

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: LAWTON CHILES ELEMENTARY

District Name: Orange

Principal: Sheila Burke

SAC Chair: Katie Raike

Superintendent: Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 9/26/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Sheila Burke	B.S. Elementary Education M.Ed Educational Leadership	1	5	Principal at Lawton Chiles Elementary from March 2011 to present 2011-2012: Grade B, Reading Mastery-62%; Math Mastery-56%; Writing Mastery-68%; Science Mastery-61%; Assistant Principal at Riverdale Elementary 2010-2011: Grade A, Reading Mastery: 84%; Math Mastery-87%, Writing Mastery-80%, learning gains reading-73%, learning gains math-72%, lowest 25% reading-70%, lowest 25% math-77%, science proficiency-62%, Assistant Principal at Camelot Elementary 2009-2010, Grade B, reading mastery-77%, math mastery-73%, writing mastery-85%, science mastery-36%, learning gains reading-66%, math learning gains-61%, lowest 25% reading-49%, lowest 25% math-67%, 2007-2009, Assistant Principal Lawton Chiles, school grades A both years
					Assistant Principal Lawton Chiles Elementary from August 2011 to present 2011-2012: Grade B, Reading Mastery-62%; Math Mastery-56%; Writing Mastery-

Assis Principal	Julio Reynoso	B.S. Elementary Education M.Ed Educational Leadership	1	11	68%; Science Mastery-61%; learning gains reading-72%, learning gains math-71%, lowest 25% reading 62%, lowest 25% math-59; Assistant Principal at Azalea Park 2010-2011,School grade A, Reading Mastery-79%; Math Mastery-73%; Writing Mastery-91%; Science Mastery-49%; learning gains reading-70%, learning gains math-62%, lowest 25% reading 63%, lowest 25% math-68%; Assistant Principal at Azalea Park 2009-2010:School grade A, Reading Mastery-79%; Math Mastery-78%; Writing Mastery-89%; Science Mastery-31%; learning gains reading-69%, learning gains math-63%, lowest 25% reading 64%, lowest 25% math-62%; Assistant Principal Riverdale 2003-2009, 2004 Grade B, 2005-2008 Grade A, 2009 Grade B; Assistant Princpal Azalea Park, 2002-2003, Grade A
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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)
1-6 Elementary Eduction	Kimberly Rublaitus	B.S. Elementary Education M.S. Eduational Leadership	1	10	CRT at Lawton Chiles Elementary from April 2011 to present 2011-2012: 2011-2012: Grade B, Reading Mastery-62%; Math Mastery-56%; Writing Mastery-68%; Science Mastery-61%; CRT at Riverdale Elementary 2010-2011: Grade A, Reading Mastery: 84%; Math Mastery-87%, Writing Mastery-80%, learning gains reading-73%, learning gains math-72%, lowest 25% reading-70%, lowest 25% math-77%, science proficiency-62%, CRT at Riverdale 2009-2010, School grade A, Reading Mastery: 77%; Math Mastery-79%, Writing Mastery-77%, learning gains reading-69%, learning gains math-66%, lowest 25% reading-57%, lowest 25% math-68%, science proficiency-56%, CRT at Riverdale 2002-2003 School grade A, CRT at Riverdale 03-04 School grade B, 04-08 CRT at Riverdale, School grade A, 2009, CRT Riverdale, School grade B

## 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	Maintaining Highly Qualified Staff: provide ongoing professional development, set clear expectations, communicate regularly, open door policy, give specific feedback on instrucional practices	Principal, Assistant Principal, CRT	on going	
2	Referrals: follow district erecruiting guidelines, interview all candidates claiming veteran's preference, interview candidates that are referred by colleagues	administration	on going	
3	Pairing veteran teachers with new teachers: We currently have 2 new teachers that are being menotred by a veteran teacher. The two teachers are EBD teachers and the mentoring teacher works with them closely on a daily basis as the Behavior Specialist. They meet on a regular basis to discuss instrucional practices and discuss concerns.	administration, instructional coach	on going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
5 out of field due to ESOL Endorsement 1 below a 2.5 status score	<ol style="list-style-type: none"> <li>1. Implementation of Marzano's framework for teaching</li> <li>2. Ongoing professional development on the design question elements</li> <li>3. Professional development on writing throughout the school year</li> <li>4. Weekly PLC meetings</li> <li>5. Data meetings with administratin and instructional support</li> <li>6. Monthly Child Study Team meetings/RTI</li> <li>7. Allow for scheduling flexibility to attend ESOL courses</li> <li>8. For teacher below 2.5, administration visits classroom to model best practices and she is given additional informal observations</li> </ol>

## 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
58	3.4%(2)	20.7%(12)	53.4%(31)	22.4%(13)	32.8%(19)	0.0%(0)	20.7%(12)	0.0%(0)	81.0%(47)

## 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
Michael Wise	Kathryn Zupsich Benjamin Ferringer	Mike is the Behavior Specialist for the EBD unit; work together daily	Plan and implement lessons and curriculum together; discuss ways to improve instruction on a weekly basis, share resources, create IEP's and behavior plans together
Tod Shever	Dennis Flores	Tod and Dennis co-teach PE together and Tod is a veteran PE teacher that has a lot of experience to share with this new teacher	Plan and implement lessons and curriculum together; discuss ways to improve instruction on a weekly basis, share resources, allow visits to other schools to observe PE programs, both are CPI trained and practice monthly with the crisis team

## 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

As a Title I school, Lawton Chiles receives federal Title I monies. Monies from Part A help purchase materials for low performing students; additional staff to help our low performing students (academics). Our staff development budget is used for staff trainings and consultants. The parental involvement budget is used to provide parents with any pertinent materials that may support the parent within the educational environment

Title I, Part C- Migrant

Lawton Chiles does not have any migrant students at this time.

Title I, Part D

N/A

Title II

The school district receives Title II funds. These funds are then distributed to individual schools. We will use these funds to help pay for staff development activities.

Title III

The school district receives Title III funds. These have been distributed to schools in the form of monies for tutoring English Language Learners (ELL) and materials for ELL students.

Title X- Homeless

The district and school based personnel provide resources such as clothing, school supplies, social service referrals for students identified as homeless (under the McKinney-Vento Act)

Supplemental Academic Instruction (SAI)

SAI monies will be used to purchase instructional materials for remediation and pay for a retired teacher to help support our sheltered students.

Violence Prevention Programs

Our 5th grade students participate in the MAGIC program provided by the Orange County Sherriff's Department. It focuses on keeping kids drug/violence free as well as conflict resolution.  
All students participate in Red Ribbon Week in October with focuses on staying drug free.  
All students participate in our Bully Free school environment.

Nutrition Programs

school wide free breakfast

Housing Programs

N/A

Head Start

N/A

Adult Education

Title I money paid for monthly parenting classes along with free child care.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sheila Burke ( principal), Julio Reynoso ( Assistant Principal), Kathleen Phillips ( teacher of the Gifted and Staffing Specialist), Karla Etter ( reading coach), Michael Wise ( Behavior Specialist), Nellie Gonzalez ( SLP), Ruthanne Keymont ( reading resource), Karen Penna ( school psychologist).

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI team is the main school group that researches, reviews, develops, and helps implement RtI. The team members meet monthly for Child Study Team meetings to help problem solve and guide the RtI process. Teachers identify at risk students based on classroom performance and assessment data. RTI team (includes teachers who work with the students) meets to discuss appropriate interventions and strategies to address identified needs. Principal assigns tasks to team members regarding instructional materials, who will provide intervention, and progress monitoring duties.

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

The RtI team provides critical information for the development and implementation of the school improvement plan. The problem solving process helps collect and disaggregate critical decision making data that helps in the development and implementation of the SIP.

### 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.

Tier I reading: Houghton Mifflin -program assessments, Edusoft data, FAIR, STAR  
Tier II reading: EIR, Reading Success-program assessments, progress monitoring data  
Tier III reading: FCRR skills, FCAT specific skills- FCRR activities, progress monitoring data

Tier I math: Envision-program assessments, Edusoft data, STAR  
Tier II math: Envision intervention materials-program assessments, progress monitoring data  
Tier III math: Envision intervention materials-program assessments, progress monitoring data

Tier I science: Science Fusion-program assessments, Edusoft data  
Tier I writing: FCAT 6.0 rubric instruction focus

Tier I: OCPS code of conduct which includes school wide and individual classroom rules and expectations  
Tier II: Individual behavior plans depending on student needs  
Tier III: Changing individual plans based on data

Describe the plan to train staff on MTSS.

Ongoing training on the RtI process will occur throughout the school year. Child study team meetings are held monthly to discuss individual students. The classroom teacher, reading resource teachers, administrator, and staffing specialist attend to discuss best practices on how to target deficiencies and give the most prescriptive interventions.

Describe the plan to support MTSS.

The leadership team meets monthly to discuss the RTI process and how to best support classroom teachers with implementing interventions. There are new forms and procedures this year that are required for ESE eligibility documentation. The leadership team will work together with the staff to meet the mandates set by the district in order to remain in compliance.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Sheila Burke, Karla Etter, Pam Joseph, Linda Siaca, Laurin Jerve, Hallie Aymat, Claudia Munoz, Michelle Pina, Audrey Dickie, Jackie Finley, Renessa Hoffman, Kim Rublaitus, Zaida Torres

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

The LLT meets monthly to discuss and plan different literacy family events and reading strategies for the classroom. The LLT met during the summer and devised a plan to focus on writing. The team meets the third Thursday of every month at 3:15.

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

The writing professional development sessions that are planned for this year are: August-share writing data and writing expectations with faculty, September-Edmodo training with each grade level, October-Building Better Reader's Workshop for parents, plan for a Beary Merry Adoption Agency Project, November-sharing session of how instructional technology has enhanced a writing lesson in your classroom, December-" Saddle Bag" writing make and take activity, January-vocabulary fashion show, February-FCAT Writing Stress Buster Meeting, March/April-PD on enhancing writing in science, May-PD on enhancing writing in social studies and feedback on how to improve on writing PD for following year.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/12/2012)

## \*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.

In order to help prepare our incoming student and parents for Kindergarten, we provided our community day cares with Kindergarten readiness skills and resources that they can access to work with their children at home. At the beginning of Kindergarten, the FLKRS assessment is given to all students to provide teachers with baseline data of how their students are prepared for Kindergarten. This data is provided to the state to help assess the effectiveness of VPK programs. Parents are welcome to join their children on the first day of school. We hold a Boo Hoo breakfast for Kindergarten parents to help ease their nervousness and answer questions about the school. Parents are also invited to Meet the Teacher and Open House.

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

## \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In June of 2013, 29% of all students will score @ Level 3 on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June of 2012, 26% (103 students) of all students scored @ Level 3 on the FCAT Reading Assessment.	In June of 2013, 29% of all students will score @ Level 3 on the FCAT Reading Assessment

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are entering each grade below grade level	Weekly PLC meetings that include discussions about grade level expectations, PD on common core standards to help teachers understand shift in teaching and increased rigor, direct teachers to use reading resource teachers to help address specific reading deficiencies	Administration, reading resource teachers, staffing specialist	PLC meeting notes, PD attendance, classroom visits including specific feedback, data meetings with teachers	Progress monitoring data, assessment data
2	Text complexity	Teachers will focus on exposing students in all subjects to grade level appropriate text, including passage length. Instructional support teachers will provide text complexity resources and activities.	Administration, CRT	Classroom visits including specific feedback, review of lesson plans and assessments,	FCAT data, progress monitoring data, 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 reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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



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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	In June 2013, 36% of students will score above proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 33% (127)of students scored level 4 or 5 in reading.	In June 2013, 36% of students will score above proficiency 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 higher order questions used throughout teaching all content areas	Provide a faculty PD session where the focus is a review of Marzano high yield strategies, focusing on higher order questions	Administration	Classroom visits with specific feedback, PD attendance	FCAT
2	Lack of enrichment for students that are on grade level	Create master schedule that allows school wide time for enrichment, PD on differentiated instruction	Administration	Classroom visits with specific feedback, PD attendance	FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
We had one student, 5th grader, that took the FI Alt Assessment last year. She scored an 8 in Reading.	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In June of 2013 75% of students will make Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June of 2012 72% of students made Learning Gains.	In June of 2013 75% of students 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	Students are entering each grade below grade level	Utilize computer lab an hour before and after school 3 days a week, students will use iStation or Imagine Learning	Administration, computer lab monitors	Review of iStation and/or Imagine Learning reports at each data meeting, tracking the growth on the report	iStation cumulative performance reports and/or Imagine Learning reports
2	Maintaining progress in reading while increasing performance in other content areas.	Conduct consistent schoolwide progress monitoring in all areas.	Administration, classroom teachers	Use the FCIM process	Data collected during progress monitoring meetings.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
The one student that we had last year take the Alt Assessment was the only student that also took it in 2011. She scored a level 8 ( 117) in 2011 and a level 8 ( 120) in 2012.	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In June of 2013, 65% of the lowest 25% of students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In June of 2012, 62% of the lowest 25% of students made learning gains.

In June of 2013, 65% of the lowest 25% of students 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	students with underdeveloped decoding skills	interventions provided to groups of students by reading deficit - ESE Inclusion Support in mainstream class - Utilize HM Intervention program - iStation - Imagine Learning - additional computer lab hours (Oct.-May)	classroom teachers, administration, CRT, staffing specialist	Progress Monitoring - HM assessments - Teacher observations	Edusoft Benchmark Assessments - FAIR - FCAT - EDW Reports - IMS reports - iStation Reports
2	students who come to school with limited background knowledge and experiences	- Incorporate Marzano's High Yield Strategies - Use the components of HM to help build background knowledge and experience - support HM curriculum with resources that target specific student needs	classroom teachers, administration, instructional support teachers	Progress Monitoring - HM Assessments - Teacher observations	Edusoft Benchmark Assessments - FAIR - FCAT - Imagine Learning

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 #					
	In 2010-2011, 40% of students scored a level 1 or 2. By 2016 we will decrease our percentage of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	To decrease the achievement gap for each identified subgroup by 10% per year by June 2017.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 32% Black: 57% Hispanic: 41% Asian: N/A American Indian: N/A	White: 29% Black: 54% Hispanic: 38% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	students who come to school with limited	Use the components of HM to help build	classroom teachers,	Progress Monitoring - HM Assessments	Edusoft Benchmark Assessments

1	background knowledge and experiences	background knowledge and experience - Implement Imagine Learning	administration	- Teacher observations	- FAIR - FCAT - Imagine Learning Reports - CELLA
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	To increase the percentage of ELL students scoring in the proficient level of the reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 52% (64) of ELL students scored in the proficient level of the reading FCAT. 48% scored a level 1 or 2.	In 2012-2013, 55% of ELL students will score in the proficient level of the 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 with a limited vocabulary	Use the components of HM to help build background knowledge and experience - Implement Imagine Learning program - additional computer lab hours (Oct. – May)	administration, classroom teachers, CCT	Progress Monitoring - HM Assessments - Teacher observations	Edusoft Benchmark Assessments - FAIR - FCAT - Imagine Learning reports - CELLA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	To increase the percentage of SWD students scoring in the proficient level of the reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 31% (17) of SWD students scored in the proficient level of the reading FCAT. 69% scored a level 1 or 2.	In 2012-2013, 34% of SWD will score in the proficient level of the reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students with underdeveloped decoding skills	- ESE Inclusion Support in mainstream class and pull out - Utilize HM curriculum materials - iStation - additional computer lab hours (Oct. – May)	Classroom teachers - Curriculum Resource Teacher - Principal	Progress Monitoring - HM Assessments - Teacher observations	Edusoft Benchmark Assessments - FAIR - FCAT - iStation 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 subgroup:

5E. Economically Disadvantaged students not making	
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satisfactory progress in reading. Reading Goal #5E:		To increase the percentage of SWD students scoring in the proficient level of the reading FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2011-2012, 56% (173) of SWD students scored in the proficient level of the reading FCAT. 44% scored a level 1 or 2.		In 2012-2013, 59% of SWD will score in the proficient level of the reading FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students who come to school with limited background knowledge and experiences	Use the components of HM to help build background knowledge and experience -Utilize iStation -provide students with field trip experiences	Classroom teachers CRT Principal AP	Progress Monitoring -HM assessments -Teacher observations	Edusoft Benchmark Assessments -FAIR -FCAT -iStation 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
Response to Intervention	K-5	Staffing Coordinator, RtI Coach, CRT, Principal	school-wide	Monthly meetings- Special area meeting times	RtI/Data meetings, classroom visits	Staffing Coordinator, RtI Coach, CRT, Principal
PDS online-Marzano course and power points	K-5	administration	school-wide	ongoing, at least once a month during faculty meetings	sign in sheets, exit slips, evidence during classroom visits	administration
Literacy Team Meetings	K-5	administration, reading coach, teachers on team	school-wide	monthly meetings, last Thursday of the month	team meeting notes, professional development on writing	administration, reading coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
intervention materials continued use of Accelerated Reader	EIR/Reading Success Accelerated Reader	general general	\$11,500.00
Subtotal:			\$11,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
scaffolded ESOL instruction reading support in the areas of comprehension and vocabulary	Imagine Learning iStation	school recognition general	\$11,500.00

Subtotal: \$11,500.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$23,000.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			In 2013, 57% of students taking the CELLA assessment will score proficient in listening/speaking.		
2012 Current Percent of Students Proficient in listening/speaking:					
In 2012, 54% of our students that took the CELLA assessment scored proficient in listening/speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited background knowledge due to proficiency in English	continuously accomodate students with support in school and ESOL strategies, use of Imagine Learning program, CT translates all documents sent home	classroom teachers, CCT, administration	lesson plans, classroom visits,	CELLA scores, FCAT

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			In June 2013, 43% will score proficient in reading on CELLA.		
2012 Current Percent of Students Proficient in reading:					
In June 2012, 40% of students scored proficient in reading on the CELLA assessment.					
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	ESOL students that are not fluent readers	Use the components of HM to help build background knowledge and experience -use of Imagine Learning -SIOP	administration, CT	Progress Monitoring -HM Assessments -Teacher observations	Edusoft Benchmark Assessments -FAIR -CELLA -FCAT -Imagine Learning reports

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In June 2013, 41% of students scored proficient on the CELLA assessment in writing.

2012 Current Percent of Students Proficient in writing:

In June 2012, 38% of students scored proficient on the CELLA assessment 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	Parents of ELL students are non-English speakers and are unable to provide academic support to students at home.	-use of Imagine Learning program -use of ESOL strategies during instruction -written and verbal translation provided as needed	administration, CT	-Progress Monitoring Assessments from tutoring program Teacher observations	Edusoft Benchmark Assessments -FAIR -CELLA -FCAT -Imagine Learning Reports

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
scaffolded reading instruction	Imagine Learning	school recognition	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Open Computer Lab	Open Lab Monitors	Title I	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,000.00

*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:	In June of 2013, 26% of eligible students will score @ 3 on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June of 2012, 23%(91) of eligible students scored @ 3 on the FCAT Math Assessment.	In June of 2013, 26% of eligible students will score @ 3 on the FCAT Math Assessment.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	students that do not have mastery of basic facts	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -FASTT Math -Timez Attack -Moby Math	classroom teachers, administration	EnVision Unit Math Tests -Progress Monitoring -Teacher Observations -STAR math	- Edusoft Benchmark Assessments - STAR Math Item Analysis -FCAT
3	students that lack the proper math vocabulary	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -STAR Math -Implement use of Moby Math	classroom teachers, administration	EnVision topic tests -Progress Monitoring -Teacher Observations	- Edusoft Benchmark Assessments - STAR -FCAT

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	In June 2013, 32% of students will score above proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 29%(114) of students scored level 4 on the FCAT math assessment.	In June 2013, 32% of students will score above proficiency 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	Ensuring that students are receiving enrichment and given opportunities to apply learned concepts and skills	Utilizing the EnVision Math curriculum with fidelity - Utilize STAR math analysis - 90 minutes of math in 3-5 daily - Implement use of Moby Math	administration, classroom teachers	EnVision Unit Math Tests - Progress Monitoring - Teacher Observations - STAR	Edusoft Benchmark Assessments - FCAT - Envision assessments - STAR data
2	Ensuring the Envision Math curriculum is taught with fidelity	- Utilizing the EnVision Math curriculum with fidelity - Pearson online tools	administration, classroom teachers	EnVision Unit Math Tests - Progress Monitoring - Teacher Observations - focus calendars - STAR assessment	Edusoft Benchmark Assessments - FCAT - STAR

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
The one student that we had take the FI Alt Assessment in 2012 scored a level 8 in math.	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In June 2013, 74% of students will make learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June of 2012, 71% of students made learning gains in Math.	In June 2013, 74% of students will make learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students that lack knowledge regarding specific math operations	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -FASTT Math -Timez Attack -Implement use of Moby Math	Classroom Teacher -CRT -Grade Level Support -Principal	-EnVision Unit Math Tests -Progress Monitoring -Teacher Observations	Edusoft Benchmark Assessments -FCAT -STAR reports
2	students that lack the proper math vocabulary	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -problem solving Math club-meets twice per month	Classroom Teacher -CRT -Grade Level Support -Principal	EnVision Unit Math Tests -Progress Monitoring -Teacher Observations -STAR assessment	Edusoft Benchmark Assessments -FCAT -STAR 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
The one student we have on Alt Assess scored the exact same in 2011 and 2012; level 8 (111).	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	In June 2013, 62% of the lowest 25% of students will
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Mathematics Goal #4:	make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 59% of the lowest 25% of students made learning gains in math.	In June 2013, 62% of the lowest 25% of students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students that lack the proper math vocabulary	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -Moby Math -FASTT Math -Timez Attack	Classroom Teacher -CRT -Grade Level Support -Principal	EnVision Unit Math Tests -Progress Monitoring -Teacher Observations -STAR	Edusoft Benchmark Assessments -FCAT -computer program reports -STAR data
2	students that lack knowledge regarding specific math operations	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -FASTT Math -Timez Attack -Implement use of Moby Math	Classroom Teacher -CRT -Grade Level Support -Principal -AP	-EnVision Unit Math Tests -Progress Monitoring -Teacher Observations -STAR	-Edusoft Benchmark Assessments -FCAT -computer program reports -STAR data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal #  5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	To decrease the achievement gap for each identified subgroup by 10% per year by June 2016
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 37% Black: 57% Hispanic: 52% Asian: N/A American Indian: N/A	White: 34% Black: 54% Hispanic: 49% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	students that lack the proper math vocabulary	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -Moby Math - PLC meetings, include math common core discussions	Classroom Teacher -CRT -Grade Level Support -Principal -AP	EnVision Unit Math Tests -Progress Monitoring -Teacher Observations -STAR	Edusoft Benchmark Assessments -FCAT -computer program reports -STAR data
2	students that lack knowledge regarding specific math operations	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -Common Core-PLC -FASTT Math -Timez Attack -Moby Math	Classroom Teacher -CRT -Grade Level Support -Principal -AP	EnVision Unit Math Tests -Progress Monitoring -Teacher Observations -STAR	Edusoft Benchmark Assessments -FCAT -STAR 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	To increase the number of ELL students making satisfactory progress on the math FCAT by at least 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June of 2012, 86%(188) of ELL students scored a level 1 or 2 in math.	In June of 2013, 83% of ELL students will score a level 1 or 2 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	Parents unable to provide instructional support at home due to language barrier.	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -recorded HW directions for parents provided by teachers via computer, using Smart pen -FASTT Math -additional computer lab hours ( Oct.-May)	Classroom Teacher -CRT -Grade Level Support -Principal -AP	EnVision Unit Math Tests -Progress Monitoring -Teacher Observations -STAR	Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT -computer program reports STAR

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	In 2013, 74% will score a level 1 or 2 on FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 77% (43) scored a level 1 or 2 on FCAT math.	In 2013, 74% will score a level 1 or 2 on FCAT math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students that lack knowledge regarding specific math operations	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -FASTT Math -Timez Attack -Moby Math	administration, teachers	EnVision Unit Math Tests -Progress Monitoring -Teacher Observations -STAR	Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT -computer program reports -STAR 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	In June of 2013, 49% of economically disadvantaged students will score level 1 or 2 on FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June 2012, 52%(162) of economically disadvantaged students scored level 1 or 2 on FCAT math.	In June of 2013, 49% of economically disadvantaged students will score level 1 or 2 on FCAT math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students that lack knowledge regarding specific math operations	Utilizing the EnVision Math curriculum with fidelity -Utilizing the EnVision Math Intervention Kit -FASTT Math -Timez Attack -Moby Math	administration, teachers	EnVision Unit Math Tests -Progress Monitoring -Teacher Observations -STAR	Edusoft Benchmark Assessments -Foresight Math Item Analysis -FCAT -computer assessment data -STAR data

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
monthly math meetings with math lead teacher to discuss pacing, assessments, etc.	K-5	Sharon Skoloski (math lead teacher)	school-wide	monthly, September 2012- May 2013	meeting sign in sheets, classroom visits	administration
Common Core Math Training	K-5	Common Core black belt team	K-5	on going PLC	Discussions about use of common core lessons in team, staff and data meetings	Classroom teacher, CRT, Common Core Black Belt Team, Principal, AP

RTI	K-5	staffing coordinator, RTI coach	K-5	monthly child study team meetings	RtI/Data meetings, classroom visits	Staffing Coordinator, RtI Coach, CRT, Principal
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
math data collection	STAR	general	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
basic facts fluency	Timez Attack	PTA	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Envision Math curriculum	workbooks, text books, manipulatives	district	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

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.		By June of 2013, 43% of eligible students taking the FCAT Science Assessment will score @ Level 3.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In June of 2012, 40%(50) of eligible students taking the FCAT Science Assessment scored @ Level 3.		By June of 2013, 43% of eligible students taking the FCAT Science Assessment will score @ Level 3.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students that lack prior knowledge and experience that will assist them with science instruction	Focus on vocabulary -Hands on application experiences -Multiple exposure to labs -Science Lab on Specials rotation	teachers, administration	Progress Monitoring Classroom Observations Lesson Plans	EduSoft Science Benchmark FCAT

		-Use of science lab kits -Implement Fusion Science curriculum			
2	Fidelity with science instruction across each grade level	-Focus on vocabulary -Hands on application experiences -Multiple exposure to labs -Science Lab on Specials labs -Use of science lab kits -Implement Fusion Science curriculum	teachers, administration	Progress Monitoring Classroom Observations Lesson Plans	EduSoft Science Benchmark FCAT

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	In June 2013, 18% of students will score above proficiency in science.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
In June 2012, 15%(18)of students scored above proficiency in science.	In June 2013, 18% of students will score above proficiency in science.				
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	Proper training for inquiry based labs	Focus on vocabulary -Hands on application experiences -Multiple exposure to labs -Science Lab on	teachers, administration, CRT	Progress Monitoring Classroom Observations Lesson Plans	EduSoft Science Benchmark FCAT



		Specials rotation			
2	Fidelity with science instruction across each grade level	Focus on vocabulary -Hands on application experiences -Multiple exposure to labs -Science Lab on Specials rotation -Use of science lab kits -Implement Fusion Science curriculum	teachers, administration, CRT	Progress Monitoring Classroom Observations Lesson Plans	EduSoft Science Benchmark FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
The one student that we had take Alt Assess in 2012 scored a level 9 ( 126)in science.	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science PLC	K-5	teachers, science lead teacher ( Beth Witengier)	school-wide	monthly September 2012-May 2013	meeting sign in sheets, classroom Adult learning Goals Sheet Discussion- Data meetings, Team meetings visits,	CRT, Principal, AP, science lead teacher

Science Budget:

Strategy	Description of Resources	Funding Source	Available Amount
science labs	consumable supplies for labs	general	\$1,000.00
			Subtotal: \$1,000.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,000.00</b>

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:	By June of 2013, 90% of eligible students will score @ Level 3.0 and above on the FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In June of 2012, 68% (87) of eligible students scored @ Level 3.0 and above on the FCAT Writing Assessment.	By June of 2013, 90% of eligible students will score @ Level 3.0 and above on the FCAT Writing Assessment.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students that are lacking a solid writing foundation and conventions	School wide writing prompts throughout the year - Student data chats regarding progress of writing skills - Provide opportunities to share/display/publish writings through media displays, hallways and bulletin boards - leadership team conferencing with students about their writing	administration, CRT, teachers	writing prompts	school writing prompts FCAT Writes
	students that do not bring in personal experiences through	- Student data chats regarding progress of writing skills	administration, CRT, teachers	writing prompts	school writing prompts FCAT Writes

2	their writing	-Provide opportunities to share/display/publish writings through media displays, hallways and bulletin boards -leadership team conferencing with students about their writing			
3	students understanding the difference between Narrative and Expository writing	School wide writing prompts throughout the year - Student data chats regarding progress of writing skills -Provide opportunities to share/display/publish writings through a, media displays, hallways and bulletin boards -leadership team conferencing with students about their writing	administration, CRT, teachers	writing prompts	school wide prompts, FCAT Writes

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
The one student that took Alt Assess in 2012 scored a level 9 ( 114) in writing.	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

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

providing PD in best practices in writing using 21st Century resources.	K-5	( CRT), Karla Etter ( Reading Coach)	school-wide	once a month; September 2012- May 2013	sharing in PLC meetings, exit slips, writing assessment scores	administration, teachers
Thinking Maps review PD	K-5	Audrey Dickie	school-wide	November 2012	classroom visits, use of computer thinking maps resource	administration, teachers

Writing Budget:

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

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Student absences are a concern with approximately 4% to 5% of our student population.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Our current attendance rate is approximately 95.5%	We would like to increase our attendance rate for 2011-2013 by at least 1%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
We had 281 students with ten or more absences in 2012.	We would like to decrease the number of students with excessive absences to less than 200 students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

We had 156 students with ten or more tardies in 2012.		We would like to decrease the number of students with excessive tardies to less than 100.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of transportation, lack of parent awareness.	Use truancy intervention meetings including social worker and law enforcement, if needed, to address habitual tardies.	Attendance Clerk	Review Attendance Data	SMS attendance data
2	parents not following the school policies for arriving on time and before the 8:40 tardy bell rings	Utilizing School Messenger -Attendance team meetings - Social Worker visits - Teacher/Registrar communications - Effectively managing AM car/bus/walker arrival	administration, attendance clerk, guidance counselor, social worker	SMS reports Progress Book attendance reports	End of Year Attendance Rate EDW reports SMS Reports Teacher attendance 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
N/A						

Attendance Budget:

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

## 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:	We would like to reduce our number of out of school suspensions by 10.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
9	7				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
6	4				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
68	58				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
41	31				
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	Influences from outside the school (home, neighborhood, etc).	Utilize behavior specialist to provide behavioral interventions  prior to suspension, offer monthly parenting classes to help parents teach best practices to their children, PAWS school wide behavior recognition, individual classroom behavior systems ( SMILE points)	Principal, Assistant Principal	Review of suspension rate data.	SMS suspension rate data.

(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
PLC meetings to share behavior strategies with each other, monthly CPI review meetings to keep crisis team freshly trained, Behavior Specialist share verbal deescalation techniques with staff throughout year during faculty meetings	K-5	Mike Wise ( Behavior Specialist)	school-wide	ongoing all year	EDW/SMS-run reports to monitor number of in and out of school suspensions	Behavior Specialist, administration
Review OCPS Student Code of Conduct	K-5	all classroom teachers	teachers	first week of each nine weeks	Review EDW reports, campus walk-through	Principal, CRT, Guidance Counselor, AP

Suspension Budget:

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

*End of Suspension Goal(s)*

Parent Involvement Goal(s)

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

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

in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		During the 12-13 school year, 65 parents will attend the Title I annual meeting.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
During the 11-12 school year, 53 parents attended the Title I annual meeting.		During the 12-13 school year, 65 parents will attend the Title I annual meeting.			
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 and interest for parents to join PTA	-offer a variety of afternoon and evening events ( curriculum nights, dances, performances, etc) -send home connected, flyers, and use marquee to advertise meetings	administration, PTA board, teachers	School Effectiveness Survey ADDitions reports- Hours PTA meeting attendance	Golden School award parental feedback  5 Star

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
monthly parenting classes " Parenting With Love and Logic"	open to parents of all grade levels	AlternativeDirections	parents that attend	once a month from September 2012 through May 2013	parent feedback through survey and exit slips	Principal, SueAnn Besaw-Title I Coordinator

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
<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
Provide monthly parenting classes to prepare parents with tools to help become effective parents.	monthly parenting classes facilitated by Alternative Directions	Title I	\$2,000.00
			Subtotal: \$2,000.00
			<b>Grand Total: \$2,000.00</b>

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:			Increase the opportunity for learning experiences in science, technology, engineering and 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 not having the opportunity to engage in STEM learning activities	Schedule a Family Science Night for November 2012 -science lab on Specials wheel will provide STEM opportunities -school wide science fair in spring 2013 -various science related field trips	science lab teacher, classroom teachers, administration	Teacher observation -Classroom visits Attendance at Science night	Edusoft Science Fall/Winter -FCAT Science

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

Fusion Staff Development	K-5, administration	district personnel	school-wide	summer 2012 and throughout school year	Discussions about use of strategies in team, staff and data meetings	Classroom Teachers, CRT, Principal, AP
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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)

### Destination College Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Destination College Goal Destination College Goal #1:		2012-2013-We will continue with the implementation of Destination College and promote a college/career readiness atmosphere.			
2012 Current level:		2013 Expected level:			
2012-2013: We will continue with the implementation of Destination College.		2012-2013 We will continue with the implementation of Destination College and promote a college/career readiness atmosphere.			
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 not being excited about college or career	Teach-In -UCF Mentors, interns - Create a college/career readiness atmosphere - Utilize Accelerated Reader program to enhance Destination College - National Work Study Program - College shirt Fridays - College themed field day	administration, teachers, PE teachers	Discussion Team Meetings Staff Meetings	Discussion Team Meetings Staff Meetings

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

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

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

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

End of Destination College Goal(s)

## Essential Outcome: Increase Fine Art Enrollment 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. Essential Outcome: Increase Fine Art Enrollment Goal  Essential Outcome: Increase Fine Art Enrollment Goal #1:	During the 2012-2013 year, we will offer three fine arts extra curricular activities to our students.
2012 Current level:	2013 Expected level:
During the 2011-2012 school year, we offered two fine arts extra curricular activities to our students.	During the 2012-2013 year, we will offer three fine arts extra curricular activities to our 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
1	lack of student exposure to the fine arts	-chorus meets once a week and is open for members grades 3-5 -Dramatic Learning is available to students in grades K-5 -LCE Writers' Theater meets twice month and is supported by the Junior Shakespeare Theater(focus on reading, writing, and dramatics) -ballet and symphony field trips	administration, teachers, music/art teachers,CRT	participation in clubs	participation in clubs

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
N/A						

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 Essential Outcome: Increase Fine Art Enrollment Goal(s)

VPK 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. VPK Goal		Increase by 3 to 5% - The Percent of VPK Students Who Will Enter Elementary School Ready Based on FLKRS Data (score 70% and above)			
VPK Goal #1:					
2012 Current level:		2013 Expected level:			
In 2012, approximately of VPK Students Who Will Enter Elementary School Ready Based on FLKRS Data (score 70% and above)		Increase by 3 to 5% - The Percent of VPK Students Who Will Enter Elementary School Ready Based on FLKRS Data (score 70% and above)in 2013.			
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	No VPK is available at Lawton Chiles.				

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
N/A						

Budget:

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

End of VPK Goal(s)

Reading by Nine 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. Reading by Nine Goal Reading by Nine Goal # 1:	In 2013, at least 54% of third grade students will score Level 3 or above on FCAT.
2012 Current level:	2013 Expected level:
In 2012, 51% of third grade students were proficient at	In 2013, at least 54% of third grade students will score

Lawton Chiles.		Level 3 or above on FCAT.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See Goal #1A				

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
Response to Intervention	K-5	Staffing Coordinator, Rtl Coach, CRT, Principal	school-wide	Monthly meetings weekly PLC meetings	Rtl/Data meetings, classroom visits	Staffing Coordinator, Rtl Coach, CRT, Principal, Admin Dean
Reading PLC	K-5	PLC members	school-wids	weekly PLC meetings	- Data meetings, Team meetings	CRT, Principal, AP

Budget:

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

*End of Reading by Nine Goal(s)*

Math Fluency 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. Math Fluency Goal Math Fluency Goal #1:	At least 55% of the students will be proficient in Math in 2013.
2012 Current level:	2013 Expected level:
52% of the students were proficient in Math in 2012.	At least 55% of the students will be proficient in Math in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	See Math Goal #1A				
2					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Math Training	K-5	Common Core blackbelt team	K-5	ongoing PLC	Discussions about use of common core lessons in team, staff and data meetings	Classroom teacher, CRT, Common Core Black Belt Team, Principal, AP
Math PLC	K-5	Sharon Skoloski (math lead teacher)	K-5 teachers	ongoing PLC, meet once a month	Data meetings, Team meetings	administration, CRT

Budget:

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



N/A			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Math Fluency Goal(s)

## Achievement Gaps 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. Achievement Gaps Goal Achievement Gaps Goal #1:	The Achievement Gap for Each Identified Subgroup will be decreased by 10% by June 30, 2016.
2012 Current level:	2013 Expected level:
See Reading/Math Goals 5A-E	The Achievement Gap for Each Identified Subgroup will be decreased by 10% by June 30, 2016.

### 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	See Reading/Math Goals #5A-E.				
2					

## 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
see all reading and math PD						

## Budget:

<b>Evidence-based Program(s)/Material(s)</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Achievement Gaps Goal(s)*

## Disproportionate Classification 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. Disproportionate Classification Goal		In 2012-2013, teachers will be provided with PD regarded Gifted Characteristics so that referrals are more valid.			
Disproportionate Classification Goal #1:					
2012 Current level:		2013 Expected level:			
In 2011-12, there were 63% (22) students of minority background served in Gifted programs.		In 2012-2013, teachers will be provided with PD regarded Gifted Characteristics so that referrals are more valid.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have limited experience with identifying the gifted characteristics of students, particularly as related to minority students.	Provide PD for teachers regarding Gifted characteristics and eligibility criteria.	Principal Staffing Coordinator	Track referrals based on race, gender, and FRL status	Referral Database

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

provide teachers with a refresher of Gifted characteristics to help increase number of referrals	K-5	staffing specialist	school-wide	spring, March 2013	track number of students referred for Gifted testing and those that qualify	principal, staffing specialist, ESE program monitor
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Budget:

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

*End of Disproportionate Classification Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	intervention materials continued use of Accelerated Reader	EIR/Reading Success Accelerated Reader	general general	\$11,500.00
CELLA	scaffolded reading instruction	Imagine Learning	school recognition	\$5,000.00
Mathematics	math data collection	STAR	general	\$2,000.00
Science	science labs	consumable supplies for labs	general	\$1,000.00
Writing	N/A	N/A	N/A	\$0.00
VPK	N/A			\$0.00
Reading by Nine				\$0.00
Math Fluency	N/A			\$0.00
Achievement Gaps	N/A			\$0.00
Disproportionate Classification	N/A			\$0.00
				Subtotal: \$19,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	scaffolded ESOL instruction reading support in the areas of comprehension and vocabulary	Imagine Learning iStation	school recognition general	\$11,500.00
CELLA	Open Computer Lab	Open Lab Monitors	Title I	\$5,000.00
Mathematics	basic facts fluency	Timez Attack	PTA	\$1,500.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
VPK				\$0.00
Reading by Nine				\$0.00
Math Fluency	N/A			\$0.00
Achievement Gaps	N/A			\$0.00
Disproportionate Classification	N/A			\$0.00
				Subtotal: \$18,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
VPK				\$0.00
Reading by Nine				\$0.00
Math Fluency	N/A			\$0.00
Achievement Gaps	N/A			\$0.00
Disproportionate Classification	N/A			\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Envision Math curriculum	workbooks, text books, manipulatives	district	\$0.00

Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Parent Involvement	Provide monthly parenting classes to prepare parents with tools to help become effective parents.	monthly parenting classes facilitated by Alternative Directions	Title I	\$2,000.00
VPK				\$0.00
Reading by Nine	N/A			\$0.00
Math Fluency	N/A			\$0.00
Achievement Gaps	N/A			\$0.00
Disproportionate Classification	N/A			\$0.00
				Subtotal: \$2,000.00
				Grand Total: \$39,500.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/12/2012)

## 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
school recognition funds voted on to purchase Imagine Learning	\$5,000.00

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

The SAC meets 8 times a school year. The SAC already voted on the use of school recognition funds to purchase Imagine Learning for our ESOL students. The SAC gives input on the school improvement plan and discusses activities that we can provide for our students to help reach our goals. They also create and manage the school effectiveness and climate surveys that go out to parents every spring.

# 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 LAWTON CHILES ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	79%	92%	69%	328	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	73%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	75% (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					615	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District LAWTON CHILES ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	77%	83%	64%	310	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	75%	75%			150	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	70% (YES)			135	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					595	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested