

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FOREST LAKE ELEMENTARY SCHOOL

District Name: Volusia

Principal: Ramonita Pagan

SAC Chair: Amy Adkins

Superintendent: Dr. Margaret Smith

Date of School Board Approval: Pending School Board Approval
December 11, 2012

Last Modified on: 10/17/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ramonita Pagan	BA Elementary Education MA Educational Leadership ESOL	9	9	2011 A School, AYP 77% (84% R / 86% M; 68% R/ 67% M; 58% R/64% M); AYP-N 2010 – A School, AYP 92% (89% R / 86% M; 69% R/ 74% M; 58% R/ 56% M); AYP-N 2009 – A School, AYP 100% (90% R/ 87% M; 72% R/ 72% M; 65% R/ 63% M); AYP-Y 2008 – A School, AYP 92% (87% R/ 89% M; 68% R/ 74% M; 67% R/ 60% M); AYP-N 2007 – B School, AYP 97% (83% R/ 84% M; 69% R/ 61% M; 53% R/ 46%M); AYP-N 2006 – B School, AYP 100% (84% R/ 82% M; 55% R / 54% M; 48% R); AYP- Y 2005 – A School, AYP 93% (88% R / 80% M; 71% R / 66 M; 61% R); AYP- P 2004 – A School, AYP 100% (85% R/ 81% M; 80%R/ 79% M; Adequate Progress 82% / Yes) *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

Assis Principal	Jamie T. Robinson	Masters of Social Science Education/Certification in Educational Leadership K-12	2	5	2011 D - AYP No- 72% (33% R, 69% M, 40% LG-R, 70% LG-M, 40% LQR, 62% LQM) 2010 A School - AYP No- 74% (73% R, 69% M, 65% LG-R, 70% LG-M, 69% LQ-R, 69% LQM) 2009 A School - AYP No - 92% (72% R, 69% M, 68% LG-R, 70% LG-M, 70% LQ-R, 67% LQM) 2008 A School - AYP No- 74% (68%R, 64% M, 61% LG-R, 70% LG-M, 57% LQ-R, 67% LQM) *(% Proficient Reading/Math: % Learning Gains R/M; % Lowest 25% Learning Gains R/M)
-----------------	-------------------	--	---	---	---

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)
Academic Coach	Robin Ferrara	Bachelor's Degree / Certified in Elementary Education, ESOL, Gifted	15	5	2012 - N/A (not an academic coach) 2011 - A School, AYP 77% (84% R / 86% M; 68% R/ 67% M; 58% R/64% M); AYP-N 2010 - A School, AYP 92% (89% R / 86% M; 69% R/ 74% M; 58% R/ 56% M); AYP-N 2009 - A School, AYP 100% (90% R/ 87% M; 72% R/ 72% M; 65% R/ 63% M); AYP-Y 2008 - A School, AYP 92% (87% R/ 89% M; 68% R/ 74% M; 67% R/ 60% M); AYP-N
Academic Coach	Vikki Wagenhauser	Bachelor's Degree / Certified in Elementary Education, ESOL	14		N/A First year instructional coach

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	1. New Teacher Programs (Professional Development, Mentors, Peer Classroom Visits, PAR Teachers, E3 Participation)	Administration	June 2013	
2	2. PLC Activities	Administration, Leadership Team, Staff	June 2013	
3	3. Promotion of School (Brochures, Advertisement, Events, Website)	Administration, Leadership Team, Staff, PTO	June 2013	
4	4. Student Showcase / Recognition	Administration, Staff	June 2013	
5	5. Leadership Opportunities	Administration	June 2013	
6	6. Staff Professional Development	Administration, Leadership Team, Staff	July 2013	
7	7. Celebrations/ Teacher Recognition	Administration, Leadership Team, Staff	June 2013	
8	8. Network w/ Community and Business Partners	Administration, Leadership Team, Staff, PTO	July 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3% (2)	Teaching out of field (gifted); currently taking certification classes

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
56	1.8%(1)	28.6%(16)	32.1%(18)	37.5%(21)	32.1%(18)	0.0%(0)	8.9%(5)	1.8%(1)	60.7%(34)

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
Elaine Beeghly	Nichole Delemeester	First year teacher on FLE Gifted team and is being mentored by a highly qualified teacher of gifted students	Coaching, observation, collaborative planning as needed, PAR teacher activities, and E3 participation
Elaine Beeghly	Nancy Shelton	New to FLE Gifted team and is being mentored by a highly qualified teacher of gifted students	Coaching, observation, collaborative planning as needed
Elaine Beeghly	Laura Matthews	New to FLE Gifted team and is being mentored by a highly qualified teacher of gifted students	Coaching, observation, collaborative planning as needed
Windy Ramsey	Kristi Bloom	New to FLE 4th grade team and is being mentored by a highly qualified 4th grade teacher	Coaching, observation, collaborative planning as needed
Patricia Tudeen	Elissa Womack	New to FLE 2nd grade team and is being mentored by a highly qualified 2nd grade teacher	Coaching, observation, collaborative planning as needed
		New to FLE	

Susan Turner	Lynne Beery	3rd grade team and is being mentored by a highly qualified 3rd grade teacher	Coaching, observation, collaborative planning as needed
Patricia Tudeen	Christine Muro	New to FLE 2nd grade team and is being mentored by a highly qualified 2nd grade teacher	Coaching, observation, collaborative planning as needed
Susan Lefils	Lauren Laggner	New to FLE Kindergarten team and is being mentored by a highly qualified kindergarten teacher	Coaching, observation, collaborative planning as needed
Kristen Goodnoe	Kristina Esposito	New to FLE 1st grade team and is being mentored by a highly qualified 1st grade teacher	Coaching, observation, collaborative planning as needed
Kristen Goodnoe	Monica Faistenhammer	New to FLE 1st grade team and is being mentored by a highly qualified 1st grade teacher	Coaching, observation, collaborative planning as needed

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

Under Title I Part A our school works with outside agencies that provide specific services to target children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Forest Lake Elementary include:

- Two Academic Coaches for the purpose of comprehensive staff development
- Six teacher tutors, 24 hours per week for student instructional purposes
- Materials and supplies to enhance the current curriculum
- Substitute funds and registration fees for teachers to attend staff development workshops
- Substitute funds for teachers to have data review and planning days (one day per grade level)
- Parent-to-Kids Workshop materials, instruction, and childcare
- Childcare for Student Advisory Council meetings

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences

- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Forest Lake Elementary utilizes these resources through the following:

- After School Tutoring in Reading

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Bullying Program
- Red Ribbon Week Activities

Nutrition Programs

Forest Lake Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Running Club

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

N/A

Other

Forest Lake Elementary offers students' career awareness opportunities through guest speakers from business and industry, and field trips to business and industry locations.

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 data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Supports the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, ensures parents are provided information about PS/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensures that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Academic Coaches: 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 need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered at risk; assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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 school based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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 school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as

well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Describe the plan to train staff on MTSS.

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures adequate professional development is scheduled for faculty. Provides opportunities for advancement of research-based strategy implementation for student achievement.

Academic Coaches: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Assist instructional staff with initiating Common Core State Standards including increasing literacy rigor in the classroom.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level, and school-wide data in order to develop appropriate targeted interventions linked to academic or emotional/behavioral problems. Ensures that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver content area general instruction, as well as, Tier 1 instruction/intervention, collaborate with

other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Media Specialist: Participates in student data collection and disaggregation, maintains instructional databases, provides remedial/intervention services to students as needed, collaborates with teachers for supplemental materials.

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

The school-based LLT functions as an integral partner in Forest Lake's learning community. The team meets regularly to address school literacy material needs, reviews progress monitoring information, discusses professional development needs, and to determine best practices to increase student achievement. The team offers support and guidance to new teachers as well as to experienced teachers in the areas of formative assessment and differentiated instruction by way of leveled grouping and learning stations. Reading research is reviewed and ideas and strategies for remediation, intervention, and enrichment are shared and implemented.

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

The major initiatives of the LLT for 2012 - 2013 will be: to increase student achievement in reading and language arts, to address strengths and weaknesses of all student populations, to provide material and technical support to address student literacy needs, and to assist instructional personnel with implementation the new Common Core State Standards in literacy.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24.72% (89)	26.72% (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	There are inherent challenges associated with working with students who come from low SES backgrounds.	Ensure that impacted teachers receive training related to effective instructional strategies and implement those strategies within the classroom.	Academic Coaches, Teachers on Assignment for Instructional Support, and Administration	Ongoing progress monitoring of formative assessment and teacher observation by principal and peer teachers will be used to determine effectiveness.	District Assessments and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted collaboration during planning and faculty meeting dates	Administration	Faculty survey in May 2013	Results of faculty survey
3	Classroom time for formative assessments	Through the implementation of Common Core State Standards and inherent higher level thinking questions, classroom teachers will increase rigor and classroom based informal assessment	Academic Coaches, Classroom Teachers, and Administration	Faculty survey in May 2013	Results of faculty survey
4	Additional time necessary for one-on-one with remediation students	Use of specialized instructional materials, e.g. Start Up/Spiral Up/Build Up Phonics, Making Connections, FCAT Explorer, etc... to reinforce/remediate students	Academic Coaches, Classroom Teachers, and Administration	District Assessments and FCAT	Learning gains of targeted students
5	Limited technology	Use of technological resources, e.g. Scantron, Safari Montage, Reading Counts, FCAT Explorer, FAST Math, Sumdog, word processing and productivity suite programs, to enhance, remediate, and guide instruction. Purchase and integrate a select number of i-Pads into classroom use.	Classroom Teachers, Administration, Media Department	Faculty survey in May 2013	student outcomes

6	Consistency of process mapping from classroom to classroom and grade level to grade level	School wide use of Thinking Maps	Classroom Teachers, Academic Coaches, Administration, Teachers on Assignment for Instructional Support	Professional Learning Communities	Classroom observation
7	There is an expectation of a lack of funds for remediation activities and resources.	We will pursue Title 1 funds for support of an academical need based tutoring program.	Administration	We will determine effectiveness upon receipt of Title 1 funds through learning gains for targeted students.	District Assessments, FCAT scores
8	Lack of information and training with new curriculum standards	Provide professional development opportunities to increase familiarity with Common Core State Standards and Standards-Based Grading	Administration, Academic Coaches, Teachers on Assignment for Instructional Support	Professional Learning Communities	Classroom observation, collaborative planning, Professional Development surveys
9	There is a expectation of a lack of funds available for tutoring	Provide SES tutoring for selected students	Administration, Select teachers	District Assessments and FCAT	Learning gains of targeted students
10	Classroom time for targeted instruction of similar students	Provide walk to intervention for students based on ability groups (third grade)	Classroom teachers, Teachers on Assignment for Instructional Support	District Assessments and FCAT	Learning gains of targeted students
11	Additional time necessary for one-on-one with remediation students	Teacher tutors to cover classroom instruction during school day in order to allow teachers to provide additional one-on-one remediation	Classroom teachers, teacher tutors	District Assessments and FCAT	Learning gains of targeted 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Levels 4 & 5) in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

44.17% (159)			46.17% (175)		
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 transportation requirements	Implement after-school academic activities (student clubs) to enhance and enrich achievement	Administration, club sponsors	Climate Survey May 2013	Student outcomes
2	Limited computer/technology availability	Use of technology resources; eg. Reading Counts, FCAT Explorer, Internet to enrich student instruction	Classroom teachers, Administration, and Media Specialist	Increased student achievement	District Assessments and FCAT results
3	Time required for frequent formative assessments, limited classroom space for individual grouping	Utilize leveled reading centers and literacy groups	Academic Coaches and Administration	Faculty Survey May 2013	Student outcomes
4	Classroom time for targeted instruction of similar students	Provide walk to intervention for students based on ability groups (third grade)	Classroom teachers, Teachers on Assignment for Instructional Support	District Assessments, FCAT	Learning gains for targeted 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:

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	Students making Learning Gains in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (256) of students making learning gains in reading.	72% (274) of students making learning gains in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Analyze data, plan interventions through PST, meet with grade levels to review specific student progress	Academic Coaches, Classroom Teachers, Administration	Ongoing progress monitoring using Insight, grade level articulations, and PST guidance	District Assessments and FCAT
2	Time available for additional formative assessment /limited amount of classroom space for grouping students	Use of walk to leveled reading centers and literacy groups	Academic Coaches, Classroom Teachers, and Administration	Faculty Survey 2013	Student outcomes
3	Time available for one-on-one /small group remedial instruction	Use of specialized instructional materials, eg. Start Up/Spiral Up/Build Up, Read Naturally, Quick Reads, Waterford, QPA, DRA, Dibels, Making Connections, etc.. to reinforce / remediate students	Academic Coaches, Classroom Teachers, Teachers on Assignment for Instructional Support, and Administration	Faculty Survey 2013	Student outcomes

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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 will increase 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (63)	71% (68)

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 student mobility within lowest 25%	Provide in-school intervention and remediation	Teachers, Administration	Monitor student progress using Insight / Scantron Assessments, meet in grade level teams to foster growth among all students using formative data	District Assessments and FCAT Results
2	Time available for additional formative assessment /limited amount of classroom space for grouping students	Implement leveled reading centers and literacy groups	Academic Coaches, Classroom Teachers, and Administration	Faculty Survey in May 2013	Student outcomes
3	Time available for one-on-one /small group remedial instruction	Use of specialized instructional materials, eg..Spiral Up/Build Up, Quick Phonics, to reinforce / remediate students	Academic Coaches, Classroom Teachers, and Administration	Faculty Survey in May 2013	Student outcomes
4	Technology constraints /time needed to assess students	Use of FAIR testing to plan instruction, monitor progress, and diagnose reading weakness, as well as strengths	Academic Coaches, Classroom Teachers, and Administration	Faculty Survey in May 2013	Student outcomes
5	Funds for tutoring	Provide after school tutoring using Title I dollars and through the SES program	Administration	District Assessments, FCAT	Learning gains of targeted students

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In 2010-2011, 66% scored at level 3 or higher in reading. Target: Increase level 3 or higher to 83% in 2016-2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	72%	75%	77%	80%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Student subgroups by ethnicity not making satisfactory progress in reading will reach Safe Harbor expected levels of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 73% proficient (138 students)	White: 76% proficient (Safe Harbor)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Increased number of transfer students that are not performing on grade level.	Analyze data, plan interventions through PST, meet with grade levels to review specific student progress, parent conferences	Academic Coaches and Administration	Ongoing monitoring of formative assessments and teacher observation by principal	District Assessments and FCAT results.
2	Growing number of Hispanic students that receive services in our ESOL program	Ensure that impacted teachers receive appropriate training related to effective instructional strategies in reading for ELL's. Implementation of strategies within the classroom will be monitored	Academic Coach and Administration	Ongoing monitoring of formative assessments and teacher observation by principal	District Assessments and FCAT results
3	Technology constraints and time needed to assess students	Use of FAIR testing to plan instruction, monitor progress, and diagnose reading weakness, as well as address strengths	Academic Coach, Classroom Teachers, and Administration	Faculty Survey in May 2013	Student outcomes

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:	N/A ELL students met target in reading 2011-2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Student subgroups by ethnicity not making satisfactory progress in reading will reach Safe Harbor expected levels of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 24% proficient (19 students)	SWD: 32% proficient (Safe Harbor)

Problem-Solving Process to Increase Student Achievement

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

1	The majority of our SWD are below grade level in Reading	Ensure that impacted teachers receive appropriate training related to effective instructional strategies in reading for SWD's and implement strategies within the classroom.	Academic Coaches and Administrator	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results
2	Time available for one-on-one /small group remedial instruction	Use of specialized instructional materials, e.g. Start Up/Spiral Up/Build Up, Read Naturally, Quick Reads, Waterford, QPA, DRA, Dibels, Making Connections, etc... to reinforce and remediate students	Academic Coach, Classroom Teachers, and Administration	Faculty survey in May 2013	Student outcomes
3	Time available for additional formative assessment /limited amount of classroom space for grouping students	Utilize leveled reading centers and literacy groups	Academic Coach, Classroom Teachers, and Administration	Faculty survey in May 2013	Student outcomes

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:	N/A ED students met reading target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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
Write From the Beginning	K-4	Windy Ramsey / Elaine Beeghly	Targeted K-4 Instructional Personnel	Selected afterschool dates during second nine weeks	Classroom observation and coaching	Academic Coaches, Facilitators, TOAs for instructional support, Administration

Thinking Maps	K-4	Windy Ramsey	Targeted K-4 Instructional Personnel	Whole Day Workshop during first nine weeks	Classroom observation and coaching	Academic Coaches, Facilitator, TOAs for instructional support, Administration
Common Core State Standards	ALL	Common Core Leadership Team	school-wide	early release professional development days	Classroom observation and coaching, PD360 follow-up	Academic Coaches, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use specialized instructional materials to reinforce and remediate students	Curriculum Associates - intervention and remediation materials	Title I	\$198.00
Consistent use of instructional programs throughout school	Thinking Maps notebooks	Title I	\$203.00
Consistent use of instructional programs throughout school	Write From the Beginning notebooks	Title I	\$465.00
Use specialized instructional materials to reinforce and remediate students	DAR - Diagnostic reading curriculum materials	Title I	\$200.00
			Subtotal: \$1,066.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental instructional material	Brainpop	Title I	\$525.00
Increase classroom technological resources	iPads and associated technology	Title I	\$3,843.00
Supplemental instructional material	ESGI software grades 1 and 2	Title I	\$1,500.00
Supplemental instructional material	Superteacher worksheets	Title I	\$75.00
Supplemental instructional material	Worldbook online	Title I	\$133.00
			Subtotal: \$6,076.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD Topic - SDE Kindergarten conference	Conference fees, substitute personnel to allow teachers to attend PD opportunity	Title I	\$280.00
PD Topic - Kagan training	Conference fees	Title I	\$255.00
PD Topic - Write From the Beginning	Conference fees	County Budget	\$450.00
PD Topic - Grade Level Data Analysis and Planning (PLC)	Substitute personnel to allow teachers to and build strategies for student achievement	Title I	\$525.00
PD Topic - FAIR data analysis / K-5 Fall, Winter, Spring	Substitute personnel to allow teachers to review, disaggregate, and build strategies for student reading achievement	Title I	\$1,000.00
			Subtotal: \$2,510.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coaches	Provides professional development, data analysis, and research based strategies to monitor and guide student resources	Title I	\$31,852.00
Teacher tutors	Cover classroom instruction during school day to allow teachers to provide additional one-on-one remediation	Title 1	\$12,000.00
			Subtotal: \$43,852.00
			Grand Total: \$53,504.00

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:			Students scoring proficient in listening/speaking on the CELLA will increase by 1%.		
2012 Current Percent of Students Proficient in listening/speaking:					
56% (58)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that impacted teachers receive appropriate training related to effective instructional strategies in mathematics for ELL's and implement strategies within the classroom	Academic Coaches and Administration	Ongoing monitoring of formative assessment and teacher observation by principal	student outcomes

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:			Students scoring proficient in reading on the CELLA will increase by 1%.		
2012 Current Percent of Students Proficient in reading:					
53% (55)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that impacted teachers receive appropriate training related to effective instructional strategies in mathematics for ELL's and implement strategies within the classroom	Academic Coaches and Administration	Ongoing monitoring of formative assessment and teacher observation by principal	Student outcomes

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

3. Students scoring proficient in writing. CELLA Goal #3:		Students scoring proficient in writing on the CELLA will increase by 1%.			
2012 Current Percent of Students Proficient in writing:					
74% (76)					
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	Growing number of Hispanic students that receive services in our ESOL program	Ensure that impacted teachers receive appropriate training related to effective instructional strategies in reading for ELL's. Implementation of strategies within the classroom will be monitored	Academic Coach and Administration	Ongoing monitoring of formative assessments and teacher observation by principal	Student outcomes

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.06% (101)	30.06% (114)

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	There are inherent challenges associated with working with students who come from low SES backgrounds.	Ensure that impacted teachers receive training related to effective instructional strategies and implement those strategies within the classroom.	Academic Coaches, Teachers on Assignment for Instructional Support, and Administration	Ongoing progress monitoring of formative assessment and teacher observation by principal and peer teachers will be used to determine effectiveness.	District Assessments and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted collaboration during planning and faculty meeting dates	Administration	Faculty survey in May 2013	Results of faculty survey
3	Classroom time for formative assessments	Through the implementation of Common Core State Standards and inherent higher level thinking questions, classroom teachers will increase rigor and classroom based informal assessment	Academic Coaches, Classroom Teachers, and Administration	Faculty survey in May 2013	Results of faculty survey
4	Limited technology	Use of technological resources, e.g. Scantron, Safari Montage, Reading Counts, FCAT Explorer, FAST Math, Sumdog, word processing and productivity suite programs, to enhance, remediate, and guide instruction. Purchase and integrate a select number of i-Pads into classroom use.	Classroom Teachers, Administration, Media Department	Faculty survey in May 2013	student outcomes
5	Consistency of process mapping from classroom to classroom and grade level to grade level	School wide use of Thinking Maps	Classroom Teachers, Academic Coaches, Administration, Teachers on Assignment for Instructional Support	Professional Learning Communities	Classroom observation
6	There is an expectation of a lack of funds for remediation activities and resources.	We will pursue Title 1 funds for support of an academical need based tutoring program.	Administration	We will determine effectiveness upon receipt of Title 1 funds through learning gains for	District Assessments, FCAT scores

				targeted students.	
7	Lack of information and training with new curriculum standards	Provide professional development opportunities to increase familiarity with Common Core State Standards and Standards-Based Grading	Administration, Academic Coaches, Teachers on Assignment for Instructional Support	Professional Learning Communities	Classroom observation, collaborative planning, Professional Development surveys
8	Additional time necessary for one-on-one with remediation students	Teacher tutors to cover classroom instruction during school day in order to allow teachers to provide additional one-on-one remediation	Classroom teachers, teacher tutors	District Assessments and FCAT	Learning gains of targeted students
9	Time/resources available for effective data analysis	Implement Item Analysis to target student strengths and weaknesses for remediation, enrichment, and small group instruction	Classroom Teachers, Administration, Academic Coaches	Faculty survey in May 2013	Student outcomes and FCAT results
10	Increased number of transfer students that are not performing on grade level.	Ensure that all teachers receive professional development related to effective instructional strategies in math and implement strategies within the classroom	Academic Coaches and Administration	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results

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:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:		Students achieving above proficiency (FCAT Level 4 and 5) will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:	
39.17% (141)	41.17% (156)	
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 transportation requirements	Implement after-school academic activities (student clubs) to enhance and enrich achievement	Administration, club sponsors	Climate Survey May 2013	Student outcomes
2	Limited computer/technology resources	Use of technology..e.g. FCAT Explorer, FASTTMATH, Internet to enrich and extend student learning	Classroom Teachers, Administration, Media Specialist	Faculty survey May 2013	Student outcomes and FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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 in mathematics will increase 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (219) of students made learning gains in mathematics	68% of students will make learning gains in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased number of transfer students that are not performing on grade level.	Ensure that impacted teachers receive appropriate training related to effective instructional strategies in math and implement strategies within the classroom	Academic Coaches and Administration	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results

2	Available resources	Use of Pearson/other Intervention materials to provide remediation and to reinforce skills	Classroom Teachers, Academic Coaches and Administration	Faculty survey in May 2013	District Assessments and FCAT results
3	Limited technology /computer resources	Use of technology..e.g. FCAT Explorer, Pearson Math, FASTTMATH to provide skills practice and increase student achievement.	Classroom Teachers, Administration, Media Specialist	Faculty survey in May 2013	Student outcomes

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making Learning Gains in math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (53)	68% (65)

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	Increased number of transfer students who are not performing on grade level	Ensure that all teachers receive professional development related to effective instructional strategies in math and implement strategies within the classroom	Academic Coaches and Administration	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
2	Limited technology/ computer resources	Use of technology resources such as FASTTMATH,FCAT Explorer (5th), and Internet for math	Classroom Teachers, Administration, and Media Specialist	Faculty survey in May 2013	Student outcomes

		practice and remediation			
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration	Faculty survey in May 2013	Student outcomes
4	Instructional time available for mathematics	Provide in school interventions and/or remediation in mathematics for students not achieving skill mastery	Classroom Teacher, Administration	Track student growth using Scantron/Insight and meet regularly in grade level teams to foster growth among all students	Student outcomes

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 # In 2010-2011, 60% scored at level 3 or higher in mathematics. Target: Increase level 3 or higher to 80% in 2016-2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	67%	70%	73%	77%	

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:	N/A All subgroups met mathematics target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A ELL students met mathematics target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A ED students met mathematics target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	ALL	Common Core Leadership Team	school-wide	early release professional development days	classroom observation and coaching / PD360 follow-up	Academic Coaches and Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Consistent use of instructional programs throughout school	Thinking Maps notebooks	Title I	\$203.00
Consistent use of instructional programs throughout school	Write From the Beginning notebooks	Title I	\$465.00
			Subtotal: \$668.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental instructional material	Brainpop	Title I	\$525.00
Increase classroom technological resources	iPads and associated technology	Title I	\$3,843.00
Supplemental instructional material	Superteacher worksheets	Title I	\$75.00
Supplemental instructional material	Worldbook online	Title I	\$133.00
			Subtotal: \$4,576.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD Topic - SDE Kindergarten conference	Conference fees, substitute personnel to allow teachers to attend PD opportunity	Title I	\$280.00
PD Topic - Kagan training	Conference fees	Title I	\$255.00
PD Topic - Grade Level Data Analysis and Planning (PLC)	Substitute personnel to allow teachers to and build strategies for student achievement	Title I	\$525.00
			Subtotal: \$1,060.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coaches	Provides professional development, data analysis, and research based strategies to monitor and guide student resources	Title I	\$31,852.00
Teacher tutors	Cover classroom instruction during school day to allow teachers to provide additional one-on-one remediation	Title I	\$12,000.00
			Subtotal: \$43,852.00
			Grand Total: \$50,156.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students scoring at Achievement Level 3 in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.36% (37)	32.36% (43)

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	There are inherent challenges associated with working with students who come from low SES backgrounds.	Ensure that impacted teachers receive training related to effective instructional strategies and implement those strategies within the classroom.	Academic Coaches, Teachers on Assignment for Instructional Support, and Administration	Ongoing progress monitoring of formative assessment and teacher observation by principal and peer teachers will be used to determine effectiveness.	District Assessments and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted collaboration during planning and faculty meeting dates	Administration	Faculty survey in May 2013	Results of faculty survey
3	Classroom time for formative assessments	Through the implementation of Common Core State Standards and inherent higher level thinking questions, classroom teachers will increase rigor and classroom based informal assessment	Academic Coaches, Classroom Teachers, and Administration	Faculty survey in May 2013	Results of faculty survey
4	Limited technology	Use of technological resources, e.g. Scantron, Safari Montage, Reading Counts, FCAT Explorer, FAST Math, Sumdog, word processing and productivity suite programs, to enhance, remediate, and guide instruction. Purchase and integrate a select number of i-Pads into classroom use.	Classroom Teachers, Administration, Media Department	Faculty survey in May 2013	student outcomes
5	Consistency of process mapping from classroom to classroom and grade level to grade level	School wide use of Thinking Maps	Classroom Teachers, Academic Coaches, Administration, Teachers on Assignment for Instructional Support	Professional Learning Communities	Classroom observation
6	There is an expectation of a lack of funds for remediation activities and resources.	We will pursue Title 1 funds for support of an academical need based tutoring program.	Administration	We will determine effectiveness upon receipt of Title 1 funds through learning gains for targeted students.	District Assessments, FCAT scores
	Lack of information and	Provide professional	Administration,	Professional Learning	Classroom

7	training with new curriculum standards	development opportunities to increase familiarity with Common Core State Standards and Standards-Based Grading	Academic Coaches, Teachers on Assignment for Instructional Support	Communities	observation, collaborative planning, Professional Development surveys
8	Additional time necessary for one-on-one with remediation students	Teacher tutors to cover classroom instruction during school day in order to allow teachers to provide additional one-on-one remediation	Classroom teachers, teacher tutors	District Assessments and FCAT	Learning gains of targeted students
9	Additional time outside of regular curriculum time for project guidance	Provide opportunities for students to participate in content area fairs and competitions—e.g. Science Fair	Classroom Teachers, Administration	Faculty survey in May 2013	Student outcomes

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students scoring at or above Achievement Level 4 in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40.68% (48)	41.68% (56)

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 transportation requirements	Implement after-school academic activities (student clubs) to enhance and enrich	Administration, club sponsors	Climate Survey May 2013	Student outcomes

		achievement			
2	Time available for one-on-one /small group enrichment opportunities	Use of alternate science materials including but not limited to: Newbridge Non-Fiction, Leveled Science Readers, AIMS Resources, and Science Kits for hands-on lab work, to address different learning styles and modalities	Classroom Teachers, Academic Coaches, and Administration	Faculty survey May 2013	Student outcomes
3	Additional time outside of regular curriculum time for project guidance	Provide opportunities for students to participate in content area fairs and competitions—Science Fair	Classroom Teachers, Administration	Faculty survey May 2013	Student outcomes
4	Limited technology / computer resources	Use of technology..e.g. FCAT Explorer (5th), Safari Montage, Internet,simulations to engage and enrich student learning	Classroom Teachers, Administration, Media Specialist	Faculty survey May 2013	District Assessments and FCAT results
5					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Common Core	All	Common Core Leadership Team	school-wide	early release professional development days	classroom observation and coaching / PD360 follow-up	Academic Coaches and Administration
-------------	-----	-----------------------------	-------------	---	--	-------------------------------------

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Consistent use of instructional programs throughout school	Thinking Maps notebooks	Title I	\$203.00
			Subtotal: \$203.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental instructional material	Brainpop	Title I	\$525.00
Increase classroom technological resources	iPads and associated technology	Title I	\$3,843.00
Supplemental instructional material	Superteacher worksheets	Title I	\$75.00
Supplemental instructional material	Worldbook online	Title I	\$133.00
			Subtotal: \$4,576.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD Topic - SDE Kindergarten conference	Conference fees, substitute personnel to allow teachers to attend PD opportunity	Title I	\$280.00
PD Topic - Kagan training	Conference fees	Title I	\$255.00
PD Topic - Grade Level Data Analysis and Planning (PLC)	Substitute personnel to allow teachers to and build strategies for student achievement	Title I	\$525.00
			Subtotal: \$1,060.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coaches	Provides professional development, data analysis, and research based strategies to monitor and guide student resources	Title I	\$31,852.00
Teacher tutors	Cover classroom instruction during school day to allow teachers to provide additional one-on-one remediation	Title I	\$12,000.00
			Subtotal: \$43,852.00
			Grand Total: \$49,691.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of fourth grade students scoring a 3.0 or above will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

70% (86)	73% (96)
----------	----------

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	Funding and time constraints for professional development opportunities	Ensure that all teachers receive professional development related to effective instructional strategies in writing and implement strategies within the classroom	Administration and Academic Coaches	Ongoing monitoring of formative assessment and teacher observation by principal	District Writing Prompts and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration	Faculty survey May 2013	Student outcomes
3	Time for teacher collaboration and individual instruction time	Use of formative and District writing prompts to instruct, remediate, and monitor student growth	Classroom Teachers, Administration, and Academic Coaches	Faculty survey May 2013	District Writing Prompts and FCAT results
4	Consistent use of common strategies throughout school	Use of Thinking Maps school- wide	Academic Coaches and Administration	Faculty survey May 2013	Student outcomes
5	Student mobility when monitoring growth	Use of student writing portfolios school wide to track and monitor student growth	Classroom Teachers, Administration, and Academic Coaches	Faculty survey May 2013	Student outcomes
6	Student transportation requirements	Implement after-school academic activities (student clubs) to enhance and enrich achievement	Administration, club sponsors	Climate Survey May 2013	Student outcomes

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

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

Problem-Solving Process to Increase Student Achievement

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

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
FCAT Writing Strategies	4	Windy Ramsey	4th grade team	selected weekly planning dates during first nine weeks	PLC	PLC Leader, Academic coaches, Teachers on Assignment for Instructional Support
Thinking Maps	K-4	Windy Ramsey	Targeted K-4 Instructional Personnel	whole day training during the 1st nine weeks	classroom observation / coaching	Academic Coaches, Facilitator, Teachers on Assignment for Instructional Support
Write From the Beginning	K-4	Windy Ramsey / Elaine Beeghly	Targeted K-4 Instructional Personnel	selected afterschool dates during the 2nd nine weeks	classroom observation / coaching	Academic Coaches, Facilitators, Teachers on Assignment for Instructional Support

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use specialized instructional materials to reinforce and remediate students	Curriculum Associates - intervention and remediation materials	Title I	\$198.00
Consistent use of instructional programs throughout school	Thinking Maps notebooks	Title I	\$203.00
Consistent use of instructional programs throughout school	Write From the Beginning notebooks	Title I	\$465.00
			Subtotal: \$866.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental instructional material	Brainpop	Title I	\$525.00
Increase classroom technological resources	iPads and associated technology	Title I	\$3,843.00
Supplemental instructional material	ESGI software grades 1 and 2	Title I	\$1,500.00
Supplemental instructional material	Superteacher worksheets	Title I	\$75.00
Supplemental instructional material	Worldbook online	Title I	\$133.00
			Subtotal: \$6,076.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD Topic - SDE Kindergarten conference	Conference fees, substitute personnel to allow teachers to attend PD opportunity	Title I	\$280.00
PD Topic - Kagan training	Conference fees	Title I	\$255.00
PD Topic - Write From the Beginning	Conference fees	County Budget	\$450.00
PD Topic - Grade Level Data Analysis and Planning (PLC)	Substitute personnel to allow teachers to and build strategies for student achievement	Substitute personnel to allow teachers to and build strategies for student achievement	\$525.00
Substitute personnel to allow			

PD Topic - FAIR data analysis / K-5 Fall, Winter, Spring	teachers to review, disaggregate, and build strategies for student reading achievement	Title I	\$1,000.00
			Subtotal: \$2,510.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coaches	Provides professional development, data analysis, and research based strategies to monitor and guide student resources	Title I	\$31,852.00
Teacher tutors	Cover classroom instruction during school day to allow teachers to provide additional one-on-one remediation	Title I	\$12,000.00
			Subtotal: \$43,852.00
			Grand Total: \$53,304.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal # 1:		The number of students with excessive absences and tardies will decrease by 10%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94.79%		95.79% or higher			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
246		221			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
138		124			
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	Mobility rate of students	Ensure that all teachers receive professional development related to attendance tracking and reducing student absences and tardies—PST process for attendance issues	Administration, Academic Coaches	Ongoing monitoring of attendance data through 2014	District attendance data June 2014

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
Pinnacle Attendance	ALL	Gradebook Managers	school-wide	Pre-planning and select early release professional development days	classroom observation, attendance tracking	Gradebook Managers, Attendance staff

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:	The number of in-school and out-of-school suspensions will decrease by 1%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
27 in-school suspensions	24 in-school suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

25 students	22 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
94 out-of-school suspensions	85 out-of-school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
44 students	40 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased number of economically disadvantaged students and limited home support	Utilizing Response to Intervention/ Behavior Strategies	Administration, Guidance Counselor, Classroom Teachers	Monitoring discipline reports, Problem solving team	School attendance/suspension reports
2	Students new to school culture.	Behavior Expectation Assemblies	Administration	Monitoring discipline reports	Discipline Referrals

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						

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To maintain our 5-Star School status by continuing consistent parent involvement at school functions and parent / teacher conferences
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Current 5-Star School 2011-2012	Maintain 5-Star School 2012-2013

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility rate of Forest Lake families	Forest Lake will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children	Administration	Climate survey May 2013	5-Star status for 2013 school year
	Parent ability to participate	Provide opportunities to participate in educational and family oriented activities, such as but not limited to: FCAT Science Night, PTO activities and Spirit	Administration	Climate survey May 2013	5-Star status for 2013 school year

2		Nights , SAC council, Kindergarten Round-up, and Ensemble performances, Literacy Events; designed to increase awareness and understanding of school programs			
3	Parent ability to participate	Ensure that effective means of communication are established between school/parent/ community, such as but not limited to: newsletter, Connect Ed, translated notes, webpage, event calendar, school marquee, volunteer program, parent/teacher conferences/notes	Administration, Classroom Teachers, Media Specialist, PTO, Volunteer Coordinator	Climate survey May 2013	5-Star status for 2013 school year
4	Parental awareness of reading strategies	Provide a Parent-to-Kids workshop to increase parental awareness of effective reading strategies	Administration	Faculty Survey in May 2013	student outcomes

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Increase student interest, awareness, and involvement in STEM based activities.		
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 interest in STEM areas	Provide students with an opportunity to explore scientific methods and research through a school-wide Science Night	Administration and select members of the instructional team	Faculty Survey in May 2013	student outcomes
2	Student interest in STEM areas	Provide students with an opportunity to enrichment based mathematics experiences through a school-wide Math Night	Administration and select members of the instructional team	Faculty Survey in May 2013	student outcomes

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
Increase student interest in STEM related	Science Night / Math Night	PTO	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of STEM Goal(s)

Additional Goal(s)

Increase awareness of Common Core State Standards and Objectives, including appropriate higher level questioning techniques Goal:

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD Topic - SDE Kindergarten	Conference fees, substitute personnel to allow teachers to attend PD opportunity	Title I	\$280.00
			Subtotal: \$280.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$280.00

End of Increase awareness of Common Core State Standards and Objectives, including appropriate higher level questioning techniques Goal (s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use specialized instructional materials to reinforce and remediate students	Curriculum Associates - intervention and remediation materials	Title I	\$198.00
Reading	Consistent use of instructional programs throughout school	Thinking Maps notebooks	Title I	\$203.00
Reading	Consistent use of instructional programs throughout school	Write From the Beginning notebooks	Title I	\$465.00
Reading	Use specialized instructional materials to reinforce and remediate students	DAR - Diagnostic reading curriculum materials	Title I	\$200.00
Mathematics	Consistent use of instructional programs throughout school	Thinking Maps notebooks	Title I	\$203.00
Mathematics	Consistent use of instructional programs throughout school	Write From the Beginning notebooks	Title I	\$465.00
Science	Consistent use of instructional programs throughout school	Thinking Maps notebooks	Title I	\$203.00
Writing	Use specialized instructional materials to reinforce and remediate students	Curriculum Associates - intervention and remediation materials	Title I	\$198.00
Writing	Consistent use of instructional programs throughout school	Thinking Maps notebooks	Title I	\$203.00
Writing	Consistent use of instructional programs throughout school	Write From the Beginning notebooks	Title I	\$465.00
				Subtotal: \$2,803.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental instructional material	Brainpop	Title I	\$525.00
Reading	Increase classroom technological resources	iPads and associated technology	Title I	\$3,843.00
Reading	Supplemental instructional material	ESGI software grades 1 and 2	Title I	\$1,500.00
Reading	Supplemental instructional material	Superteacher worksheets	Title I	\$75.00
Reading	Supplemental instructional material	Worldbook online	Title I	\$133.00
Mathematics	Supplemental instructional material	Brainpop	Title I	\$525.00
Mathematics	Increase classroom technological resources	iPads and associated technology	Title I	\$3,843.00
Mathematics	Supplemental instructional material	Superteacher worksheets	Title I	\$75.00
Mathematics	Supplemental instructional material	Worldbook online	Title I	\$133.00
Science	Supplemental instructional material	Brainpop	Title I	\$525.00
Science	Increase classroom technological resources	iPads and associated technology	Title I	\$3,843.00
Science	Supplemental instructional material	Superteacher worksheets	Title I	\$75.00
Science	Supplemental instructional material	Worldbook online	Title I	\$133.00
Writing	Supplemental instructional material	Brainpop	Title I	\$525.00
Writing	Increase classroom technological resources	iPads and associated technology	Title I	\$3,843.00
Writing	Supplemental instructional material	ESGI software grades 1 and 2	Title I	\$1,500.00

Writing	Supplemental instructional material	Superteacher worksheets	Title I	\$75.00
Writing	Supplemental instructional material	Worldbook online	Title I	\$133.00
				Subtotal: \$21,304.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PD Topic - SDE Kindergarten conference	Conference fees, substitute personnel to allow teachers to attend PD opportunity	Title I	\$280.00
Reading	PD Topic - Kagan training	Conference fees	Title I	\$255.00
Reading	PD Topic - Write From the Beginning	Conference fees	County Budget	\$450.00
Reading	PD Topic - Grade Level Data Analysis and Planning (PLC)	Substitute personnel to allow teachers to and build strategies for student achievement	Title I	\$525.00
Reading	PD Topic - FAIR data analysis / K-5 Fall, Winter, Spring	Substitute personnel to allow teachers to review, disaggregate, and build strategies for student reading achievement	Title I	\$1,000.00
Mathematics	PD Topic - SDE Kindergarten conference	Conference fees, substitute personnel to allow teachers to attend PD opportunity	Title I	\$280.00
Mathematics	PD Topic - Kagan training	Conference fees	Title I	\$255.00
Mathematics	PD Topic - Grade Level Data Analysis and Planning (PLC)	Substitute personnel to allow teachers to and build strategies for student achievement	Title I	\$525.00
Science	PD Topic - SDE Kindergarten conference	Conference fees, substitute personnel to allow teachers to attend PD opportunity	Title I	\$280.00
Science	PD Topic - Kagan training	Conference fees	Title I	\$255.00
Science	PD Topic - Grade Level Data Analysis and Planning (PLC)	Substitute personnel to allow teachers to and build strategies for student achievement	Title I	\$525.00
Writing	PD Topic - SDE Kindergarten conference	Conference fees, substitute personnel to allow teachers to attend PD opportunity	Title I	\$280.00
Writing	PD Topic - Kagan training	Conference fees	Title I	\$255.00
Writing	PD Topic - Write From the Beginning	Conference fees	County Budget	\$450.00
Writing	PD Topic - Grade Level Data Analysis and Planning (PLC)	Substitute personnel to allow teachers to and build strategies for student achievement	Substitute personnel to allow teachers to and build strategies for student achievement	\$525.00
Writing	PD Topic - FAIR data analysis / K-5 Fall, Winter, Spring	Substitute personnel to allow teachers to review, disaggregate, and build strategies for student reading achievement	Title I	\$1,000.00
Increase awareness of Common Core State Standards and Objectives, including appropriate higher level questioning techniques	PD Topic - SDE Kindergarten	Conference fees, substitute personnel to allow teachers to attend PD opportunity	Title I	\$280.00
				Subtotal: \$7,420.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Academic Coaches	Provides professional development, data analysis, and research based strategies to	Title I	\$31,852.00

		monitor and guide student resources		
Reading	Teacher tutors	Cover classroom instruction during school day to allow teachers to provide additional one-on-one remediation	Title 1	\$12,000.00
Mathematics	Academic Coaches	Provides professional development, data analysis, and research based strategies to monitor and guide student resources	Title I	\$31,852.00
Mathematics	Teacher tutors	Cover classroom instruction during school day to allow teachers to provide additional one-on-one remediation	Title I	\$12,000.00
Science	Academic Coaches	Provides professional development, data analysis, and research based strategies to monitor and guide student resources	Title I	\$31,852.00
Science	Teacher tutors	Cover classroom instruction during school day to allow teachers to provide additional one-on-one remediation	Title I	\$12,000.00
Writing	Academic Coaches	Provides professional development, data analysis, and research based strategies to monitor and guide student resources	Title I	\$31,852.00
Writing	Teacher tutors	Cover classroom instruction during school day to allow teachers to provide additional one-on-one remediation	Title I	\$12,000.00
STEM	Increase student interest in STEM related	Science Night / Math Night	PTO	\$1,000.00
				Subtotal: \$176,408.00
				Grand Total: \$207,935.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input checked="" type="radio"/> Focus	<input checked="" type="radio"/> Prevent	<input checked="" type="radio"/> NA
---	--	--	-------------------------------------

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Staff professional development, instructional materials for students/staff, technology, parent/community involvement and reach-out	\$4,215.00

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

Activities planned by the Forest Lake School Advisory Council include but are not limited to: data review and school goal analysis and monitoring, assist and provide guidance and support for instructional strategies and staff professional development needs, review/analyze stakeholder climate surveys for addressing program strengths and weaknesses, and determine use of SAC budget. Our SAC develops long and short term goals for our school and participates in school based activities such as: After-School Academic Clubs, Running Club, Celebrate Literacy Week, Curriculum Fairs, and partners with PTO to foster community relationships.

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

Volusia School District FOREST LAKE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	86%	81%	81%	332	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	67%			135	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	58% (YES)	64% (YES)			122	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					589	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District FOREST LAKE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	86%	77%	74%	326	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	69%	74%			143	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	58% (YES)	56% (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					583	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested