mimios	Classroom Interactive Boards	School budget	$2,740.00
			Subtotal:$2,740.00

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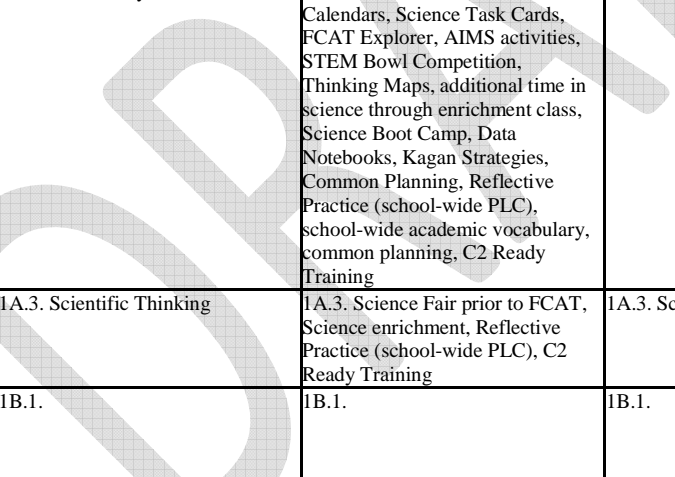| Professional Development			
Strategy	Description of Resources	Funding Source	Amount
7 Habits of Highly Effective People	Book Study	School Budget	$215.39
			Subtotal:$215.39
Other			
Strategy	Description of Resources	Funding Source	Amount
Data Notebooks	Binders	School Operating Budget	$694.65
After School Tutoring	Highly Qualified Teachers	SAI, ELC funds	$9,000
			Subtotal:$9,694.65
			Total:$13,349.64

End of Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Level of difficulty within the content of the curriculum	1A.1. Science Fair, School Focus Calendars, Science Task Cards, FCAT Explorer, AIMS activities, STEM Bowl Competition, Thinking Maps, additional time in science through enrichment class, Science Boot Camp, Data Notebooks, Kagan Strategies, Common Planning, Reflective Practice (school-wide PLC), common planning, C2 Ready Training	1A.1. School Leadership Team	1A.1. Ongoing data analysis meetings, Classroom Walkthroughs, Lake Benchmark Assessments, Grades	1A.1. FCAT
Science Goal #1A: Lost Lake Elementary will have 45% of 5th grade students at a level 3 on the Science FCAT 2.0.	2012 Current Level of Performance:* 37%(71)	2013 Expected Level of Performance:* 45%(83)					
Based on the 2012 FCAT, students were at 37% level 3 proficiency in science.			1A.2. Vocabulary	1A.2. Science Fair, School Focus Calendars, Science Task Cards, FCAT Explorer, AIMS activities, STEM Bowl Competition, Thinking Maps, additional time in science through enrichment class, Science Boot Camp, Data Notebooks, Kagan Strategies, Common Planning, Reflective Practice (school-wide PLC), school-wide academic vocabulary, common planning, C2 Ready Training	1A.2. School Leadership Team	1A.2. Ongoing data analysis meetings, Classroom Walkthroughs, Lake Benchmark Assessments, Grades	1A.2. FCAT
			1A.3. Scientific Thinking	1A.3. Science Fair prior to FCAT, Science enrichment, Reflective Practice (school-wide PLC), C2 Ready Training	1A.3. Science Committee	1A.3. Science Fair, Classroom Walkthroughs	1A.3. FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in*					

	this box.	this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Fidelity of teaching and learning (rigor)	2A.1. Provide more opportunities for enrichment curriculum, STEM Bowl, Science Boot Camp, Grade Level Rocket Launch, Data Notebooks, Kagan Strategies, Thinking Maps, AIMS Activities, School Focus Calendars, Grade Level trip to KSC, coaching and mentoring teachers, common planning, C2 Ready training	2A.1. School Leadership Team	2A.1. Ongoing data analysis meetings, Classroom Walkthroughs, Lake Benchmark Assessment, Grades	2A.1. FCAT
Science Goal #2A: Lost Lake Elementary will have 20% of 5th grade students at a level 4 or above on the Science FCAT 2.0. Based on the 2012 FCAT, 18% of students were above proficiency in science.	2012 Current Level of Performance:* 18%(35)	2013Expected Level of Performance:* 20%(37)					
			2A.2. Labs-Scientific Thinking	2A.2. Science Fair prior to FCAT, Science Boot Camp, STEM Bowl, Science enrichment, Thinking Maps, Data Notebooks, Kagan Strategies, Increase of labs, Increase of technology use, Coaching and Mentoring teachers, C2 Ready Training	2A.2. School Leadership Team Science Committee	2A.2. Science Fair, Classroom Walkthroughs, lesson plans	2A.2. FCAT
			2A.3. Following Focus Calendars	2A.3. School focus calendars, Coaching and Mentoring teachers, Science Boot Camp, STEM Bowl, Science enrichment, Thinking Maps, Data Notebooks, Kagan Strategies, C2 Ready Training	2A.3. School Leadership Team	2A.3. Science Fair, Classroom Walkthroughs, lesson plans	2A.3. FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

June 2012
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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

June 2012
Rule 6A-1.099811
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Professional Development

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
Thinking Maps	K-5	Kim Dos Santos	Grades K-5	On-going	Walkthrough, lesson plans, follow up sessions	School Leadership Team
Science Boot Camp	5	Kim Dos Santos	5th grade	Fall 2012	Walkthrough, lesson plans	Kim Dos Santos
FCAT Explorer	3-5	Kristy Zamora	Grades 3-5	Fall 2012	Reports	School Leadership Team
Data Notebooks	K-5	Shantelle Rieves	School-Wide	Monthly 2012-2013	Walkthrough, student led conferences	School Leadership Team
7 Habits of Highly Effective People	K-5	Team Leaders	School-Wide	Monthly 2012-2013	Walkthrough	School Leadership Team
C2 Ready	K-5	Rhonda Hunt	School-Wide	Fall 2012	Walkthrough, team meetings	School Leadership Team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Boot Camp	Power point presentations, games, science in a bag activities	School Operating Budget	$2,816.00
Frey Science	Lab Materials	School Operating Budget	$613.77
			Subtotal:$ 3,429.77
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science Boot Camp	Training on Materials	School Operating Budget	$100.00
7 Habits of Highly Effective People	Book for PLC	School Operating Budget	$215.39
			Subtotal:$315.39
Other			
Strategy	Description of Resources	Funding Source	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Data Notebooks	Binders for Data Collection	School Operating Budget	$2,925.00
			Subtotal:$2925.00
			Total:$ 6,670.46

End of Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. vertical alignment	1A.1. Articulation meetings between 3rd and 4th grades to organize writing curriculum, New district writing map, Tropicana Speech Contest, Data chats, Student led conferences, Document Based Questioning, Thinking Maps, Kagan, Writing FCAT Night, Coaching and Mentoring, common scoring	1A.1. Leadership Team, grade level chairs	1A.1. Bi-weekly writing prompts using the FCAT writes scoring rubric.	1A.1. FCAT 2.0 Writes
Writing Goal #1A: 92% of students will score a 3.0 or above 85% of students scored a 3.0 or above in the 11-12 FCAT writing.	2012 Current Level of Performance:* 85% (162)	2013 Expected Level of Performance:* 92% (155)					
			1A.2. consistency in strategies	1A.2. Being a Writer implementation- Grades 1-4	1A.2. Leadership Team, grade level chairs	1A.2. Nine weeks writing prompts using the FCAT writes scoring rubric.	1A.2. FCAT 2.0 Writes
			1A.3. Writing Process in primary grades	1A.3. Being a Writer implementation- Grades 1-4, writing curriculum map	1A.3. Leadership Team, grade level chairs	1A.3. Nine weeks writing prompts using the FCAT writes scoring rubric.	1A.3. FCAT 2.0 Writes
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: Providing this data violates student confidentiality	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

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
Thinking Maps	1-5	Kim DosSantos	Grades 1-5	Fall 2012	Walkthrough, lesson plans, follow up sessions	School Leadership Team
Being a Writer	1-4	Gina Zugelder/ Rebecca Foster	Grades 1-4	Fall 2012	Walkthrough, lesson plans, follow up sessions	Rebecca Foster
7 Habits of Highly Effective People	K-5	Team Leaders	K-5	monthly	Walkthrough/Observations	School Leadership Team
Data Notebooks	K-5	Shantelle Rieves	K-5	Fall 2012	Student Led Conferences	School Leadership Team
Reflective Practice/ Common Core Ready	K-5	Leadership Team	K-5	2012-2013/ monthly	walkthrough/lesson plans K-1	School Leadership Team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Being a Writer	1st grade program	school operating budget	$4845.05
Being a Writer	2-4 grade level consumables CDs	school operating budget	$959.20
			Subtotal: $5,804.25
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Being a Writer	Writing Program	school operating budget	$2200.0
			Subtotal:$2200
Other			
Strategy	Description of Resources	Funding Source	Amount

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Data Notebooks	binders	School Operating Budget	$694.65
7 Habits of Highly Effective People	Books	School Operating Budget	$215.39
			Subtotal:$910.04
			Total:$8,914.29

End of Writing Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Civics Professional Development

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

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Civics Goals

June 2012
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Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

U.S. History Professional Development

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

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of U.S. History Goals

June 2012
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Revised April 29, 2011

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Student illness	1.1. Increase awareness of proper hand washing	1.1. health coordinator, school nurse	1.1. Attendance reports	1.1. Attendance reports
Attendance Goal #1: Lost Lake Elementary School (LLES) will increase the attendance rate by 2%. LLES will decrease the number of absences of 10 or more by 10%. LLES will decrease the number of students with excessive tardies (10 or more) by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	96.7% (1029)	98.7(1050)					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	185	166					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	111	100					
			1.2. Student absences	1.2. Increase awareness of county policy	1.2. teachers, guidance counselors	1.2. Attendance reports	1.2. Attendance reports
			1.3. Late transportation	1.3. Encourage use of county buses for eligible students	1.3. Leadership Team, teachers, transportation	1.3. Tardy reports	1.3. Tardy reports

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Attendance Professional Development

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
NA						

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Attendance Goals

June 2012
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Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal(s)

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

<table>
<tr>
<th colspan="3">Suspension Goal(s)</th>
<th colspan="5">Problem-solving Process to Decrease Suspension</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1. Suspension</td>
<td>1.1.Student Compliance</td>
<td>1.1.PBS (Positive Behavior System), 7 Habits of Highly Effective People, Consistent student recognition, RtI behavior</td>
<td>1.1. All staff for PBS and Leadership</td>
<td>1.1.Lower discipline referrals and suspensions</td>
<td>1.1.AS400 discipline reports</td>
</tr>
<tr>
<td rowspan="4">Suspension Goal #1:

Lost Lake will decrease the amount of total suspensions for the year.</td>
<td>2012 Total Number of In –School Suspensions</td>
<td>2013 Expected Number of In- School Suspensions</td>
<td rowspan="4"></td>
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<td rowspan="4"></td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2012 Total Number of Students Suspended In-School</td>
<td>2013 Expected Number of Students Suspended In -School</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td rowspan="2"></td>
<td>2012 Total Number of Out-of-School Suspensions</td>
<td>2013 Expected Number of Out-of-School Suspensions</td>
<td rowspan="2"></td>
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<tr>
<td>53</td>
<td>43</td>
</tr>
<tr>
<td rowspan="2"></td>
<td>2012 Total Number of Students Suspended Out- of- School</td>
<td>2013 Expected Number of Students Suspended Out- of-School</td>
<td rowspan="2"></td>
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<tr>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1.2.Referrals</td>
<td>1.2.Train teachers on referral writing, use of Observed student behavior form</td>
<td>1.2.Administration</td>
<td>1.2. Lower discipline referrals and suspensions</td>
<td>1.2. AS400 discipline reports</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1.3.</td>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	All	Loyko, Burnsed	School-wide	August 2012	Implementation and use of lion loot	Leadership Team
Referral writing	All	Loyko, Burnsed	Grade level teachers	September 2012	Completion of classroom rules and procedures sheet	Mara Loyko

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
PBS supplies	Loot holders, copies, envelopes	School Budget	$40
			Subtotal:$40
			Total:$40

End of Suspension Goals

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Enter narrative for the goal in this box.* **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: 1.1. Parent involvement will be enhanced by parent participation with PTO activities that include monthly parent PTO meetings, and evening activities. Lost Lake will continue to receive the 5 Star School Award to parent and community participation that will lead to an A School. 1.2 Students will keep student data notebooks with content date and a Covey Habit in order to increase parent participation at parent conferences and increase student achievement. 1.3 Family Media Nights that will increase student achievement in reading.	2012 Current Level of Parent Involvement:* 5186 Volunteer Hours	2013 Expected Level of Parent Involvement:* 5200 Volunteer Hours expected.	1.1. Encouraging a higher level of parent participation with PTO activities	1.1PTO monthly meetings held in evenings to be inclusive of working parents. PTO Board presence at school events to promote PTO and the activities that help the school. At the monthly PTO meetings students will provide a showcase of activities in order to encourage a higher level of parent participation. PTO will include PTO news in the LLE monthly newsletter	1.1. Rhonda Hunt	1.1. Attendance at the meeting will be kept.	1.1. Sign in sheets, and receipt of the 5 Star School Award A parent survey will be distributed by the PTO to evaluate success of PTO activities and parent participation.
			1.2. PD for parents to become familiar with the new student data notebooks and 7 Habits of Highly Effective People	1.2. Information will be sent home to parents that include the 7 Habits. PD will be provided in the monthly newsletter.	1.2. Caroline Burnsed	1.2. Improvement of Student Achievement	1.2. LBA, FAIR and FCAT
			1.3. Media Center open on Tuesday to accommodate parents	1.3. Media night open from 5:30-7:30 to accommodate working parents	1.3. Mara Loyko	1.3. Sign in sheets and names given to teachers for student participation	1.3. A log of usage and student achievement on the FAIR and FCAT will be analyzed

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Professional Development

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
7 Habits of Highly Effective People	All	Grade levels	School-wide	Monthly	Student data notebooks	Leadership team

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Data Notebooks for Student Academic Goal Setting	Student Data Notebooks	School Operating Budget	$2925.00
7 Habits of Highly Effective People	7 Habits Book for Teacher and Parent PLC	School Operating Budget	$215.39
			Subtotal:$3140.39
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$3772.00

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Lost Lake Elementary will continue to meet the criteria that are required to maintain LCS STEM School status.	1.1. Parental involvement	1.1. Student Participation in STEM Bowl for Grades 3-5, Spring Family Math Night, Fall Family Science Fair Night, Powerhouse Kits for Grade 4, School wide Smiley Math, Activity 4 "Wind and Go" or Activity 12 "Falling Parachutes	1.1. Administration, teachers, Leadership Team	1.1.Smiley Math Record Sheet, Science Fair Coordinator's Report, STEM Registration and Attendance, Family Math Night Parent Attendance Report and copy of sign in sheet, Copies of Lesson plans and pictures of completed Powerhouse Kits, Copies of Lesson plans and pictures of completed Activity 4 "Wind and Go" or Activity 12 "Falling Parachutes.	1.1. STEM School Recipient Award
	1.2. Higher Order Thinking	1.2. Rocket Launches, Powerhouse Kits, Science Fair projects, Wind and Go" or "Falling Parachutes	1.2. Administration, teachers, Leadership team	1.2. Fifth Grade Rocket Launch Day, Copies of parent sign in for Science Fair.	1.2. STEM School Recipient Award
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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
Powerhouse Kits	Grade 4	Rose Sedely	Grade Level 4	December 2012	Completion of Kits	School Leadership Team

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: $0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$0

End of STEM Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1: Lost Lake will have zero bullying incidents.	2012 Current Level :* 0	2013 Expected Level :* 0	1.1.Inappropriate student behavior	1.1. PBS, Second Step, Steps to Respect, Habits of Highly Effective People.	1.1. PBS Team, counselors and administration	1.1.Discipline referrals	1.1.2012-2013 discipline data
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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
Second Step	3-5	Chen, Gault	Grade levels	November 2012	Lesson Plans	Administration, counselors
Steps to Respect	k-2	Chen, Gault	Grade levels	November 2012	Lesson Plans	Administration, counselors

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

June 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:$32,279.33
CELLA Budget	
	Total:$6,669.50
Mathematics Budget	
	Total:$13,349.64
Science Budget	
	Total:$6,670.46
Writing Budget	
	Total:$8,914.29
Civics Budget	
	Total:0
U.S. History Budget	
	Total:0
Attendance Budget	
	Total:0
Suspension Budget	
	Total:$40.00
Dropout Prevention Budget	
	Total:0
Parent Involvement Budget	
	Total:$215.39
STEM Budget	
	Total:$0
CTE Budget	
	Total:0
Additional Goals	
	Total:0
	Grand Total:$68,138.61

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent
Reward		

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Monthly Meetings, Media Nights

Describe the projected use of SAC funds.	Amount
Media Nights	$1119.00