

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LAKE SYBELIA ELEMENTARY

District Name: Orange

Principal: Dr. Julie Paradise

SAC Chair: Sara Wilson

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: January 29, 2013

Last Modified on: 1/27/2013

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Sheila M. Holley	M.Ed.	2.5	1.5	2011-12: B grade; 71% met high standards in reading; 69% met high standards in math; 74% met high standards in writing; 38% met high standards in science; 72% made learning gains in reading; 70% made learning gains in math; 57% of lowest 25% made learning gains in reading; 52% of lowest 25% made learning gains in math.
					2011-12: B grade; 71% met high standards in reading; 69% met high standards in math; 74% met high standards in writing; 38% met high standards in science; 72% made learning gains in reading; 70% made learning gains in math; 57% of lowest 25% made learning gains in reading; 52% of lowest 25% made learning gains in math.  2010-11: A grade; 89% met high standards in reading; 86% met high standards in math; 95% met high standards in writing; 78% met high standards in science; 71% of lowest 25% made learning gains in reading; 50% of lowest 25% made learning gains in math. 90% of the criteria was met

Principal	Julie L. Paradise	Ed.D.	2	3.5	<p>for AYP. All subgroups met reading proficiency. However; Black, Hispanic, and Economically Disadvantaged subgroups did not meet proficiency in Math.</p> <p>2009-10: A grade; 90% met high standards in reading; 90% met high standards in math; 94% met high standards in writing; 64% met high standards in science; 74% of lowest 25% made learning gains in reading; 68% of lowest 25% made learning gains in math. 85% of the criteria was met for AYP. Black, Economically Disadvantaged, and Students with Disabilities subgroups did not meet proficiency in reading or math.</p> <p>2008-09 (Fern Creek): A grade; 77% met high standards in reading; 80% met high standards in math; 94% met high standards in writing; 47% met high standards in science; 63% of lowest 25% made learning gains in reading; 65% of lowest 25% made learning gains in math. 97% of the criteria was met for AYP. All subgroups met proficiency in reading; however, the Black subgroup did not meet proficiency in math.</p>
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## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and 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)
Resource Teacher, Reading	Rachel L Noonan	Elementary Education; Varying Exceptionalities, Elem/Secondary; ESOL	1	6	2011-12: B grade; 71% met high standards in reading; 69% met high standards in math; 74% met high standards in writing; 38% met high standards in science; 72% made learning gains in reading; 70% made learning gains in math; 57% of lowest 25% made learning gains in reading; 52% of lowest 25% made learning gains in math.
Resource Teacher, Instructional	Nancy Demopoulos-Roberts	Elementary Education; Reading; ESOL; Educational Leadership			2011-12 Dr. Demopoulos-Roberts was a 5th grade teacher at Dommerich Elementary. The grade and data for Dommerich are not available at this time.

## 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	Lake Sybelia is developing a Professional Learning Community culture.	Principal, Assistant Principal and CRT	June 2013	
2	District requires hiring of highly qualified candidates.	Principal, Assistant Principal, CRT	June 2013	
3	A mentoring program and staff development also support new teachers.	Principal, Assistant Principal, CRT, Reading Coach, Grade Level Chair, Mentor teachers	June 2013	
4	Lake Sybelia supports teachers new to the school by meeting regularly with those teachers.	Principal, Assistant Principal, CRT, Reading Coach, Mentor teacher	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
None	

## 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
51	2.0%(1)	9.8%(5)	39.2%(20)	49.0%(25)	39.2%(20)	100.0%(51)	15.7%(8)	25.5%(13)	23.5%(12)

## 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
Suzanne Teague	Sarah Gregory	Master teacher on same grade level	Planning meetings, as needed; classroom observations; weekly professional learning community meetings.
Kathy Olsen	Meagan Gaffney	Master teacher on same grade level	Planning meetings, as needed; classroom observations; weekly professional learning community meetings.
Barbara Kinson	Rochelle Goldberg	Master teacher on same grade level	Planning meetings, as needed; classroom observations; weekly professional learning community meetings.

## 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.

Rachael Noonan (VE-MTSS), Debbie McNeil (Media), Nancy Demopoulos-Roberts (CRT), Gail Garnetti (Staffing Specialist), Sheila Holley (Assistant Principal), Julie Paradise (Principal); representative from each grade level.

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 role of the MTSS Leadership Team is to ensure that high quality instruction and interventions are matched to students' needs. The team will do this by frequent progress monitoring of data to assist with making decisions for appropriate instruction and intervention. The MTSS team is responsible for overseeing the school-wide Tier 1, 2 and 3 curriculum, materials, resources and interventions. They will review both formative and summative assessment data in order to monitor student progress. There will be a 35 minute school-wide intervention/enrichment block utilizing all school staff. The Leadership Team will meet monthly. In addition, the Leadership Team will meet with each grade level every 6 weeks. A school-wide progress monitoring plan will be developed for each grade level and implemented.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement

plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team assisted in the development of the School Improvement Plan. The SIP incorporates the core principles of MTSS: early intervention; use of scientific, research-based materials; use of data to make decisions; and monitoring student progress to inform instruction.

#### 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.

Data sources: FAIR, FCAT, Benchmark Exams, SAT (2nd), Renaissance Learning, Write Score. Data Management System: IMS, Educational Data Warehouse, ProgressBook and SMS.

We will have monthly data meetings by grade level on all students; biweekly, we will meet by grade level on our lowest quartile in reading and math.

Describe the plan to train staff on MTSS.

We began MTSS training in the 2010-2011 school year and trained quarterly with our district coach. Training has continued with all teachers supported by our staff MTSS coach, Rachael Noonan, as well as the school Staffing Specialist and School Psychologist. The MTSS coach and selected MTSS Leadership Team members will continue to provide staff training and support. The MTSS team will also evaluate professional development needs in our monthly team meetings.

Describe the plan to support MTSS.

The plan to support MTSS includes grade level meetings before beginning the implementation of MTSS and quarterly follow up meetings with the MTSS team. Additionally, ongoing progress monitoring meetings will occur throughout the year in order to follow the progress of each student.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

Our Literacy Leadership team consists of Debbie McNeil (Media Specialist), Nancy Demopoulos-Roberts (CRT), Rachael Noonan (Reading Coach), and one teacher from each grade level.

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

Led by our Media Specialist, the team will be working to continue to grow our successful literacy program. The LLT will meet on an as needed basis to address school-wide literacy issues, monitor reading data, provide parent activities and increase independent reading through a school-wide effort to teach students how to choose just-right books and to develop reading stamina.

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

Our major initiatives for this school year are increasing our guided reading library with an emphasis on nonfiction text, expanding the number of titles in our media center, achieving balance for all sections of the media center. A particular emphasis will be placed on science related nonfiction titles. In addition, titles will reflect the text complexity as described in common core standards.

Our instructional initiative will include an emphasis on increasing our comprehension strategies through tools such as Making Meaning and the Comprehension Toolkit. In addition, ongoing assessment in the areas of fluency and comprehension through FAIR, Benchmarks and Leveled Literacy Intervention (LLI) will be occurring.

### Public School Choice

Supplemental Educational Services (SES) Notification

### \*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.

NA

### \*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.

NA

### \*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?

NA

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?

NA

### 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](#)

NA

## 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:	Students scoring at Level 3 will increase their DSS or reading level on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 27% (75) of the students at Lake Sybelia Elementary School scored Level 3 on FCAT Reading.	In June 2013, 32% (97) of the students at Lake Sybelia Elementary School will score Level 3 on FCAT Reading.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students arrived unprepared to learn.	Identify students who need extra support and provide MTSS as needed.	Principal, Asst. principal, CRT, Rtl coach, classroom teacher	FCAT scores will remain the same or increase.	FCAT 2013
2	Students must increase their reading stamina in order to improve comprehension.	Teachers will gradually increase the amount of time students spend in independent reading on a daily basis.	Principal, Leadership team, teachers	Teachers will determine baseline reading stamina and help students set individual goals.	Classroom visits, student data notebooks, and comprehension scores on school and district assessments.
3	Students lack academic vocabulary necessary to meet proficiency in reading, math and science.	Teachers will utilize interactive word walls to highlight academic vocabulary.	Principal, classroom teachers, CRT, Reading Coach	Students will increase reading comprehension scores.	Classroom observations, school and district assessments.
4	Low levels of achievement in reading strategies.	Identify the performance levels of all students, K-5, using FAIR assessment.  Maintain a school-based Progress Monitoring Committee to monitor the progress of all students in reading.  Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored.  Record student reading data in data notebooks and celebrate learning gains.	Principal, Asst. Principal, CRT, Reading Coach, Literacy Leadership Team, Classroom teachers, Media Specialist	Walkthroughs and monthly data meetings	FCAT results, data notebooks, assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	In June 2012 no students at Lake Sybelia took Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 there were no students at Lake Sybelia who took Florida Alternate Assessment.	In June 2013 one 3rd grade student at Lake Sybelia will take Florida Alternate Assessment. Although this will be the student's first time taking this assessment, the expected performance is in the supportive range.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student must increase reading stamina in order to improve comprehension.	Teachers will gradually increase the amount of time student spends in independent reading on a daily basis.	Principal, Leadership team, teachers	Teachers will determine baseline reading stamina and help student set individual goals.	Classroom visits, student data notebook, and comprehension scores on school and district assessments.
2	Student lacks academic vocabulary necessary to meet proficiency in reading.	Teachers will utilize interactive word walls to highlight academic vocabulary.	Principal, classroom teachers, CRT, Reading Coach	Student will increase reading comprehension scores.	Classroom observations, school and district assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Students scoring at Level 4 or 5 will increase their DSS or reading level on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 44% (122) of the students at Lake Sybelia Elementary School scored at Level 4 or 5 on FCAT Reading.	In June 2013, 47% (143) of the students at Lake Sybelia Elementary School will score at Level 4 or 5 in FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time for enrichment activities.	Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored.	Principal, Reading Coach, CRT, Literacy Leadership Team, Classroom Teachers, Media Specialists, Gifted teacher	Evaluation of projects through teacher created rubrics and scales. Classroom visits and observations.	FCAT results, teacher created rubrics and scales.
2	Lack of motivation	Students set goals for reading, chart their progress in data notebooks, and celebrate their learning.	Principal, Reading Coach, CRT, Classroom teachers	Monitor student data notebooks monthly	FCAT results, student data notebooks.
3	Students need to self-select more challenging reading materials.	Teachers will meet individually with students to set reading goals.	CRT, Reading Coach, Classroom teachers	Students will increase their reading levels by self-selecting challenging reading materials.	Conferences, classroom observations, Accelerated



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:	In June 2012 no students at Lake Sybelia took Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 no students at Lake Sybelia took Florida Alternate Assessment.	In June 2013 only one student at Lake Sybelia will take Florida Alternate Assessment and the expected level of performance is not in this range.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	By June 2013 the students at Lake Sybelia Elementary will make learning gains in FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 70% (213) of all students taking the FCAT Reading test at Lake Sybelia Elementary School made learning gains.	By June 2013, 73% (223) of all students taking the FCAT Reading test at Lake Sybelia Elementary School 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	Lack of reading strategies	Maintain a school-wide reading intervention/enrichment plan where in students are strategically placed into intervention/enrichment groups and carefully monitored.  Maintain a school-based monitoring committee to monitor the progress of students identified by common formative assessments and/or students with an RtI plan.	Principal, Asst. Principal, CRT, Reading Coach, Classroom teachers	Monitor formative and summative assessments monthly	FCAT results, FAIR test results, Edusoft Benchmark test results
	Lack of Internet Access	Utilize FCAT Explorer,	Technology	Monitor reports from	FCAT results,

2		Renaissance Learning, Successmaker, and other internet programs during the school day to prepare for FCAT.	Coordinator, Assistant Principal, Classroom Teachers	webbased programs bi-weekly	FCAT Explorer reports, Renaissance Learning reports, Successmaker reports
3	Students must increase their reading stamina in order to improve comprehension. .	Teachers will gradually increase the amount of time students spend in independent reading on a daily basis.	Principal, Leadership team, teachers	Teachers will determine baseline reading stamina and help students set individual goals.	Classroom visits, student data notebooks, and comprehension scores on school and district assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	In June 2012 no students at Lake Sybelia Elementary took Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 no students at Lake Sybelia Elementary took Florida Alternate Assessment.	In June 2013 one third grade student at Lake Sybelia Elementary will take Florida Alternate Assessment. The expected level of performance is the student will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student must increase reading stamina in order to improve comprehension.	Teachers will gradually increase the amount of time students spend in independent reading on a daily basis.	Principal, Leadership team, teachers	Teachers will determine baseline reading stamina and help students set individual goals.	Classroom visits, student data notebook, comprehension scores on school assessments.
2	Student lacks academic vocabulary necessary to meet proficiency in reading.	Teachers will utilize interactive word walls to highlight academic vocabulary.	Principal, classroom teachers, CRT, Reading Coach	Student will increase reading comprehension scores.	Classroom observations, school and district assessments.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	In June 2013 students in the lowest 25% at Lake Sybelia Elementary taking FCAT Reading will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 58% (23) of the lowest 25% of students taking the FCAT Reading test at Lake Sybelia Elementary made learning gains.	By June 2013, 61% (30) of the lowest 25% of students at Lake Sybelia Elementary School 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
	Lack of reading strategies	Maintain a school-wide reading	Principal, Asst. Principal, Reading	Monitor data from FAIR and Edusoft, along with	FCAT results, FAIR data, Edusoft

1		<p>intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored.</p> <p>Maintain a school-based Progress Monitoring Committee to monitor the progress of all students in reading based on formative assessments and/or students under an MTSS plan.</p> <p>Establish fixed Tier 3 time slots for each grade level to provide additional targeted interventions for students who are not making learning gains.</p>	Coach, CRT, Classroom teachers, ESE teachers	ongoing formative assessments monthly	benchmark tests, formative assessments
2	Students must increase their reading stamina in order to improve comprehension.	Teachers will gradually increase the amount of time students spend in independent reading on a daily basis.	Principal, Leadership team, teachers.	Teachers will determine baseline reading stamina and help students set individual goals.	Classroom visits, student data notebooks, and comprehension scores on school and district assessments.
3	Students lack academic vocabulary necessary to meet proficiency in reading.	Teachers will utilize interactive word walls to highlight academic vocabulary.	Principal, classroom teachers, CRT, Reading Coach	Students will increase reading comprehension scores.	Classroom observations, school and district assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By June 2017 Lake Sybelia Elementary will reduce the achievement gap by 50%. Baseline Data 70% 2016-17 85%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	76	78	81	83	

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:	By June 2013 all students in ethnic subgroups will make satisfactory progress in reading.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
In June 2012, the following groups scored at Level 3 or higher on FCAT: White: 84% (108) Black: 54% (38) Hispanic: 56% (32) Asian: 80% (12) Multi-racial: 100% (7)	By June 2013, all subgroups will increase scores at Level 3 or higher on FCAT Reading by at least 3%. White: 87% (112) Black: 57% (40) Hispanic: 59% (34) Asian: 83% (13) Multi-Racial: 100% (7)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Lack of reading practice	Increase use of "Read to Self" in order to build stamina for independent reading.  Increase use of "I Pick" strategy so students choose appropriate books for their level.	Principal, Assistant Principal, CRT, Reading Coach, Classroom teachers, ESE teachers	Monitor reading logs and teacher checklists weekly	FCAT results, Teacher checklists, Reading Logs
2	Lack of reading strategies	Maintain a school-based RtI Leadership Team to monitor the progress of all students in reading based on assessments and/or students under an RtI plan.  Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored.	Principal, Assistant Principal, CRT, Reading Coach, Classroom teachers, ESE teachers	Monitor data from FAIR and Edusoft along with weekly assessments.	FAIR, Edusoft, Teacher assessments, FCAT results.
3	Students do not have background knowledge or vocabulary necessary to perform at grade level.	Teachers will use pre-reading strategies and interactive word walls to strengthen vocabulary and comprehension.	Principal, CRT, Reading Coach and classroom teachers	Students will demonstrate application of effective strategies for reading comprehension	OCPS Benchmark tests, Leveled Literacy Intervention, classroom observations

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	By June 2013, ELL students at Lake Sybelia Elementary will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 60% (18) of ELL students at Lake Sybelia Elementary made satisfactory progress in reading.	By June 2013, 63% (19) of ELL students at Lake Sybelia will make satisfactory progress in reading.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must increase their reading stamina in order to improve comprehension.	Teachers will gradually increase the amount of time students spend in independent reading on a daily basis.	Principal, Leadership team, Classroom teachers	Teachers will determine baseline reading stamina and help students set individual goals.	Classroom visits, student data notebooks, and comprehension scores on school and district assessments.
2	Students lack academic vocabulary necessary to meet proficiency in reading.	Teachers will utilize interactive word walls to highlight academic vocabulary.	Principal, CRT, Reading coach, Classroom teachers	Students will increase reading comprehension scores.	Classroom observations, school and district assessments.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	By June 2013, students with disabilities at Lake Sybelia
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Reading Goal #5D:	Elementary will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 25% (11) of students with disabilities at Lake Sybelia Elementary made satisfactory progress in reading.	By June 2013, 28% (12) students with disabilities at Lake Sybelia Elementary will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students must increase their reading stamina in order to improve comprehension.	Teachers will gradually increase the amount of time students spend in independent reading on a daily basis.	Principal, Leadership team, Classroom teachers	Teachers will determine baseline reading stamina and help students set individual goals.	Classroom visits, student data notebooks, and comprehension scores on school and district assessments.
2	Students lack academic vocabulary necessary to meet proficiency in reading.	Teachers will utilize interactive work walls to highlight academic vocabulary.	Principal, CRT, Reading Coach, Classroom teachers	Students will increase reading comprehension scores.	Classroom observations, school and district assessments.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	In June 2013, economically disadvantaged students at Lake Sybelia Elementary will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 51% (72) of Economically Disadvantaged students at Lake Sybelia Elementary made satisfactory progress in reading.	In June 2013, 54% (76) of Economically Disadvantaged students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of reading strategies	Maintain a school-wide reading intervention/enrichment plan where students are strategically placed into intervention/enrichment groups and carefully monitored.  Maintain a school-based Progress Monitoring Committee to monitor the progress of all students in reading based on formative assessments and/or students under an RtI plan.  Establish fixed Tier 3 time slots for each grade level to provide additional targeted interventions for students who are not	Principal, Asst. Principal, CRT, Reading Coach, Classroom teachers	FAIR data, Edusoft benchmark test data, formative assessments	FAIR data, Edusoft benchmark test data, formative assessments, FCAT results

		making learning gains.			
2	Lack of internet access	Utilize the FCAT Explorer Program, Renaissance Learning, Study Island and Successmaker during the school day to prepare for FCAT.	Technology Coordinator, Classroom teachers	FCAT Explorer teacher reports, Renaissance Learning reports, and Successmaker reports	FCAT results, AYP results, and formative assessments
3	Students do not have background knowledge or vocabulary necessary to perform at grade level.	Teachers will use pre-reading strategies and interactive word walls to strengthen vocabulary and comprehension.	Principal, CRT, Reading Coach and classroom teachers.	Students will demonstrate application of effective strategies for reading comprehension.	OCPS Benchmark tests, Leveled Literacy Intervention, Classroom Observations.
4	Students lack academic vocabulary necessary to meet proficiency in reading.	Teachers will utilize interactive word walls to highlight academic vocabulary.	Principal, CRT, Reading Coach, Classroom teachers	Students will increase reading comprehension scores.	Classroom observations, school and district assessments.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	Reading	Lesson Study Lead Teacher, CRT, Reading Coach	All instructional teachers	Each grade level will do two cycles of Lesson Study starting in October 2012	Lesson plans, classroom observations, data analysis	Principal, CRT, Reading Coach
Common Core Standards	Reading	CRT, Reading Coach, Blackbelt Team	Kindergarten and 1st grade teachers	Monthly beginning in October 2012	Lesson plans, classroom observations	Principal, Assistant Principal, Reading Coach, CRT

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Leveled Literacy Intervention	Intervention materials for targeted instruction	School Budget	\$4,000.00
			Subtotal: \$4,000.00
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
Lesson Study	Teachers participate in at least 2 cycles of Lesson Study led by our Lesson Study Lead Teacher, CRT and District Reading Teacher	School Budget	\$2,700.00
Common Core Standards	Professional Learning Communities meet with Black Belt team and CRT to discuss implementation of common core standards.	School Budget	\$0.00
			Subtotal: \$2,700.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$6,700.00			

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:		By June 2013 all ELL students will improve their ability to speak and understand English based on CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
In June 2012 23% (5) ELL students scored at proficient on CELLA in Listening/Speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have background knowledge or vocabulary necessary to perform at grade level.	Teachers will use pre-reading strategies and interactive word walls to strengthen vocabulary and comprehension.	Principal, CRT, Reading Coach and classroom teachers	Students will demonstrate application of effective strategies for reading comprehension	OCPS Benchmark tests, Leveled Literacy Intervention, classroom observations
2	Students need extra support to develop language skills.	Providing opportunities for ELL students to practice English speaking and listening skills during school-wide intervention time.	ELL Paraprofessional, ELL Resource teacher, Principal, Assistant Principal, and Reading Coach	ELL students will improve comprehension skills through the use of listening/speaking activities.	Classroom observations, data collection, and CELLA

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:		By June 2013 the percentage of ELL students scoring proficient in reading grade level text will increase by 3%.			
2012 Current Percent of Students Proficient in reading:					
In June 2012 5% (1) of ELL students scored proficient in reading on CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Students do not have background knowledge or vocabulary necessary to perform at grade level.	Teachers will use pre-reading strategies and interactive word walls to strengthen vocabulary and comprehension.	Principal, CRT, Reading Coach and classroom teachers	Students will demonstrate application of effective strategies for reading comprehension	OCPS Benchmark tests, Leveled Literacy Intervention, classroom observations
2	Students need extra support to develop language skills.	Providing opportunities for ELL students to practice reading skills during school-wide intervention time.	ELL Paraprofessional, ELL Resource teacher, Principal, Assistant Principal, and Reading Coach	ELL students will improve comprehension skills through the use of reading activities.	Classroom observations, data collection, and 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:

By June 2013 the percentage of ELL students scoring proficient in writing on CELLA will increase by 3%.

2012 Current Percent of Students Proficient in writing:

In June 2012, 9% (2) of ELL students in grades K-5 taking CELLA scored proficient in writing.

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 do not have background knowledge or vocabulary necessary to perform at grade level.	Teachers will use pre-reading strategies and interactive word walls to strengthen vocabulary and comprehension.	Principal, CRT, Reading Coach and classroom teachers	Students will demonstrate application of effective strategies for reading comprehension	OCPS Benchmark tests, Leveled Literacy Intervention, classroom observations
2	Students need extra support to develop language skills.	Providing opportunities for ELL students to practice writing skills during school-wide intervention time.	ELL Paraprofessional, ELL Resource teacher, Principal, Assistant Principal, and Reading Coach	ELL students will improve comprehension skills through the use of writing activities.	Classroom observations, data collection, and CELLA

CELLA Budget:

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



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

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Students scoring at Level 3 on FCAT math will increase their DSS or math level on the 2013 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In June 2012, 29% (76) of the students taking FCAT Math at Lake Sybelia Elementary school scored at level 3.	In June 2013, 32% (83) taking FCAT Math at Lake Sybelia Elementary will score 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	Students arrived unprepared to learn.	Identify students who need extra support and provide MTSS as needed.	Principal, Asst. principal, CRT, RtI coach, classroom teacher	FCAT scores will remain the same or increase.	FCAT 2013
2	Students must increase their reading stamina in order to improve comprehension.	Teachers will gradually increase the amount of time students spend in independent reading on a daily basis.	Principal, Leadership team, teachers	Teachers will determine baseline reading stamina and help students set individual goals.	Classroom visits, student data notebooks, and comprehension scores on school and district assessments.
3	Students lack academic vocabulary necessary to meet proficiency in reading, math and science.	Teachers will utilize interactive word walls to highlight academic vocabulary.	Principal, classroom teachers, CRT, Reading Coach	Students will increase reading comprehension scores.	Classroom observations, school and district assessments.
4	Gaps in learning while transitioning from Everyday Math to enVision Math	Use benchmark assessments and common assessments to monitor student progress.  Implement a math intervention/enrichment time to target specific skills to meet student needs.  Utilize IXL Math, Successmaker and online components of enVision Math to reinforce math skills.  Utilize small group instruction and math centers within the enVision math curriculum to reinforce learned skills at all grades.	Teachers, Technology Coordinator, CRT	Discussions at grade level meetings, review student scores on common assessments, review online reports from computer programs, teacher observation, and classroom observations.	Teacher reports, computer generated reports, student work samples
5	Students must improve math fact fluency in order to solve mathematical problems.	Teachers will implement daily math fact practice through one or more methods.	Principal, CRT, Technology coordinator, classroom teachers	Students will record scores from math fact practice and demonstrate improved fact fluency.	Student assessment data and computer generated reports
6	Students must be able to verbalize/explain their process of problem	Students will keep a math journal.	Instructional Coach, ESE Teachers,	Students will demonstrate their ability to explain the problem	OCPS Benchmark Math, Envision quick checks, Math

solving in mathematics.	Classroom teachers	solving process in their math journals.	FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	In June 2012 no students at Lake Sybelia Elementary took Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 no students at Lake Sybelia Elementary took Florida Alternate Assessment.	In June 2013 one third grade student at Lake Sybelia Elementary will take Florida Alternate Assessment and the expected level of performance is in the Supportive range.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lacks academic vocabulary necessary to meet proficiency in math.	Teachers will utilize interactive word walls to highlight academic vocabulary.	Principal, classroom teachers, and CRT	Student will increase academic vocabulary scores.	Classroom observations, school and district assessments.
2	Student must improve math fact fluency in order to solve mathematical problems.	Teachers will implement daily math fact practice through one or more methods.	Principal, CRT, classroom teachers	Student will track and record scores from math fact practice.	Student assessment data and computer generated 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Students scoring at Level 4 and 5 on FCAT math will increase their DSS or math level on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 41% (106) of students at Lake Sybelia Elementary School taking the FCAT Math test scored level 4 or level 5.	By June 2013, 44% (114) of students at Lake Sybelia Elementary School taking the FCAT Math test will score level 4 or level 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	Lack of motivation	Utilize student data notebooks to track student progress and celebrate learning gains.	Students, teachers	Monitor student progress and/or review student notebooks	Student assessment data and notebooks
2	Lack of enrichment opportunities	Utilize enrichment components of enVision Math series, including enrichment center and practice.  Utilize enrichment opportunities through IXL Math computer program to challenge students.	Principal, Asst. Principal, CRT, Classroom teachers, ESE teachers	Teacher created rubrics and scales, computer generated reports	Student data on rubrics and scales. Computer assessments.
	Students must be able to	Students will keep a	Principal, Assistant	Students will	OCPS Benchmark

3	verbalize/explain their process of problem solving in mathematics.	math journal.	Principal, CRT Classroom teachers	demonstrate the ability to record the process of solving math problems.	Math, Envision quick checks, computer assessments.
4	Students need additional practice in the use of charts, graphs and tables to solve real world problems.	Teachers will use nonfiction text containing charts, graphs and tables to provide practice for students in solving problems.	Principal, Assistant Principal, CRT, Classroom teachers	Students will show proficiency in the use of charts, graphs and tables to solve real world problems.	OCPS Benchmark Math, Envision quick checks, math journals.

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:	In June 2012 no students at Lake Sybelia Elementary took Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 no students at Lake Sybelia Elementary took Florida Alternative Assessment.	In June 2013 one third grade student at Lake Sybelia Elementary will take Florida Alternate Assessment and the expected level of performance is below this level.

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:	In June 2012, 62% (182) of students at Lake Sybelia Elementary School taking the FCAT Math test made learning gains, a decrease of 17 percentage points. In June 2012, 65% ((190) of students at Lake Sybelia Elementary School taking the FCAT Math test will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 67% (125)of students at Lake Sybelia Elementary School taking the FCAT Math test made learning gains.	By June 2013 70% (136) of students at Lake Sybelia Elementary School 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	Lack of mathematics strategies and skills	Maintain a school-based MTSS Leadership Team to monitor the mathematics progress of the students identified by common assessments. Develop and implement a progress monitoring plan by identifying deficient skills and implementing appropriate interventions.	Principal, Asst. Principal, MTSS Leadership Team, Teachers, CRT	Monitor student progress	Student assessment data, teacher reports

		Develop and implement a MTSS plan for students who continue to struggle in math.			
2	Students must improve math fact fluency in order to solve mathematical problems.	Teachers will implement math fact practice through one or more methods.	Principal, Assistant Principal, CRT, Classroom teachers	Students will record scores from math fact practice and demonstrate improved fact fluency.	Math journals Computer reports
3	Students must increase knowledge of vocabulary for mathematics.	Use of interactive math word walls.	Principal, Assistant Principal, Instructional coach, Classroom teachers	Students will demonstrate increased understanding of mathematical vocabulary in class and in math journals.	Classroom observations, Envision quick checks, OCPS Benchmark Math journals

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:	In June 2012 no students at Lake Sybelia Elementary took Florida alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 no students at Lake Sybelia Elementary took Florida alternate Assessment.	In June 2013 one third grade student at Lake Sybelia Elementary will take Florida Alternate Assessment and is expected to 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	Lack of mathematics strategies and skills	Maintain a school-based MTSS Leadership Team to monitor the math progress of the students who are not making learning gains.	Classroom teachers, ESE teachers, CRT, Principal and Assistant Principal	Scores on school assessments, computer generated reports, student assessment data	Common assessments, computer generated reports, student work samples

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	by June 2013, 54% (25) of the lowest 25% of students at Lake Sybelia Elementary School taking the FCAT Math test will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 51% (24) of the lowest 25% of students taking FCAT math at Lake Sybelia Elementary made learning gains.	By June 2013, 54% (25) of the lowest 25% of students taking FCAT math at Lake Sybelia Elementary 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	Lack of motivation	Utilize Promethean boards and technology components to engage students	Teachers, Technology Coordinator	Scores on common assessments	FCAT results, student work samples

2	Lack of mathematics strategies and skills.	Maintain a school-based MTSS Leadership Team to monitor the math progress of the students who are not making learning gains.  Develop and implement a progress monitoring plan for students who continue to struggle in math.  Utilize IXL Math, Successmaker and online components of enVision Math series to reinforce math skills.	Classroom teachers, ESE teachers, CRT, Principal and Asst. Principal	Scores on common assessments, computer generated reports, student assessment data	Common assessments, computer generated reports, student work samples, Star Math assessment
3	Limited access to technology that will increase learning in math	Utilize computer labs all during the day and after school.	Teachers, after-school coordinator	Monitor reports from utilized technology resources	Computer generated reports

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By June 2017 Lake Sybelia Elementary will reduce the achievement gap by 50%. Baseline Data 67% 2016/17 Data 83%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	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:	By June 2013, all students in ethnic subgroups taking FCAT math at Lake Sybelia Elementary will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, the following groups scored at level 3 or higher on FCAT math: White: 84% (110) Black: 49% (34) Hispanic: 54% (31) Multiracial: 71% (5) Asian: 73% (11)	By June 2013, all subgroups will increase scores at Level 3 or higher on FCAT math by at least 3%. White: 87% (113) Black: 52% (36) Hispanic: 57% (33) Multiracial: 74% (5) Asian: 76% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access to technology that will increase mathematical learning	Utilize computer labs and classroom computers so students have access to IXL Math, Successmaker and online components of enVision math to reinforce skills during and after school.	Teachers, Technology Coordinator, YMCA director	Computer generated reports and common assessments	Computer generated reports, student assessment data, FCAT results
	Lack of math strategies and skills	Identify and monitor students in all subgroups.	Teachers, Technology	Discussions at grade level meetings, review student	Student assessment data,

2		Develop and use common formative assessments as well as benchmark assessments to monitor student progress.  Utilize IXL Math, Successmaker and online components of enVision math to reinforce skills.  Utilize math centers within the enVision math curriculum to reinforce learned skills.	Coordinator, CRT	scores on common assessments, review online reports from various programs, teacher observations	common formative assessment recording sheets, computer generated reports, student work samples
3	Students must improve math fact fluency in order to solve mathematical problems.	Teachers will implement math fact practice through one or more methods.	Principal, Assistant Principal, CRT, Classroom teachers	Students will record scores from math fact practice and demonstrate improved fact fluency.	Math journals Computer reports
4	Students must increase knowledge of vocabulary for mathematics.	Use of interactive math word walls.	Principal, Assistant Principal, Instructional coach, Classroom teachers	Students will demonstrate increased understanding of mathematical vocabulary in class and in math journals.	Classroom observations, Envision quick checks, OCPS Benchmark Math journals

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:	By June 2013, ELL students at Lake Sybelia Elementary will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2013, 58% (17) of ELL students at Lake Sybelia Elementary made satisfactory progress in math.	By June 2013, 61% (18) of ELL students at Lake Sybelia Elementary will make satisfactory progress 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	Students lack reading skills needed to understand math word problems.	Teachers will use non-fiction and fiction reading selections that involve math content as part of small group reading instruction.	Reading Coach, Instructional Coach, ESE Teachers, Classroom Teachers	Students will gain confidence in decoding and understanding math problems independently.	Classroom observations, enVisionMAATH quick checks, OCPS Benchmark math, Resource specific assessments
2	Students must improve math fact fluency in order to solve mathematical problems.	Teachers will implement math fact practice through one or more methods.	Principal, Assistant Principal, CRT, Classroom teachers	Students will record scores from math fact practice and demonstrate improved fact fluency.	Math journals, computer reports.
3	Students must increase knowledge of vocabulary for mathematics.	Use of interactive math word walls	Principal, Assistant Principal, Instructional coach, Classroom teachers	Students will demonstrate increased understanding of mathematical vocabulary in class and in math journals.	classroom observations, enVisionMath quick checks, OCPS Benchmark Math journals

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 mathematics. Mathematics Goal #5D:	By June 2013, the percentage of students with disabilities making satisfactory progress at Lake Sybelia Elementary will increase by 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 25% (11) of students with disabilities at Lake Sybelia Elementary made satisfactory progress in mathematics.	By June 2013, 40% (18) of students with disabilities at Lake Sybelia Elementary will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack reading skills needed to understand math word problems.	Teachers will use non-fiction and fiction reading selections that involve math content as part of small group reading instruction.	Reading Coach, Instructional Coach, ESE Teachers, Classroom Teachers	Students will gain confidence in decoding and understanding math problems independently.	Classroom observations, enVisionMATH quick checks, OCPS Benchmark Math, Resource specific assessments
2	Students must improve math fact fluency in order to solve mathematical problems.	Teachers will implement math fact practice through one or more methods.	Principal, Assistant Principal, CRT, Classroom teachers	Students will record scores from math fact practice and demonstrate improved fact fluency.	Math journals Computer reports
3	Students must increase knowledge of vocabulary for mathematics.	Use of interactive math word walls.	Principal, Assistant Principal, Instructional coach, Classroom teachers	Students will demonstrate increased understanding of mathematical vocabulary in class and in math journals.	Classroom observations, enVisionMATH quick checks, OCPS Benchmark Math

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In June 2013, all students in the economically disadvantaged subgroup will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 50% (70) of economically disadvantaged students taking FCAT math at Lake Sybelia Elementary made satisfactory progress in math.	By June 2013, 53% (74) of economically disadvantaged students taking FCAT math at Lake Sybelia Elementary will make satisfactory progress 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	Limited access to technology that will increase learning in mathematics	Utilize computer labs and classroom computers during and after the school day.	Teachers, Technology Coordinator, after-school coordinator	Monitor reports from computer programs	Computer generated reports
	Lack of mathematics strategies and skills	Identify students in subgroup who did not make satisfactory progress.  Develop and use common formative assessments as well as benchmark assessments to monitor student progress.	Teachers, Technology Coordinator, CRT	Progress monitoring subgroups, discussions at grade level meetings, review student scores on common assessments, review online reports from various programs, teacher observation	Student assessment data, common formative assessment recording sheets, computer generated reports, student work samples, Star Math



2		Utilize IXL Math, Successmaker and online components of enVision math series to reinforce math skills.  Utilize math centers within the enVision math curriculum to reinforce learned skills.  Implement Math Investigations as a resource to enVision math.			
3	Students lack reading skills needed to understand math word problems.	Teachers will use non-fiction and fiction reading selections that involve math content as part of small group reading instruction.	Reading Coach, Instructional Coach, ESE Teachers, Classroom Teachers	Students will gain confidence in decoding and understanding math problems independently.	Classroom observations, Envision quick checks, OCPS Benchmark Math, Resource specific assessments
4	Students must increase knowledge of vocabulary for mathematics.	Use of interactive math word walls.	Principal, Assistant Principal, Instructional coach, Classroom teachers	Students will demonstrate increased understanding of mathematical vocabulary in class and in math journals.	Classroom observations, Envision quick checks, OCPS Benchmark Math

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
Interactive word walls	Math	CRT, Reading Coach, Teachers	K-5	Oct. 15	Classroom visits and observations	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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Interactive word walls	Word wall resources Word wall reference books	School Budget	\$1,000.00
			Subtotal: \$1,000.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	In June 2012, 22% (16) of students taking FCAT science at Lake Sybelia Elementary scored at Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 22% (16) of the students taking FCAT science at Lake Sybelia scored at level 3 on the FCAT Science test.	By June 2013, 50% (36) of the students at Lake Sybelia Elementary will score a Level 3 or higher on the FCAT Science test.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of instructional time for the implementation of the Science curriculum	Integrate science into reading and math whenever possible.  Utilize science materials to perform hands-on experiments.	Teachers, CRT	Lesson plans Benchmark tests and mini assessments	FCAT results, Benchmark results
2	Lack of Science vocabulary	Interactive Science word walls  Thinking maps	Teachers, CRT, Principal, Asst. Principal	Lesson plans Teacher observations Weekly Science reviews	FCAT results, student assessment data

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:	In June 2012, no students at Lake Sybelia Elementary took Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, no students at Lake Sybelia Elementary took Florida Alternate Assessment.	In June 2013, no 5th grade students will take Florida Alternate Assessment.

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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:	In June 2012, 16% (11) of students taking FCAT science at Lake Sybelia Elementary will score at Level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 16% (11) students taking the FCAT Science test at Lake Sybelia Elementary scored a Level 4 or 5.	By June 2013, 20% (21) students taking the FCAT Science test at Lake Sybelia Elementary will score 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	Lack of instructional time for the implementation of the Science Curriculum	Integrate science into reading and math whenever possible.  Utilize science materials to perform hands-on experiments.  Common planning weekly to develop science unit plans.	Teachers, CRT	Lesson plans Benchmark tests and mini assessments	FCAT results, Benchmark
2	Lack of Science vocabulary	Interactive Science word walls  Thinking maps	Teachers, CRT, Principal, Asst. Principal	Lesson plans Teacher observations Weekly Science reviews	FCAT results, student assessment data
3	Lack of hands-on activities.	Common planning weekly to develop science units that include hands-on activities and experiments.	CRT, Classroom teachers, Principal, Assistant Principal	Unit plans Classroom observations	FCAT results, Benchmark results, specific resource assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	In June 2012 no students at Lake Sybelia Elementary took Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012 no students at Lake Sybelia Elementary took Florida Alternate Assessment.	In June 2013 no 5th grade students at Lake Sybelia Elementary will take Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 implementation and training	Science	District personnel	K-5	August and September 2012	Classroom observations and Science unit plans	Principal, Assistant Principal, CRT

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science fusion training	Workshops at district	school budget	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$400.00

*End of Science Goals*

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:	In June 2012, 74% of students at Lake Sybelia Elementary School scored a Level 3.0 or higher on FCAT Writing and 23% scored Level 4.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 74% of students at Lake Sybelia Elementary School scored a Level 3.0 or higher on FCAT Writing and 23% scored Level 4.0 or higher.	By June 2013, 77% of all students taking the FCAT Writes at Lake Sybelia Elementary School will score at Level 3 or above and 26% will score Level 4.0 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of writing skills	Incorporate writing in all subject areas daily K-5.  Monitor student work samples and instructional practices quarterly.  Begin to implement "Being a Writer" at selected grade levels.	Principal, Asst. Principal, CRT	Review student writing samples, Write Score reports	FCAT Writing
2	Lack of grammar and convention skills	Incorporate convention practice into all curriculum areas	Classroom teachers	Review student writing across the curriculum	FCAT Writes, student work samples
3	Lack of organizational skills	Utilize graphic organizers to help students plan their writing	Classroom teachers, Principal	Review lesson plans, classroom walkthroughs	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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	In June 2012, no students at Lake Sybelia Elementary took Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, no students at Lake Sybelia Elementary took Florida Alternate Assessment.	In June 2013, no 4th grade students at Lake Sybelia Elementary will take Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

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

(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
Focus on level 4 and 5 strategies for more complex writing.	4th Grade	Instructional Coach, Classroom teachers	4th Grade PLC	October 2012	Classroom observations, write score data	Principal, Assistant Principal, CRT

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement practice prompts from Write Score	Practice prompts that are scored and discussed with students	School Budget	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

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:	For the 2012-2013 school year the average daily attendance rate at Lake Sybelia Elementary will meet or exceed 95% (598).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
For the 2011-2012 school year the average daily attendance at Lake Sybelia Elementary was 95% (619) students.	For the 2012-2013 school year the average daily attendance rate at Lake Sybelia Elementary will meet or exceed 95% (598).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

In 2011-2012, 219 students had 10 or more absences.	In 2012-2013, 197 students or less will have 10 or more absences, a reduction of 10%.				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
In June 2011-2012, 146 students had 10 or more tardies.	In 2012-2013, 131 students or less will have 10 or more tardies, a reduction of 10%.				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Personal family issues	School Messenger reminders; Counseling; Meeting tardies upon arrival and stressing on-time arrival; Meetings with families with excessive absences or tardies.	Principal, Assistant Principal, attendance clerk, classroom teachers, CHILL, Staffing coordinator	Monitor attendance and tardiness on a weekly basis with registrar.	SMS attendance report
2	Transportation	Work with bus drivers to ensure on time arrival.	Assistant Principal, PE teacher, attendance clerk; transportation supervisor	Monitor bus arrival delays	SMS attendance report
3	Parents do not value being on time to school.	Calls to parents questioning absence and how school can be of assistance in getting students to school on time.	Principal, Assistant Principal, Registrar, Office Staff, Classroom teachers	Compare data on tardies and absences from previous year	SMS records
4	Students need to understand the importance of being in school every day.	Students earn certificates for no absences and no tardies.	CRT, Registrar and Classroom teachers	Compare data on tardies and absences from previous years.	SMS records

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
Parent communication	Attendance	Team Leaders	K-5	September 2012	Attendance records	Registrar and Assistant Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Prompt and Present awards	Certificates	School Budget	\$150.00
			Subtotal: \$150.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Monitor attendance	SMS	District System	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$150.00</b>

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:		By June 2012, the total number of students at Lake Sybelia Elementary receiving in-school or out-of-school suspensions will be reduced by 2%, from 13 to 11 students.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
In June 2011, the total number of in-school suspensions was 2.		By June 2012, the total number of in-school suspensions will be 0.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
In June 2011, the total number of students receiving in-school suspensions was 2 students.		By June 2012, the total number of students receiving in-school suspensions will be 0.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
In June 2011, the total number of out-of-school suspensions was 14 or 2% of our 610 student population.		By June 2012, the total number of out-of-school suspensions will decrease by 2% from 14 to 12 out-of-school suspensions.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In June 2011, the total number of students with out-of-school suspensions was 14 students or 2% of our 610 students.		By June 2012, the total number of students with out-of-school suspensions will decrease by 2% from 14 students to 12 students.			
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
	Lack of consistent expectations and consequences regarding student behavior school-wide	Build classroom communities so the expectations for behavior are clear and supported by all members of the class.	Teachers, Principal, Assistant Principal, CRT, CHILL, BLT Discipline committee	Review referrals quarterly	Student discipline referrals



1		Continue to implement Behavior Leadership Team procedures which is a positive approach to student management.  Engage parents in the effort to improve the behaviors of students who are inconsistent in their behaviors			
2	Lack of self-discipline	Small group instruction by school psychologist, CHILL counselor, and resource teachers to help students develop positive self-discipline.	School Psychologist, Staffing Specialist, CHILL Counselor	Reduced number of referrals	Student discipline referral report
3	Students need to connect with an adult other than their teacher for support.	Staff members will mentor with students who show a need for extra support.	School staff	Students will show improved confidence and self-control as a result of mentoring.	Behavior referrals, SMS 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
School-wide discipline program	Discipline	Assistant Principal	K-5	September 2012	Referrals	Assistant Principal
Mentoring	Discipline	Office Clerk, Assistant Principal	K-5	October 2012	Referrals	Assistant Principal
CHILL Program	Discipline	CHILL Counselor	K-5	Ongoing 2012-2013	Referrals	Principal, Assistant Principal, Staffing Specialist

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide behavior program training	Behavior Leadership Team	School Budget	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
CHILL Program	CHILL Counselor	School Budget	\$20,000.00
			Subtotal: \$20,000.00
			Grand Total: \$20,000.00

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		In 2011-2012, PTA parent membership was at 95% of families enrolled at Lake Sybelia and we had attendance at evening functions (SAC, parent/family events, PTA events, parent teacher conferences) averaging 80%.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2011-2012, PTA parent membership was at 95% of families enrolled at Lake Sybelia and we had attendance at evening functions (SAC, parent/family events, PTA events, parent teacher conferences) averaging 80%.		In the 2012-2013 school year, we will increase our parent involvement by at least 3% at school sponsored activities. PTA Membership will increase to 98% or higher. Family participation will average 83% or higher.			
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	Working parents	Encourage parents to sign up to for evening activities	ADDitions volunteer coordinator	Monitor volunteer hours quarterly.	ADDitions volunteer website
2	Parents overwhelmed with responsibilities for their household	Parent presentations on topics related to students being successful in school.	Chill Counselor, School Psychologist, Principal, Assistant Principal	Parent surveys and feedback	Parent sign in sheets and surveys
3	Parents are working more hours and have less time for school events.	Ensure school events are well publicized and involve the children to increase parent participation.	Principal, Assistant Principal, faculty	School Effectiveness survey	Parent sign in sheets and parent surveys.

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

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

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

Art and Music Extravaganza	Art and Music	Strings teacher, Music teacher, Art teacher	Parents, students, staff	May 2013	Parent survey	Leadership Team, Fine Arts teachers
Waves of Wonder	All Subjects	PTA, Classroom teachers	Parents, students, staff	Jan. 2013	Parent survey	Leadership Team
Parent Conference Night	All subjects	Faculty	Parents, faculty	Oct. 24, 2012	Parent sign in sheets	Leadership Team, classroom teachers
PTA Open House	All subjects	Faculty	Parents, faculty	Sept. 20, 2012	Parent sign in sheets	Leadership Team,
PTA Book Fair	Reading	PTA, Media Specialist, Faculty	Parents, students, staff	Oct. 16, 2012	Parent survey	Leadership Team
Winter Holiday concert	Music	Music teacher, Strings teacher	Parents, students, staff	Dec. 2012	Parent survey	Music teachers

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Teachers will become more familiar with the value of integrating math, science and technology in the classroom and will watch or teach a STEM lesson.			
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
	Teachers are not familiar with STEM activities.	Provide staff development on STEM information and	Principal, CRT	Log of demonstration classrooms and STEM lessons taught, pre and	Pre and post assessment

1	activities to faculty. Identify demonstration classrooms in which classroom teacher is using STEM activities for other teachers to visit.		post assessment and introductory meeting	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

### 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:		In June 2012, 70% (182) of the students taking FCAT Math at Lake Sybelia Elementary school scored at level 3 or above.			
2012 Current level:		2013 Expected level:			
In June 2012, 70% (182) students at Lake Sybelia taking FCAT Math scored Level 3 or above. 29% (76) of the students scored at level 3. Forty-one % (106) of students scored level 4 or 5.		By June 2013, 73% (190) of the students taking the FCAT Math at Lake Sybelia will score at level 3 or higher.			
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 do not have speed and accuracy with simple calculations.	Teachers will structure class time and/or homework time for students to memorize through repetition, core functions as developmentally appropriate.	Classroom teachers, CRT, Principal	Students will show proficiency with math facts and accuracy in simple calculations.	Classroom assessments, Math Benchmark exams, FCAT Math

### 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
Mathematical shifts in Common Core	All	Common Core Black Belt team	Teachers and administrators	ongoing	Classroom observations, lesson plans, PLC agendas and notes	Principal, Assistant Principal, 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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Lesson Study materials	School Budget	\$4,500.00
			Subtotal: \$4,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$4,500.00</b>

End of Become Fluent in Math Operations. Goal(s)

## Increase college and career readiness. 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. Increase college and career readiness. Goal Increase college and career readiness. Goal #1:	In June 2012, 100% of the teachers for grades 3, 4 and 5 were trained in Destination College.
2012 Current level:	2013 Expected level:
In June 2012, 100% of the teachers for grades 3, 4 and 5 were trained in Destination College.	By June 2013, 100% of the teachers in grades 3, 4 and 5 will implement Year 1 modules for Destination College and will receive training in Year 2 modules.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to implement Destination College.	3rd, 4th and 5th grade teachers will select a Leadership Team to brainstorm implementation ideas in line with time frame.	Teachers, CRT, Principal, Assistant Principal	Minutes and sign-in sheets from Leadership Team.	Teacher reflections, Leadership Team reflections

## 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
Destination College training Year 2 implementation	Destination College	CRT, Reading coach, Grade Chairs	3-5	June 2013	Classroom observations, student binders	Principal, Assistant Principal, Reading Coach, 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Increase college and career readiness. Goal(s)

Increase the percent of VPK students who will enter elementary school ready based on FLKRS data. 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. Increase the percent of VPK students who will enter elementary school ready based on FLKRS data. Goal		In August 2011, 70% (78) kindergarten students entered Lake Sybelia Elementary with FLKRS scores at 70% or higher.			
I increase the percent of VPK students who will enter elementary school ready based on FLKRS data. Goal #1:					
2012 Current level:		2013 Expected level:			
In August 2011, 70% (78) kindergarten students entered Lake Sybelia Elementary with FLKRS scores at 70% or higher.		In August 2012, 75% (82) kindergarten students will enter Lake Sybelia Elementary with FLKRS scores at 70% or higher.			
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	Pre-schools in the surrounding area unaware of Common Core standards.	Invite instructors from pre-schools in the surrounding area to kindergarten orientation and other curriculum events during the school year.	Principal, Assistant Principal, CRT, and Media Specialist	Sign-in sheets at curriculum events	FLKRS data for 2013.
	Lack of dialogue between pre-schools in	Invite instructors from pre-schools in the	Principal, CRT, kindergarten	Log of observations and visits from pre-school	FLKRS data for 2013

2	the surrounding area and Lake Sybelia teachers.	surrounding area to observe in kindergarten classrooms.	teachers	instructors.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Budget:

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

*End of I increase the percent of VPK students who will enter elementary school ready based on FLKRS data. Goal(s)*

Increase the number of students who read on grade level by age 9. 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. I increase the number of students who read on grade level by age 9. Goal	Refer to reading goals 1a and 2a.
I increase the number of students who read on grade level by age 9. Goal #1:	



2012 Current level:		2013 Expected level:		
Refer to reading goals 1a and 2a.		Refer to reading goals 1a and 2a.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Budget:

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

Decrease the achievement gap for each identified subgroup. 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. Decrease the achievement gap for each identified subgroup. Goal  Decrease the achievement gap for each identified subgroup. Goal #1:	Refer to reading goals 5b, 5c, 5d, 5e. Refer to math goals 5b, 5c, 5d, 5e.			
2012 Current level:	2013 Expected level:			
Refer to reading goals 5b, 5c, 5d, 5e. Refer to math goals 5b, 5c, 5d, 5e.	Refer to reading goals 5b, 5c, 5d, 5e. Refer to math goals 5b, 5c, 5d, 5e.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Decrease the achievement gap for each identified subgroup. Goal(s)

Maintain high fine arts enrollment percentage. 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. Maintain high fine arts enrollment percentage. Goal Maintain high fine arts enrollment percentage. Goal #1:	In June 2012 100% (652) of the students at Lake Sybelia Elementary participated in Art and Music classes on a weekly basis.
2012 Current level:	2013 Expected level:
In June 2012 100% (652) of the students at Lake Sybelia Elementary participated in Art and Music classes on a weekly basis.	In June 2013 100% (630) of the students at Lake Sybelia Elementary participated in Art and Music classes on a weekly basis.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of resources to fund positions to continue weekly participation in fine arts.	Provide additional opportunities in fine arts outside the regular curriculum through PTA enrichment classes, strings, chorus, and art club.	Art and music teachers, Principal and Assistant Principal	Class rolls	Student survey and classroom observations

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						

Budget:

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

End of Maintain high fine arts enrollment percentage. Goal(s)

Decrease disproportionate classification in special education. 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. Decrease disproportionate classification in special education. Goal		Refer to reading goal 5d and math goal 5d.		
Decrease disproportionate classification in special education. Goal # 1:				
2012 Current level:		2013 Expected level:		
Refer to reading goal 5d and math goal 5d.		Refer to reading goal 5d and math goal 5d.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Budget:

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

*End of Decrease disproportionate classification in special education. Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Leveled Literacy Intervention	Intervention materials for targeted instruction	School Budget	\$4,000.00
Writing	Implement practice prompts from Write Score	Practice prompts that are scored and discussed with students	School Budget	\$2,500.00
Attendance	Prompt and Present awards	Certificates	School Budget	\$150.00
				Subtotal: \$6,650.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Monitor attendance	SMS	District System	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lesson Study	Teachers participate in at least 2 cycles of Lesson Study led by our Lesson Study Lead Teacher, CRT and District Reading Teacher	School Budget	\$2,700.00
Reading	Common Core Standards	Professional Learning Communities meet with Black Belt team and CRT to discuss implementation of common core standards.	School Budget	\$0.00
Mathematics	Interactive word walls	Word wall resources Word wall reference books	School Budget	\$1,000.00
Science	Science fusion training	Workshops at district	school budget	\$400.00
Suspension	School-wide behavior program training	Behavior Leadership Team	School Budget	\$0.00
Become Fluent in Math Operations.	Lesson Study	Lesson Study materials	School Budget	\$4,500.00
				Subtotal: \$8,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	CHILL Program	CHILL Counselor	School Budget	\$20,000.00
				Subtotal: \$20,000.00
				Grand Total: \$35,250.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input 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 9/13/2012)

# 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
SAC funds are no longer allocated by the state; therefore, there is no projected use of these funds.	\$0.00

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

The SAC will be hosting several parent presentations by our School Psychologist and teachers on school related issues and helping children be successful in school. Additionally, our CHILL Counselor provided through the Winter Park Health Foundation will be presenting on topics that impact student learning. The SAC will be monitoring the School Improvement Plan and meeting with local government officials.

# 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 SYBELIA ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	86%	95%	78%	348	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	62%			133	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	70% (YES)	50% (YES)			120	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					601	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District LAKE SYBELIA ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	89%	84%	76%	339	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	76%	79%			155	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	70% (YES)	72% (YES)			142	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					636	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested