FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LAKEVIEW ELEMENTARY SCHOOL

District Name: Osceola

Principal: Frank Telemko

SAC Chair: Lanelle Ziemer

Superintendent: Mrs. Melba Luciano

Date of School Board Approval: Pending

Last Modified on: 9/10/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Frank Telemko	MA. E-Educational Leadership BA. E-Elementary Education ESOL endorsement Elementary Certification (K-6)	7.5	10	2012-A, 65% Learning Gains Rd ,lowest 25%=54. 2011-A, 85% AYP 2010-B, 87% AYP 2009-A, 92% AYp 2008-A, 90% AYP 2007-A, 97% AYP 2006-A, 97% AYP 2005-A, 92% AYP 2004-A, 93% AYP 2003-A, 97% AYP
Assis Principal	Marguerite Bowen	M.Ed. – Reading B.A. – Early Childhood Education Administrative Endorsement Reading Specialist Endorsement	2	8	2012-A, 65% Learning Gains Rd ,lowest 25%=54. 2011-A,85% AYP From FCPS in Maryland: 2004-2010 – 100% AYP

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)
Literacy	Elizabeth Salvato	MA. E-Curriculum and Reading BA.E-Elementary Education National Board Certification 2007 Elementary (grades 1-6) ESOL endorsement Reading (K-12)	12	1	2011-A, 85% AYP
Mathematics/Science	Heather Aragon	MA. E-Educational Leadership BA.E-Elementary Education	8		2012-A, 65% Learning Gains Rd ,lowest 25%=54.

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	Meet the requirements set by district to orientate and provide resources for new teachers. Monitor process of requirements by meeting with new teachers and interns. Assign a lead teacher to develop and facilitate activities for Category I teachers. Including; peer conversations, ethical leadership, and techniques for communication with stakeholders.	Administration and mentors.	On-going	

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

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
46	2.2%(1)	21.7%(10)	37.0%(17)	39.1%(18)	28.3%(13)	84.8%(39)	6.5%(3)	6.5%(3)	89.1%(41)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Heather Aragon	Jessica Reilly	Veteran teacher that has assisted the admin team with the Beginning Teacher Orientation. Also is current Math/Science	Discipline Strategies, Effective Communication with Parents/Staff, IPDP, Grading. The team will meet together and with other annual teachers to have round table discussions (Chips and Chatter) and data driven conversation.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds will be used to focus on Reading and Math instruction. The funds will specifically provide teachers with instructional resources for the lower quartile and for supporting learning gains(FCAT level 1 and 2). The addition of the Math Science Coach will also provide direct instruction to the two identified groups and allow for classroom support during assessment and instruction. The Math/Science Coach will assist teachers and para-pros with resources and model lessons. In addition, the Math Science Coach will analyze data to drive instruction. The Title I para-pro will assist with flex grouping during iii rotations and assist in the implementation of Kid Biz program in grade 3-5. The Professional Development Critical Path has been submitted and supports Title I initiative.

Title I, Part C- Migrant

If Migrant students are identified, the school Leadership Team and district contact person will provide a collaborative support for those identified students.

Title I, Part D

NA

Title II

Professional development (PD) activities will be implemented throughout the school year in all academic areas. Administration will empower instructional teachers to attend and present PD at LVE. The Literacy Coach creates and submits an annual PD Critical Path, in addition, the LVE Leadership team work together to develop the PD activities.

Title III

LVE has two English Language Learner (ELL) Para-professionals. Both work with ELL students specifically in Math and Reading. LVE is a model school for thr ROURKE Reading program. The ROURKE Reading Prgram has non-fiction stories that are web based and provide the students an opportunity to record stories, and then listen aloud at school or home using the web based program. The students also answer comprehension questions based on the non-fiction stories. The 2012-13 ROURKE program does have hardcover text to be used at school or home. In addtion, the ELL students receive bafore and after school tutoring using the lab and direct instruction.

Title X- Homeless

The Families in Transition(FiT)district coordinator and the LVE representative(s) work together to identify specific students and provide them with individual resources. Student receive a week-end package of food each Friday that allows for easy to prepare snack/meals. Throughout the school year donations and purchases have been made to stock the LVE clothing closet. The clothing closet has uniforms, shoes and undergarments for all K-5 students that meet the need.

Supplemental Academic Instruction (SAI)

The Elementary Curriculum Department has specific SAI funds, these funds are available to support the remediation and enrichment programs at LVE. The SAI and Title I funds will assist the Extended Learning Opportunity program(ELO), in addition, the funds will also be available for transporting students living in low income housing. Students in second grade will be added to the 3-5 grade ELO.

Violence Prevention Programs

The Administrative team at LVE has established a mentoring program. It will support students that: lack organization skills, are at-risk in academics or behaviorally. A lead teacher will be the project manager for this program. The SRO and Media Specialist have provided videos that support anti-bullying and anti-gang behaviors. This program will be coordinated during morning announcements.

Nutrition Programs

The Leadership Team has developed an awareness with the school Cafeteria Manager to work with instructional staff directly to support district and state initiatives on the school breakfast/lunch program. The Cafeteria Manager has developed mini-lessons with selected grade levels. During faculty meetings the team informs staff of changes and updates for the nutrition program.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principial - Frank Telemko
Asst. Principal - Marguerite Bowen
Guidance Counselor/(RtI Coach) - Annamaria Fiola
Literacy Coach - Elizabeth Salvato
School Psychologist - Glenna Spears
Varying Exceptionalities Teacher - Kathy MacPherson
Math/Science Coach - Heather Aragon

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?

Leadership Core Team meets to develop/review interventions, discuss any problems or issues arising, and receive updates on students who are not progressing with academic and behavior interventions. Initial meetings will involve looking at school data, identifying groups of students in need of intervention, planning interventions, and establishing progress monitoring. Discussions about individual students include reviewing classroom environments and history of the student's progress. Classroom teachers provide the RtI team with data gathered from a review of the student's records as well as specific content area performance data generated in the classroom that further illustrates the lack of progress in the area of concern. The RtI team will meet with teachers to determine the interventions are monitored with fidelity. RtI meetings are conducted on a flex schedule to meet during teacher planning when applicable. Allowing the teachers and parents to be included in the decision making process.

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

The RtI Leadership Team delves into the data to determine which areas should be targeted based primarily on FCAT results in all content areas. The team examines the School Grade School Level Details report, AYP data, and trend data to make informed decisions about the effectiveness of current processes in place. The team then formulates revisions and refinements to the existing instructional programs based on the performance of specific grade levels in specific content areas. The team analyzes the performance of students in the lowest quartile to determine what, if any, changes need to be implemented in order to accelerate progress. The team identifies hurdles to reaching AYP goals for any subgroups that did not meet the annual progress benchmark . The team then develops a plan of action that is reflected in the SIP. Implementation of the SIP is monitored by the RtI Leadership team at monthly meetings throughout the school year.

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.

A triangle representing the three tiers is used as a visual representation of the data for each grade level. Sticky notes with student names and relevant data points are placed in the appropriate tier on the intervention pyramid. Color coded dots identify the AYP subgroup(s) to which the student belongs. Data sources include but are not limited to FCAT scores, SAT 9 and SAT 10 scores, and FAIR scores. In addition, the use of Oral Reading Fluency assessments are used as a common tool. Teachers have the abliity to use an electronic school-wide tracker to monitor student progress. Formative progress monitoring measures are a key factor in decisions regarding the appropriate level of service for individual students.

Describe the plan to train staff on MTSS.

The first several monthly staff meetings will be devoted in part to sharing information with the staff regarding the RtI process, interventions available at LVE, and their part in implementing interventions and monitoring progress. PLC meetings will provide an additional forum where teachers can identify best practices for RtI components such as documenting how progress is monitored within the classroom. RtI meetings will be conducted weekly and paraprofessionals will cover classes while teachers meet with the Intervention Assistance Team. Implement LVE PD that will focus on student achievement. Provide teachers with district and state updates on graphing student data.

Describe the plan to support MTSS.

The Lakeview RtI team continues to update data for the students in the tier program.. Additional intervention materials have been purchased specifically in reading decoding and comprehension (Learning Resource Kits and Systematic instruction in phonics), also math resources (Big Brains/IXL). A school-wide flex grouping to provide differentiation instruction to tier two phase one/two.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal Frank Telemko
Asst. Principal Marguerite Bowen
Kindergarten Teacher: Lisa Ratliff
First Grade Teacher: Leigh Feilds
Second Grade Teacher: Amanda Miller
Third Grade Teacher: Ginira Torres
Fourth Grade Teacher: Tricia Milazzo
Fifth Grade Teacher: Margie Chattey
ESE Teacher: Kara Veith
Media Specialist: Cheryl Heineman
Literacy Coach: Elizabeth Salvato

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

The LLT functions as a vertical Professional Learning Community. The team meets monthly to review data, identify trends, and

develop a plan of action to address identified areas of need unique to Lakeview Elementary. Professional Development is determined and implemented by the LLT to improving specific reading needs according to student data and teacher expectations. Each member meets monthly with grade level to discusses data and plan lessons using Common Core Strategies. Each grade level members has the leadership responsibility to communicate with team and administration.

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

Examining how instructional groups are utilized, investigating how flexible groupings across classrooms can be used to better meet students' needs, identifying literacy resources available to teachers, and creating a charting system for teachers to use to track the progress of students in the lowest quartile. Analyze the components of an effective 90 minutes of reading. Continue to monitor the lowest quartile in reading, and provide remediation as needed.

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.

Lakeview has implemented VPK program on-site. Thirty-six students are enrolled in a half day program, without extended day. The lead teacher has the same instructional opportunities as the certified regular ed teachers. Professional development and trainings are provided to the VPK staff. Administrations had planned for the lead teacher to visit and be part of Kindergarten lessons. The Kindergarten and first grade teachers model lessons and allow for the Pre-K students exposure to regular ed Core Curriculum.

*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.

*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?

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

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 percentage of students scoring mastery will increase by 5% (88%)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT results, student scoring at or above level 3 in grade 3 was 62% (57), in grade 4 was 60%(83), and in grade 5 was 69%(86) Overall 64%(314)	Grade 3: 68% Grade 4: 65% Grade 5: 74%

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	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year
3	Students need to move from phonics and phonemic awareness to comprehension (moving from fluency to understanding).	Develop reading skills to enhance reading to learn strategies vs. learning to read strategies.(e.g., Think Alouds, Text Sense Summarizing strategies)	Administration Literacy Coach Classroom Teachers	Comprehension checks using Treasures formative assessments, classroom walkthroughs, Literacy Council	FAIR, Core assessments (CBM)
4	Students do not have prior knowledge and practice in varieties of text structure.	Teacher modeling and read aloud. Explicit instruction in different types of text structure	Classroom teachers	Item analysis of test questions, Examview items targeting text structure	Weekly and unit tests
5	Students need small group/ individualized instruction in the specific reading skills needed to become fluent with grade level texts	Teacher will implement elements of Guided Reading (Fountas and Pinell) including individual reading conferences, Bookmark Buddies	Classroom teachers	Anecdotal records and running records taken periodically to measure growth	DRA or other Informal Reading Inventory that will yield a grade level equivalency, CBM, FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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. Reading Goal #2a:	The percentage of students achieving above proficiency will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3 =28%(24), Grade 4=32% (29), Grade 5= 33% (34)	Grade 3...33% Grade 4...34% Grade 5...38%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year
3	Teachers' comfort and management of differentiated instruction and grouping for higher achieving students	Increase exposure to higher order thinking skills. Establish, teach, and reinforce the procedures students are expected to follow when working independently, Assess students to determine instructional levels and work with above-level students using appropriate texts and materials in small group settings.	Literacy Coach Classroom Teachers RtI team	Record of time spent by teacher instructing above level students independently or in small groups	Formative assessments (e.g., Treasures resources, CBM) to determine if advanced students are mastering above level content and skills, Accelerated Reader
	Knowledge of how to identify students and how to remediate for specific deficiencies	Identification of specific skills lacking or of weaknesses for each student	Literacy Coach Classroom Teachers	Content and caliber of individual reading conferences and literature circle	FAIR Reading conference records

	4	Complacency with minimal reading challenges based on meeting AR goals	Individualize AR goals for some students and provide alternative ways to earn AR points that will encourage and reward wider reading		discussions	
	5	Inadequate challenges for above level students	Teacher will analyze and enhance current center activities to provide more rigorous student activities.	Classroom Teachers Gifted Endorsed Teachers	Checking completed center work for depth of thought and accuracy.	PLC comparisons of work samples

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
1	NA	NA	NA	NA	NA

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:	The percentage of students making learning gains will increase by 5 perecentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT administration, 65% of students made learning gains in reading.	70% of students will show learning gains on the 2012 FCAT administration.

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	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each	Formative assessments (FAIR, Math Assessments, etc.) given during school year

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	placed together.	student performance levels will be within reasonable ranges.		classroom.	
3	Teachers lack of comfort teaching reference and research skills as well as a perception that these skills may not be critical	Integrate research and reference skills Teachers will be guided to examine all six areas of reading through PLCS, peer observations, lesson studies	Classroom Teachers	Continuous improvement (CIM) mini assessments	Teacher made assessments
4	Students lack the stamina required to read and respond to lengthier passages of text.	Teachers will gradually build stamina by having students read and respond to longer passages, such as those found in the intermediate Treasures formative assessments.	Classroom Teachers	Teacher observation of students' ability to persevere while reading and responding to longer passages.	Treasures formative assessments, CBM. Implement Bookmark Budies
5	Teachers are not aware of successful strategies being used by colleagues.	Teachers will observe peers and reflect on best practices	Classroom Teachers, PLC groups	Documentation of reflections and discussions within PLCs.	Administrative review of PLC notes
6	Teachers need to track student data in a cohesive manner from grade level to grade level.	Teacher will process student data monthly and post in "PD" room, with guidance of Literacy Coach.	Classroom Teachers, Literacy Coach	Monitor Teacher Data Binders and school-wide data wall.	Admin observations

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:	Students in the lowest quartile will show 15 percentage point gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT administration, 54% of the lowest quartile showed learning gains in reading.	69% will show learning gains in reading on the 2013 FCAT test.

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	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year
3	Teachers may be unaware that the lowest quartile students may actually be in proficient range on FCAT as a result of LVE's increasing scores.	Ensure that Level 3 students receive instruction designed to strengthen their comprehension and fluency skills. Teachers may need to monitor that these students are receiving iii support. Teachers will be held accountable for identifying their lowest quartile students.	Classroom Teachers	Teachers will identify which students fall into the lowest quartile and will monitor the progress of those students.	FAIR and Treasures formative assessments, CBM
4	Students in the lowest quartile may not be receiving the most appropriate interventions	RtI Leadership Team will closely monitor these students using the system described in the RtI section of the SIP. Student placement in interventions will be adjusted if necessary based on the data.	RtI Leadership team, Reading Intervention parapros team	Individual students' progress will be discussed at RtI meetings	CBM, Formative assessments
5	Students in the lowest quartile may need multiple interventions in order to close the gap	Provide multiple opportunities for interventions including extended learning and tutoring beyond the school day.Also allow students to attend remediation durind PE block.	Extended learning teachers and tutors	Monitor fluency rate and compare wtih Curriculum-based Oral Reading Fluency Norms	CBM, Running record

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	5A : Teachers will identify students who fall into specified subgroups and focus attention on meeting the individual needs of those students and tracking their progress towards meeting grade level expectations.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	68%	74%	80%	86%	

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:	Students in the ethnicity subgroup who score in the proficient or higher range will increase by 5%
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	White: 67% Black: 57% Hispanic: 51% Asian: 100% Indian: N/A	White: 72% Hispanic: 56% Black: 62% Asian: 100%

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	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year
3	Hispanic: Teachers may be assuming students in this subgroup are English Language Learners, when in fact this is a much larger population, most of whom are fluent in English.	Teachers will identify which students fall into the Hispanic subgroup who do not also fall into the ELL subgroup. Teachers will then closely monitor the progress of this group of students, following the CIM model.	Classroom teacher	Monitor decoding and comprehension levels of these students, tracking progress in relation to NGSSS.	CIM mini-assessments, CBM
4	Some students in this subgroup may also face economic challenges that impact their ability to follow through with school work at home.	Seek to enroll students in this subgroup in tutoring programs that take place between arrival and the first bell.	Paraprofessionals assigned to morning tutoring	Attendance during sessions will be monitored. Anecdotal records from teachers will also be taken into consideration.	Formative Assessments, FAIR
5	Students in this subgroup may not see the value in performing well academically.	Stuff the Bus program where high quality literature is loaned to LVE students who live in apartment complexes. Reading on the Road program that also serves these students. Also Saturday remediation at apt complex.	Literacy Committee, Literacy Coach, Administration	Participation rate in the two programs	Participation rate in the two programs

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:	Students in the ELL subgroup who score in the proficient or higher range will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	56% of the students will score in the profient range

	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	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year

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:	Students with disabilities subgroup who score in the proficient or higher range will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%	62% of the students will score in the proficient range

	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	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year

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:	Students in the Economically Disadvantaged subgroup who score in the proficient or higher range will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% scored in the proficient range	58% will score in the proficient range.

	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	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year
3	Students may not be aware of or have access to resources within the community.	Stuff the Bus program where high quality literature is loaned to LVE students who live in apartment complexes. Reading on the Road program that also serves these students.	Literacy Committee, Literacy Coach, Administration	Participation rate in the two programs	FAIR, CBM
4	Some students in this subgroup may also face economic challenges that impact their ability to follow through with school work at home.	Seek to enroll students in this subgroup in tutoring programs that take place between arrival and the first bell.	Paraprofessionals assigned to morning tutoring	Attendance during sessions will be monitored. Anecdotal records from teachers will also be taken into consideration.	Formative Assessments, FAIR
5	Students in this subgroup may not see the value in performing well academically.	Utilize our paraprofessional staff as mentors to identified students for support and encouragement.	.Parapro-fessional staff	Feedback from classroom teachers and paraprofessionals	FAIR Teacher assessments

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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
Read alouds using text based questions	K-2	Knoebel	K-2 teachers	October 2012	Coach will follow up and observe a lesson	Literacy Coach
PLC Next Steps	K-5	PLC team	K-5 teachers	September 2012	Literacy Coach, Math Coach, and administration team will monitor grade levels during our scheduled PLC meetings. We will look at common assessments and the data from the different grade levels.	Administration Team
Common Core Historical Fiction Book	3-5	Salvato	Any teacher who was interested in developing a lesson incorporating the	September 2012	Literacy Coach will monitor the teachers in case they need further assistance implementing the common	Literacy Coach

Study			common core.		core.	
District Reading Plan	K-5	Salvato	K-5 teachers	September 2012	Literacy Coach will monitor reading instruction and provide follow up conversation. Literacy Coach will continue to model reading lessons implementing bestr reading practices.	Administration Team
Interactive Word Walls	K-2	Salvato Bowen Aragon	K-5 teachers	October 2012	Literacy Team leaders and literacy coach will provide support and classroom word wall visits.	Literacy Team
Common Core Reading Standards	K-2 3-5	Salvato	Teachers can sign up for a choice PD during this training. This workshop will be a choice training.	October 2012	Literacy Coach will monitor reading instruction and provide follow up conversation. Literacy Coach will continue to model reading lessons implementing common core.	Literacy Coach Administrators
SEM-R Reading Training	4	Merritt	4th grade teachers	November 2012	Literacy Coach will assist teachers during their 90 minute reading block as they implement the new strategies.	Literacy Coach
Flex Grouping Training	K-5	Bowen Salvato	K-5	September 2012	PLC meetings will provide the teachers with meeting time to discuss their groups based on needed skills.	Administration team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabulary Building	Learning Lang Intervention(LLI)	Title I	$2,500.00
Phonics/Phonemics	SIPP Kits	Title I	$1,800.00
FCAT prep: comprehension,fluency, grammar	Fl. Ready	General Fund	$660.00
Tracking student fluency	Fontis/Pennell	General fund	$350.00
			Subtotal: $5,310.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Non-Fiction Reading Materials	Kid Biz grades 3-5	Title I	$7,000.00
Reading Comprehension	Ticket to Read grades K-2	General Fund	$3,000.00
			Subtotal: $10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Story Telling/ Narrative Writing	Author and storyteller: Two session (k-2/3-5)	General Fund	$400.00
Preparing lesson and instructional practices	Lesson Study	General Fund	$450.00
			Subtotal: $850.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $16,160.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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:	Increase the percentage of students who are proficient in listening/ speaking by 5%, to 43%.

2012 Current Percent of Students Proficient in listening/speaking:

38% (6) of students were proficient in listening/speaking.

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	English is often not the language spoken in the homes of our ELL students, so students' exposure to standard English is often limited to school hours.	Provide students with home access to academic computer programs. Provide opportunities for ELL students to have additional computer lab access time at school once a week in place of early release.	Media Specialist, ELL Paraprofessionals	Participation rate for Wednesday after school lab opportunity, usage statistics on home access programs	IPT assessment

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:	Increase the percentage of students who are proficient in reading by 5%, to 78%.

2012 Current Percent of Students Proficient in reading:

73% (11) of students were proficient in 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	Limited reading material in English available outside of school and limited models of fluent English reading outside of school	Provide free books for students to keep at home in addition to library books, provide home access to academic web-based programs that reinforce reading skills, and Roarke lab available on Wednesdays in place of early release	Media Specialist, Literacy Coach, ELL paraprofessionals	Monitoring software usage,attendance check for Wednesday Roarke lab	Participation in Roarke lab, quantity of books sent home

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

3. Students scoring proficient in writing.	Increase the percentage of students who are proficient

	CELLA Goal #3:	in writing by 5%, to 58%.

2012 Current Percent of Students Proficient in writing:

53% of students were proficient in writing as measured by CELLA.

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 who learn English as a second language may have more limited experiences writing in English and using standard grammar and mechanics.	Use Core Connections and Nancy Atwell's writing workshop methods to teach students to write in a variety of formats.	Literacy Coach, Classroom teachers	Formative writing assessments will be analyzed and scored	Writing portfolio pieces that have been analytically scored

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Transport students and parents to school events, such as; after school tutoring, parent nights	District transportation	Title I, SAI	$800.00
			Subtotal: $800.00
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: $800.00

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 percentage of students scoring mastery will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT results, student scoring at or above level 3: Grade 3=57%, Grade 4 =50%,Grade 5 =45% Overall (53(314)	Grade 3=62% Grade 4= 55% Grade 5= 50%

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year
3	Students have limited practice in data analysis	Increase use of AIMS (Activities Integrating Math and Science) Bell work focusing on data analysis	Classroom Teachers	Continued progress monitoring of data analysis skills	CBM, Formative math assessments, Riverside testmaker application
4	Teachers limited focus on basic skills fluency (number sense)	Increase practice of math facts fluency Build CIM lessons at PLCs Use Timez Attack software	Classroom teachers	Classroom math fact drills	Analyze data through Timez Attack
5	Lack of alignment between math curriculum, formative assessments, and FCAT.	Use Go Math materials along with district's revised curriculum maps for math	Administration, Classroom teachers, Math/Science Coach	Online data compilation tools associated with Go Math materials	Formative assessments in math to be administered three times before FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	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 mathematics. Mathematics Goal #2a:	The percentage of students scoring levels 4 and 5 will increase 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 FCAT, students scoring levels 4 and 5: Grade 3=26%(30), Grade 4 =25%(27), Grade 5=18%(21)	Grade 3...31%Grade 4...30%Grade 5...25%

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	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year
3	Teachers' limited knowledge and comfort with math content	Professional development and practice of higher order math skills, PLC sessions focusing on delving into the Go Math materials and resources, Neufeld math resource to support teachers in understanding complex math content	Math committee Administration PLC leaders Math/Science Coach	PLC meeting discussions	Walk through data gathered by administration
4	Teachers may not realize that students who are more advanced should also be considered in terms of the three tiers.	Teachers will identify students who fall into tier 2 or tier 3 (small groups or individual instruction) based on proficiency on NGSSS and/or CCSS and provide the appropriate type of instruction to meet the needs of those students.Departmentalization with a co-teaching model.	Classroom teachers Math/Science Coach	Go Math materials include a process whereby students who are accelerated learners can be identified in the course of the lesson. Appropriate materials are then prescribed based on the proficiency level of those students.	Formative math measures (3 x per year)
5	Students who do not perceive themselves as mathematicians and/or do not perceive math as a high-interest subject	Incorporate more real-life, motivating applications of challenging math skills, such as classroom banking, simulations, and cooperative	Classroom teachers Math/Science Coach	Periodic survey of students rating their perceived mastery of math and interest in the subject	Participation rate (or performance) in Math Olympiad in the spring

		group 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 mathematics.	NA
Mathematics Goal #2b:	

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 mathematics.	Students will increase by a 15 percentage points in learning gains in math.
Mathematics Goal #3a:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(108) of students showed learning gains in Math, on the 2012 FCAT administration	68% of students will show learning gains in math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year
3	Limited practice and effectiveness of differentiated instruction in mathematics	Professional development and lesson studies of best practice flexible grouping in mathematics	PLC leaders Administration Math Coach	Item analysis of math skills presented and assessed	Go Math chapter test results.
	Formative assessments	Use of Go Math formative	AP	Anecdotal information	FCAT

4	not administered frequently enough to yield timely information that informs instruction	assessments three times during the year prior to FCAT	Classroom teachers Math Coach	from teachers indicating how the formative results impacted their ability to provide timely targeted remediation	
5	Detailed probes not administered frequently enough to allow remediation in specific skill deficit areas	Use of online and individual probes from Go Math materials coupled with prescriptive responses to address deficits	Classroom teachers	Individual student data available through Go Math online databases	Formative math assessments and Soar to Success

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:	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 mathematics. Mathematics Goal #4:	Students in the lowest quartile will increase by 15 percentage points in learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% of students in the lowest quartile showed learning gains on the 2012 FCAT math administration	75% of students in the lowest quartile will show increased learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with	Create an Excel spreadsheet to organize information about individual students so placement decisions can	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior	Formative assessments (FAIR, Math Assessments, etc.) given during school

	behavior issues being placed together.	be based on data student performance levels will be within reasonable ranges.		issues within each classroom.	year
3	Teachers need adequate time to delve into materials and resources available through Go Math and On Core lesson materials in order to use them effectively.	Provide teachers will instructional planning time in order to broaden their knowledge of the Go Math and On Core lesson resources.	PLC leaders Grade level Chairs, RtI team Math/Science Coach	Walk through data focusing on use of range of Go Math and On Core lesson resources during whole group, small group, and individual instruction.	PLC notes, teacher survey at end of year
4	Lack of high quality math software that is aligned with NGSSS and/or CCSS.	Use Go Math online tools, Soar to Success, IXL and programs as centers as well as during iii time in computer lab.	Classroom teacher paraprofessionals Math/Science Coach	Observation of iii lab activities and computer center activities in the classroom	Data gathered through Go Math web-based program and IXL
5	A need for increased parental involvement and extended instructional time for students	Extended Learning opportunities in math (students being provided transportation) Nachos and Numbers math family night Math competition(Math Olympiad)	Math committee, Administration, EL teachers, Math/Science Coach	Formative online Go Math assessments	FCAT Formative assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	5A : Teachers will identify students who fall into specified subgroups and focus attention on meeting the individual needs of those students and tracking their progress towards meeting grade level expectations.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	58%	64%	70%	76%	

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:	Students in the ethnicity subgroup who score in the proficient or higher range will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 60%Black:43% Hispanic: 43% Asian: 67% American Indian:N/A	White:65% Black: 48% Hispanic: 48% Asian:72% American Indian: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
1	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with	Create an Excel spreadsheet to organize information about individual students so placement decisions can	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior	Formative assessments (FAIR, Math Assessments, etc.) given during school

				issues within each classroom.	year
3	Hispanic: Students have gaps in mathematical knowledge that prevents them from fully understanding new concepts that build on prior knowledge	Use the diagnostic tools associated with Go Math and/or On Core lesson materials to pinpoint areas of need and address them with tier two or tier three short-term intervention., Saturday tutoring sessions at apartment complexes that serve our students, provide transportation to after school tutoring.	Classroom teacher, ESE teacher, paraprofessionals	Success rate on end of chapter assessments	Go Math Intensive Intervention assessments
4	Students have difficulty applying learned math skills to novel problem solving situations.	Increase practice in applying skills to real life situations, utilizing newly learned skills as well as previously learned skills	Classroom teacher Math/Science Coach	Success rate on problem solving situations presented in Go Math materials	Go Math formative assessments
5	Students have difficulty expressing their mathematical thinking in narrative form.	Increase the embedded focus on relevant math vocabulary	Classroom teacher	Performance on vocabulary items on chapter tests	Go Math 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Students belonging to the subgroup Limited English Proiciency making adequate progress will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student score 38% down from 59% in 2011	45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students belonging to the subgroup Limited English Proiciency making adequate progress will increase by 5%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Students scored 52% down from 72% in 2011.	58%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year

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:	Students in the Economically Disadvantaged subgroup who score in the proficient or higher range will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	58%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Student groupings for classroom placements tended to result in wide ranges of ability and clusters of students with behavior issues being placed together.	Create an Excel spreadsheet to organize information about individual students so placement decisions can be based on data student performance levels will be within reasonable ranges.	Assistant Principal, Data Entry Clerk, Classroom teachers	Classroom statistics regarding ranges of performance and number of students with significant behavior issues within each classroom.	Formative assessments (FAIR, Math Assessments, etc.) given during school year
3	Students lack prior knowledge needed to comprehend new concepts being taught.	Preview upcoming math concepts in order to build prior knowledge and capacity for understanding.	Classroom teacher, Extended Learning teacher, Math/Science Coach	Classroom teacher will communicate regularly with Extended Learning teacher to provide feedback about students' readiness for new concepts	Go Math formative assessments.

4	Students may not have the resources available at home to reinforce new learning	Provide students with extended learning opportunities outside the school day	Extended learning teachers, classroom teachers	Participation in extended learning programs	Go Math formative assessments.
5	Students may need additional time within the school day to receive supplemental instruction	Ensure that students needing supplemental instruction are participating in iii lessons	Classroom teacher, RtI team, Math/Science Coach	RtI will review iii groupings on a regular basis (minimum of once per month)	Movement of students from Tier 3 to Tier 2 or from Tier 2 to Tier 1.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Fair	k - 5	Heather Aragon	K - 5 teachers	January 2013	Math/Science Coach will be availbale to assist and model activities shared at the Math Fair.	Math/Science Coach
Fractions - Beyond Pizza and Pies book study	K - 5 Fractions	Sharon Kelley	K - 5 teachers	October 2012 November 2012	Teachers will be responsible for using the practices learned from the book and share their finding with the group.	Math/Science Coach
Singapore Math	K - 5	Heather Aragon Sharon Kelly	K- 5 teachers	November 2012	Math/Science Coach will monitor the teachers in case they need further assistance implementing Singapore Math strategies in their classroom.	Math/Science Coach
Math - Common Core	K - 5	Heather Aragon	K - 5 teachers	October 2012	Teachers will be responsible to use the practices and lessons gained from the workshop and share with their peers.	Math/Science Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students fluency skills for number operations.	Times Attack	Title I	$1,500.00
Reinforce basic math skills in addition to Core Math.	IXL programing(web-based)	Title I	$2,800.00
			Subtotal: $4,300.00
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

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:	Students who score in the proficient or higher range will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT results, students scoring at or above level 3 on grade 5 Science =64%	68% of students will perform at a level 3 or above on the 2013 Science FCAT administration

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	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Limited exposure to the scientific process	Deeper practice in scientific methods and experiments	Classroom teacher Administration Math/Science Coach	PLC discussions about effectiveness of science lessons	Student success rate utilizing scientific method during experiments.
3	Lack of excitement about science in general	Utilize Missions labs earlier in the year to spark interest and excitement about science. Utilize virtual labs associated with Fusion. Plan visits to Environmental Center, Lake X, and in class field trips.	Asst. Principal, Classroom teachers Math/Science Coach	Walk through data focusing on student engagement in science	Participation rate/ performance on district-wide Science Olympaid
4	Difficulty understanding complex scientific text	Utilize leveled readers provided with Fusion materials	Classroom teacher and administration	Data provided by formative science assessments	Common formative assessments administered through Data Director; item analysis from this assessment

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:	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 science. Science Goal #2a:	Students scoring level 4 or 5 on FCAT Science will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
2011 FCAT level 4 or 5=14%	19% of students will earn level 4 or 5

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We aren't effectively using the data we are gathering on student performance.	Provide explicit modeling of how to use data to drive instruction and differentiate effectively.	Math/Science Coach, Literacy Coach, PLC teams, RtI committee	The frequency with which iii flex groups are reorganized based on student progress	iii flexible grouping progress measures (CBM, based on specific content of iii instruction)
2	Students need to become more familiar with the type of thinking required to respond accurately to FCAT science questions	Create multiple small teams within each 5th grade classroom and practice answering released FCAT science items in a competitive format.	Asst. Principal, Classroom teachers, Math/Science Coach	Following winter break, teams from different classrooms will participate in science challenge competions	FCAT Science
3	Students need opportunities to be science role models, teaching others about an area of particular interest that falls within the curriculum (e.g., robotics)	Provide time within the science block for individual and small group projects that have connections to the NGSSS	Classroom teachers, Math/Science Coach	Cross classroom presentations and peer teaching	Student projects
4	Students are not challenged beyond the grade level standards	Focus on NGSSS using written responses and follow the district instructional calendar.	Administration, Math/Science Coach	Classroom Walk Throughs	Lesson plans, Student written responses

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:	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				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science - Analyzing Data	3 - 5	Math/Science Coach	3 - 5 teachers	November 2012	After analyzing data teachers will gather materials and resources needed to target grade level and class weaknesses. Math/Science coach will be available to provide additional resources.	Math/Science Coach
Literacy and Science	K - 5	Literacy Coach Media Specialist Math/Science Coach	K - 5 teachers	December 2012	Math/Science Coach will be available for teachers to model lessons in their classroom.	Literacy Coach Media Specialist Math/Science Coach
Science Resources	K - 5	Media Specialist Math/Science Coach	K - 5 teachers	December 2012	Coach will review current resouces and materials that are available at Lakeview for our teachers and students.	Media Specialist Math/Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with hands-on activities	Owl pellets,	General Fund	$400.00
Engage students with visual interactive concepts.	Brain-pop jr.	Title I Funds	$2,300.00
Reinforce the Science NGSSS using hands on experiements	AIMS Resource books	Title I Funds	$210.00

Integrating literature in Science	Picture-Perfect Science Lessons	Title I Funds	$900.00
			Subtotal: $3,810.00

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
Create Smart Community that will give teachers resources for smart lessons.	Funds for facilitator and Common Core materials.	Title I	$250.00
			Subtotal: $250.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $4,060.00

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:	There will be a 3% increase in the number of students scoring 3.0 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
95%	98%

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 connection from literature and written responses	Increase use of quality literature and problem-solution identification	Classroom teachers	Rubric scoring of writing samples	Monthly Lakeview and Osceola Writes assessment
2	Students lack of adding details and develop word choice in their writing samples	Continue to implement PDA during writing process. Provide extended learning writing.	Writing Committee , Leadership Team	Chart student progress on data wall	Monthly Lakeview and Osceola Writes assessment
3	Pacing student progress and completion of writing concepts and rubrics from grade level to grade level	Provide Common Core writing instruction to primary instructional teachers	Literacy Coach	Seek outcome and progress with the writing consultant.	Student writing samples

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:	Student scoring above a 4.0 will increase by 40 percentage points.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	The percent of students scoring at or above 4.0 was 51% (53).	The percent scoring at or above 4.0 in writing on the 2013 writing FCAT teast will be 90%(88).

			Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers expectations of profient level.				
2	Differentiate instruction to meet needs of higher performing students.				

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 Writing standards	K-1	Anastasia Peters	K-1 writing teachers	October 2012	We will monitor using the district writing assessments.	Literacy Coach and Administration team.
Writing Boot Camp for teachers	4	Core Connections Representative	4th grade writing teachers	January 2013	The 4th grade team will implement thier new strategies into their writing instruction. Teachers will administer Osceola writes and we will sit together as a team to discuss data and instructional changes.	Literacy Coach and 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 Attendance Goal #1:	To meet or exceed the district's goal of 95%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Average Daily Attendance: 95.5% Aug/Sept: 97% Oct. 96% Nov. 96% Dec. 95% Jan. 95% Feb. 96% Mar. 96% Apr. 94% May/June: 95%	To meet or exceed the district's goal of 95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
14(2%)	11 (25% decrease)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
88(13%)	65 (25% decrease)

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 depend on parents to transport to school, parents have other priorities (work/appointments).	Convey to parents and students the importance of attendance and how it relates to student achievement. (newsletters, individual letters)	Data Entry, Administration	Daily monitoring of excessive absences	Weekly, Monthly excessive absence report.
2	Students routines off campus hinder the consistancy needed for	Establish a reward system for perfect attendance	Data Entry, Administration, classroom	Focus on the Monthly daily attendace reports from district and	Monthly and quarterly attendance

| | | daily attendance and punctuality | | teachers | monitor individual students. | 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
Students exposed to non-fiction reading materials (expository writing)	Kid Biz software provides non-fiction stories that incorporate writing and reading.	Title I	$7,000.00
			Subtotal: $7,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Link Common Core to writing curriculum	Core Writing (consultant)	General Fund	$200.00
Teachers will use literature books as a resource for guiding writing and reading lessons	Grade level literature books	Title I	$350.00
			Subtotal: $550.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,550.00

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 number of OSS and ISS will decrease by 25%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
The number of In-School Suspensions was(17).	To decrease by 25% (13).
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The number of In-School Suspensions was 2% (12).	To decrease by 25% (8).
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The number of Out-of-School Suspensions was(26).	To decrease by 25% (19).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The number of Out-of-School Suspensions was(17).	To decrease by 25% (12.5).

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistant implimention of the school-wide PBS program, between staff students and parents.	Conduct monthly PBS meetings, each grade level rep will review information and data to team members.	PBS committee, Administration and classroom teachers	Monitor minor infraction and discipline referrals monthly.	ODMS
2	Inconsistant demonstration of school-wide rules.	Provide classroom training of the PBS rules to all students, specifically those new to LVE.	PBS committee RtI committee classroom teachers	Quarterly school-wide assemblies, CWT	ODMS, Monthly committee meetings

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Refresher	PK-5	PBS Lead and Administration	All Faculty/Staff	Oct. 2012	Processing of Minor infractions and discipline referrals	PBS committee/Admin

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To make students aware of bullying and poor behaviors	Michelee Puppets	Title I	$700.00
			Subtotal: $700.00
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: $700.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase the participation of parents and the community in student learning activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
OASIS hours 4434	OASIS hours 4800

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	Work schedules,various family activities planned during same time as school activities, child care.	Increase the OASIS hours in the school. Continue SAC family nights. Utilize school's marquee, newsletters and website to publicize events.	OASIS coordinator, Leadership, Media Specialist	Attendance at evening events, participation at SAC, PTO meeting. Parent survey	OASIS hours, participation in school activities, parent survey
2	The diverse student population has created a need to provide parents and students opportunities to preview school-wide	Facilitate a family forum night that allows parents to choose from break-out sessions that will meet the needs of the individual.	Lakeview Faculty/staff, SAC, administration	Attendance	Sign-in sheet, parent survey

expectations for behaviors/academics				

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
Reading Strategies	K-2	Liz Salvato	Parents	Spring 2013	Monthly PLC	Grade chairs
Book Mark Buddies	K-5	District Contact	Parents/ Volunteers	Aug. 29	Weekly reading engagement	Media Specialist
Nachos/Numbers	K-5	Math Committee	Parents/students schoolwide	Mar. 2013	PLC Meetings	PLC Leads
School-wide academics/discipline behaviors (Family Forum).	K-5	SAC	All Stakeholders	Spring/Fall(twice annually)	SAC Minutes	SAC

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide parents and students time to use math strategies for problem solving.	Math manipulatives, resources guides (Nachos And Numbers)	Title I	$700.00
Families will participate in reading activities that inspire reading techniques	Reading(chapter books, snacks and pamphelts, transportation)	Title I	$500.00
Provide families with break-out sessions that will enhance behavior/ academics at home/school.	Family Forum(reading books, flyers, snacks, behavior charts, OPS, transportation)	Title I, general fund	$1,000.00
Annual Title I meeting	Flyers, Newsletters, snacks, Literature books.	Title I	$500.00
			Subtotal: $2,700.00

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: $2,700.00

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

Subtotal: $0.00

Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Vocabulary Building	Learning Lang Intervention(LLI)	Title I	$2,500.00
Reading	Phonics/Phonemics	SIPP Kits	Title I	$1,800.00
Reading	FCAT prep: comprehension,fluency, grammar	Fl. Ready	General Fund	$660.00
Reading	Tracking student fluency	Fontis/Pennell	General fund	$350.00
CELLA	Transport students and parents to school events, such as; after school tutoring, parent nights	District transportation	Title I, SAI	$800.00
Science	Provide students with hands-on activities	Owl pellets,	General Fund	$400.00
Science	Engage students with visual interactive concepts.	Brain-pop jr.	Title I Funds	$2,300.00
Science	Reinforce the Science NGSSS using hands on experiements	AIMS Resource books	Title I Funds	$210.00
Science	Integrating literature in Science	Picture-Perfect Science Lessons	Title I Funds	$900.00
Suspension	To make students aware of bullying and poor behaviors	Michelee Puppets	Title I	$700.00
Parent Involvement	Provide parents and students time to use math strategies for problem solving.	Math manipulatives, resources guides (Nachos And Numbers)	Title I	$700.00
Parent Involvement	Families will participate in reading activities that inspire reading techniques	Reading(chapter books, snacks and pamphelts, transportation)	Title I	$500.00
Parent Involvement	Provide families with break-out sessions that will enhance behavior/ academics at home/school.	Family Forum(reading books, flyers, snacks, behavior charts, OPS, transportation)	Title I, general fund	$1,000.00
Parent Involvement	Annual Title I meeting	Flyers, Newsletters, snacks, Literature books.	Title I	$500.00
				Subtotal: $13,320.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Non-Fiction Reading Materials	Kid Biz grades 3-5	Title I	$7,000.00
Reading	Reading Comprehension	Ticket to Read grades K-2	General Fund	$3,000.00
Mathematics	Provide students fluency skills for number operations.	Times Attack	Title I	$1,500.00
Mathematics	Reinforce basic math skills in addition to Core Math.	IXL programing(web-based)	Title I	$2,800.00
Attendance	Students exposed to non-fiction reading materials (expository writing)	Kid Biz software provides non-fiction stories that incorporate writing and reading.	Title I	$7,000.00
				Subtotal: $21,300.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Story Telling/ Narrative Writing	Author and storyteller: Two session (k-2/3-5)	General Fund	$400.00
Reading	Preparing lesson and instructional practices	Lesson Study	General Fund	$450.00
	Create Smart			

Science	Community that will give teachers resources for smart lessons.	Funds for facilitator and Common Core materials.	Title I	$250.00
Attendance	Link Common Core to writing curriculum	Core Writing (consultant)	General Fund	$200.00
Attendance	Teachers will use literature books as a resource for guiding writing and reading lessons	Grade level literature books	Title I	$350.00
				Subtotal: $1,650.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $36,270.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 8/29/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisor Committee (SAC) will assist in the development of parent involvement activities and be part of the decision making process for the purchases of selected academic/curriculum materials. In addition, SAC will also be part of the developing of the Title I Compact and expenditures. SAC will review school-wide data, and be part of developing objectives and strategies for the annual SIP.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Osceola School District
LAKEVIEW ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	75%	97%	62%	317	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?	72% (YES)	70% (YES)			142	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					600	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District
LAKEVIEW ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	73%	87%	55%	293	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	70%			134	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?	48% (NO)	85% (YES)			133	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					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested