

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: LAKE GEORGE ELEMENTARY

District Name: Orange

Principal: Debra Brown

SAC Chair: Shellie Gaither

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval:

Last Modified on: 11/26/2012

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	Debra Brown	B.S. Elementary Education M.S. Reading Education Certification: Educational	9	13	<p>2003-2012 School Grade "A" 2011-12 Reading: 68% meeting high standards, 77% making learning gains, 86% learning gains of lowest 25%. Math: 68% meeting high standards, 75% making learning gains, 82% learning gains of lowest 25%. Writing: 74% meeting high standards. Science: 56% meeting high standards.</p> <p>2010-11 Reading: 87% meeting high standards, 79% making learning gains, 74% learning gains of lowest 25%. Math: 89% meeting high standards, 77% making learning gains, 76% learning gains of lowest 25%. 95% AYP. Writing: 87% meeting high standards. Science: 65% meeting high standards.</p> <p>2009-10 Grade A Reading: 83% meeting high standards, 68% making learning gains, 61% learning gains of lowest 25%. Math: 75% meeting high standards, 64% making learning gains, 70% learning gains of lowest 25%. 90% AYP. Writing: 78%</p>

		Leadership			meeting high standards. Science: 54% meeting high standards. 2008-09 Grade A Reading: 86% meeting high standards, 73% making learning gains, 64% learning gains of lowest 25%. Math: 71% meeting high standards, 73% making learning gains, 81% learning gains of lowest 25%. 95% AYP. Writing: 79% meeting high standards. Science: 47% meeting high standards. 2007-08 Grade A Reading: 87% meeting high standards, 76% making learning gains, 70% learning gains of lowest 25%. Math: 77% meeting high standards, 62% making learning gains, 71% learning gains of lowest 25%. 97% AYP. Writing: 79% meeting high standards. Science: 59% meeting high standards.
Assis Principal	Mitzi Sheppard	B.S. in Elementary Education M.S. in Educational Leadership Certification: Elementary Ed, ESOL, Educational Leadership	1	1	Admin. Dean- Sunrise Elementary- 1.5 years 2011-12 Reading: 68% meeting high standards, 77% making learning gains, 86% learning gains of lowest 25%. Math: 68% meeting high standards, 75% making learning gains, 82% learning gains of lowest 25%. Writing: 74% meeting high standards. Science: 56% meeting high standards. 2010-2011: Grade A, 95% meeting high standards in Reading, 93% meeting high standards in Math, 99% meeting high standards in Writing, 76% meeting high standards in Science. 75% making learning gains in Reading, 72% making learning gains in math, 73% of lowest 25% making learning gains in Reading and Math, 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)
Reading, Math, Writing	Jayne Killon	B.S. Elementary Education Certification: Elem. Ed., ESOL, Primary Ed.	11	5	2011-12 Reading: 68% meeting high standards, 77% making learning gains, 86% learning gains of lowest 25%. Math: 68% meeting high standards, 75% making learning gains, 82% learning gains of lowest 25%. Writing: 74% meeting high standards. Science: 56% meeting high standards. 2010-11 Reading: 87% meeting high standards, 79% making learning gains, 74% learning gains of lowest 25%. Math: 89% meeting high standards, 77% making learning gains, 76% learning gains of lowest 25%. 95% AYP. Writing: 87% meeting high standards. Science: 65% meeting high standards. 2009-10 Grade A Reading: 83% meeting high standards, 68% making learning gains, 61% learning gains of lowest 25%. Math: 75% meeting high standards, 64% making learning gains, 70% learning gains of lowest 25%. 90% AYP. Writing: 78% meeting high standards. Science: 54% meeting high standards. 2008-09 Grade A Reading: 86% meeting high standards, 73% making learning gains, 64% learning gains of lowest 25%. Math: 71% meeting high standards, 73% making learning gains, 81% learning gains of lowest 25%. 95% AYP. Writing: 79% meeting high standards. Science: 47% meeting high standards. 2007-08 Grade A Reading: 87% meeting high standards, 76% making learning gains, 70% learning gains of lowest 25%. Math: 77% meeting high standards, 62%

					making learning gains, 71% learning gains of lowest 25%. 97% AYP. Writing: 79% meeting high standards. Science: 59% meeting high standards.
Reading	Linda Tinkey	M.S. Early Childhood Education Certification: Primary Ed., ESOL, Reading Endorsement	14	7	<p>2011-12 Reading: 68% meeting high standards, 77% making learning gains, 86% learning gains of lowest 25%. Math: 68% meeting high standards, 75% making learning gains, 82% learning gains of lowest 25%. Writing: 74% meeting high standards. Science: 56% meeting high standards.</p> <p>2010-11 Reading: 87% meeting high standards, 79% making learning gains, 74% learning gains of lowest 25%. Math: 89% meeting high standards, 77% making learning gains, 76% learning gains of lowest 25%. 95% AYP. Writing: 87% meeting high standards. Science: 65% meeting high standards.</p> <p>2009-10 Grade A Reading: 83% meeting high standards, 68% making learning gains, 61% learning gains of lowest 25%. Math: 75% meeting high standards, 64% making learning gains, 70% learning gains of lowest 25%. 90% AYP. Writing: 78% meeting high standards. Science: 54% meeting high standards.</p> <p>2008-09 Grade A Reading: 86% meeting high standards, 73% making learning gains, 64% learning gains of lowest 25%. Math: 71% meeting high standards, 73% making learning gains, 81% learning gains of lowest 25%. 95% AYP. Writing: 79% meeting high standards. Science: 47% meeting high standards.</p> <p>2007-08 Grade A Reading: 87% meeting high standards, 76% making learning gains, 70% learning gains of lowest 25%. Math: 77% meeting high standards, 62% making learning gains, 71% learning gains of lowest 25%. 97% AYP. Writing: 79% meeting high standards. Science: 59% meeting high standards.</p>

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	Professional Learning Communities	Principal, CRT, PLC leadership team	Ongoing	
2	Provide mentors and support for beginning teachers.	Instructional Coach and mentor teacher	June 2013	
3	Teacher candidates are carefully screened for backgrounds and degrees in elementary education and experience. Only teachers who meet highly qualified standards are interviewed and considered for vacant positions. The interview team consists of administrators and current instructional staff.	Principal and Assistant Principal	September 2013	
4	Provide opportunities for leadership, professional development and time for planning and collaboration.	Principal and Assistant Principal	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
	Teachers will continue to

9%(4) of effective teachers are teaching out of field in ESOL.

complete ESOL endorsement classes according to OCPS policy until endorsement is received.

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
43	4.7%(2)	20.9%(9)	37.2%(16)	37.2%(16)	27.9%(12)	0.0%(0)	14.0%(6)	0.0%(0)	76.7%(33)

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
Rachel Castillo-Kindergarten Teacher	Antonio Cunningham	This is year 2 for this pairing. Mentor is a veteran teacher who has facilitated learning gains with students and will work with Mentee to promote student gains. To achieve growth in all academic areas while increasing teacher knowledge to promote student gain.	Meet bi-weekly with mentee to discuss research based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best Practices. The mentee will complete the Beginning Teacher Portfolio which is part of the OCPS induction program. Their mentor will track and monitor their progress using the Online Teacher Tracking Tool.
Laurie Franklin-First Grade Teacher	Tara Darwish-Kindergarten Teacher	Mentor is a veteran teacher with 16 years of kindergarten experience, currently teaching first grade, who has facilitated learning gains with students and will work with mentee to promote student gains. To achieve growth in all academic areas while increasing teacher knowledge to promote student gain.	Meet bi-weekly with mentee to discuss research based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best Practices. The mentee will complete the Beginning Teacher Portfolio which is part of the OCPS induction program. Their mentor will track and monitor their progress using the Online Teacher Tracking Tool
		Mentor is a veteran teacher with 14 years of teaching experience, currently teaching fifth grade, who has facilitated	Meet bi-weekly with mentee to discuss research based strategies, observe experienced teachers implementing strategies, creating and reviewing

Heather Adams-Fifth Grade Teacher	Aislinn Van Buren- Fourth Grade Teacher	learning gains with students and will work with mentee to promote student gains. To achieve growth in all academic areas while increasing teacher knowledge to promote student gain.	lesson plans, assisting in determining training opportunities for best Practices. The mentee will complete the Beginning Teacher Portfolio which is part of the OCPS induction program. Their mentor will track and monitor their progress using the Online Teacher Tracking Tool
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Debra Brown(Principal), Mitzi Sheppard(Assistant Principal), Jayne Killon(CRT), Valerie Marozzi(Staffing Specialist/CT), Linda Tinkey(Reading Coach), Becki Paulson(ESE),Lavonia Ward (School Psychologist), Jennifer Culumber (Speech Pathologist), Teresa Mountford, Rachel Castillo, Michelle Luyster, Breda Konig, Lisa Hall, Tricia Naugle, Diann Rose and Nancy Combes (General Education Teachers K-5)

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?

The RtI Leadership Team provides a common vision for the use of data-based decision making. The team has established an implementation team with representatives from all support levels. The team will participate actively in monthly or bimonthly data analysis meetings. The team will evaluate the effectiveness of the tiers of intervention. The Leadership team will meet with Grade Level teams to discuss student achievement and data, as well as the fidelity of the intervention implementation.

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?

Some of the representatives of the RtI team were also members of the 2011-2012 SAC and participated in the development of our School Improvement Plan. As we developed the SIP, we looked at the students scoring at or above grade level, as well as those scoring in the lowest 25%. The students in the lowest 25% are receiving Tier II and Tier III interventions.

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.

Initially, data from FAIR, Edusoft, and previous year's FCAT scores is used to form intervention groups. As the year progresses, teachers will utilize Houghton Mifflin story tests, skills tests, vocabulary tests, as well as end of chapter tests from Envision Math to adjust and provide for intervention needs of students. Data from writing assessments will also be used to identify struggling students.

Teachers will maintain a data notebook with documentation supporting the formative and summative assessments given by them. They will bring these notebooks to their data meetings to provide feedback on the progress of their students. The leadership team will utilize the Educational Data Warehouse to monitor student progress and the individual indicators as needed.

Describe the plan to train staff on MTSS.

The team has established processes and procedures to make decisions about students based on the data. The team will provide training to the staff, especially new teachers, on the RtI process through staff development and PLCs. We use the systematic framework we have developed to continue to provide timely, specific interventions. We will work with new teachers through our grade level data meetings to assist in training them to use graphs and change lines as students move from tier to tier.

Describe the plan to support MTSS.

We will continue to cultivate a culture of shared problem solving and consensus for using all types of data to improve and enhance instructional delivery models. This process will guide and maximize student achievement in all content areas and behavior concerns/needs.

We have designated one day a week to devote to the RTI process. The first Friday of the month, an administrator will meet with each grade level to discuss data and students who are struggling. The second Friday, meetings will be held on specific students with the teacher, staffing specialist, and administrator. The third Friday, meetings will be held with parents as needed. With this plan in place, we can be sure that teachers are graphing and progress monitoring effectively so that every child is receiving interventions based on his/her needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Debra Brown - Principal
Mitzi Sheppard - Assistant Principal
Linda Tinkey - Reading Coach, LLT Chair
Michelle Dowd - Media Specialist
Nalini Clarke - Kindergarten
Michelle Luyster - First Grade
Breda Konig - Second Grade
Lisa Hall - Third Grade
Tara Darwish - Fourth Grade
Heather Adams - Fifth Grade
Jen Culumber - ESE

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

The Literacy Leadership Team meets once a month with the Reading Coach leading the meeting. Topics are based on the literacy needs of our school and upcoming literacy events. Each member of the team then brings the information back to their grade level teams during weekly PLC meetings and functions as a leader of the reading PLC. Team members also function as facilitators during school literacy events such as Family Literacy Night. Our Media Specialist, who is also a member of the Literacy Team, functions as the leader of the Media Committee and our Accelerated Reader Program.

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

One major reading initiative this year will be staff development on the shifts of focus of the Common Core State Standards. These shifts are 50% informational texts, increase in text complexity, text-dependent questions, more writing to justify answers, and a greater emphasis on academic vocabulary. The Literacy Team is helping write a grant so that we can buy science books for our Media Center. We also plan to have another Family Literacy/Science Night to increase literacy knowledge in our families and to promote our commitment to increase literacy skills in all our students.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	All educators at LGE will stress reading improvement and student learning gains throughout the school year. Data analysis will indicate specific areas of need which will be addressed by teachers in daily instruction. The Accelerated Reader program will be a driving force to engage all students in daily reading practice. The Reading Coach and Literacy Committee will guide the staff in developing and honing their skills in reading instruction and knowledge of the reading process. Continuous progress monitoring of all students, but especially those in the lowest 30%, will be paramount to the success of the reading program. Interventions will be ongoing and adjusted frequently to ensure student progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 31% (99) of all students taking the FCAT Reading Test scored at Level 3.	By July 2013, 35% (110) of all students taking the FCAT Reading test will score at Level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack experience in the utilization of the NGSSS and common core standards.	Provide opportunities for teachers to read, review and analyze the CIA blueprints and OCPS curricular resources.	Leadership Team	Review of Lesson plans, classroom observations, PLC notes	Marzano's Teacher Evaluation, Common Board
2	PLCs are not culturally embedded. This is a time intensive process. Teachers are responsible for 5 subject areas.	Provide common planning, training for PLC leaders.	Principal and Assistant Principal	PLC notes, PLC leader feedback	PLC surveys
3	Lake George needs to increase rigor of the 90 minute reading block.	Provide teachers with additional training on using a variety of reading strategies during whole group instruction and increasing rigor of small guided reading groups.	Reading Coach	Ongoing progress monitoring, frequent data talks, Houghton Mifflin observation walkthroughs of reading blocks, and Professional Learning Communities.	Student samples, weekly reading tests, and ongoing progress monitoring
4	Students are not reading fluently by third grade.	Implement fluency practice for all first and second grade students.	Reading Coach	Progress monitoring using FAIR and DIBELS passages.	FAIR and DIBELS passages.
5	Teachers need to be familiar with texts that reflect the complexity recommended under Common Core resources that they can use in their reading instruction.	Provide teachers with information regarding text complexity, lexiles and availability of resources in the media center.	Media Specialist Reading Specialist	Review of lesson plans, PLC notes	Marzano Teacher Evaluation

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.	NA
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Reading Goal #1b:				
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:	All educators at LGE will stress reading improvement and student learning gains throughout the school year. Data analysis will indicate specific areas of need which will be addressed by teachers in daily instruction. The Accelerated Reader program will be a driving force to engage all students in daily reading practice. The Reading Coach and Literacy Committee will guide the staff in developing and honing their skills in reading instruction and knowledge of the reading process. Continuous progress monitoring of all students, but especially those in the lowest 30%, will be paramount to the success of the reading program. Interventions will be ongoing and adjusted frequently to ensure student progress.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
2012 FCAT results showed that 35% (111) of all students taking the FCAT Reading test scored at Levels 4 and 5.	By July 2013, 38% (119) of all students taking FCAT Reading test will score at Levels 4 and 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	Maintaining student proficiency for students working above grade level.	Provide differentiated instruction with rigorous enrichment activities for high achieving students and those who scored level 4 or 5 on FCAT.	Leadership team	Progress monitoring, lesson plan documentation, data notebooks	Benchmark assessments and weekly assignments
2	Sufficient time for teachers to work with and challenge high achieving and level 4 and 5 students.	Utilize PLCs to support and manage differentiated groups.	Instructional Coach	Classroom observation, PLC notes, and lesson plan documentation	Classroom Observation
3	Students need access and motivation to read challenging books of high interest to students.	Provide a Sunshine State Young Readers Award Book Program for students willing and able to read 15 challenging books throughout the school year. Provide incentives and goals to motivate student reading.	Media Specialist	Accelerated Reader assessment reports.	FCAT, AR reports
	Maintaining the high	Provide enrichment	Classroom teachers	Progress monitoring	Edusoft Benchmark

4	number of students currently scoring a level 4 or 5	activities for students already identified as a level 4 or 5 on FCAT	Reading Coach	Monitor data reports	assessments; FCAT
5					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	All educators at LGE will stress reading improvement and student learning gains throughout the school year. Data analysis will indicate specific areas of need which will be addressed by teachers in daily instruction. The Accelerated Reader program will be a driving force to engage all students in daily reading practice. The Reading Coach and Literacy Committee will guide the staff in developing and honing their skills in reading instruction and knowledge of the reading process. Continuous progress monitoring of all students, but especially those in the lowest 30%, will be paramount to the success of the reading program. Interventions will be ongoing and adjusted frequently to ensure student progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 77%(205)of all students taking the FCAT Reading Test made learning gains.	By July 2013, 80% (205) of all students taking the FCAT Reading test will make 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	Meeting the needs of all students at various levels in one classroom.	Monitor classroom assessment data frequently and provide appropriate differentiation for student needs.	Classroom teacher	Data Notebooks Lesson Plans	Formative and Summative assessments
2	Students lack accessibility to high quality reading materials,	Purchase non-fiction books and reading materials for the	Classroom teachers Media Specialist	Inventory	Destiny, Purchase orders

	especially non-fiction books.	classroom and the media center.			
3	Students are not reading enough minutes per day independently.	Utilize the Accelerated Reader program to increase independent reading through goal setting and incentives.	Classroom teachers and Media Specialist	AR Diagnostic reports	AR point graphs
4	Students don't know how to choose appropriate books for their individual reading level.	Media Specialist provides classes to enhance knowledge of book selection, difference between fiction and non-fiction, and text features.	Media Specialist	Formative assessments	Formative and summative assessments
5					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	All educators at LGE will stress reading improvement and student learning gains throughout the school year. Data analysis will indicate specific areas of need which will be addressed by teachers in daily instruction. The Accelerated Reader program will be a driving force to engage all students in daily reading practice. The Reading Coach and Literacy Committee will guide the staff in developing and honing their skills in reading instruction and knowledge of the reading process. Continuous progress monitoring of all students, but especially those in the lowest 30%, will be paramount to the success of the reading program. Interventions will be ongoing and adjusted frequently to ensure student progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 86%(44)of the lowest 25% of students made learning gains in reading.	By July 2013, 90%(46)of the lowest 25% of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing student achievement of the non-proficient students to a level 3 or above.	Using data to provide appropriate interventions for students.	Classroom teachers	PLC notes, progress monitoring	Classroom assessments (formative and summative), benchmarks, weekly progress monitoring tools.
2	Teachers need to increase their knowledge and use of the RTI process.	Systematic approach to meetings and follow up on students not making adequate progress.	RTI Team	RTI calendar, Student data	SAPSI
3	Teachers lack sufficient knowledge on how to identify specific reading deficiencies and how to match intervention strategies to student learning needs.	Utilize PLCs and Lesson Study to examine data and effectiveness of reading interventions.	Reading Coach	Classroom Walk-thru, Data Chats, RtI Progress Monitoring	Classroom Walk Through, FAIR, Formative Assessments, Benchmark Assessments
4	Teachers need additional resources for Reading Intervention Groups	Investigate scientifically researched resources that can be utilized to meet the needs of specific intervention groups.	Reading Coach	Student Data, FAIR data	DOE resources
5	Lack of personnel to provide Tier 3 intensive interventions.	Train special area teachers to provide specific interventions for Tier 3 students.	Reading Coach, CRT	Program specific assessments, RTI data	Formative Assessments, weekly progress monitoring tools.

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 # Decrease the achievement gap for each identified subgroup each year by 10%. In June 2013, 73% of all students in grades 3-5 will reach the Target AMO on FCAT Reading. By June 30, 2017, 84% of all students in grades 3-5 will reach				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	73%	75%	78%	81%	

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:	Decrease the achievement gap for the identified ethnic subgroup by 10% each year. By June 30, 2017, 91% of White students in grades 3-5 will score a level 3 or above in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 76% of white students scored at or above a Level 3 in FCAT Reading.	By July 2013, 85% of all white students taking the FCAT Reading test will score at a Level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come from homes with low literacy, parents without formal	Educate parents to the importance of homework, reading with their	Classroom teachers	FAIR, AR, common assessments, student grades, student planners,	FCAT

	education beyond high school.	children and monitoring their progress.		conference logs	
2	Home support is often lacking or parents lack sufficient skills to help their children.	Provide after school tutoring.	Tutoring teachers	Programmatic assessments	FAIR, Benchmarks, and 2013 FCAT.
3	Maintaining students in each of the subgroups.	Monitor student mobility rate to ensure monitoring of subgroups.	Leadership Team and Classroom Teachers.	Bi-weekly data talks will allow us to identify new students and withdrawn students on a regular basis.	SMS
4	Teacher knowledge of data disaggregation to determine specific areas of the learner needs.	Integrate the Florida Continuous Improvement Model systematic process for planning, teaching, assessing and reevaluating reading results in order to support learning for all students.	Leadership Team	PLC meetings	Teacher collected data
5	Things interfering with the blocked time such as programs, standardized tests, field trips, and other activities that are scheduled.	Consistent use of intervention time to develop students' skills in identified areas based on needs.	Administrative Team	Assessments	Teacher collected data, lesson plans, walkthroughs

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:	Decrease the achievement gap for ELL subgroup by 10% each year. By June 30, 2017, 69% of ELL students in grades 3-5 will score a level 3 or above in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 41% of ELL students scored at or above a Level 3 in FCAT Reading.	By July 2013, 48% of all ELL students taking the FCAT Reading test will score at a Level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary and English language skills necessary for academic success.	Provide staff development on vocabulary strategies for ELL.	Reading Coach and Instructional Coach	Student progress monitoring Lesson plans Classroom observation	Formative and summative assessments Marzano Teacher Evaluation
2	Teachers need additional strategies for supporting ELL learners.	Provide professional development in Thinking Maps for ELL.	Leadership Team	Lesson plans and classroom observation	Student work samples
3	Increase the number of ELL students making AYP in Reading	Monitor the implementation of RtI across grade levels to enhance the success of interventions	RtI Leadership Team and Principals	Review reading data of ELL students with RtI Leadership Team and classroom teachers	2013 FCAT Reading, FAIR, Benchmark Assessments
4	Home support is often lacking or parents lack sufficient skills to help their children in reading.	Provide tutoring in reading.	Tutoring Teachers	Program assessments	FAIR, Benchmark Assessments, 2013 FCAT Reading

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	
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satisfactory progress in reading. Reading Goal #5D:	Decrease the achievement gap for ESE subgroup by 10% each year. By June 30, 2017, 62% of ESE students in grades 3-5 will score a level 3 or above in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 25% of ESE students scored at or above a Level 3 in FCAT Reading.	By July 2013, 36% of all ESE students taking the FCAT Reading test will score at a Level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students face various challenges due to the rising difficulty and complexity of current standards.	Increase the rigor of curriculum and expectations for ESE students.	ESE and classroom teachers	Benchmark, common assessments, FAIR, FCAT	Benchmark, common assessments, FAIR, FCAT
2	Lack of rigor and relevance throughout daily lessons	Continue Professional Learning Communities incorporating Lesson Study with a focus on increasing rigor and relevance in reading instruction through progress monitoring and differentiating instruction	Principal, Leadership Team	RtI meetings and weekly PLC meetings to discuss rigorous and relevant instruction. Classroom walkthroughs	Benchmark Assessment, mini-Benchmark Assessment, FCAT SSS Reading
3	Students lacking the prerequisite skills to attain grade level proficiency	Continuously monitor progress toward IEP goals and grade level standards.	Classroom and ESE Teachers	Classroom assessments	Teacher Collected Data
4	Things interfering with the blocked time such as programs, standardized tests, field trips, and other activities that are scheduled.	Consistent use of intervention, inclusion and small group time to develop students' skills in identified areas based on IEP.	Administrative Team	Assessments	Teacher collected data, lesson plans, walkthroughs

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:	Decrease the achievement gap for the Economically Disadvantaged subgroup by 10% each year. By June 30, 2017, 79% of Economically Disadvantaged students in grades 3-5 will score a level 3 or above in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 61% of economically disadvantaged students scored at or above a Level 3 in FCAT Reading.	By July 2013, 65% of all economically disadvantaged students taking the FCAT Reading test will score at a Level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents lack resources to provide outside tutoring.	Provide afterschool tutoring and homework support.	Teachers, CRT	Progress monitoring, homework checks, common assessments.	FCAT and FAIR
2	Students come from homes with low literacy, parents without formal education beyond high	Educate parents to the importance of homework, reading with their children and monitoring	Teachers	Student planners, open house attendance, conf. logs	FCAT

	school.	their progress.			
3	Things interfering with the blocked time such as programs, standardized tests, field trips, and other activities that are scheduled.	Consistent use of intervention time to develop students' skills in identified areas based on needs.	Administrative Team	Assessments	Teacher collected data, lesson plans, walkthroughs
4	Failure to consistently track progress with teacher collected data	PLC/RTI meetings to review progress data and ensure changes implemented as needed.	Rtl team Grade level PLCs	On-going Rtl/PLC meetings	Teacher Collected Data
5	Students lack access to resources such as library books and computers during after school hours.	Open media center before and after school for quiet reading, homework, and computer use.	Media Specialist	Attendance rosters, homework, and AR reports.	AR and math 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
Kagan Cooperative Strategies	K-5	Teacher Leaders	Selected Teachers	September 2012 - May 2013	Monthly meetings Classroom Walkthrough	Principals; Reading Coach
Lesson Study	1st and 2nd grade	Reading Coach, CRT	1st and 2nd grade teachers	May 2013	Lesson Plans, walkthrough	Principal, Asst. Principal, Reading Coach
Building rigor in the Reading 90 minute block	K-5	Reading Coach	K-5	September 2012 - May 2013	Classroom Walkthrough	Reading Coach
Building Vocabulary Strategies	K-5	Reading Coach and Teacher Leaders	K-5	September 2012 - May 2013	Classroom Walkthrough and Lesson Plans	Leadership Team
Thinking Maps for ELL Students	K-5	Teacher Leader	K-5	September 2012- May 2013	Lesson Plans; Classroom Walkthroughs	Leadership Team
Rtl Follow up Training	K-5	Staffing Specialist and Asst. Principal	K-5	September 2012-May 2013	Data Meetings, RTI Meetings	Principal, Asst. Principal, Staffing Specialist, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase intervention and assessment materials.	Fountas and Pinell Leveled materials and assessment kit	School Budget	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize the Accelerated Reader program to increase independent reading through goal setting and incentives.	Web-based Accelerated Reader program	School Budget	\$2,600.00

Purchase non-fiction reading materials for the classroom and media center.	Scholastic Book Flix and True Flix	School Budget	\$1,500.00
			Subtotal: \$4,100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide release time for teachers to attend professional development in lesson study.	Substitutes	Title II	\$1,400.00
			Subtotal: \$1,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$8,000.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		In 2013, 57% of the ESOL students taking the CELLA test in grades K-5 will score "proficient" in listening and speaking.			
2012 Current Percent of Students Proficient in listening/speaking:					
54%					
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					CELLA test
2	The number of ELL students has a high rate of mobility, and therefore the numbers are constantly influx.	Teachers will identify which students in their class are ELL, and will utilize ESOL strategies in their classrooms. Bilingual paraprofessional will provide assistance to students needing a greater level of support.	Valerie Marozzi	Calculate the percentage of students scoring in the proficient level on the listening/speaking section of the spring 2012 CELLA test.	CELLA test
3	Parents' ability to help students at home varies based upon their English language fluency.	Teachers will identify which students in their class are ELL, and will utilize ESOL strategies in their classrooms. Bilingual paraprofessional will provide assistance to students needing a greater level of support.	Valerie Marozzi	Calculate the percentage of students scoring in the proficient level on the listening/speaking section of the spring 2012 CELLA test.	CELLA test

4	Teachers with less experience employing ESOL strategies may affect students' success.	Teachers will identify which students in their class are ELL, and will utilize ESOL strategies in their classrooms. Bilingual paraprofessional will provide assistance to students needing a greater level of support.	Valerie Marozzi	Calculate the percentage of students scoring in the proficient level on the listening/speaking section of the spring 2012 CELLA test	CELLA test
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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:

In 2013, 43% of the students taking the CELLA test in grades K-5 will score "proficient" in reading.

2012 Current Percent of Students Proficient in reading:

40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of ELL students has a high rate of mobility, and therefore the numbers are constantly influx.	Teachers will identify which students in their class are ELL, and will utilize ESOL strategies in their classrooms. Bilingual paraprofessional will provide assistance to students needing a greater level of support.	Valerie Marozzi	Calculate the percentage of students scoring in the proficient level on the reading section of the spring 2013 CELLA test.	CELLA
2	Parents' ability to help students at home varies based upon their English language fluency.	Teachers will identify which students in their class are ELL, and will utilize ESOL strategies in their classrooms. Bilingual paraprofessional will provide assistance to students needing a greater level of support.	Valerie Marozzi	Calculate the percentage of students scoring in the proficient level on the reading section of the spring 2013 CELLA test.	CELLA
3	Teachers with less experience employing ESOL strategies may affect students' success.	Teachers will identify which students in their class are ELL, and will utilize ESOL strategies in their classrooms. Bilingual paraprofessional will provide assistance to students needing a greater level of support.	Valerie Marozzi	Calculate the percentage of students scoring in the proficient level on the reading section of the spring 2013 CELLA test.	CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2013 39% of the students taking the CELLA test in grades K-5 will score "proficient" in writing.

2012 Current Percent of Students Proficient in writing:

36%

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 with less experience employing ESOL strategies may affect students' success.	Teachers will identify which students in their class are ELL, and will utilize ESOL strategies in their classrooms. Bilingual paraprofessional will provide assistance to students needing a greater level of support.	Valerie Marozzi	Calculate the percentage of students scoring in the proficient level on the writing section of the spring 2012 CELLA test.	2013 spring CELLA test
2	Parents' ability to help students at home varies based upon their English language fluency.	Teachers will identify which students in their class are ELL, and will utilize ESOL strategies in their classrooms. Bilingual paraprofessional will provide assistance to students needing a greater level of support.	Valerie Marozzi	Calculate the percentage of students scoring in the proficient level on the writing section of the spring 2012 CELLA test.	2013 spring CELLA test
3	Teachers with less experience employing ESOL strategies may affect students' success.	Teachers will identify which students in their class are ELL, and will utilize ESOL strategies in their classrooms. Bilingual paraprofessional will provide assistance to students needing a greater level of support.	Valerie Marozzi	Calculate the percentage of students scoring in the proficient level on the writing section of the spring 2012 CELLA test.	2013 spring CELLA test

CELLA Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal #1a:</p>	<p>Teachers will analyze FCAT data during the summer to identify the strengths and weaknesses of our math program. Envision Math shall be the primary instructional math program at all grade levels. Supplemental materials will be used to support students who need interventions or alternate instructional strategies. SuccessMaker will be utilized as an intervention for level 1 and 2 students. Grades 2-5 will utilize FASTt Math to address fact fluency. PLCs and ability grouping for math will be used to address and monitor learning gains for all students. Ongoing teacher training in math concepts and strategies will be provided to address individual teacher staff development needs.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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2012 FCAT results showed that 33% (104) of all students taking the FCAT Math test scored at Level 3.	By July 2013, 37% (110) of all the students taking FCAT Math test will score at Level 3.
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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 lack experience in the utilization of the NGSSS and common core standards.	Provide opportunities for teachers to read, review and analyze the CIA blueprints and OCPS curricular resources.	Leadership Team	Review of Lesson plans, classroom observations, PLC notes	Marzano's Teacher Evaluation, Common Board
2	PLCs are not culturally embedded. This is a time intensive process. Teachers are responsible for 5 subject areas.	Provide common planning, training for PLC leaders.	Principal and Assistant Principal	PLC notes, PLC leader feedback	PLC surveys
3	Teachers having the knowledge to use all the pieces of the program and using it with validity along with differentiated instruction.	Implementation of the Envision math program	Classroom Teachers	Monitoring math instruction and lesson plans	Marzano Teacher Evaluation, Envision math assessments, Benchmark results
4	Students lack fluency of basic facts.	Utilize Fastt Math, a computer based math fluency program.	Classroom Teachers	Analyzing reports from Fastt Math	Program Reports

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

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p> <p>Mathematics Goal #1b:</p>	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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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:	Teachers will analyze FCAT data during the summer to identify the strengths and weaknesses of our math program. Envision Math shall be the primary instructional math program at all grade levels. Supplemental materials will be used to support students who need interventions or alternate instructional strategies. SuccessMaker will be utilized as an intervention for level 1 and 2 students. Grades 2-5 will utilize FASTt Math to address fact fluency. PLCs and ability grouping for math will be used to address and monitor learning gains for all students. Ongoing teacher training in math concepts and strategies will be provided to address individual teacher and staff development needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 33% (104) of all students taking the FCAT math test scored at levels 4 or 5.	By July 2013, 37% (110) of all students taking the FCAT math test will score at a 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	Maintaining student proficiency for students working above grade level.	Provide differentiated instruction with rigorous enrichment activities for high achieving students and those who scored level 4 or 5 on FCAT.	Leadership team	Progress monitoring, lesson plan documentation, data notebooks	Benchmark assessments and weekly assignments
2	Sufficient time for teachers to work with and challenge high achieving and level 4 and 5 students.	Utilize PLCs to support and manage differentiated groups.	Instructional Coach	Classroom observation, PLC notes, and lesson plan documentation	Classroom Observation
3	Teachers have difficulty meeting all levels within a classroom.	Group students homogenously for math in grades 4 and 5.	Principal	Benchmark and FCAT data, common formative assessments	FCAT, Benchmark assessments
4	Students need challenging math content to motivate them to excel.	Implement monthly engineering design challenges in math.	Classroom and gifted teacher.	Formative assessment, Benchmarks and FCAT	FCAT, Benchmark assessments, Lesson plans

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Teachers will analyze FCAT data during the summer to identify the strengths and weaknesses of our math program. Envision Math shall be the primary instructional math program at all grade levels. Supplemental materials will be used to support students who need interventions or alternate instructional strategies. SuccessMaker will be utilized as an intervention for level 1 and 2 students. Grades 2-5 will utilize FASTt Math to address fact fluency. PLCs and ability grouping for math will be used to address and monitor learning gains for all students. Ongoing teacher training in math concepts and strategies will be provided to address individual teacher staff development needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 75%(154)of all students taking the FCAT Math test made learning gains.	By July 2013, 79% (162) of all students taking the FCAT Math test will make 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	Meeting the needs of all students at various levels in one classroom.	Monitor classroom assessment data frequently and provide appropriate differentiation for student needs.	Classroom teacher	Data Notebooks Lesson Plans	Formative and Summative assessments
2	Targeted students assigned to intervention are consistently tardy and/or absent, and they tend to rush through or exit out of computer program without using entire time allotted.	Analyze data and monitor student progress in SuccessMaker math intervention program monthly in grades 4-5 for growth and movement.	Teachers	Run computer program Reports	SuccessMaker Reports
3	Teachers are inexperienced with the use of cooperative learning strategies.	Provide training for selected teachers on Kagan Strategies.	Administrators	Classroom observations, lesson plan documentation	Marzano Teacher Evaluation

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Teachers will analyze FCAT data during the summer to identify the strengths and weaknesses of our math program. Envision Math shall be the primary instructional math program at all grade levels. Supplemental materials will be used to support students who need interventions or alternate instructional strategies. SuccessMaker will be utilized as an intervention for level 1 and 2 students. Grades 2-5 will utilize FASTt Math to address fact fluency. PLCs and ability grouping for math will be used to address and monitor learning gains for all students. Ongoing teacher training in math concepts and strategies will be provided to address individual teacher staff development needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 82%()of the lowest 25% of students made learning gains in math.	By July 2013, 85%()of the lowest 25% of students will make 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	Increasing student achievement of the non-proficient students to a level 3 or above.	Using data to provide appropriate interventions for students.	Classroom teachers	PLC notes, progress monitoring	Classroom assessments (formative and summative), benchmarks, weekly progress monitoring tools.
2	Teachers need to increase their knowledge and use of the RTI process.	Systematic approach to meetings and follow up on students not making adequate progress.	RTI Team	RTI calendar, Student data	SAPSI
3	Targeted students assigned to intervention are consistently tardy and/or absent, and they tend to rush through or exit out of computer program without using the entire time allotted.	Analyze data and monitor student progress in SuccessMaker math intervention program monthly in grades 4-5 for growth and movement.	Teachers	Progress Monitoring	Successmaker Reports
4	Students need additional time to accomplish skills.	Provide after school tutoring for Level 1 and 2 students.	tutors	formative assessments, benchmarks, attendance rosters	formative assessments, benchmarks

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%.

5A : Decrease the achievement gap for each identified subgroup by 10% each year. In June 2013, 71% of all students in grades 3-5 will reach the Target AMO on FCAT Math. By June 30, 2017, 83% of all students in grades 3-5 will reach the

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	71%	74%	77%	80%	

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:	Decrease the achievement gap for each identified ethnic subgroup each year by 10%. By June 30, 2017, 78% of Black/African American and Hispanic students in grades 3-5 will score a level 3 or above in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 53% of Black/African American and 57% Hispanic students scored at or above a Level 3 in FCAT Math.	By July 2013, 63% of all Black/African American and Hispanic students taking the FCAT Math test will score at a Level 3 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students come from homes with low literacy, parents without formal education beyond high school.	Educate parents to the importance of homework, reading with their children and monitoring their progress.	Classroom teachers	FAIR, AR, common assessments, student grades, student planners, conference logs	FCAT
2	Home support is often lacking or parents lack sufficient skills to help their children.	Provide after school tutoring.	Tutoring teachers	Programmatic assessments	FAIR, Benchmarks, and 2013 FCAT.
3	Maintaining students in each of the subgroups.	Monitor student mobility rate to ensure monitoring of subgroups.	Leadership Team and Classroom Teachers.	Bi-weekly data talks will allow us to identify new students and withdrawn students on a regular basis.	SMS
4	Teacher knowledge of data disaggregation to determine specific areas of the learner needs.	Integrate the Florida Continuous Improvement Model systematic process for planning, teaching, assessing and reevaluating reading results in order to support learning for all students.	Leadership Team	PLC meetings	Teacher collected data
5	Things interfering with the blocked time such as programs, standardized tests, field trips, and other activities that are scheduled.	Consistent use of intervention time to develop students' skills in identified areas based on needs.	Administrative Team	Assessments	Teacher collected data, lesson plans, walkthroughs

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Decrease the achievement gap for the Economically Disadvantaged subgroup by 10% each year. By June 30, 2017, 79% of Economically Disadvantaged students in grades 3-5 will score a level 3 or above in Math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 59% of Economically Disadvantaged students scored at or above level 3 in math.	By July 2013, 64% of Economically Disadvantaged students will score at or above a level 3 on FCAT 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	Parents lack resources to provide outside tutoring.	Provide afterschool tutoring and homework support.	Teachers, CRT	Progress monitoring, homework checks, common assessments.	FCAT and FAIR
	Students come from	Educate parents to the	Teachers	Student planners, open	FCAT

2	homes with low literacy, parents without formal education beyond high school.	importance of homework, reading with their children and monitoring their progress.		house attendance, conf. logs	
3	Things interfering with the blocked time such as programs, standardized tests, field trips, and other activities that are scheduled.	Consistent use of intervention time to develop students' skills in identified areas based on needs.	Administrative Team	Assessments	Teacher collected data, lesson plans, walkthroughs
4	Failure to consistently track progress with teacher collected data	PLC/RTI meetings to review progress data and ensure changes implemented as needed.	RtI team Grade level PLCs	On-going RtI/PLC meetings	Teacher Collected Data

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building Vocabulary Strategies	K-5	Teacher Leaders	Selected Teachers	September 2012 - May 2013; monthly	Classroom Walkthrough and Lesson Plan documentation	Leadership Team
Common Core Standards	k-5	Black Belt Teacher Leaders	PLC's among each grade level school-wide	September 2012 - May 2013; weekly meetings	PLC minutes, Focus calendars	administration
Kagan Cooperative Strategies	K-5	Teacher Leaders	Selected Teachers	September 2012 - May 2013; monthly meetings	Classroom Walkthrough	Leadership Team
Thinking Maps for ELL Students	K-5	Teacher Leaders	K-5	December 2012	Classroom Walkthrough and Lesson Plans	Leadership Team

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
Analyze data and monitor student progress in SuccessMaker math intervention program monthly in grades 4-5 for growth and movement.	SuccessMaker, computer-managed math program	School Budget	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide training for selected teachers in Kagan Cooperative Learning	Substitutes	School Budget	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

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:	A school wide commitment to weekly science instruction will provide the emphasis to meet science targets. Analysis of FCAT science data will determine needs and direct our focus of instruction. The CIA blueprints and utilizing Essential Labs will provide the vehicle for inquiry based science lessons and practice. Extracurricular activities such as family science night and science programs will be emphasized.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT results showed that 42%(45)of all students (106) taking the FCAT science test scored at Level 3.	By July 2013,50%(53) of all students(106) taking the FCAT science test will score at Level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the vocabulary and background knowledge in science concepts.	Increase the amount of non-fiction independent reading by students at all grade levels.	Classroom Teachers, Reading Coach	Tracking the amount of non-fiction books read by the students.	AR reports
2	Teachers' knowledge and skill of the technology tools and awareness of what is available.	Utilize digital tools such as Brain Pop and Safari Montage resources to increase students' science knowledge.	Media Specialist, Technology Coordinator	Lesson Plans, Teacher Observations and Teacher feedback	Marzano's Teacher Evaluation

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	A school wide commitment to weekly science instruction will provide the emphasis to meet science targets. Analysis of FCAT science data will determine needs and direct our focus of instruction. The CIA blueprints and utilizing Essential Labs will provide the vehicle for inquiry based science lessons and practice. Extracurricular activities such as family science night and science programs will be emphasized.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
2012 FCAT results showed that 13% (14) of all students taking the FCAT science test scored at levels 4 or 5.	By July 2013, 16% (17) of all students taking the FCAT science test will score at a 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
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:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fusion and integration of science with reading and math	K-5	Team leaders, CRT	school-wide	quarterly	PLC notes	AP
Building Vocabulary Strategies	K-5 and Lesson Plans	Teacher Leaders	K-5	September 2012-May 2013	Classroom Walkthrough	Leadership Team
Data Analysis	K-5	Teacher Leader	Grade level PLCs School-wide	September 2012-May 2013	Analyze student assessment data to identify student deficiencies in science.	Teachers, administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize digital tools such as Brain Pop and Safari Montage resources to increase students' science knowledge.	Brainpop, a Web-based program that is a series of science concept videos	School Budget	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

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	Writer's workshop, Write from the Beginning, 45 day writing plan, and writing across the curriculum will be used as models for writing instruction. Opportunities for
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3.0 and higher in writing. Writing Goal #1a:	writing instruction will occur daily. Teacher training in Write from the Beginning, 45 day writing plan, FCAT Writes and the FCAT writing rubric, as well as effective writing practices will be ongoing. Students' writing will be monitored 4 times per year through the use of school wide assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT Writing results showed that 74% of the fourth grade students scored at level 3 or above. Sixteen percent of the students scored level 4 or above.	By June 2013, 90% of the fourth graders taking the FCAT Writing will score at level 3 or above. Fifty percent of the students will score at level 4 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Third grade teachers have not been trained in the 45 day plan for writing process.	Utilize the 45 day plan for writing in grades 3 and 4.	Assistant Principal	Lesson Plans, PLC notes, training agenda and sign in sheets	Marzano's Teacher Evaluation, FCAT Writes, Quarterly student writing assessments
2	Continuous and on-going training for the 4th grade teachers is expensive and time consuming.	Provide training for new teachers and follow up as needed for returning teachers on Write from the Beginning and other writing strategies.	CRT	Lesson Plans, classroom observations, teacher feedback	Professional Development Evaluation Forms

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyze results of 2012 writing prompts and monthly student essays.	Fourth	Trisha Naugle	Gr. 4 teachers	Monthly beginning Sept. One 1/2 day planning for writing in Sept.	PLC notes. Writing assessments.	AP and Principal
School wide writing assessments	K-5	Teacher Leaders	K-5 teachers in PLC data meetings	Quarterly	PLC notes.	AP and Principal
Implement 45 day writing plan	Grs. 3-4	District resource	Gr. 3-4 teachers	October training, November implementation.	Lesson plans.	AP and Principal
Write from the Beginning	K-5	Teacher Leaders	Selected Teachers who have not already been trained	May 2013	Writing assessment scores done quarterly, Lesson Plan documentation, Classroom Walkthrough	Administration
Responding to literature through writing	Grade 3	Lisa Hall and Kris Hall	Grade 3 teachers	Initial training Nov., monthly follow-up through PLC's	PLC notes. Lesson plans.	AP and Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase Write from the Beginning and Beyond: Response to Literature training materials.	Write from the Beginning and Beyond: Response to Literature Manual	School Budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
provide 1/2 day planning day in Sept. for 4th grade teachers to analyze last years prompts and scores	Substitutes	SAI FUNDS	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

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:	Lake George students are overall consistent with attendance. We will increase our overall attendance rate by 1%(6 students) and to decrease the number of students who have more than 10 absences by 20 students .
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In June 2012, the average attendance rate for Lake George Elementary was 96.2%(578).	In June 2013, the average attendance rate for Lake George Elementary will be 97.2%(583).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
137	117
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
92	80

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 rely solely on their parents to bring them to school or keep them at home.	We will use the school newsletter, website, Connect Orange, and email distribution lists to encourage parents to send their children to school on a regular basis and to be on time.	Registrar Assistant Principal	Monitor the attendance rate	Attendance Rate from EDW
2	Students rely on their parents to get to school on time.	We will provide an incentive called a No Tardy Party each nine weeks for students with no tardies.	Principal, Assistant Principal	Monitor the number of tardies	Tardy Rate from EDW and/or SMS

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

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

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

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
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Tardy Party each nine weeks for all students who have not been tardy	incentives	School Budget	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

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:	Lake George will lower their number of students receiving In-School Suspension by 0.3%(2). Lake Georege will lower the number of students receiving out of school suspension by 0.3%(2). Students will receive 4 Code of Conduct reviews to inform students of the procedures and consequences related to discipline.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In June of 2012, the total number of In-School Suspensions for the 2011-2012 school year was 1.5%(9).	In June of 2013, the total number of In-School Suspensions for the 2012-2013 school year will be 1.2%(7).
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In June of 2012, the total number of students receiving In-School suspension for the 2011-2012 school year was 1.2%(7).	In June of 2013, the total number of students receiving In-School suspension for the 2012-2013 school year will be 0.8%(5).
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In June of 2012, the total number of Out-of-School Suspensions for the 2011-2012 school year was 1.3%(8).	In June of 2013, the total number of Out-of-School Suspensions for the 2012-2013 school year was 1%(6).
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
As of June 2012, the total number of students receiving Out-of-School Suspension for the 2011-2012 school year was 1%(6).	As of June 2013, the total number of students receiving Out-of-School Suspension for the 2011-2012 school year was 0.6%(4).

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 lack problem solving and conflict resolution skills to be successful in dealing with peers and adults.	Implement the RTI process for students with behavior issues by using behavior plans including rewards and consequences.	Assistant Principal, Principal	RtI meetings, data meetings	Suspension data from SMS and suspension rate on EDW

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI Behavior	K-5	Assistant Principal	School Wide	October 2012, February 2013	Behavior Plans, graphs	Assistant Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement	Lake George encourages parents to attend all school

Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	activities through frequent communication via the school newsletter, Connect Orange, email distribution, planners, and flyers. We always strive for 100% participation. Despite all efforts, our level of parental involvement and participation in Open House is only 66% of our families. However, programs or special family events to celebrate student successes are extremely well attended.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In September of 2012, 66% (383) of our parents attended our Open House night.	In September of 2013, 70% (406) of our parents will attend our Open House night.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents don't grasp the importance of being involved in their child's education by learning about their child's grade level curriculum and teacher's expectations at Open House.	Team leaders will meet to develop a plan for encouraging families to attend Open House and childcare will be provided on site.	Leadership team and Team Leaders.	Maintain and monitor attendance rosters.	Sign in sheet.

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

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

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

Parent Involvement Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		STEM is not currently in place at Lake George. All teachers will understand and articulate an understanding of STEM. All teachers in grades K-5, will conduct interdisciplinary quarterly science based designed challenges. Art and music will conduct bi-annual design units.			
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	Elementary teachers often have limited background in science and technology fields.	Provide training and opportunities for science and technology study.	CRT	Surveys, training rosters, PLC notes	Marzano's teacher evaluation
2	Teachers have not been trained in STEM.	Introduce STEM through professional development and PLCs.	CRT	PLC notes, training rosters, surveys	Marzano's teacher evaluation
3	Teachers will need time to collaborate and plan activities.	Provide common PLC time devoted to science.	Principal	PLC notes and classroom lesson plans	Common assessments and student products.

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
Introduction to STEM.	K-5, art, music	district	schoolwide	Oct. 31, 2012	Training rosters	CRT

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

Destination College Implementation Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Destination College Implementation Goal Destination College Implementation Goal # 1:		We will continue with implementation of Destination College in grades 4 and 5 as well as building a strong college-going culture throughout the school.			
2012 Current level:		2013 Expected level:			
In 2012, we introduced the concept of Destination College to our teachers. We had 100%(10) of our 4th-5th grade classrooms implementing the Destination College philosophy and strategy of Organizational Skills.		In 2013, we expect 100% (10)of our 4th-5th grade classrooms to continue with Oraganizational skills and begin implementation of goal setting, self-advocacy, and study skills strategies of the Destination College program.			
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	Parent and student awareness of the academic rigor in all curricular areas necessary for college readiness.	Create a committee responsible for guiding the implementation of Destination College. Grade 4-5 teachers, using PDSonlne, will begin training and implementation of the 1st year strategies of the Destination College Program (goal setting, self-advocacy, study skills, and Organizational Skills).	Leadership Team	Lesson Plan Documentation	Teacher evaluations
2	Teachers lack awareness of the need to impress upon students a "college going culture" even at the elementary level to increase student interest in higher education.	Incorporate school wide theme "Oh The Places We Will Go" into AR, curriculum, and other school activities to create a "college going culture".	Destination College Committee	School Calendar and student/staff participation	Observation and reflections
3	Funding to maintain supplies necessary to implement Destination College.	Our students in grade 3rd-5th will be provided with some supplies they need to be successful, including , dividers, folder, planner, and a pencil pouch to implement a one-binder system to promote organizational skills.	Administration	Reflection, feedback and observation	Student, Teacher and Parent surveys

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
PDSonline Destination College Modules	4th and 5th grade	PDSonline	4th and 5th grade teachers	June 2013	Monitor assignments on PDSonline and classroom lesson plans	CRT

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
School supplies for One-Binder system	Binders, Dividers, folders, pencils pouches	School Budget	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Destination College Implementation Goal(s)

Become Fluent in Math Operations Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Become Fluent in Math Operations Goal Become Fluent in Math Operations Goal #1:	All educators at our school will stress and work towards improvement in Mathematics. Fluency in basic mathematical operation will be a big focus. Research-based programs will be used for core and interventions. OCPS district assessment tools will be used for measuring, monitoring, and forecasting students' progress with an emphasis on the use of NGSSS benchmark assessments.
2012 Current level:	2013 Expected level:
2012 FCAT showed that 68% (212) of our students are at or above grade level in Math.	In 2013, 71% (222)of or students will be at or above grade level in Math.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Ensure that each child has the opportunity to utilize the program each day.	Implement Successmaker Math for all level 1 and 2 4th and 5th grade students.	Classroom Teachers	Review of reports	SuccessMaker Reports
2	Student lack fluency of basic facts.	Utilize FASTT Math, a computer based math fluency program for all students.	Classroom Teachers	Review of Report	FASTt math 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
NA	NA	NA	NA	NA	NA	NA

Budget:

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

End of Become Fluent in Math Operations Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase intervention and assessment materials.	Fountas and Pinell Leveled materials and assessment kit	School Budget	\$2,500.00
CELLA	NA	NA	NA	\$0.00
Science	NA	NA	NA	\$0.00
Writing	Purchase Write from the Beginning and Beyond: Response to Literature training materials.	Write from the Beginning and Beyond: Response to Literature Manual	School Budget	\$1,000.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
Become Fluent in Math Operations	NA	NA	NA	\$0.00
				Subtotal: \$3,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize the Accelerated Reader program to increase independent reading through goal setting and incentives.	Web-based Accelerated Reader program	School Budget	\$2,600.00
Reading	Purchase non-fiction reading materials for the classroom and media center.	Scholastic Book Flix and True Flix	School Budget	\$1,500.00
CELLA	NA	NA	NA	\$0.00
Mathematics	Analyze data and monitor student progress in SuccessMaker math intervention program monthly in grades 4-5 for growth and movement.	SuccessMaker, computer-managed math program	School Budget	\$1,000.00
Science	Utilize digital tools such as Brain Pop and Safari Montage resources to increase students' science knowledge.	Brainpop, a Web-based program that is a series of science concept videos	School Budget	\$5,000.00
Writing	NA	NA	NA	\$0.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
Become Fluent in Math Operations	NA	NA	NA	\$0.00
				Subtotal: \$10,100.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide release time for teachers to attend professional development in lesson study.	Substitutes	Title II	\$1,400.00
CELLA	NA	NA	NA	\$0.00
Mathematics	Provide training for selected teachers in Kagan Cooperative Learning	Substitutes	School Budget	\$400.00
Science	NA	NA	NA	\$0.00
provide 1/2 day				

Writing	planning day in Sept. for 4th grade teachers to analyze last years prompts and scores	Substitutes	SAI FUNDS	\$500.00
Attendance	NA	NA	NA	\$0.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
Become Fluent in Math Operations	NA	NA	NA	\$0.00
Subtotal:				\$2,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	NA	NA	NA	\$0.00
Mathematics	Tutoring for Level 1 and 2 FCAT math students	Tutors School	SAI funds	\$5,000.00
Science	NA	NA	NA	\$0.00
Attendance	No Tardy Party each nine weeks for all students who have not been tardy	incentives	School Budget	\$100.00
Suspension	NA	NA	NA	\$0.00
Parent Involvement	NA	NA	NA	\$0.00
STEM	NA	NA	NA	\$0.00
Destination College Implementation	School supplies for One-Binder system	Binders, Dividers, folders, pencils pouches	School Budget	\$500.00
Become Fluent in Math Operations	NA	NA	NA	\$0.00
Subtotal:				\$5,600.00
Grand Total:				\$21,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/14/2012)

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.

Projected use of SAC Funds	Amount
No funds have been allocated at this time. Any funds allocated at a later date will be reviewed by the SAC for appropriate use.	\$0.00

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

The School Advisory Council meets the first Tuesday of each month to review, monitor and discuss the school improvement plan. They will work in conjunction with the school administration, teachers and staff, as well as the PTA to support the needs of the school.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Orange School District LAKE GEORGE ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	89%	87%	65%	328	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	79%	77%			156	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?	74% (YES)	76% (YES)			150	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					634	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District LAKE GEORGE ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	75%	78%	54%	290	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	68%	64%			132	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?	61% (YES)	70% (YES)			131	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					553	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested