

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street  
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Florida Department of Education  
325 West Gaines Street  
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School Name: LAKE FOREST ELEMENTARY SCHOOL

District Name: Alachua

Principal: Diane Hill

SAC Chair: Kendra Fields

Superintendent: Dr. Daniel Boyd

Date of School Board Approval:

Last Modified on: 11/20/2012

## 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	Diane Hill	Specialist Degree	5	12	Principal of Lake Forest Elementary School in 2011-12, school Grade dropped to a "F". Principal of Lake Forest Elementary in 2010-11. School Grade "D", Reading Mastery 51%; Math Mastery 51%; Science Mastery 32% and Writing Mastery 80%. Did not make AYP 2010-11. Made a "C" grade in 2009-10. There are only 3 subgroup at Lake Forest Elementary: Black, SWD and FRL. In reading we were able to meet high standards in Blacks and FRL. Met high standards in math with SWD. SINI 5 Correct 1 in 2008-09 had Correct II label. 2009-10 School Grade "C"

### INSTRUCTIONAL COACHES

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

in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Amy Shockley	Master of Education.	2	4	2012-12 - School Grade "F". Mrs. Shockley will be assisting fulltime with Lake Forest Elementary in 2012-13 school year. 2010- School Grade D in 2009-2008-A and 1995-2000 - School Grade A
Technology	Gennette Gailey	Master of Education	3	3	09-Present working at Lake Forest Elementary School, TSA Instructional Technology Coach for 3 years. TSA with Chapter 1 for 2 years. She has 38 years with the district. Varies school grades, working at a variety of schools.

## 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	Regular meeting of new teachers with principal.	Principal	On-going	
2	District recruiting day.	District Personnel	April 2013	
3	Teacher support group	BRT, CRT and CIMS Coordinator	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
Number of instructional staff teaching out-of-field = 0	NA

## 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
29	0.0%(0)	31.0%(9)	27.6%(8)	41.4%(12)	51.7%(15)	100.0%(29)	6.9%(2)	0.0%(0)	13.8%(4)

## 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
Nicole Shelley	Kay Kuhne, Syvester Brown and	New personnel to	Weekly data chats, team planning, discipline and

## 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

Services are provided to ensure students requiring additional remediation area assisted through daily remediation sessions, after-school tutoring or extended school year options. The district coordinates with Title II and Title III in ensuring staff development needs are provided. The school utilizes a FCIM Facilitator?RTI Coordinator, Math Coach, and Literacy Coach to assist teachers and provide professional development. Engagement para-pro's will assist with teachers in combination classes full time and other classes during the reading block. The school will enhance parent communication through parent/teacher conferences. Quarterly and semester reports will be given to parents acknowledging student progress and achievement.

#### Title I, Part C- Migrant

Migrant support resource advocates for school and family. The parent involvement coordinator will coordinate with Title 1 and other programs to ensure student needs are met. Support Resource Advocates - School and Family.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-out prevention programs.

#### Title II

District receives funds for improving basic education programs through the purchase of technology to supplement education programs. New technology in classroom will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Tech coaches will be providing assistance for teachers through out the school year. Professional development will be offered in SmartBoards and Smart Response software technology. Professional development will also be offered by the district curriculum coaches in the areas of reading, math and science.

#### Title III

Service are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

#### Title X- Homeless

District Homeless coordinator provides resources for students identified as homeless under the McKinney Veto Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the district funds to provide summer school for third grade students.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests and counseling. Guidance counselor will be placed on the resource wheel to educate students on violence prevention.

#### Nutrition Programs

District Fresh Fruits and Vegetables Program. The Fresh Fruit and Vegetable Program (FFVP )provides all children with a variety of free fresh fruits and vegetables throughout the school day. It also encourages community partnerships to support the schools when they offer free fruit and vegetables to children during the school day.

#### Housing Programs

Parent workshops

Head Start

Title 1 provides materials for Parent Involvement.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

\*Principal: Provides a common vision for the use of the data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

\*Teachers(Primary and Secondary): Provide information about core instruction, participate in student data collection and deliver Tier 3 instruction/intervention.

\*Exceptional Student Education Teacher: Participate in student data collection, and collaborates with general education teachers.

Instructional Coaches Reading: Develop, lead, and evaluate school core content standards/programs: identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk" assist in the design and implementation for progress monitoring, data collection and data analysis; participate in the design and delivery of professional development: and provide support for assessment and implementation monitoring.

\*School Psychologist: Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical evaluation; facilitate data-based making activities.

\*RTI support personnel/FCIMS Fasilitator: Will assist staff in using data to drive instruction/interventions to meet students needs.

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

The RTI Leadership team will meet on a weekly basis. During that meeting the leadership team will focus on the following:

1. Data outcome to drive instruction.
2. Review Progress monitoring at each grade level meeting to identify students that are meeting/exceeding benchmarks, at moderate risk, high risk or not meeting benchmark expectation.
3. Team will develop a "hot list" of students not meeting benchmarks and discuss additional resources to meet student's needs.
4. Team will problem solve, share effective teaching strategies and evaluate implementation.

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

The RTI Leadership Team met with the school's Advisory Council (SAC) and principal to develop the SIP. The team provided data and constructed tiered classes to meet the academic, social and emotional needs of all students. The team set clear

expectations for intensive systematic construction.

### 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.

RTI data will be based on series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the MacMillian Benchmark Assessments, the Big Idea math series, the district formative assessment program for math and science, and writing prompts developed for district use. FAIR assessments are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's ILocal Instructional Information System.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RTI team will also evaluate additional professional development needs during the weekly RTI leadership team meetings.

Describe the plan to support MTSS.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

Diane Hill - Principal  
Kay Kuhne - CRT  
Amy Shockey - Literacy Coach  
Mary Ann Smith - Guidance Counselor  
Katura Godbolt - CIMS Facilitator  
Literacy Committee: Taylor, Perry, Bryant, Pinkoson, Jackson, Johnson, Williams, Devensky and Fields.

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

The school-based RTI Leadership Team meets weekly to review school-level data and provide guidance to grade level teams. The leadership team oversees the development of the school intervention plan which guides the entire intervention process of the school.

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

To gather and analyze data to increase student achievement.

### Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

The district office has personnel who work with the VPK program and feeder day care centers to our schools.

Each April, the district advertises "Kindergarten Round-Up" around the community through posted advertisements, newspaper, radio and television stations. Each elementary school in Alachua County holds an afternoon session where parents can fill out necessary paper work to enroll their child, meet some of the school staff, and ask questions concerning the transition to elementary school.

Kindergarten assessment were given on initial entry to school to determine tier level classes.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

### \*High Schools Only

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

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

NA

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

NA

### Postsecondary Transition

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

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

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the end of the school year, 2012-13, the number of students proficient in reading as measured by the FCAT 2.0 will increase by 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(43)achieved proficiency on FCAT reading.	50%(70) proficiency in reading on the 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	Excessive absentees and tardies	Review District policies with parents.	Principal, BRT, Guidance Counselor and District Truancy Officer.	Review attendance on a monthly basis.	Attendance data form.
2	Lack of parental support.	1. Monthly Title 1 Parent workshops. 2. Title 1 Annual Parent Meeting. 3. Quarterly informal student report data to parents. 4. Parent room for parent support, technology and etc. 5. Staff development through Title 1.	Title 1 staff and Administrative Team.	Review sign in sheets for participation.	Sign in sheets.
3	Mobility of students.	1.Thorough academic check on new students entering the school. 2. Student buddy system.	Guidance Counselor, CRT, data base and Administrative Team.	Review enrollment status.	IC
4	Lack of background knowledge.	1. Increase use of Higher Order Thinking questions. 2. Increase rigor through the use of DOK. 3. Guided reading. 4. Students are expected to increase reading activity beyond the school day. 5. Kagan Structures.	Administrative Team and Teachers.	Lesson plans will be reviewed and classroom walk throughs.	All assessments
5	Lack of sufficient instructional time.	1. Extended Instructional Reading Block. 2. Title 1 after-school	Administrative Team.	Implementation success of activities and active participation of programs.	Enrollment of students.
6	Lack of teacher content knowledge.	1. Lesson study. 2. Professional Learning Communities. 3. Job-embedded professional Development throughout the year. 4. Content Area	Administrative Team, Team leader, and Teachers.	Lesson plans will be reviewed and classroom walk throughs.	All assessments.

		Committees. 5. Book Study 6. Team lesson planning.			
7	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.
8	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology.	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments.
9	Length of FAIR Assessment.  Keyboarding skill.	All grades will participate in FAIR assessment.  Additional staff monitoring to assure student remain focus.  During media resource provide keyboarding techniques.	Principal, CRT, FCIMS Facilitator and Guidance Counselor.	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	Print out of FAIR assessments.
10	Lack of understanding higher order questions.	Teachers will include higher order questioning in lessons across the curriculum. Staff development training on DOK and Gradual Release. Utilize Kagan Strategies.	Principal, CRT, FCIMS Facilitator.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to principal.	Classroom walkthroughs and focussed walkthroughs to observe higher order questioning being asked to students
11	Grade level and cross curriculum planning	Common planning by grade level and cross grade level groups.	Principal, CRT, BRT and CIMS.	Monthly reading committee meetings and weekly grade level meeting.	Analyze data for curriculum mapping.
12	Differentiated Instruction and RTI.	Implement para-tutor who will assist teacher during reading block. Title 1 teacher tutor pull small group tutoring.	Principal, Classroom teacher and Para professional tutor.	Review data assessment of students all tiers.	FAIR assessments and benchmark testing.
13	Inadequate data to drive instruction.	Implement school based data rubrics for resources. Implement student data chats	Classroom teacher, CRT, CIMS Facilitator, Title 1 tutors.	Review data assessment of students and other assessments data.	Classroom observation of curriculum being taught.
14	N/A	Stipends or release time for reading curriculum planning (PLC)	Principal	Review curriculum maps	Curriculum maps.
15	N/A	FCIM Facilitator will conduct Data Chats with grade level teams.	Principal and FCIM Facilitator.	Data Chat minutes.	Data notebooks.

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:	By the end of the school year, 2012-2013, the number of students scoring at levels 4,5 and 6 in reading as measured by the Florida Alternate Assesment Report is increase by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:



78%(7) of students scored 4 or higher.	83%(5) students will score 4 or higher on the FAA.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's Disability.	1. Small Group Instruction. 2. Job-embedded professional development. 3. Increase use of Higher of Thinking questions. 4. Extended day Tutoring. 5. Use of manipulatives. 5. RTI 6. Data Chats.	Administrative Team and Teacher.	Classroom walk throughs, Data Chats and RTI process.	All Assessment and FAA.
2	Excessive attendance and tardies.	Review District Policy.	Principal, BRT, Guidance Counselor and District Truancy Officer	Weekly review of attendance and tardy reports.	IC
3	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of mamipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology.	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments.
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.

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:	By the end of the school year, 2012-13, the number of students coring above proficient in reading as measured by the FCAT 2.0 will increase by 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(6) of students scored a 4 or above Achievement Level on the FCAT 2.0.	25%(19)will score a 4 or higher on the FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation for students to elevate/excell to a higher academic levels.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.

		system. (Dolphin of the Week). 4. Honor roll assemblies.			
2	Lack of time for enrichment studies for those students who are excelling at high academic levels.	1. Differentiated instructions. 2. Small group instruction. 3. Enrichment instructions. 4. Afterschool enrichment program.	Title 1 staff, CRT and teachers.	Lesson plans and walk throughs.	All assessments.
3	Fewer oppotunities for enrichment learning.	Continue after school enrichment tutoring.	Principal, teachers, CRT and CIMS Facilitator.	Review FAIR data reports.	FAIR Assessments.
4	Lack of availability for full utilization of Media Center resources.	Extend hours of media center to increase circulation. Increase student engagement activities generated by media specialist. Extended weekend/weeknights hours outside of the regular school day hours.	Media specialist	Review classroom and libray activities.	Sign in sheets
5	N/A	Students in grades 3-5 will utilize FCAT Explorer whcih provides F CAT practice in Reading.	CRT and Classroom teachers.	Review FCAT Explorer records.	FCAT Eplorer assessments.
6	N/A	FCIM Facilitor will conduct Data Chats with grade level teams. Discussions will be held to plan for proficient students.	Principal, FCIM Facilitator, Team Leader and CRT.	Data Chat Minutes.	Data notebooks, and lesson plans.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	By the end of the year students will achieve a 7 or higher in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(4) of students scored a 7 or higher on the FAA.	67%(4) of students will score a 7 or higher on the FAA.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive absentees and tardies.	Review District Attendance Policy	Principal, BRT, Guidance Counselor and District Truancy Officier	Review attendance on a weekly basis.	IC
2	Lack of background knowledge.	1. Increase use of Higher Order Thinking questions. 2. Increase rigor through the use of DOK. 3. Guided reading. 4. Students are expected to increase reading activity beyond the school day. 5. Kagan Structures.	Administrative team.	Lesson plans and classroom walk throughs.	All assessments.

3	Lack of parental support.	<ol style="list-style-type: none"> <li>1. Monthly Title 1 Parent workshops.</li> <li>2. Title 1 Annual Parent Meeting.</li> <li>3. Quarterly informal student report data to parents.</li> <li>4. Parent room for parent support, technology and etc.</li> <li>5. Staff development through Title 1.</li> </ol>	Administrative team, Title 1 staff and teachers.	Active participation in activities.	Sign in sheets and surveys.
4	Academic entry level.	<ol style="list-style-type: none"> <li>1. Work stations</li> <li>2. Flexible grouping</li> <li>3. Use of manipulatives.</li> <li>4. Use of Kagan structures</li> <li>5. Data driven decision making.</li> <li>6. Instructional Calendar</li> <li>7. Increase use of technology.</li> </ol>	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments.
5	Low motivation of students.	<ol style="list-style-type: none"> <li>1. Implementation of social and academic clubs. Continue with the Boys to Men club.</li> <li>2. Book Study</li> <li>3. Schoolwide Reward system. (Dolphin of the Week).</li> <li>4. Honor roll assemblies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Club sponsors.</li> <li>2. Staff</li> <li>3. Entire Staff.</li> <li>4. CIMS Facilitator and CRT.</li> </ol>	Active participation of programs	Enrollment of students.
6	Lack of background knowledge.	<ol style="list-style-type: none"> <li>1. Increase use of Higher Order Thinking questions.</li> <li>2. Increase rigor through the use of DOK.</li> <li>3. Guided reading.</li> <li>4. Students are expected to increase reading activity beyond the school day.</li> <li>5. Kagan Structures.</li> </ol>	Administrative Team and teacher.	lesson plans and classroom walk throughs.	All assessments.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the end of the school year, 2012-13, the number of students making learning gains in reading as measured by the the FCAT 2.0 will increase by 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(36)made learning gains on the FCAT 2.0 in 2013.	80%(162)will make learning gains on the Reading portion of the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge.	<ol style="list-style-type: none"> <li>1. Increase use of Higher Order Thinking questions.</li> <li>2. Increase rigor through the use of DOK.</li> <li>3. Guided reading.</li> <li>4. Students are expected to increase reading activity beyond the</li> </ol>	Administrative Team and Teachers.	Lesson plans will be reviewed and classroom walk throughs.	All assessments

		school day. 5. Kagan Structures.			
2	Excessive absentees and tardies.	Review District policies with parents.	Administrative team, and District Truancy Officer	Review attendance on a weekly basis.	IC reports.
3	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology. 8. District-Wide supplemental programs. (Brain Pop, Discovery Ed, Ticket 2 Read, V-math, Reflex Math etc.)	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs.	Enrollment of students.
5	Lack of time for more targeted small group instruction in Tier 2 and 3 classes. Lack of academic role models among peers.	Combine Tier 2 and 3 groups together. Tier 2 classes will utilize a Para during the 90 minute reading block for small group instruction.	ESE teacher, regular Ed. teacher and Para Tutor	Several assessment data.	Intervention Assessments
6	Students who have deficiencies that cannot be addressed during the 90 minute reading block.	Students will be pulled for additional remediation for 60 minutes daily.	Title 1 teacher tutor, ESE teacher and CRT.	Several assessment data.	Intervention Assessments.
7	Insufficient length of instructional day.	Title 1 extended day tutoring and 21st Century Tutoring program will offer to additional tutoring services for students.	Title 1, 21st Century staff, Principal and CRT.	Mastery of grade level benchmarks.	All assessment data.
8	Mobility of students.	Identify students at point of enrollment for those who scored below mastery. Students will receive 30 minutes of interventions through pull-out.	CRT, Principal and Data base.	Registration of new students.	FCAT Scores.

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:	By the end of the school year, 2012-13, the number of students making learning gains in reading on the FAA will to 100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	100%(6)students will make learning gains on the FAA.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parental Support.	1. Monthly Title 1 Parent workshops. 2. Title 1 Annual Parent Meeting. 3. Quarterly informal student report data to parents. 4. Parent room for parent support, technology and etc. 5. Staff development through Title 1.	Administrative team, Title 1 staff and teachers.	Active participants attending activities	Sign in sheets and surveys.
2	Lack of background knowledge.	1. Increase use of Higher Order Thinking questions. 2. Increase rigor through the use of DOK. 3. Guided reading. 4. Students are expected to increase reading activity beyond the school day. 5. Kagan Structures.	Administrative Team and Teachers.	Lesson plans will be reviewed and classroom walk throughs.	All assessments
3	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology. 8. District-Wide supplemental programs. (Brain Pop, Discovery Ed, Ticket 2 Read, V-math, Reflex Math etc.)	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Students in the Lowest 25% making learning gains in reading on the FCAT 2.0 will increase 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(46)made learning gains in Reading on FCAT 2.0.	80%(57)will make learning gains on the Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Lack of Parental Support.	1. Monthly Title 1 Parent workshops. 2. Title 1 Annual Parent Meeting. 3. Quarterly informal student report data to parents. 4. Parent room for parent support, technology and etc. 5. Staff development through Title 1.	Administrative team, Title 1 staff and teachers.	Review attendance verification and parent surveys.	Sign in sheets and surveys.
2	Lack of background knowledge.	1. Increase use of Higher Order Thinking questions. 2. Increase rigor through the use of DOK. 3. Guided reading. 4. Students are expected to increase reading activity beyond the school day. 5. Kagan Structures.	Administrative team and teachers	Lesson plans and walkthroughs.	All assessments.
3	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology.	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments.
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.
5	Insufficient length of instructional day.	Extended day tutoring for students who have deficiencies. Additional tutoring for students who participate in the 21st Century Program.	Principal, CRT, 21st Century Staff and Title I	Ongoing review of all assessment data.	All assessment.
6	SWD insufficient remediation.	1. ESE Resource teacher will give core reading instruction to ESE student. More small group instruction. 2. Title 1 teacher/tutor will pull students for remediation.	Teacher, Title 1 teacher tutor, ESE teacher, Principal and CRT.	Ongoing review of all assessment data.	All assessments.
7	Attendance.	Daily remediation of lowest quartile students by teachers, teacher tutors, and ESE teacher.	Principal and CRT.	Remediation assessments.	All assessments.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By the end of the 2012-13 school year, the number of students will increase their achievement score by 20% in comparison of 2011-12 to 2012-13 school year.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	39	44	50	55	61	
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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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	By the end of the school year, Black subgroup will make 20% higher on proficiency on the FCAT 2.0 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 Reading FCAT the (black) subgroup did make adequate proficiency.	The (black) subgroup will make 50%(65)proficiency on the Reading 2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient Remediation.	Students scoring a 1 or 2 on the 2012 FCAT 2.0 will receive an additional minutes of intensive reading during pullout block.	Title 1, Principal, CRT	All Assessments.	All assessment data.
2	Insufficient length of instructional day.	Students with deficiencies will be offered extended day tutoring by Title 1 and 21st Century Program. Extended day tutoring of 60 minutes in duration.	Title 1, Principal, CRT,	All Assessments.	All 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parental Support.	1. Monthly Title 1 Parent workshops. 2. Title 1 Annual Parent Meeting. 3. Quarterly informal student report data to parents. 4. Parent room for parent support, technology and etc. 5. Staff development	Administrative team, Title 1 staff and teacher.	Active participation of activities.	Sign in sheets and surveys.

		through Title 1.			
2	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology. 8. District-Wide supplemental programs. (Brain Pop, Discovery Ed, Ticket 2 Read, V-math, Reflex Math etc.)	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments
3	Excessive absentees and tardies.	Review District Policies with parents.	Administrative team and District Truancy Officer.	Review attendance on a weekly basis.	IC Reports.
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs.	Enrollment of students.
5	NA	NA	NA	NA	NA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Students in the SWD subgroup will make learning gains in reading with an increase of 20% on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT students did not meet .	Student in subgroup (SWD) will make 80% or higher proficiency in reading 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	Lack of Parental Support.	1. Monthly Title 1 Parent workshops. 2. Title 1 Annual Parent Meeting. 3. Quarterly informal student report data to parents. 4. Parent room for parent support, technology and etc. 5. Staff development through Title 1.	Administrative team, Literacy team, Title 1 staff, and teachers.	Active participation by parents.	Sign in sheets and surveys.
2	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar	Literacy team and teachers.	Lesson plans and walkthroughs	All assessments



		7. Increase use of technology. 8. District-Wide supplemental programs. (Brain Pop, Discovery Ed, Ticket 2 Read, V-math, Reflex Math etc.)			
3	Excessive absentees and tardies.	Review District policies with parents. After school detention.	Administrative team and District Truancy Officer.	Review attendance on a weekly basis.	IC attendance reports.
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs.	Enrollment of students.
5	Reading and Language deficiencies in SWD subgroup.	1. Students in Intense Intervention group/class will have the ESE teacher co-teach during the 90 minute reading block. ESE teacher will use SRA as a resource to build student skills.  2. Students will be pulled out for additional remediation services for 60 minutes.  3. Students will be offered extended day tutoring.  4. Kagan strategies taught with fidelity to increase oral language skills.  5. Kindergarten to continue use of Language for Learning program.	ESE teacher, Title 1, Principal, CRT and CIMS Facilitator.	All assessments.	All 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Students in the Economically Disadvantaged subgroup will make learning gains in reading with an increase of 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students in Economically Disadvantaged subgroup did make AYP in Reading on the 2011 FCAT.	Students in subgroup Economically Disadvantaged will make 80% or higher proficiency in reading 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
	High number of reading deficits among student in economically disadvantage subgroup and attendance.	1. Classes with ESE students in low ability classes will have the ESE teacher co-teach during the 90 minute reading block. ESE teacher will	ESE teacher, Title 1, Principal, CRT and CIMS	All assessments.	All assessment data.

1	<p>use SRA as a resource to build student skills.</p> <p>2. Students will be pulled out for additional remediation services for 60 minutes.</p> <p>3. Students will be offered extended day tutoring.</p> <p>4. Para professional pushing in during 90 min. Reading block.</p>		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM Focus Lesson	K-5	FCIM Facilitator	School-wide	2012-13 school year.	Focus Lesson Observation and Sign in sheet.	Principal, FCIMS facilitator and CRT.
Literacy Workstations training and DOK	K-5	District Reading Coach	New teacher to school and refresher if needed for others.	2012-12 school year.	Observations of stations and higher order of questioning.	Principal, CRT and Literacy team.
Kagan training	K-5	District personnel	New teachers to school and refresher if needed for others.	2012-13 school year.	Observation of Kagan structures being used.	Principal, CRT and Literacy team.
Technology training	K-5	District Tech coaches.	School-wide	2012-13 school year.	observation of technology resources being used in the classroom.	Principal, Literacy team and tech coaches.
Gradual Release	K-5	District Reading Coach	School-wide	2012-13 school year.	Observation, walk throughs and lesson plans.	Principal, CRT and Reading Coach.
Book Study	K-5	Principal	School-wide	2012-13 school year.	Book Study Session	Principal
Common Core Text Complexity	K-2	District Reading Coach	K-2	2012-13 School year	Observation and Student gain score and assessments.	CRT and District Reading Coach
Content Reading through Science	K-5	District Reading Coach and District Science Coach	Schol-wide	2012-13 school year	Lesson plans	District Reading and Science Coaches
Civic Benchmarks through Reading	K-5	District Reading Coach	School-wide	2012-13 school year	Lesson plans	District Reading Coach
Guided Reading	K-5	District Reading Coach	School-wide	2012 - 2013 school year	Focus on guided reading during small group instruction.	Principal, CRT and District reading coach

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Teacher/Para Tutorial Staff	Title 1 tutoring	Title 1	\$230,032.00
Building Vocabulary Kits	Instructional materials	Title 1/school budget	\$900.00
Chart paper/dry erase markers/journals, ect.	Instructional materials	Title1/School budget	\$1,000.00
Social Studies Weeklys	Instructional materials	Title 1/School budget	\$500.00
			Subtotal: \$232,432.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Training	Lady Bug Document Camera	Title 1 and School Budget	\$2,000.00
			Subtotal: \$2,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
DOK, Gradual Release, Work Stations, guided reading and Common Core Text complexity.	District Coaches	District	\$0.00
PLC	Book Study	Title 1	\$1,200.00
			Subtotal: \$1,200.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Before and After School tutoring	Title 1 staff	Title 1	\$5,000.00
Staff substitutes for Lesson Study	Pull in substitutes for teacher coverage.	School budget	\$600.00
			Subtotal: \$5,600.00
			<b>Grand Total: \$241,232.00</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:				
2012 Current Percent of Students 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
No Data Submitted				

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:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

*End of 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:	By the end of the school year, 2012-13, the number of students proficient in Math as measured by the FCAT 2.0 will increase by 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(31)made proficiency on 2012 FCAT 2.0.	71%(100) or higher will achieve proficiency in Math on the 2013 FCAT.

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive absentees and tardies	Review District policies with parents.	Principal, BRT, Guidance Counselor and District Truancy Officer.	Review attendance on a monthly basis.	Attendance data form.
2	Lack of parental support.	1. Monthly Title 1 Parent workshops. 2. Title 1 Annual Parent Meeting. 3. Quarterly informal student report data to parents. 4. Parent room for parent support, technology and etc. 5. Staff development through Title 1.	Title 1 staff and Administrative Team.	Review sign in sheets for participation.	Sign in sheets.
3	Mobility of students.	1.Thorough academic check on new students entering the school. 2. Student buddy system.	Guidance Counselor, CRT, data base and Administrative Team.	Review enrollment status.	IC
4	Lack of background knowledge.	1. Increase use of Higher Order Thinking questions. 2. Increase rigor through the use of DOK. 3. Guided reading. 4. Students are expected to increase reading activity beyond the school day. 5. Kagan Structures.	Administrative Team and Teachers.	Lesson plans will be reviewed and classroom walk throughs.	All assessments
5	Lack of sufficient instructional time.	1. Extended Instructional Reading Block. 2. Title 1 after-school	Administrative Team.	Implementation success of activities and active participation of programs.	Enrollment of students.
6	Lack of teacher content knowledge.	1. Lesson study. 2. Professional Learning Communities. 3. Job-embedded professional Development throughout the year. 4. Content Area Committees. 5. Book Study 6. Team lesson planning.	Administrative Team, Team leader, and Teachers.	Lesson plans will be reviewed and classroom walk throughs.	All assessments.

7	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.
8	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology.	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments.
9	High number of students with deficiencies in math.	1. County provided technology resources to be use for curriculum reinforcement.  2. Increase the use of manipulatives and hands-on activities during math instruction.  3. Title 1 para's to assist teachers to pull out small groups for mediation.  4. Calendar Math will continue to be used but taught with fidelity in all grades.  5. Title 1 pull out in math.  6. Kagan Coaching for teachers.  Use of smart boards for curriculum reinforcement.	Principal, and CRT.	All assessments.	Assessment Data.
10	Grade level combination classes.	Implement a para professional in classroom for additional personnel support and small group pull out.	Principal, teacher and para	All assessments.	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 mathematics.  Mathematics Goal #1b:	By the end of the school year 2012-13, school year, the number of students making a 4 or higher on the FAA will increase 10%(1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(5) students made a 4 or higher on the FAA.	83%(5)will make a 4 or higher on the FAA.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Student's Disability.	1. Small Group Instruction. 2. Job-embedded professional development. 3. Increase use of Higher of Thinking questions. 4. Extended day Tutoring. 5. Use of manipulatives. 5. RTI 6. Data Chats.	Administrative Team and Teacher.	Classroom walk throughs, Data Chats and RTI process.	All Assessment and FAA.
2	Excessive attendance and tardies.	Review District Policy.	Principal, BRT, Guidance Counselor and District Truancy Officer	Weekly review of attendance and tardy reports.	IC
3	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of mamipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology.	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments.
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.

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:	Improve 15 percent of students scoring levels 4 and 5 on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6%(10)made a level 4 or 5 on 2012 FCAT 2.0.	Increase by 30%(21) on students scoring levels 4 and 5 on 2012 FCAT.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation for students to elevate/excell to a higher academic levels.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.
2	Lack of time for enrichment studies for those students who are excelling at high academic levels.	1. Differentiated instructions. 2. Small group instruction. 3. Enrichment instructions. 4. Afterschool enrichment	Title 1 staff, CRT and teachers.	Lesson plans and walk throughs.	All assessments.



		program.			
3	Lack of Math Enrichment for students.	1. Tier 1 classes will engage in enrichment activities during RTI scheduled time and 60 minute math block.  2. Before school or After school Enrichment for students.	Title 1, CRT, CIMS Facilitator, and principal.	All types of assessments.	Assessment data.
4	N/A	AIMS and GEMS activities will taught with fidelity by math teachers.	Principal and CRT.	Usage of activities in lesson.	Assessment data.
5	N/A	Use of technology in tier 1 class. Smart Boards and Smart Responses.	Principal and CRT.	Lesson plans and monitoring of smartboard usage.	Lesson plans.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	By the end of the school year 2012-13, the number of students in math on the FAA will increase by 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(2) scored a 7 or higher on the 2012 FAA.	57%(4)will score a 4 or higher on the 2013 FAA.

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	Excessive absentees and tardies.	Review District Attendance Policy	Principal, BRT, Guidance Counselor and District Truancy Officer	Review attendance on a weekly basis.	IC
2	Lack of background knowledge.	1. Increase use of Higher Order Thinking questions.  2. Increase rigor through the use of DOK. 3. Guided reading. 4. Students are expected to increase reading activity beyond the school day. 5. Kagan Structures.	Administrative team.	Lesson plans and classroom walk throughs.	All assessments.
3	Lack of parental support.	1. Monthly Title 1 Parent workshops. 2. Title 1 Annual Parent Meeting. 3. Quarterly informal student report data to parents. 4. Parent room for parent support, technology and etc. 5. Staff development through Title 1.	Administrative team, Title 1 staff and teachers.	Active participation in activities.	Sign in sheets and surveys.
4	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments.

		making. 6. Instructional Calendar 7. Increase use of technology.			
5	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.

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:	Students Making Learning gains will increase 25% in students achieving proficiency on Math 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(31)made learning gains on the 2012 FCAT.	70%(50) or higher will achieve proficiency in Math on the 2012 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge.	1. Increase use of Higher Order Thinking questions. 2. Increase rigor through the use of DOK. 3. Guided reading. 4. Students are expected to increase reading activity beyond the school day. 5. Kagan Structures.	Administrative Team and Teachers.	Lesson plans will be reviewed and classroom walk throughs.	All assessments
2	Excessive absentees and tardies.	Review District policies with parents.	Administrative team, and District Truancy Officer	Review attendance on a weekly basis.	IC reports.
3	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology. 8. District-Wide supplemental programs. (Brain Pop, Discovery Ed, Ticket 2 Read, V-math, Reflex Math etc.)	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs.	Enrollment of students.

		4. Honor roll assemblies.			
5	Students with deficiencies in Math that are not meeting proficiency in Learning Gains.	<p>1. Mifflin/Harcourt Go Math, will show improvement in delivery of lesson.</p> <p>2. Increase the use of manipulatives and hands-on activities during math instruction.</p> <p>3. Title 1 para's to assist teachers in combinaiton classes. Pulling out small groups for mediation.</p> <p>4. ESE students will be taught by ESE teacher for full math instruction, giving a small group for delivery. Using Go Math Series. Pullout, with an additional 30 minutes using SRA Numbers World.</p> <p>5. Calendar Math will continue to be used but taught with fidelity in all grades.</p> <p>6. Title 1 pull out in math.</p>	Principal, and CRT.	All assessments.	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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parental Support.	<p>1. Monthly Title 1 Parent workshops.</p> <p>2. Title 1 Annual Parent Meeting.</p> <p>3. Quarterly informal student report data to parents.</p> <p>4. Parent room for parent support, technology and etc.</p> <p>5. Staff development through Title 1.</p>	Administrative team, Title 1 staff and teachers.	Active participants attending activities	Sign in sheets and surveys.
	Lack of background knowledge.	<p>1. Increase use of Higher Order Thinking questions.</p> <p>2. Increase rigor through the use of DOK.</p>	Administrative Team and Teachers.	Lesson plans will be reviewed and classroom walk throughs.	All assessments

2		3. Guided reading. 4. Students are expected to increase reading activity beyond the school day. 5. Kagan Structures.			
3	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology. 8. District-Wide supplemental programs. (Brain Pop, Discovery Ed, Ticket 2 Read, V-math, Reflex Math etc.)	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	By the end of the 2012-13, school year, the number of students in the lowest 25% making learning gains will increase by 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(31)made learning gains in the Lowest 25% in 2012 FCAT 2.0.	Will have at least a 25%(46) increase in learning gains for the Lowest 25% on the FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parental Support.	1. Monthly Title 1 Parent workshops. 2. Title 1 Annual Parent Meeting. 3. Quarterly informal student report data to parents. 4. Parent room for parent support, technology and etc. 5. Staff development through Title 1.	Administrative team, Title 1 staff and teachers.	Review attendance verification and parent surveys.	Sign in sheets and surveys.
2	Lack of background knowledge.	1. Increase use of Higher Order Thinking questions. 2. Increase rigor through the use of DOK. 3. Guided reading. 4. Students are expected to increase reading activity beyond the	Administrative team and teachers	Lesson plans and walkthroughs.	All assessments.

		school day. 5. Kagan Structures.			
3	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology.	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments.
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs	Enrollment of students.
5	Continue Strategies used during the previous year.	Go Math taught by ESE teacher for small group instruction. ESE pullout for an additional 30 minutes of SRA Numbers World for ESE students.  Title I para assistance in classroom.  Aims and Gems activities will be utilized.  Identify and closely monitor the progress of the lowest percentile, pull out groups for interventions.  Implementation of the HELP Math Program.	Title 1, ESE teacher Regular Ed. teacher, Principal, CRT.	All assessments.	Assessment data.
6	N/A	Calendar Math taught with fidelity.	Principal and CRT	Visual assessment within classroom and all assessments.	Visual assessment of classroom.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By the end of the 2012-13 school year, the number of students will reduce the achievement gap by 25% with comparing 2012 and 2013 FCAT results. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	27	38	45	51	57	

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:	Student will increase in making Adequate Yearly Progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Did not make AYP in Black subgroup for the 2011 FCAT.

Will make a 30% increase on 2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High number of students with deficiencies in math in (black) subgroup.	1. County provided technology resources to be use for curriculum reinforcement. 2. Increase the use of manipulatives and hands-on activities during math instruction. 3. Title 1 para's to assist teachers in combination classes. Pulling out small groups for mediation. 4. ESE student pullout, giving an additional 30 minutes using SRA Numbers World. 5. Calendar Math will continue to be used but taught with fidelity in all grades. 6. Title 1 pull out in math. 7. Kagan Coaching for teachers.  Use of smart boards for curriculum reinforcement.	Principal and CRT	All assessments	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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

NA

Mathematics Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

NA

NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parental Support.	1. Monthly Title 1 Parent workshops. 2. Title 1 Annual Parent Meeting. 3. Quarterly informal student report data to parents.	Administrative team, Title 1 staff and teacher.	Active participation of activities.	Sign in sheets and surveys.

		4. Parent room for parent support, technology and etc. 5. Staff development through Title 1.			
2	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology. 8. District-Wide supplemental programs. (Brain Pop, Discovery Ed, Ticket 2 Read, V-math, Reflex Math etc.)	Administrative team and teachers.	Lesson plans and walkthroughs	All assessments
3	Excessive absentees and tardies.	Review District Policies with parents.	Administrative team and District Truancy Officer.	Review attendance on a weekly basis.	IC Reports.
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs.	Enrollment of students.
5	NA	NA	NA	NA	NA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	By the end of the school year 2012-13, the number of students in SWD subgroup will increase in math by 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	Will increase 30% on the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parental Support.	1. Monthly Title 1 Parent workshops. 2. Title 1 Annual Parent Meeting. 3. Quarterly informal student report data to parents. 4. Parent room for parent support, technology and etc. 5. Staff development through Title 1.	Administrative team, Literacy team, Title 1 staff, and teachers.	Active participation by parents.	Sign in sheets and surveys.
	Academic entry level.	1. Work stations 2. Flexible grouping 3. Use of manipulatives. 4. Use of Kagan	Literacy team and teachers.	Lesson plans and walkthroughs	All assessments

2		structures 5. Data driven decision making. 6. Instructional Calendar 7. Increase use of technology. 8. District-Wide supplemental programs. (Brain Pop, Discovery Ed, Ticket 2 Read, V-math, Reflex Math etc.)			
3	Excessive absentees and tardies.	Review District policies with parents. After school detention.	Administrative team and District Truancy Officer.	Review attendance on a weekly basis.	IC attendance reports.
4	Low motivation of students.	1. Implementation of social and academic clubs. Continue with the Boys to Men club. 2. Book Study 3. Schoolwide Reward system. (Dolphin of the Week). 4. Honor roll assemblies.	1. Club sponsors. 2. Staff 3. Entire Staff. 4. CIMS Facilitator and CRT.	Active participation of programs.	Enrollment of students.
5	N/A	ESE teacher will teach Go Math to ESE student. Small group instruction.	ESE teacher, CRT and Principal.	All assessments.	Assessment data.
6	Lack of fundamental math skills.	1. ESE pullout for additional 30 minutes of SRA Numbers World for students with disabilities.  2. ESE teacher Co/Teach with regular ed. Teacher in low academic ability classes.  3. Targeted RTI.	ESE teacher, Title 1, Regular Ed. Teacher, CRT and Principal.	All assessments.	Assessment data.
7	N/A	Staff will use more hands on guided practice using manipulative.	ESE teacher, Regular Ed. Teacher, CRT and Principal.	All assessments.	Observance of manipulatives being used.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	Economically Disadvantage subgroup will increase proficiency in Math on the FCAT 2.0 by 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	30% increase in the percentage of students in Economically Disadvantaged subgroup on the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	High number of students with lack of fundamental math skills.	1. County provided technology resources to be use for curriculum reinforcement.  2. Increase the use of manipulatives and hands-on activities during math	Principal, CRT, Title 1	All assessments.	Assessment data.



1		<p>instruction.</p> <p>3. Title 1 para's to assist teachers in lower academic ability classes. Pulling out small groups for mediation.</p> <p>4. ESE student pullout, giving an additional 30 minutes using SRA Numbers World.</p> <p>5. Calendar Math will continue to be used but taught with fidelity in all grades.</p> <p>6. Title 1 pull out in math.</p> <p>7. Kagan Coaching for teachers.</p> <p>Use of smart boards for curriculum reinforcement.</p>		
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*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
Calendar Math Training	K-5	District Math Coach	School-wide	2012-13 school year.	Observation	CRT, Principal
DOK	K-5	District Math Coach	school-wide	2012-13 school year	walk throughs and lesson plans	CRT, Principal
Common Core Overview	K-1	CRT	K-1	2012-13 school year	assessments and lesson plans	CRT
Math Work Stations	K-5	District Math Coach and CRT	school-wide	2012-13 school year	walk throughs and lesson plans	CRT, Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Title 1 Teacher Tutor and Title I para tutors.	Student achievement support personnel	Title 1	\$0.00
Everyday Math Counts/Calendar Math Kits	Materials	Title 1	\$600.00
Subtotal:			\$600.00
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
Calendar Math Training	Staff development for Calendar math.	District	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$600.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Improve by 30% of students scoring levels 3, 4 and 5 on 2013 FCAT Science 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
28%(15)made proficiency on 2012 FCAT.		35%(25) will make proficiency on the 2013 FCAT Science 2.0.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of foundational skills.	1. Schoolwide science focus K-5. Science will be taught with fidelity in all grades. 2. Weekly hands on inquiry science lab. 5th grade classes will use lab twice a week. 3. Higher order of thinking and problem solving activities.	Principal, District Science Coach, Principal and CRT.	All assessments.	Assessment data.
2	Lack of proficiency with cognitive complexity.	Teachers K-5 will receive training in scientific methods, science standards, science pacing guide and AIMS.	Principal, District Staff and CRT	Meeting in attendance.	Training sign in sheet.
3	Lack of familiarity of scientific vocabulary terms.	1. Science word wall outlined in classroom. 2. Participation in Science Fair. 3. Increase use of expository text. 4. DOK- Problem	Principal, CRT, BRT and Teachers.	Assessments	Weekly Test

	solving.			
	4. Vocabulary and terms competitions.			

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	To increase number of students making 4 and 5 on Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%(4)Made a 4 or 5 on the 2011 FCAT.	A 15% increase of students will make a 4 or higher on 2012 Science 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	Deficits in problem solving and application.	Increase instructional focus on problem solving.	Principal, CRT, Teachers and District staff.	All Assessments.	Assessment Data.
2	N/A	1. Higher order of thinking question for students.  2. Students will receive hands on science labs twice a week for 5th grade.	Principal, CRT and Teachers	All Assessments	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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	No report in this area. (NA)
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Science Goal # 2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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
Content Reading	K-5	District Science Coach	wchool-wide	2012-13 school year	Lesson plans	CRT and Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title 1 para professionals	Combo class with personnel support to increase student achievement.	Title 1	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## 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:	80% of students or higher will make a 4 in writing on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69(31)% of students made AYP in writing. 4.0 or better.	75%(33) or more will make a 4.0 on the 2013 Writing 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 not making 4 or higher in writing.	<ol style="list-style-type: none"> <li>Weekly writing prompts will be reviewed and rubric graded by teachers.</li> <li>K-5 utilization of school writing program.</li> <li>Daily/weekly use of journals across the curriculum.</li> <li>Title 1 pullouts for struggling students to increase writing skills.</li> </ol>	Principal, and CRT.	Review Prompts, Lesson plans, and observation by classroom walkthroughs.	Writing rubric, and Lesson plans.
2	Transportation	<ol style="list-style-type: none"> <li>Before and After school tutoring. Identify struggling students to increase writing skills.</li> <li>Writing Club</li> </ol>	Principal, teachers CRT and Title 1 Tutors.	Writing Assessments	Assessment data.
3	New FCAT scoring rules focussed on spelling and grammar usage.	<ol style="list-style-type: none"> <li>Integrate grammar/spelling instruction into writing block.</li> <li>Writing across content areas.</li> </ol>	Principal and CRT.	Writing Assessments.	Assessment data.
4	Language	<ol style="list-style-type: none"> <li>Increase grammar and spelling instruction.</li> <li>Provide independent practice at work stations.</li> <li>Extended instructional block.</li> <li>Implementation of Literary block. Reading and Writing combined.</li> </ol>	Literary team	Writing Assessments	All 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 4 or higher in writing.	By the end of the 2012-13, school year, the number of
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Writing Goal #1b:	students in writing will increase 10% on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3)made a 4 or higher on the 2012 Florida Writes.	50%(2)will make a 4 or higher on the 2013 Florida Writes.

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 skill and knowledge.	1. Weekly writing prompts will be reviewed and rubric graded by teachers. 2. K-5 utilization of school writing program. 3. Daily/weekly use of journals across the curriculum. 4. Title 1 pullouts for struggling students to increase writing skills.	Principal, and CRT. Review Prompts,	Lesson plans, and observation by classroom walkthroughs.	Writing rubric, and Lesson plans.

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
State Writing Workshop	4th Grade Writing teachers	DOE	4th grade teachers, Literacy Coach, and CRT	August 2012	Completion of training	DOE
District Writing Training	4th Grade Writing teachers	District personnel	4th Grade writing teachers.	2012-13 school year	Assessments	CRT

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hand Writing With Tears	Materials	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
State Writing Workshop	Writing training for 4th grade staff.	Title 1	\$500.00
			Subtotal: \$500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Substitutes for staff to participate in writing training	Substitutes for staff training	School Budget	\$300.00
			Subtotal: \$300.00
			<b>Grand Total: \$2,800.00</b>

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		Decrease the number of absentee to increase student achievement.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
99.67% (438)		95% (385)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
147		110			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
112		101			
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 parent awareness of the negative impact on student learning.	1. Reinforce the importance of attendance through heighten communication with parents. 2. Parent Conferences. 3. Schoolwide reward redemption. 4. Implementation of Homeroom parents for each homeroom class. 5. Parent Workshops.	Principal, BRT, and Trunacy Officier.	Monthly or as needed evaluation of data.	Analyze data provided by Infinite Campus.

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
District Discipline Meeting for Deans and BRT's	K-12	Distict Personnel	Behavior, Attendance and etc.	2012-13 School Year	IC Reports	BRT, Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Decrease the number of suspensions by 10% in order to increase academic instructional time.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
29	19



2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
19	15
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
92	50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
29	22

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	Increase in the number of students enrolling in this school year with a history of discipline actions/suspensions.	<ol style="list-style-type: none"> <li>1. Use of Kagan Strategies.</li> <li>2. RTI Behavioral interventions provided by Guidance Counselor.</li> <li>3. Conflict Resolution and Bullying Programs.</li> <li>4. Proactive schoolwide rewards program.</li> <li>5. Add Guidance Counselor to the resource wheel, providing training on life skills to all students.</li> <li>6. Reward recognition for good behavior. Dolphin of the week, Fun Fridays, and certificates.</li> </ol>	BRT, Principal, BRT para, Discipline Committee and Guidance Counselor.	Monthly or as needed monitoring of suspensions. Review suspension status at Discipline Committee meeting.	Data showing decrease in the number of suspension compared to previous year.

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
District Behavior meetings for Deans and BRT's	K-12	District Personnel	Discipline	2012-13 school year	IC Reports	BRT, Principal

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
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Increase percentage of parents participating in school activities.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
40% of parents participated in school activities during the 2011-12 school year.		55% of parents will participate in school activities during the 2012-13 school year.			
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. Transportation. 2. Parent's motivation of students' education. 3. Child care.	1. Target parents to serve as homeroom parents. 2. 2nd Cup of Coffee gathering. 3. Effective PTA informing parents of events and activities within the school's	Entire staff.	Log in sheets. Increase number of parents participating in parent activities.	Sign in sheets, and Titles 1 surveys.

1	<p>organization.</p> <p>4. Monthly parent activities.</p> <p>5. Provide parent activities within the community.</p> <p>6. Parent Room available stocked with parent resources.</p> <p>7. Parent Portal will be implemented to keep parents informed about their child's academic progress.</p> <p>8. Provide child care services during planned activities.</p>			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Title 1 Parent Module training.	K-5	Title 1 LEA	School wide	2012-13 School year.	Quarterly meetings throughout the year.	Principal and Title 1 LEA

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement Workshops/teacher stipends	Workshops in all area to inform/assist parental support for student achievement.	Title 1	\$1,500.00
			Subtotal: \$1,500.00
			<b>Grand Total: \$1,500.00</b>

## 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:			To implement STEM school wide and content areas to be integrated with fidelity.		
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 knowledge.	1. Professional development. 2. Guest speakers inquiring with in the content area. 3. STEM projects during the course of the year in the content and non-content areas. 4. School wide recycle program. 5. Content committee meetings.	Staff	Review info logs/records of participation.	Completion of activities and sign in activities.

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

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

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

STEM Budget:

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

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher/Para Tutorial Staff	Title 1 tutoring	Title 1	\$230,032.00
Reading	Building Vocabulary Kits	Instructional materials	Title 1/school budget	\$900.00
Reading	Chart paper/dry erase markers/journals, ect.	Instructional materials	Title1/School budget	\$1,000.00
Reading	Social Studies Weeklys	Instructional materials	Title 1/School budget	\$500.00
Mathematics	Title 1 Teacher Tutor and Title I para tutors.	Student achievement support personnel	Title 1	\$0.00
Mathematics	Everyday Math Counts/Calendar Math Kits	Materials	Title 1	\$600.00
Writing	Hand Writing With Tears	Materials	Title 1	\$2,000.00
				Subtotal: \$235,032.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Technology Training	Lady Bug Document Camera	Title 1 and School Budget	\$2,000.00
				Subtotal: \$2,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	DOK, Gradual Release, Work Stations, guided reading and Common Core Text complexity.	District Coaches	District	\$0.00
Reading	PLC	Book Study	Title 1	\$1,200.00
Mathematics	Calendar Math Training	Staff development for Calendar math.	District	\$0.00
Writing	State Writing Workshop	Writing training for 4th grade staff.	Title 1	\$500.00
				Subtotal: \$1,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Before and After School tutoring	Title 1 staff	Title 1	\$5,000.00
Reading	Staff substitutes for Lesson Study	Pull in substitutes for teacher coverage.	School budget	\$600.00
Science	Title 1 para professionals	Combo class with personnel support to increase student achievement.	Title 1	\$0.00
Writing	Staff Substitutes for staff to participate in writing training	Substitutes for staff training	School Budget	\$300.00
Parent Involvement	Parent Involvement Workshops/teacher stipends	Workshops in all area to inform/assist parental support for student achievement.	Title 1	\$1,500.00
				Subtotal: \$7,400.00
				Grand Total: \$246,132.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn 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.

[View uploaded file](#) (Uploaded on 11/20/2012)

## 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.



If NO, describe the measures being taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
Instructional needs for the school and finance substitutes for testing purposes.	\$600.00

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



# 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

Alachua School District LAKE FOREST ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	51%	80%	32%	214	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	47%	59%			106	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?	47% (NO)	67% (YES)			114	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					434	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Alachua School District LAKE FOREST ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	51%	83%	18%	209	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	57%	59%			116	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?	57% (YES)	90% (YES)			147	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					472	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested