

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LAKESI DE ELEMENTARY SCHOOL

District Name: Broward

Principal: Linda Pazos

SAC Chair: Francy Thomson

Superintendent: Robert Runcie

Date of School Board Approval: 10/19/2012

Last Modified on: 10/19/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Linda Pazos	Bachelor of Science in Early Childhood Masters in Computer Science Certification in Educational Leadership	3	20	<p>Grade: A 2011-2012                      Reading Proficiency 76%                      Math Proficiency 76%                      Writing Proficiency 91%                      Science: 70%                      % Making Learning Gains in Reading 77%                      % Making Learning Gains in Math 69%                      Adequate Progress of Lowest 25% Reading 68%                      Adequate Progress of Lowest 25% Math 56%</p> <p>Grade: A 2010-2011                      Reading Proficiency 88%                      Math Proficiency 90%                      Writing Proficiency 94%                      Science: 56%                      % Making Learning Gains in Reading 70%                      % Making Learning Gains in Math 71%                      Adequate Progress of Lowest 25% Reading 67%                      Adequate Progress of Lowest 25% Math 79%                      All subgroups made AYP criteria except</p>

					Economically Disadvantaged with 78% proficiency in reading.
Assis Principal	Sylvia Correa	Bachelor of Science Elementary Education Masters in Reading Certification in Educational Leadership	4	8	Grade: A 2011-2012 Reading Proficiency 76% Math Proficiency 76% Writing Proficiency 91% Science: 70% % Making Learning Gains in Reading 77% % Making Learning Gains in Math 69% Adequate Progress of Lowest 25% Reading 68% Adequate Progress of Lowest 25% Math 56%  Grade: A 2010-2011 Reading Proficiency 88% Math Proficiency 90% Writing Proficiency 94% Science: 56% % Making Learning Gains in Reading 70% % Making Learning Gains in Math 71% Adequate Progress of Lowest 25% Reading 67% Adequate Progress of Lowest 25% Math 79% All subgroups made AYP criteria except Economically Disadvantaged with 78% proficiency in reading.

### INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Odalys Sage	Primary and Elementary Ed. Certification ESOL Certification Reading Endorsement Certification Masters in ESOL	13	7	Grade: A 2011-2012 Reading Proficiency 76% Math Proficiency 76% Writing Proficiency 91% Science: 70% % Making Learning Gains in Reading 77% % Making Learning Gains in Math 69% Adequate Progress of Lowest 25% Reading 68% Adequate Progress of Lowest 25% Math 56%  Grade: A 2010-2011 Reading Proficiency 88% Math Proficiency 90% Writing Proficiency 94% Science: 56% % Making Learning Gains in Reading 70% % Making Learning Gains in Math 71% Adequate Progress of Lowest 25% Reading 67% Adequate Progress of Lowest 25% Math 79% All subgroups made AYP criteria except Economically Disadvantaged with 78% proficiency in reading.

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. At Lakeside Elementary Each new teacher is provided with assistance via a New Educator Support System coach. Support is provided through grade meetings and learning communities.	NESS Facilitors Principal Assistant Principal	On-going	
2	2. Professional Learning Communities	Administration/Team Leaders Curriculum	On-going	

		Council Teachers	
3	3. NESS	Carol Hobson will be the NESS Liason	On-going
4	4. Professional Staff Development	PSDT Chair/Administration	On-going
5	5. Social Committee	Teachers/Moral booster	On-going
6			

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Lakeside has three out of field teachers.	Teachers will attend required workshop to attain certification.

### 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
48	2.1%(1)	29.2%(14)	56.3%(27)	41.7%(20)	31.3%(15)	100.0%(48)	8.3%(4)	14.6%(7)	91.7%(44)

### 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
Carol Hobson	Danielle Singer	Ms. Hobson is an experienced teacher with experience in mentoring beginning teachers.	Weekly grade level meetings Monthly New Educator Support System meetings Pre/Post conversations about 2 formal observations Continuous feedback about informal observations

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

A full time paraprofessional will be used to oversee all areas of the ESOL/ELL students. Pull-out to provide instruction using I station, CAVS, Math and Science, English in My Pocket, Reading Basics, Let's Go, and the Newcomer Series.

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funding will be used to support and assist low performing students.

Violence Prevention Programs

The Guidance Counselor and Intern Principal conduct several anti-bullying assemblies. In addition, the guidance counselor meets with students to discuss Silence Hurts. Mrs. Ginory our guidance counselor motivates students with good behavior by celebrating students that have demonstrated a change in behavior "HATS OFF" is announced on the morning news to celebrate good behavior.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Linda Pazos, Intern Principal: Sylvia Correa, Reading Resource Specialist: Odalys Sage, Guidance Counselor: Susan Ginory, ESE Specialists: Michelle Ho-On ESE Specialist, Speech and Language Specialist Roberta Adel, Social Worker, Damaris John and Psychologist: Daisy Pardo.  
Meetings are facilitated by the guidance counselor Mrs. Ginory, Team leaders serve as case managers.

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?

Lakeside Elementary Multi-Tiered System of Supports/(MTSS)/(RtI) team leaders as case managers facilitates the implementation of (RtI) to promote school-wide practices that ensure the highest possible student achievement both academically and behaviorally. The Multi-Tiered System of Supports/(MTSS)RtI Leadership team meets bi-weekly to discuss and monitor instruction and intervention(s) matched to student needs. Lakeside Multi-Tiered System of Supports/(MTSS)RtI Leadership team promotes the systematic use of assessment data to efficiently allocate resources in order to improve learning for all students.

A variety of questions are posed for guidance in this process:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? RtI (Tiered interventions)
- How will we respond when students have learned or already know? (enrichment opportunities)

Teachers and the Multi-Tiered System of Supports/(MTSS)/RTI leadership team gather and analyze students' assessments (on-going formal and informal assessments) to monitor student progress for Tier 2 & 3. Elementary students identified as struggling readers (Tier II and Tier III) must participate in additional daily intensive intervention(iii)instruction that focuses on the specific differentiated needs of students and provides more intense reading instructional time that extends beyond the initial 90-minute reading block for which a double or triple dose of targeted instruction is delivered. This intervention must continue until the reading deficiency is remediated.

At the beginning of the year students are identified on the effort to provide adequate tiered instruction to meet their varying needs. Tier 1, are provided with research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. Tier 2 students are provided supplemental instruction as per K-12 Reading plan and as a double dose of instruction. Tier 3 students receive additional, immediate intensive interventions in alignment with effective core instruction and behavioral supports. Students are placed in specialized instruction based on area of deficiency.

- Frequency and duration of meeting in small groups – once daily, twice daily, etc.
- Focus of instruction (the WHAT) work in vocabulary, phonics, comprehension, etc.
- Format of lesson (the HOW) determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- Size of instructional group – 1, 3, 4, 6,
- Analysis of Data to determine the 3 Fs and 1 S (the WHY)

The RtI team maintains communication with staff for input and feedback, as well as updating them on procedures and progress of student(s) via grade chair release days and established follow-up team dates. The team is instrumental in supporting a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions via grade level meetings and grade chair release days and CPST meetings. The team assists with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress. The instructional focus is redesigned as needed to provide remediation, acceleration and enrichment. In addition, teachers meet weekly to problem-solve and to work towards achieving school-wide goals including the K-12 Reading plan. The school's RTI model will reflect the districts' model.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The Multi-Tiered System of Supports/(MTSS)/RtI Leadership Team members are represented on School Improvement Team and collaborate with plan development and implementation. Teachers implement research based interventions based on identified deficiencies. Regular meetings among administrators, school leadership team members, support personnel, grade chairs, & SAC committees are held to review data to determine effectiveness of related instruction and academic plans. Data is monitored and necessary adjustments and program modifications are made. District resources are accessed for those resistant to intervention.

#### 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.

Lakeside Elementary follows the Florida's Continuous Improvement Model Plan, Do, Check, Act in the analysis of data. This data is analyzed on all grade levels to identify students in tier 2, and 3, in order to provide tutorials and/or additional support and instruction during the school day. Classroom teachers closely monitor the progress of students. Progress monitoring data from mini-benchmarks and other assessments are discussed weekly at team meetings and best practices shared. Teachers

have made adjustments to their curriculum in order to align the Next Generation Sunshine State Standards and Common Core standards. Teachers will use supplemental materials found in Appendix A,B & C in order to add a more rigorous type of instruction. This information is shared with administrators through the team meetings. The CPST and ESE teachers examine all data on ESE students to match students with appropriate programs. Via this process it is possible for the school to problem solve effective teaching practices in all curricular areas.

The school will follow the K-12 Comprehensive Reading Plan and ESOL Comprehensive Plan. Additionally, teachers will infuse Next Generation Sunshine State standards aligned to Common Core state standards in order to provide curriculum resources across all content areas.

The following are assessments to inform instructional practices:

Baseline data: FAIR, Broward Assessment Test, CELLA (BAT 1 and 2 as well as mini-bats used as progress monitoring for reading, math, and science), Florida Comprehensive Assessment Test (FCAT 2.0) Progress Monitoring: Mini BAT's, FCAT Simulation, FCAT Explorer

Diagnostic Assessments: Diagnostic Assessment for Reading, IRI, Reading Inventories, Running Records, Reading and Math Inventory Test: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR) District's Fluency Assessments Pre, mid and post End of year: Outcome measures FCAT School specific assessments.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning. In addition, small sessions will occur throughout the year as Professional Learning Community..

Podcasts on RTI at grade level meetings (Learning Village) New teachers trained by guidance. Teachers were trained on forms developed by area office to ensure procedures of the RTI process are completed. Our reading resource teacher reviews available resources to utilize with students at grade level meeting and during individual conversations. Guidance is sought from our school psychologist to clarify procedures, processes and monitoring data.

Describe the plan to support MTSS.

The MTSS meets twice a month to discuss students cases. All the data is tracked on forms supplied by the district's Student Support Services. Additionally, the school psychologist and teachers graph the data to monitor growth in comparison to peers. All of the information is discussed with the MTSS and parents. The team works together to make decisions regarding continuous monitoring, moving to the next tier or advancing to testing.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal: Linda Pazos, Intern Principal: Sylvia Correa, Reading Resource Specialist: Odalys Sage, Guidance Counselor Susana Ginory, ESE specialist Michelle Ho-on and B. Adel speech specialist.  
Athena Carlin 4th grade chair,  
V. Parker Kindergarten,  
A. Lerner 1st grade chair,  
E. Dewberry 2nd grade teacher,  
M DeRosa 3rd grade chair, .  
A. Carlin 4th grade teachers,  
S. Fernandez 5th grade teacher

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

The Literacy Leadership Team (LLT) meets monthly (more often if needed) to focus on and discuss literacy initiatives, programs, updates, data analysis, and literacy concerns throughout the school. The LLT focus on adjustments to the literacy curriculum based on data analysis from assessment FCAT, BAT 1 and 2, and other core curriculum assessments. This year the LLT will work to build a culture of academic rigor through ongoing professional learning for the staff. This year staff development will focus on:

- Text complexity along with close reading and rereading of texts, central to instruction across all content areas.
- Proper use of scaffolding

•Teachers will focus on learning how to write text dependent questions from a range of questions based on Web's Depth of Knowledge/Cognitive Complex questioning.

The LLT team will continue to maintain communication with staff for input and feedback, as well as updating them on procedures and progress of student(s). The team is instrumental in supporting a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions through monthly SAC meetings.

The Reading Committee meets monthly to review progress on literacy initiatives and action the SIP implementation. The LLT ensures that all school stakeholders understand and support the work of the SIP, the school professional development plan, reading initiatives throughout the school, collaborative problem solving and the Response to Intervention Process. They coordinate Family Literacy Night to train parents in reading and writing strategies to use at home with their children. This provides a school to work to home transition in learning.

The team is instrumental in supporting a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions. The team assists with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress. The instructional focus is redesigned as needed to provide remediation, acceleration and enrichment. In addition, teachers meet weekly to problem-solve and to work towards achieving school-wide goals including the K-12 Reading plan.

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

This year we will continue to impact instructional practices through:

- Ensuring complex text is used across all curricular areas is used and close reading and rereading of text becomes a central part of each lesson.
- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of questions types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Provide extensive research and writing opportunities (claims and evidence).
- Continue to infuse Marzano & CRISS strategies that will be used in all classrooms throughout the curriculum.
- Engaging teachers in regular, ongoing, literacy professional development.
- Staff development will concentrate on vertical alignment of reading and making connections to all content areas as it pertains to Common Core.
- Using data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's individual instructional and intervention needs.
- Implementing Macmillan/McGraw-Hill Treasures comprehensive core reading program providing explicit lessons for whole group instruction that include the introduction of skills and concepts, teacher modeling, systematic instruction, independent and guided application, and review of skills and strategies with reteaching opportunities as needed. Techniques such as modeling, previewing and predicting, visualizing, summarizing, and direct instruction in strategic reading are embedded throughout the program. Additionally, Triumphs is the first line of defense for student that are below grade level.
- In order to ensure rigor is part of the 90 minute block of instruction teachers will augment instruction by adding excerpts from Appendix A,

These initiatives will be monitored through the use of BAT 1 & 2, Mini BATS, FCAT Weekly, and Formative data from text. Information collected will determine impact on student achievement and instructional adjustments will be made accordingly.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The goal of Lakeside Elementary is to increase the number of third, fourth, fifth grade students achieving proficiency on the 2012-2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(87) 22% of the third, fourth and fifth grade students scored at level 3 on 2011-2012 FCAT 2.0 Reading Assessment.	(94) 24% of third, fourth, and fifth grade students will score a level 3 in reading on the 2012-2013 FCAT 2.0.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel for reading pull-out to push-in support the various needs of students who require double and triple dosing of intensive interventions	Provide differentiated instruction in areas of deficiency based on data. Cross group students by skills/levels to ensure all students are receiving the intensive interventions needed to impact achievement.	Teachers, Team Leaders, Leadership Team and Administration	The LLT, team leaders and Reading Resource specialist	Treasures Placement, Selection tests, BAT 1&2, (3-5) Mini BATS, DAR, Triumphs Assessment, FCAT, Weekly Assessment and Treasures selection test.
2	Bridging NGSSS to Common Core	Reading across all content areas (specifically non-fiction text) such as, Time for Kids, newly adopted Social Studies leveled readers and read alouds & 3rd grade National Geographic. Use of "Buzz About It" Teachers will utilize "Close Reading" strategies with complex text from appendix B including the . integration and alignment of curriculum.	Teachers, Team Leaders, Leadership Team and Administration	Via lobservation, grade chair meetings, ongoing weekly assessments and Florida Continuous Improvement Model.	Continuous monitoring of instructional practices using school based File-maker pro-data base. Weekly core program tests and Lesson Plans.
3	Deficiency in Comprehension	Use of Reciprocal reading strategies with non-fiction text. Daily differentiated small group instruction, double dose, Super QAR, leveled readers, ELL readers. Use of CRISS & Marzano's 9 High Yield strategies. Accelerated Reader, Destination Success and Istation. Exemplars and other non-	Reading Resource Specialist and LLT team. Classroom Teacher	Via lobservation grade chair meetings, ongoing weekly assessments and use of Florida Continuous Improvement Model.	Treasures Placement, BAT 1&2, Mini BATS, DAR and FCAT Weekly Assessments.

		fiction text to enhance students repertoire of skills/strategies with non-fiction text.			
4	Deficiency in Fluency	Students will be engaged in additional fluency practice via: Quick Reads, Great Leaps, I-Station, Read Naturally, Reader's Theater and Accelerated Reader. Use of poetry and fluency phones to enhance fluency.	Teachers, Team leaders, Leadership Team and Administration	Via Iobservation, grade chair meetings, ongoing weekly assessments and Florida Continuous Improvement Model. Monitor students via fluency builders.	Progress Monitoring Pre, mid and post district test and Bi-monthly in-house fluency assessment.
5	Coordination of supplemental resources. Use text aligned with the Exemplars in the Common Core State Standards.	Use digital resources in the District's Curriculum Portal, BEEP research engines to identify text features and structures: *description, * sequence, * problem and solution, * cause and effect, * compare and contrast. Collaborate with teams to teach science (virtual labs).	Teachers, Team leaders, Leadership Team and Administration	Via Iobservation, grade chair meetings, ongoing weekly assessments and Florida Continuous Improvement Model.	Treasures Placement, BAT 1 and 2 and Mini BATs.
6	Deficiency in Vocabulary	Use Words Their Way, DOE Vocabulary Centers, and CRISS strategies. Engage students in vocabulary activities within content areas. Teachers use vocabulary Workshop books to support students deficiency of vocabulary.	Teachers, Team Leaders, Leadership Team and Administration	Via Iobservation, grade level meeting, ongoing weekly assessments and Florida Continuous Improvement Model.	Treasures Placement, Bat 1 and 2, Mini Bats and DAR.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	The goal of Lakeside Elementary is to increase the number of third, fourth, fifth grade students achieving above
--	--

Reading Goal #2a:	proficiency on the 2012-2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(211) 54% of the third, fourth and fifth grade students scored at or above level 4-5 on 2011-2012 FCAT 2.0 Reading Assessment.	(215) 55%% of the third, fourth and fifth grade students will score at or above level 4-5 on 2012-2013 FCAT 2.0 Reading Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student have a lack of experience applying a variety of higher order thinking skills.	Provide teachers with on-going refresher training on CRISS and Marzano's 9 High Yield strategies. Use of higher text complexity in real world situations. Use of Depth of Knowledge vocabulary with students and use of questioning techniques.	Administration, Reading Specialist, Literacy Leadership Team and Teachers	Data Chats, Unit assessments and observations	Data chats and on-going progress monitoring, FCAT 2.0
2	Limited research based projects designed to address the research standard in English Language Arts.	Create research projects designed to address ELA and provide appropriate rubric to self monitor. Help students use multiple sources and represent findings in tables, graphs, and other visual displays that are explained in text and orally presented.	Administration, Reading Specialist, Literacy Leadership Team and Teachers	Research projects and technology usage for students.	Observations of teacher utilizing various websites in the classroom.
3	Lack of technological resources.	Fundraiser for additional technology funds. Including BEEP and lessons with Kids info bits, World Book and other on-line research resources, such as Donorschoose.org. Teachers write a grant to receive a Now Board as a resource to have students become 21st century learners.	Administration, Reading Specialist, Media Specialist Literacy Leadership Team.	Observations, research projects, technology usage of students.	Monthly on-line resource reports and research projects.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Fourth and fifth grade students at Lakeside Elementary will demonstrate an increase in learning gains in reading on the FCAT 2.0 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (192) of fourth and fifth grade students demonstrated learning gains in reading on the 2011-2012 FCAT Assessment.	80% (196) of fourth and fifth grade students will demonstrate an increase in learning gains in reading on the 2012-2013 FCAT 2.0 Assessment.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of control over students home resources and prior knowledge that enhances comprehension.	Provide students as many take home books on their instructional level. Students in grades K-5 will participate in reading incentive programs (Reading Across Broward, Book It, Book Buddies, Reading in the Hallways, IStation and Accelerated Reader).	Administration, Leadership Team, Reading Resource Specialist and Teacher	Observation, Data Chats, Florida Continuous Improvement Model, TEAM meetings and Monthly LLT meetings.	Broward Assessment Test (BAT), Mini BAT's Weekly Reading Assessment, FCAT 2013
2	Lack of content specific vocabulary needed to read and comprehend complex text(multiple meanings, synonyms and antonyms).	More content area reading material will be used during Reading and Math instruction, (Use of tables, graphs, charts, vocabulary strategies). Use of Appendix B and new non-fiction text in Social Studies.	Administration, Leadership team, Reading Resource Specialist, Teacher	Observations, Walkthroughs, Data Chats, Florida Continuous Improvement Mode TEAM meetings, Monthly LLT meetings	Broward Assessment Test (BAT), Weekly Mini BAT's, Time for Kids, Reading Assessment from Treasures, FCAT 2013
3	Need of additional training in guided reading and creating centers aligned to CCSS in the intermediate grades.	Continuous training for the intermediate grades on CCSS. Reading Coach will assist intermediate teachers in developing centers and differentiated small group instruction.	Administration, Leadership Team Reading Resource Specialist Teachers	Observations Data Chats Team meetings Monthly LLT meetings	BAT 1 and 2 Mini Bat's Weekly Reading, Rubrics, Assessment FCAT 2013

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The percentage of students in the lowest 25% at Lakeside Elementary will demonstrate an increase of learning gains by in reading FCAT 2.0 reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (44) of the lowest 25% demonstrated an increase in learning gains on reading 2011-2012 FCAT.	73% (47) of students in Lowest 25% making will demonstrate an increase in learning gains in reading on 2012-2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of intervention materials for the lowest 25% of students with comprehension difficulties.	Seek additional funding to purchase needed materials from PTA and business partners.  Teach comprehension skills in all curricular areas utilizing the reading resource room materials.	Reading Resource Specialist and Administration Teacher	Observations, Reflective conversation will target areas of weakness. RtI process monitoring. Data Chats	BAT, Mini BAT's Weekly Reading Assessment, FCAT 2.0 2013.
2	Limited funds and personnel to offer after school FCAT camp to select students.	After school FCAT camp will be offered to select students in grades 3-5.	Administration LLT, Reading Resource Specialist, and FCAT Camp Teachers	On-going assessments Leadership Resource Books	Weekly Reading Assessments, BAT and Mini-BAT's, FCAT 2.0 2013.
3	Implementation and consistent use of higher order thinking strategies.	Teachers will utilize (Webbs Depth of Knowledge) higher order thinking questions in reading and across content area. Teachers will infuse these questions during small group instruction.	Reading Resource Specialist LLT Teachers Administration.	Observations, Grade Chair Meetings and ongoing weekly core basal assessments.	Treasures Placement, BAT 1&2 Mini BATS, DAR, Triumphs and FCAT 2.0 2013.
4	Deficiency in Fluency	Monitor students via fluency builders in Treasures, Quick Reads, Great Leaps and Read Naturally	Teachers, Team leaders, Leadership Team and Administration	Observations, grade chair meetings, ongoing weekly assessments and FCIM Data Chats	Progress Monitoring Pre, mid and post Treasures Placement BAT 1&2 Mini BATS DAR
	Limited English with ELL subgroup.	Use of ESOL strategies and accommodations to include, ELL readers,	Teachers, Team leaders, Leadership Team and	Observations, grade Chair Meetings, ongoing weekly assessments and	Progress Monitoring Pre, mid and post Treasures

5	Oxford Let's Go Series, English in My Pocket, IStation (technology support) to develop language skills.	Administration	FCIM Data Chats	Placement, BAT 1&2, Mini BATS and DAR.
---	---	----------------	--------------------	--

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The percent of non-proficient reading students will be reduced by 50% equally over the next six years. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	24%	23%	21%	19%	16%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The goal of Lakeside Elementary is to decrease the number of students in each sub category not making sufficient gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 15%(98)White, 36% (28) Black, 22% (37) Hispanics, 17% (5)Asian, 5% (1)Indian students in each subgroups did not make satisfactory progress in reading on the 2012 FCAT Reading Assessment.	In Grades 3-5, 82% White, 76% Black, 75% Hispanics, 71% Asian, students will score at or above Level 3 on the 2012-2013 FCAT 2.0 Reading.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Oral reading fluency due to Phonics deficiencies that affect Comprehension strategies/skills.	Align curriculum to meet students needs. Target areas of deficiency. Use a variety of supplemental materials, such as: Quick Reads, Vocabulary Workshop, Triumphs, Approaching leveled text, to meet the varying needs of students. Provide resources for parents such as: BEEP, leveled readers to reinforce vocabulary, fluency and to build comprehension. Accelerated Readers program required for intermediate grades.	Reading Resource Specialist Principal and Assistant Principal	Data Chats and on-going monitoring of informal data.	Progress Monitoring Pre, mid and post Treasures Placement, BAT 1 & 2, Mini BATS and DAR results.
2	Inconsistent strategy of on-grade level vocabulary.	Focus instruction on word meaning, and vocabulary connections, and recognize links between vocabulary and comprehension. Incorporate reciprocal teaching strategies across content areas to enhance and develop	Teacher, Reading Resource Specialist Principal and Assistant Principal	Data Chats and on-going monitoring of informal data.	Data Chats and on-going monitoring of informal data, BAT 1&2, mini BAT's.

	student vocabulary with non-fiction text.		
--	---	--	--

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The goal of Lakeside Elementary is to increase the number of third, fourth, fifth grade students achieving proficiency on the 2012-2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (25) of English Language Learners (ELL) did not make satisfactory progress on reading 2011-2012 FCAT.	73% (34) of the English Language Learners (ELL) students will score at or above a level 3 on the 2012-2013 Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English proficiency.	ELL strategies and a variety of supplemental materials which include ELL leveled readers from Treasures series will be used in the classroom to support students with limited English. Students are provided with Heritage Language dictionary as needed.	Teacher, administrators, reading coach, and ELL support person.	On-going assessments (IPTs)	CELLA 2012-2013
2	Transient ESL population	ELL paraprofessional will assist classroom teachers with ELL students in the classification levels A1 to B2 to reinforce vocabulary and enhance listening/speaking skills. Teachers will be provided with ELL materials for students to reinforce oral language skills. Students also work on oral language skills through technological programs such as: IStation, Destination Success and BEEP.	ESOL teacher/contact, Administration	On-going assessments (IPTs)	CELLA 2012-2013

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The goal of Lakeside Elementary is to increase the number of third, fourth, fifth grade students achieving proficiency on the 2012-2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (26) Students with Disabilities (SWD) in grades 3-5 did not make satisfactory progress in reading on FCAT 2011-2012.	58% (28) Students with Disabilities (SWD) in grades 3-5 will score at or above a level 3 on the 2012-2013 FCAT 2.0 Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of support for increasing number of students with varying exceptionalities.	Use Treasures approaching level, leveled readers, Phonics for Reading and Triumphs for SWD students. Teachers collaborate with each other and ESE teacher to plan lesson goals and objectives. Train volunteers to use Reciprocal Teaching strategies with high interest low readability non-fiction text and provide in-class ESE resource support.	Teacher, administrators, ESE specialist and ESE Resource Teacher.	End of selection test, chapter test, and other progress monitoring assessments.	BAT 1 and 2 End of Chapter tests FCAT 2013.
2	Limited teachers with dual certification.	Utilize teachers with ESE certification to teach students who have IEP in reading. Encourage teachers to attend workshops for struggling students in reading via the district or BVS.	Teacher, administrators, ESE specialist and ESE Resource Teacher.	End of selection test, chapter test, and other progress monitoring assessments.	BAT 1 and 2 End of Chapter tests FCAT 2013.
3	Limited personnel who can provide double or triple dose differentiated instruction.	Utilize interns and field experience volunteer student teachers to facilitate small group differentiated instructional support and interventions.	Teacher, administrators, ESE specialist and ESE Resource Teacher.	On going monitoring with teacher questioning of story to ensure comprehension. End of selection test, chapter test, and other progress monitoring assessments.	BAT 1 and 2 End of Chapter tests FCAT 2013.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The goal of Lakeside Elementary is to increase the number of third, fourth, fifth grade students achieving proficiency on the 2012-2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In Grades 3-5, 36% (52) Economically disadvantage students did not make satisfactory progress in reading on the 2012 FCAT.	In Grades 3-5, 70% (36) of the Economically disadvantage students will score at or above Level 3 on the 2012-2013 FCAT 2.0.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support with a variety of reading choices involving complex text.	Students in grades K-5 will participate in reading incentive programs (Reading Across Broward, Book It, Book Buddies, Reading in the Hallways, Istation and Accelerated Reader). Teachers will monitor book selections and ensure students are reading on grade level text. Provide parent training	Administrations, Leadership Team, Reading Resource Specialist, teacher	lobservation Walkthroughs, Data Chats Administration, Leadership Team, Reading Resource Specialist	Treasures Placement, BAT 1 and 2, Mini BATs, DAR



		night in Technology to increase and encourage use of technological resources.			
2	Limited vocabulary and comprehension skills.	Treasures, Words Their Way, DOE- Vocabulary Centers CRISS strategies. Students will be engaged in vocabulary and comprehension activities and strategies within the content area to develop a more complex understanding of words.	Teachers, Team leaders, Leadership Team and Administration	lobservation, grade chair meetings, ongoing weekly assessments	Treasures Placement, BAT 1 and 2, Mini BATs, DAR

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-5	Mrs. Carlin Mrs. DeRosa Mrs. Parker Mrs. Fernandez	K-5	August 21, 2012	Teachers will infuse CCSS into lessons. Full implementation K-2, 3-5 align NGSSS-CCSS. Reflective conversations, team leader meeting and data chats.	Administrators  On-going monitoring via lobservation
Marzano's Domains	K-5	Ms. Pazos Mrs. Correa	K-5	August 16, 2012	Evidence of strategies in lessons, students work samples, and teachers delivery of instruction.	Administrators  On-going monitoring via lobservation
School Data Overview	K-5	Ms. Pazos Mrs. Correa	K-5	August 17, 2012.	Reflective conversation with team leaders. School-wide data chats. Progress monitoring via in house data base.	Administration  Continuous monitoring of students via in house progress monitoring.
Close Reading	K-5	Ms. Pazos Mrs. Correa	K-5	October 26, 2012.	Use of exemplars from Appendix B. Reflective conversations. Student work samples. Teachers lesson plans.	Administration  Ongoing monitoring via lobservation
Daily Five	K-5	Ms. Pazos Mrs. Correa	K-5	January 18, 2013	Evidence of strategies in lessons, students work samples, and teachers delivery of instruction.	Administration  Ongoing monitoring via lobservation
Reciprocal Teaching	K-5 teachers and volunteers	Mrs. Correa	K-5	On-going and as needed.	Evidence of strategies in lessons, students work samples, and teachers delivery of instruction.	Administration  Ongoing monitoring via lobservation

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Build vocabulary and fluency in first grade using non-fiction books.	Amazon books non-fiction text.	PTA	\$285.00
Build fluency and comprehension by reading text on students grade level.	Use of Accelerated Reading AR	PTA	\$4,477.00
			Subtotal: \$4,762.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
After school support and intervention for students in the lowest quartile.	Teachers will use non-fiction text to build fluency, vocabulary and comprehension skills.	Accountability	\$3,000.00
Use non-fiction text to increase Use non-fiction text to build comprehension and vocabulary.	Informational Text	Retired Education Grant	\$750.00
Build rigor using a variety of text structures.	National Geographic Explorer Magazine.	PTA	\$600.00
			Subtotal: \$4,350.00
			<b>Grand Total: \$9,112.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		46% (27) ELL students will score proficient in Listening/Speaking on the 2012-2013 FCAT.			
2012 Current Percent of Students Proficient in listening/speaking:					
43% (26) ELL Students scored proficient in Listening/Speaking on the 2011-2012 FCAT.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English language and transient ELL population.	ELL teacher will pullout ELL students in the classification levels A1 to B2 to reinforce vocabulary to enhance listening/speaking skills.	ESOL teacher/contact, Administration	On-going assessments (IPTs)	CELLA 2012-2013

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

2. Students scoring proficient in reading. CELLA Goal #2:		46% (28) ESOL students will score proficient in reading on the CELLA for 2012-2013.			
2012 Current Percent of Students Proficient in reading:					
43% (26) ESOL students scored proficient in reading on the CELLA for 2011-2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary	Centers of Radius language masters with vocabulary cards will be distributed to students' classes for daily use.	ESOL Coordinator/Curriculum Specialist/Administration	On-going assessments, Istation, CAVS Science, InStep Readers, Treasures	Weekly Assessments, Istation Reports CWT's, CELLA 2012-2013.
2	Lack of support from home due to language barrier	Provide support through interpreters during Parent Curriculum nights. Share community school resources regarding English classes available.	ELL Coordinator Administration	Parent sign in sheets	Parent survey

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		56% (34) ESOL students will score proficient in Writing on the CELLA 2012-2013.			
2012 Current Percent of Students Proficient in writing:					
53% (32) ESOL students scored proficient in Writing on the CELLA 2011-2012.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited English vocabulary.	ESOL teacher will pullout ELL students in classification levels A1 to B2 to reinforce writing skills. Provide assistance during student writing conferences with teacher.	ESOL Coordinator/Curriculum Specialist/Administration	On-going assessments, Istation, CAVS Science, InStep Readers, Treasures	Weekly Assessments, Istation

CELLA Budget:

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

End of CELLA Goals

## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The goal of Lakeside Elementary is to increase the number of students who achieved level 3 proficiency on the 2012-2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (116) of the third, fourth, and fifth grade students demonstrated proficiency (level 3) on the FCAT Math Assessment.	34% (145) of third, fourth, fifth grade students will demonstrate proficiency (level 3) on the 2012-2013 FCAT Math Assessment.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of math series with fidelity.	Provide ongoing in-service training by in-house trainers, collaborative planning amongst teachers, incorporating Best Practices	Administration, Leadership Team, Grade Chairs, Math Committee	Observations, Data Chats. Reflective School-wide PMP conversations	Mini BATS, (Multiple Choice BEEP K-5) BAT I and II, Big Idea Test and Chapter Assessments
2	Developing teacher proficiency in implementing the Big Ideas in math.	Continuous grade level support/support of math committee around the Big Ideas. Teachers attend district math trainings to ensure all of the NGSSS are covered appropriately at each grade level while still bridging toward the CCSS.	Administration, Leadership Team, Grade Chairs, Curriculum Specialist, Math Committee	Observations, Data Chats. Reflective school-wide PMP conversations	Mini BATS on BEEP K-5, BAT I and II, Chapter Assessments
3	Students' lack prerequisite skills in the GO Math series to master Big Ideas.	Parent trainings on the Go Math series and Big Ideas. Parent training of the NGSSS and CCSS requirements. Homework from the Go Math series daily, Gator Challenge, the use of manipulatives and small group instruction to reinforce skills.	Administration, Leadership Team, Grade Chairs, Math Committee	Observations, Data Chats. Reflective school-wide PMP conversations	Mini BATS on BEEP K-5, BAT I and II, Weekly Assessments
4	Teachers' ability to follow the District's Math Instructional Focus calendars as a foundation to ensure all of the NGSSS are covered appropriately at each grade level while still bridging toward the CCSS.	Teachers develop yearlong IFC's to meet needs of students. Teachers implement a progression of learning that deepens a student's ability to understand and use mathematics as required by the CCSS.	Administration, Leadership Team, Grade Chairs, Math Committee	Observations, Data Chats. Reflective school-wide PMP conversations	Mini BATS on BEEP K-5, BAT I and II, Weekly Assessments
5	Limited language skills of our ELL population affecting the ability of students to solve complex math word problems.	ELL paraprofessional will pull out ELL students to offer English language support using district adopted materials and programs for	ELL teacher, ELL contact, Administration	CAVS Math, Istation, and Radius Bundle programs will be utilized during small group instruction with the ELL teacher.	Broward Assessment Test (BAT), Mini BAT's Weekly Reading Assessments, FCAT 2012-2013.

instruction.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The goal of Lakeside Elementary is to increase the number of third, fourth and fifth grade students achieving a level 4 or higher on the 2012-2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (182) of third, fourth and fifth grade students demonstrated above proficiency (FCAT Levels 4 and 5) on the FCAT Math Test 2011-2012.	49% (193) of third, fourth and fifth grade students will demonstrate above proficiency (FCAT Levels 4 and 5) on the FCAT Math Test 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of technology for students and teachers to enhance their learning.	PTA will purchase additional computers and Promethium boards for teachers to utilize in their classrooms. Fundraise through PTA and PIE to upgrade existing hardware.	Administration, Math Committee	CWT's, grade level data chats, Monthly reports by grade level	BAT, Mini BATs, District Assessments, formative assessments, Go Math chapter tests
2	Delivery of differentiated instruction using Go Math series. Lack of teacher expertise using Go Math series.	To provide staff development to enhance teachers' instructional usage for the Go Math series.	Administration, Math Committee	Grade level data chats, Monthly reports by grade level	BAT, Mini BATs, District Assessments, formative assessments
	Motivation level of high achievers and gifted students	Challenging enrichment activities through the use of PETs in the Go Math series, Math centers, Math Superstars,	Administration, Math Committee	Grade level data chats, Monthly reports by grade levels	Go Math Chapter tests and Math projects

3		Math Summer Challenge, Pilot First in Math in third grade Student quarterly award ceremonies will motivate students to celebrate their success and strive for higher goals.			
4	Lack of technology for students and teachers to enhance their learning.	PTA will purchase additional computers and Promethium boards for teachers to utilize in their classrooms. Fundraise through PTA and PIE to upgrade existing hardware.	Administration, Math Committee	Grade level data chats, Monthly reports by grade level	BAT, Mini BATs, District Assessments, formative assessments, Go Math chapter tests
5	Teachers' lack of expertise in the mathematical practices, standards, and implications of instruction that the NGSSS and the CCSS require.	Provide staff development to enhance teachers' knowledge of implementing project based activities that incorporate real life math applications and a variety of strategies and techniques enabling students to persevere in problem solving.	Administration, Math Committee	Grade level data chats, Monthly reports by grade level	BAT, Mini BATs, District Assessments, formative assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The goal of Lakeside Elementary is to increase the number of students making Learning Gains in mathematics in fourth and fifth grade on the 2012-2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (174)of the students made learning gains in mathematics in fourth and fifth grade on the 2011-2012 FCAT Math Assessment.	73% (183)of the students will make learning gains in mathematics in fourth and fifth grade on the 2012-2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Delivering instruction using Go Math series. Lack of expertise in supplementing the new math series with resources and practice problems that are as challenging as those required by the NGSSS and CCSS.	Small group instruction, math centers, PLC with emphasis on Go Math series. To provide staff development to enhance teachers' instructional usage of the Go Math series and supplemental materials.	Administration, Math Committee	Observations, RtI meetings, Data Chats, Team Meetings Comparison of pre/post test	Mini BATs, Istation, SME reports, Go Math Chapter Test, Weekly Assessments, BAT I and II, FCAT 2012
2	Students' lack prerequisite skills in the Go Math series to master Big Ideas causes lower confidence levels that affect motivation to persevere in problem solving.	Parent trainings on the series and Big Ideas requirements with emphasis on helping students with deficiencies. Homework from the math series addresses daily practice. Piloting First in Math in Third Grade with grade-wide incentives, First in Math program use for select students in fourth and fifth for intervention and enrichment, use of Manipulatives in small group instruction. Use of self reflective rubric (Marzano).	Administration, Math Committee, Curriculum Specialist	Observations, RtI meetings, Data Chats, Team Meetings Comparison of pre/post test, First in Math program reports.	Mini BATs, Istation, SME reports, Go Math Chapter Tests, Weekly Assessments, BAT I and II

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The goal of Lakeside Elementary is to increase the number of students in the lowest 25% to make learning gains in Mathematics in the 2012-2013.
---	---



2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (33) of the lowest 25% demonstrated learning gains on the Math 2011-2012 FCAT.	64% (36) of the lowest 25% will demonstrate learning gains on the Math 2012-2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited funds and personnel to offer after school FCAT camp to select students.	Use accountability funds to support limited after school FCAT camp.	Administration, Math Committee and Leadership Team.	Mini-bats, RtI data. Funding may be available for one hour a week to support FCAT camp. Volunteers will assist in the implementation of FCAT camp.	End of unit tests, FCAT 2.0 math test 2012-2013
2	Limited personnel for pull-out/push-in program and double dosing.	ELL teacher will pull out ELL students to offer English language support using district adopted materials and programs for instruction, First in Math program for students with deficiencies in skills.	ELL teacher, ELL contact, Administration	CAVS Math, Istation, and Radius Bundle programs will be utilized during small group instruction with the ELL teacher, First in Math program reports.	BAT I and II, Mini BAT's, Weekly, Big Idea Assessments, FCAT 2.0 math test 2012-2013
3	Students lack life experiences and critical thinking abilities in English.	BEEP intervention strategies, reteach lessons, small group instruction	Administration, Math Committee, Leadership Team.	BAT I and II, mini-BATs	Istation Reports, Weekly classroom assessments
4	Limited language skills of our ESL population affecting their abilities to solve complex math word problems.	ESL teacher will pull out ESL students to offer English language support using district adopted materials and programs for instruction	ESL teacher, ESL contact, Administration	CAVS Math, Istation, and Radius Bundle programs will be utilized during small group instruction with the ELL teacher.	Broward Assessment Test (BAT), Mini BAT's Weekly Reading Assessments, FCAT 2012-2013
5	Students with limited home resources have less opportunity to use technology in their homes to reinforce skills taught at school.	Additional in-class computer time as well as computer lab use to reinforce academic skills using county resources.	Administration, Math Committee and Leadership Team.	BAT I and II, mini-bats, RtI data.	End of unit tests, FCAT 2.0 math test 2012-2013.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	The percent of non-proficient math students will be reduced by 50% equally over the next six years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	24%	17%	16%	14%	12%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The goal of Lakeside Elementary is to increase the number of students who achieved level 3 proficiency on the 2012-2013 FCAT Math Assessment.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
12% White, 27% Hispanics, 35% Black, 14% Asian, of students did not make satisfactory progress in mathematics 2011-2012.	93% White, 81% Hispanics, 73% Black, 83% Asian, will score proficient progress on FCAT 2.0 mathematics in 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students of varying ethnicity subgroups have a wide variety of cultural differences that may limit their understanding of math word problems.	Teachers will expose students to a wide spectrum of cultural awareness activities, such as customs and history, to further students' knowledge and understanding of a variety of math word problems in a interdisciplinary model.	Administration, Math Committee, teachers and Leadership Team.	Interactive math lessons using instant monitoring devices such as white boards and self reflective Marzano modeled rubrics to determine understanding of math lessons.	Broward Assessment Test (BAT), Mini BAT's Weekly Reading Assessments, FCAT 2012-2013

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The goal of Lakeside Elementary is to increase the number of students who achieved level 3 proficiency on the 2012-2013 FCAT Math Assessment.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (25) of students in the ELL subgroup made satisfactory progress in mathematics in the 2011-2012 FCAT.	85% (40) of students in the ELL subgroup will score proficient on the 2012-2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students need additional vocabulary exposure and practice to enhance their solving of mathematical word problems.	Students will use the Radius equipment, Istation, and CAVS Math materials to practice additional vocabulary. Teachers will use CRISS strategies that include vocabulary activities and math word walls to reinforce learning.	Classroom teachers, ELL Specialist, Mathematics Committee, Administration	CAVS Math, Istation, and Radius Bundle programs will be utilized during small group instruction with the ELL personnel.	BAT I and II, Mini BAT's Weekly Math Assessments, FCAT 2.0 math 2012-2013
2	Parents of ELL students need guidance in what resources are available to help meet their child's needs.	Teachers and ELL Contact will provide students and their families information on district and school ELL meetings that provide information on resources available to them.	Classroom teachers, ELL Specialist	Teachers will distribute flyers to ELL students and families to share information on resources. Sign-in sheets for parent nights will determine ELL participation.	BAT I and II, Mini BAT's Weekly Math Assessments, FCAT 2.0 math 2012-2013

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	The goal of Lakeside Elementary is to increase the number of students who achieved level 3 proficiency on the 2012-2013
---	---

Mathematics Goal #5D:	FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (25) Students with disabilities did not make satisfactory progress in mathematics.	73% (35) Students with disabilities will score proficient on the 2012-2013 FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have skill gaps that affect their ability to make satisfactory progress in mathematics.	Teachers conduct additional small group instruction using manipulatives and interactive strategies to specifically address skills needing reinforcement. Students will self-assess their progress using Marzano's Rubric model.	Administration, ESE and homeroom teacher, Math Committee and Leadership Team.	CWT's BATs I and II, mini-BATs	Weekly classroom assessments, End of Unit Tests, Big Idea test, FCAT 2.0 math 2012-2013.
2	Students lack motivation due to frustrations with slow attainment of math skills.	Quarterly award assemblies will help motivate students to set goals and work towards improving their skills in mathematics.	Administration, ESE and homeroom teachers, Math Committee and Leadership Team.	CWT's BATS I and II, mini-BATs	Weekly classroom assessments, End of Unit tests, FCAT 2.0 math 2012-2013.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The goal of Lakeside Elementary is to increase the number of students who achieved level 3 proficiency on the 2012-2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (48) Economically Disadvantaged students did not make satisfactory progress in mathematics.	72% (105) Economically Disadvantaged students will score proficient in mathematics 2012-2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with limited home resources have less opportunity to use technology in their homes to reinforce skills taught at school.	Additional in-class computer time as well as computer lab use to reinforce academic skills using county resources.	Administration, Math Committee and Leadership Team.	CWT's, BATS I and II, mini-bats, RtI data. Funding may be available for one hour a week to support FCAT camp. Volunteers will assist in the implementation of FCAT camp.	End of Unit tests, FCAT 2.0 math test 2012-2013.
2	Economically disadvantaged students that qualify for free breakfast are not participating in before school tutoring in their classrooms due to conflicting breakfast time in cafe.	Teachers offering before school tutoring will allow students to eat breakfast in their classrooms to encourage tutoring attendance.	Administration, Math Committee and Leadership Team.	CWT's BATS, mini-bats, RtI data. Funding may be available for one hour a week to support FCAT camp. Volunteers will assist in the implementation of FCAT camp.	End of Unit tests, FCAT 2.0 math test 2012-2013.

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
Incorporating Best Practices	K-5	Math Committee Chair	school-wide	Team Meetings	Lesson plans and reflective conversations	Administration Math committee
Big Idea Support	K-5	Math Committee Chair	school-wide	Team Meetings	Lesson plans and reflective conversations	Administration Math Committee
Implementing Project Based Activities	3-5	Odalys Sage	3-5	Faculty Meetings	Lesson plans and reflective conversations	Administration Math Committee
Differentiated instruction using Go Math	K-5	Odalys Sage	school-wide	Team Meetings	Lesson plans and reflective conversations	Administration Math Committee

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide additional support in the following areas, algebraic thinking, number sense multiplying & dividing, geometry and fractions.3grade only	First in Math	PTA	\$963.00
			Subtotal: \$963.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$963.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	The goal of Lakeside Elementary is to increase the number of fifth graders achieving proficiency on the 2011-2012 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (62) of students demonstrated an increase in proficiency on the 2011-2012 FCAT Science Assessment.	55% (65) of students will demonstrate an increase in proficiency on the 2012-2013 FCAT Science Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of the scientific method	Utilize Science Fusion text/online resources, Delta Science Hands-on kits, Science Alive, Soaring into Science videos, BEEP Science Lessons, Science Rotations, Science Journals, Science Versa-Tiles (2nd grade) Science Night emphasizing Strand H.	Grade Chairs, Administration and Science Committee	CWT's, Data Chats. Reflective conversations based on CWT will be used to determine strategy used and strategies that need reinforcement.	Mini-BATs BAT I and II, Science Journals, FCAT 2.0 in Science 2012-2013.
2	Fidelity of Instruction	Science Fusion text and online resources Delta Science Hands-on kits, Science Alive Soaring into Science videos, BEEP Science Rotations Science Journals Science Projects Science Night	Grade Chairs, Administration and Science Committee	CWT's, Data Chats, Reflective conversations based on CWT will be used to determine strategy used and strategies that need reinforcement.	Mini-BATs, BAT I and II, Science journals and weekly Science tests, follow-up activities, FCAT 2.0 in Science 2012-2013.
3	Focus Calendar	Integrating Science into Reading and Math instructional times (during centers and small group instruction)	Grade Chairs, Administration and Classroom Teachers	CWT's, Data Chats, Reflective conversations based on CWT will be used to determine strategy used and strategies that need reinforcement.	Mini-BATs BAT I and II, Science journals weekly Science test follow-up activities, FCAT 2.0 Science 2012-2013.
4	Lack of exposure to Science content vocabulary	Develop science vocabulary through use of word walls and science journals.	Science Committee	CWT's, Data Chats, Reflective conversations based on CWT will be used to determine strategy used and strategies that need reinforcement.	Mini-BATs BAT I and II, Science journals weekly Science tests, follow-up activities, FCAT 2.0 in Science 2012-2013.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The goal of Lakeside Elementary is to increase the number 5th graders achieving above proficiency (FCAT Levels 4 and 5) on the Science FCAT 2011-2012 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (21) of 5th grade students demonstrated above proficiency on (FCAT Levels 4 and 5) on the Science FCAT 2011-2012 Assessment.	21% (23) of 5th grade students demonstrated above proficiency on (FCAT Levels 4 and 5) on the Science FCAT 2012-2013 Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Exposure to higher order questioning and real world experiences	Utilize Science Fusion text/online resources Science Centers, Science Enrichment Projects, FCAT Explorer, Sea Camp Field Trip, CRISS strategies as related to content area material, Science journals, Delta Hands-on Science kits, School-wide Recycling Program	K-5 Teachers Administration Science Committee	CWT's, Data Chats, Reflective conversations based on CWT will be used to determine strategy used and strategies that need reinforcement.	Science Mini-BAT's BAT I and II, Science journals Follow-up Activities

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

Problem-Solving Process to Increase Student Achievement					
---	--	--	--	--	--

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide students with additional practice in science.	Delta Resource Science Kits	School Budget	\$1,533.00
To enhance and provide additional practice in science.	Edu-press Science Kits	PTA	\$373.00
			Subtotal: \$1,906.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,906.00

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The goal of Lakeside Elementary is to increase the number of students achieving proficiency in Writing on the FCAT 2012-2013 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% or 121 students demonstrated proficiency (3.0 or above) on the FCAT 2.0 Writing for 2011-2012. 38% or 50 students demonstrated proficiency (4.0 or above) on the FCAT 2.0 Writing for 2011-2012.	94% of the students will demonstrate proficiency (3.0 or above) on the FCAT 2.0 Writing for 2012-2013. 48% of the students will demonstrate proficiency (4.0 or above) on the FCAT 2.0 Writing for 2012-2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inability to expand paragraphs with picture painting details	Modeling writing during Writing seminars/Writing Workshop for grades 2-4. Use of literature to make a connection to writing using the CLOSE reading technique. Modeling effective writing techniques through the use of authors' writing styles Note-taking Expository, Narrative, Persuasive Writing.	Administration, Leadership Team and Writing committee	Results of the writing samples collected six times per year. K-1 are evaluated using stages of writing and holistic scoring. 1-5 are evaluated using 6 traits of writing and holistic scoring.	Teacher observation, Writing samples, Florida Writes 2.0 2012-2013
2	Implementation with fidelity of the school-wide writing plan	Articulation between vertical teams once a month. Team conversation using student samples to determine mastery and instructional needs.  Consistently evaluate conventions in writing using peer reviews.	Administration, Leadership Team and Writing Committee	Results of the writing samples collected six times per year. K-1 are evaluated using stages of writing and holistic scoring. 1-5 are evaluated using 6 traits of writing and holistic scoring.	Teacher observation, Writing samples, Florida Writes 2.0 2012-2013
3	Limited vocabulary expressed in writing, inappropriate sentence structure, and conventions	Daily oral language lessons on conventions. Incorporate commonly misspelled words and Dolch word lists into weekly spelling. Using CLOSE reading techniques. Target ELL (A1-B2) to develop vocabulary through use of available support. Reading Specialist will remediate bubble students in writing in 4th grade. Utilize journals in content areas to enhance vocabulary and details.	Administration, Leadership Team and Writing Committee	Results of the writing samples collected six times per year. K-1 are evaluated using stages of writing and holistic scoring. 1-5 are evaluated using 6 traits of writing and holistic scoring.	Teacher observation, Writing samples, Florida Writes 2.0 2012-2013
4	Limited understanding of exemplar writing	Utilize 2011-12 writing samples to discuss 4,5, or 6 writing samples as exemplars. Utilize 2011-12 writing samples to discuss 1 and 2 scores and change to make them a	Administration, Leadership Team and Writing Committee	Results of the writing samples collected six times per year. K-1 are evaluated using stages of writing and holistic scoring. 2-5 are evaluated using 6 traits of writing and holistic	Teacher observation, writing samples, Florida Write 2.0 2012-2013.



		4, 5 or 6 score.		scoring.	
5	Limited instructional time to enhance components of writing	Grades 2, 3 and 4 will attend team writing seminars designed to address components of writing. Teachers with interns will remediate grade level students.	Administration, Leadership Team, Writing Committee, and Team Leaders in grades 2,3,and 4.	Results of the writing samples collected six times per year. K-1 are evaluated using stages of writing and holistic scoring. 2-5 are evaluated using 6 traits of writing and holistic scoring.	Teacher observation, writing samples, Florida Write 2.0 2012-2013.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.					
Writing Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding the Stages of Writing. Understanding scoring writing using the 6 traits.	K 1-5	Odalys Sage Athena Carlin Diani Lewis	Kindergarten Teachers 1-5 Teachers	September 25, 2012 September 25, 2012	Student writing samples assessed using Stages of Writing. Student writing samples assessed using 6 Traits within team collaboration.	Administration Leadership Team Writing Committee
How to create rubrics that align with daily writing instruction based on Marzano's Domain 1.	K-5	Leadership Team	K-5 teachers	September 27, 2012	iobservations	Administration

Writing Budget:

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

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		The goal of Lakeside Elementary is to increase the attendance rate.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
97% of students attended school regularly in the 2011-2012 school year.		98% of students will attend school regularly during the 2012-2013 school year.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
208		160			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
138		95			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Unapproved family vacations	PTA meetings and SAC meetings will be used to inform parents about	Administration, SAC Committee and	On-going communication through the use of monthly	Pinnacle reports, Comparative analysis to

1		the importance of attending school regularly. BTIP Procedures Counseling Parent conferences	classroom teachers	newsletters, school website,PTA and SAC meetings. Attendance cards	previous years
2	60% of students are car riders	The school will promote a healthier way of living. The Fit to Commit program and school-wide Fun Runs will enhance physical stamina limiting absences due to illness	Administration, Student Council and classroom teachers	On-going communication through the use of monthly newsletters, school website,PTA and SAC meetings.	Pinnacle reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:	The goal of Lakeside Elementary is to decrease the number of suspension in 2012-2013.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
6	3				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
4	2				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
1	1				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
1	1				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of all teachers participating in CHAMPS training in behavior management.	Open communication with parents. Implement CHAMPS training, RTI, PBIP and PBIS for students needing behavior plans	Administration	Anectodals Referrals and process for entering referrals.	In house school discipline plan
2	Lack of consistency in behavior management plans	Mentor new teachers that lack experience in classroom management. Create a more unified behavior management plans, Hats Off and Turnaround Program, Lunch loot, Student of the Month and Classroom Incentives	NESS Coach, Mentoring teachers and Administration	Revisiting school-wide discipline plan Leadership Team will discuss management strategies to be with teams	CWT Formal/Informal observations Conferencing BASIS reports

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

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

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

Suspension Budget:

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

*End of Suspension Goal(s)*

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		The goal of Lakeside Elementary is to increase the amount of parent participation.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
During the 2010-2011 school year, the number of parent participation increased by 5%.		By May 2012-2013 school year, the number of parent participating in school events will increase by 8%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Limited time for parents to attend meetings and assist students with homework assignments.	School-wide website, various teacher websites, newsletters of upcoming events, daily interaction with students, use of student agendas to provide parents with notifications. Flyers sent home and reminders via marquee postings.	Teachers, Parents, Administration	Parent Teacher Conferences, Data Chats	Parent Teacher Conferences, Data Chats

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

1. STEM

STEM Goal #1:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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





## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Build vocabulary and fluency in first grade using non-fiction books.	Amazon books non-fiction text.	PTA	\$285.00
Reading	Build fluency and comprehension by reading text on students grade level.	Use of Accelerated Reading AR	PTA	\$4,477.00
Mathematics	To provide additional support in the following areas, algebraic thinking, number sense multiplying & dividing, geometry and fractions.3grade only	First in Math	PTA	\$963.00
Science	To provide students with additional practice in science.	Delta Resource Science Kits	School Budget	\$1,533.00
Science	To enhance and provide additional practice in science.	Edu-press Science Kits	PTA	\$373.00
				Subtotal: \$7,631.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After school support and intervention for students in the lowest quartile.	Teachers will use non-fiction text to build fluency, vocabulary and comprehension skills.	Accountability	\$3,000.00
Reading	Use non-fiction text to increase Use non-fiction text to build comprehension and vocabulary.	Informational Text	Retired Education Grant	\$750.00
Reading	Build rigor using a variety of text structures.	National Geographic Explorer Magazine.	PTA	\$600.00
				Subtotal: \$4,350.00
				Grand Total: \$11,981.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC will continue to use funds to support a variety of needs of students. This year SAC will provide funds for Power Hour. Power Hour is an after-school program to provide additional interventions to students not meeting proficiency in the area of math and reading.	\$3,000.00

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

The mission of Lakeside Elementary Advisory Council is to assist in the development and monitoring of the School Improvement Plan and to advise administration with decisions in matters that will academically and economically better the school by acting as a liaison between the community and the school. Council members are required to attend monthly meetings and are expected to represent the best interests of our students and school.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District LAKESIDE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	90%	94%	56%	328	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	71%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	79% (YES)			146	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					615	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Broward School District LAKESIDE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	89%	98%	70%	348	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	64%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	64% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					615	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested