

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street  
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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: LAKEVIEW ELEMENTARY SCHOOL

District Name: Sarasota

Principal: Joan M. Bower

SAC Chair: Jennifer Yahraus

Superintendent: Lori White

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Joan M. Bower	B.A. Elementary Education (PK-8), University of Michigan M.S. Administration/ Supervision K-12), Nova University	8	15	2011-2012 Grade A FCAT Data - TBD AYP: N/A

### 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.

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide
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Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

## 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	All teachers are Lakeview are Highly Qualified.	Joan Bower	2012/2013	

## 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
N/A	

## 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
41	0.0%(0)	0.0%(0)	26.8%(11)	73.2%(30)	92.7%(38)	0.0%(0)	2.4%(1)	17.1%(7)	65.9%(27)

## 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
N/A			

## 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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS Leadership Team is comprised of general education personnel that facilitate PBS/MTSS as a related but distinct process from the CARE (Children At Risk in Education) eligibility determination process. At Lakeview Elementary School the MTSS Leadership Team is comprised of:

The Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, ensures implementation of intervention support and documentation to make sure of adequate professional development to support MTSS implementation, communicates with parents regarding school-based MTSS plans and activities.

Primary and Intermediate General Education Teachers: All provide information about core instruction, participate in student data collection by grade level, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier 2 intervention, integrate Tier 1 materials/instruction with Tier 2/3 activities. Progress monitor all students by grade level.

Social Worker/SLP/TOSA/ESE Teachers: Participate in student data collection, integrate core materials/activities to Tier 3 instruction, collaborate with general education teachers.

School Psychologist/Guidance Counselor/ESE/ELL Liaison: Participate in data collection and interpretation of data. Assist with development of intervention plans when needed, provide assistance with problem solving, and facilitate data-based decision making activities.

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 team at Lakeview Elementary School meets weekly to engage in the following activities: The team reviews summative and formative data to identify school, team, and class level academic needs. Individual student information is reviewed. Based on the data review, instructional strategies are identified and a timeline of implementation is constructed. Student progress is monitored and individual cases are reviewed systematically to determine progress and to reassess further instructional 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 MTSS Leadership Team at Lakeview Elementary School will do the following to develop and implement our SIP:  
Analyze relevant school profile data for the purpose of problem analysis.  
Review and revise established infrastructure.  
Analyze data in order to identify trends and groups in need of further intervention.  
Set goals.

#### 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.

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment and utilize the Florida Achieves Science assessments, as well as district testing in Math to summarize data for students at Tier 1, 2, and 3. Each grade level will progress monitor students on a continual basis. Staff will use data from SuccessMaker (ILS), the EnVision series (Math), and Storytown (Reading).

Describe the plan to train staff on MTSS.

The Lakeview Elementary MTSS/PBS team provided training on MTSS/PBS to 100% of the instructional staff in August of 2012. Training will be on-going throughout the year at team leader meetings, PBS meetings, CPTs, and staff meetings.

Describe the plan to support MTSS.

The team at Lakeview Elementary School meets weekly to engage in the following activities: The team reviews summative and formative data to identify school, team, and class level academic needs. Individual student information is reviewed. Based on the data review, instructional strategies are identified and a timeline of implementation is constructed. Student progress is monitored and individual cases are reviewed systematically to determine progress and to reassess further instructional interventions. The MTSS/CPT teams meet weekly.

## Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

The LLT is made up of the following members:  
Principal, TOSA, and members of the instructional and classified staff.

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

The LLT team meets throughout the year to analyze data to determine strategies for students to be successful readers. The team also collaborates with PTO to facilitate activities on campus to encourage reading for all students.

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

Our major initiative this year will be to promote schoolwide reading incentive programs in AR and SSYR, with incentives from local business partners.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Level 3 - 24%(87) Level 3,4,5 - 73%(261)	Level 3 - 28% (90) Level 3,4,5 - 75% (240)
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#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Funding decreases for professional development opportunities	1.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	1.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional Development Rep	1.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	1.1 FCAT 2013, FAIR, SM4, Storytown assessments
2	1.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	1.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	1.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	1.2 CPT meeting notes, requests for resources, CWT data	1.2 FCAT 2013, FAIR, SM4, Storytown assessments, TES
3	1.3 Due to the Florida Class Size Amendment, blended classes have occurred.	1.3 Provide teachers with resources as needed and as available. Frequent contact with principal and pupil support team. Schoolwide mentoring	1.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	1.3 CPT meeting notes, requests for resources, CWT data	1.3 FCAT 2013, FAIR, SM4, Storytown assessments, TES

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:	
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				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 49%(174) Level 3,4,5 - 73%(261)	Level 4,5 - 53% (170) Level 3,4,5 - 75% (240)

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	2A.1 Funding decreases for professional development opportunities	2A.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	2A.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional Development Rep	2A.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	2A.1 FCAT 2013, FAIR, SM4, Storytown assessments
2	2A.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	2A.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	2A.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	2A.2 CPT meeting notes, requests for resources, CWT data	2A.2 FCAT 2013, FAIR, SM4, Storytown assessments, TES
3	2A.3 Due to the Florida Class Size Amendment, blended classes have occurred.	2A.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	2A.4 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	2A.4 CPT meeting notes, requests for resources, CWT data	2A.4 FCAT 2013, FAIR, SM4, Storytown assessments, TES

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.	
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Reading Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(159)	72%

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	3.1 Funding decreases for professional development opportunities	3.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	3.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional Development Rep	3.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	3.1 FCAT 2013, FAIR, SM4, Storytown assessments
2	3.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	3.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	3.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	3.2 CPT meeting notes, requests for resources, CWT data	3.2 FCAT 2013, FAIR, SM4, Storytown assessments, TES
3	3.3 Due to the Florida Class Size Amendment, blended classes have occurred.	3.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	3.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	3.3 CPT meeting notes, requests for resources, CWT data	3.3 FCAT 2013, FAIR, SM4, Storytown assessments, TES

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	
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reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(38)	67% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 Funding decreases for professional development opportunities	4.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	4.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional Development Rep	4.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	4.1 FCAT 2013, FAIR, SM4, Storytown assessments
2	4.2. Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	4.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	4.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	4.2 CPT meeting notes, requests for resources, CWT data	4.2 FCAT 2013, FAIR, SM4, Storytown assessments, TES
3	4.3 Due to the Florida Class Size Amendment, blended classes have occurred.	4.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	4.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	4.3 CPT meeting notes, requests for resources, CWT data	4.3 FCAT 2013, FAIR, SM4, Storytown assessments, TES

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

5A : The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78	80	82	84	86	

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.

The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).

Reading Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

White 77%(221)  
Hispanic 57%(20)

White 84%  
Hispanic 54% Exceeded AMO Target

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	5B.1 Funding decreases for professional development opportunities	5B.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	5B.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional Development Rep	5B.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	5B.1 FCAT 2013, FAIR, SM4, Storytown assessments
2	5B.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	5B.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5B.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	5B.2 CPT meeting notes, requests for resources, CWT data	5B.2 FCAT 2013, FAIR, SM4, Storytown assessments, TES
3	5B.3 Due to the Florida Class Size Amendment, blended classes have occurred.	5B.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5B.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	5B.3 CPT meeting notes, requests for resources, CWT data	5B.3 FCAT 2013, FAIR, SM4, Storytown assessments, TES

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.

The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).

Reading Goal #5C:

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				

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	46%

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	5D.1 Funding decreases for professional development opportunities	5D.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	5D.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional Development Rep	5D.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	5D.1 FCAT 2013, FAIR SM4, Storytown assessments
2	5D.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	5D.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5D.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	5D.2 CPT meeting notes, requests for resources, CWT data	5D.2 FCAT 2013, FAIR, SM4, Storytown assessments, TES

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%	69%

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	5E.1 Funding decreases for professional development opportunities	5E.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	5E.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional Development Rep	5E.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	5E.1 FCAT 2013, FAIR, SM4, Storytown assessments
2	5E.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	5E.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5E.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	5E.2 CPT meeting notes, requests for resources, CWT data	5E.2 FCAT 2013, FAIR, SM4, Storytown assessments, TES
3	5E.3 Due to the Florida Class Size Amendment, blended classes have occurred.	5E.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5E.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	5E.3 CPT meeting notes, requests for resources, CWT data	5E.3 FCAT 2013, FAIR, SM4, Storytown assessments, TES

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Introduction to Common Core	All grade levels	Principal and 3 Teacher Leaders	Instructional staff	August 28-August 30	CPT Minutes PM Data SWST Data CWT data	Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor
Analyze student data from FCAT, SM, common assessments, FAIR, and classroom lessons. Based on data, develop lesson plans. Discuss and review MTSS strategies and interventions.	Regular ed and ESE students in Kindergarten, 1st, 2nd, 3rd, 4th, 5th, and Specials	Principal, Team Leaders, TOSA, ESE/ELL Liaison, Guidance Counselor	Grade Level CPTs Staff Meetings Team Leader Meetings	Weekly Monthly As Needed	CPT Minutes PM Data SWST Data	Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, SWST Members

Reading 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 Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.					
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

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

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

3. Students scoring proficient in writing.  
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 24%(86) Level 3,4,5 - 68%(244)	Level 3 - 28% (90) Level 3,4,5 - 72% (230)

### 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	1.1 Funding decreases for professional development opportunities	1.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	1.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional development rep, math rep	1.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	1.1 FCAT 2013, Math Benchmark testing, SM4, enVision assessments
2	1.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	1.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	1.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	1.2 CPT meeting notes, requests for resources, CWT data	1.2 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES
3	1.3 Due to the Florida Class Size Amendment, blended classes have occurred.	1.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	1.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	1.3 CPT meeting notes, requests for resources, CWT data	1.3 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES

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				

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:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 44% (305) Level 3,4,5 - 68% (244)	Level 4,5 - 46% (147) Level 3,4,5 - 70% (224)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Funding decreases for professional development opportunities	2.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	2.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, professional development rep, math rep	2.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log-in sheets, CWT data	2.1 FCAT 2013, Math Benchmark testing, SM4, enVision assessments
2	2.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	2.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team.	2.2. Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	2.2 CPT meeting notes, requests for resources, CWT data	2.2 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES
3	2.3 Due to the Florida Class Size Amendment, blended classes have occurred.	2.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	2.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Math rep	2.3 CPT meeting notes, requests for resources, CWT data	2.3 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES

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				

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (164)	74% (237)

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	3.1 Funding decreases for professional development opportunities	3.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	3.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional development rep, math rep	3.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log sheets, CWT data	3.1 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES
2	3.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	3.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	3.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	3.2 CPT meeting notes, requests for resources, CWT data	3.2 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES
3	3.3 Due to the Florida Class Size Amendment, blended classes have occurred.	3.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	3.3. Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	3.3. CPT meeting notes, requests for resources, CWT data	3.3. FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES

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:	
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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				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (34)	62% (32)

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	4.1 Funding decreases for professional development opportunities	4.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	4.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional development rep, math rep	4.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	4.1 FCAT 2013, Math Benchmark testing, SM4, enVision assessments
2	4.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	4.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	4.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	4.2 CPT meeting notes, requests for resources, CWT data	4.2 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES
3	4.3 Due to the Florida Class Size Amendment, blended classes have occurred.	4.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	4.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	4.3 CPT meeting notes, requests for resources, CWT data	4.3 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES

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%.	<p>Elementary School Mathematics Goal #</p> <p>The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is</p>
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	71	74	77	80	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic 47% (18) White 74%(209)	Hispanic 49% (19) White 75% (187)

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	5A.1 Funding decreases for professional development opportunities.	5A.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	5A.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional development rep, math rep	5A.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	5A.1 FCAT 2013, Math Benchmark testing, SM4, enVision assessments
2	5A.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	5A.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5A.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	5A.2 CPT meeting notes, requests for resources, CWT data	5A.2 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES
3	5A.3 Due to the Florida Class Size Amendment, blended classes have occurred.	5A.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5A.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	5A.3 CPT meeting notes, requests for resources, CWT data	5A.3 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
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				

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%	38%

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	5C.1 Funding decreases for professional development opportunities.	5C.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	5C.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional development rep, math rep	5C.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	5C.1 FCAT 2013, Math Benchmark testing, SM4, enVision assessments
2	5C.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	5C.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5C.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	5C.2 CPT meeting notes, requests for resources, CWT data	5C.2 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES
3	5C.3 Due to the Florida Class Size Amendment, blended classes have occurred.	5C.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5C.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	5C.3 CPT meeting notes, requests for resources, CWT data	5C.3 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%	56% Exceeded AMO Target

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	5D.1 Funding decreases for professional development opportunities.	5D.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	5D.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional development rep, math rep	5D.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	5D.1 FCAT 2013, Math Benchmark testing, SM4, enVision assessments
2	5D.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	5D.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5D.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math rep	5D.2 CPT meeting notes, requests for resources, CWT data	5D.2 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES
3	5D.3 Due to the Florida Class Size Amendment, blended classes have occurred.	5D.3 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	5D.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, math Rep	5D.3 CPT meeting notes, requests for resources, CWT data	5D.3 FCAT 2013, Math Benchmark testing, SM4, enVision assessments, TES

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Introduction to Common Core	All grade levels	Principal and 3 Teacher Leaders	Instructional staff	August 28 - August 30	CPT Minutes PM Data SWST Data CWT Data	Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor
Analyze student data from FCAT, SM, common assessments, benchmark assessments, and classroom lessons. Based on data, develop lesson plans. Discuss and review MTSS strategies and interventions.	Regular ed and ESE students in Kindergarten, 1st, 2nd, 3rd, 4th, 5th, and Specials	Principal, Team Leaders, TOSA, ESE/ELL Liaison, Guidance Counselor	Grade Level CPTs Staff Meetings Team Leader Meetings	Weekly Monthly As Needed	CPT Minutes PM Data SWST Data	Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, SWST Members

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

*End of 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:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in science.</p> <p>Science Goal #1a:</p>	<p>By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% ( across Levels 3,4,5) for any subgroup.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 28% (35) Level 3,4,5 - 61% (78)	Level 3 - 32% (119) Level 3,4,5 - 65% (77)

### 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	1.1 Funding decreases for professional development opportunities	1.1 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research- based	1.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional development rep	1.1 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data	1.1 FCAT 2013, District Benchmark Assessment, Harcourt assessments

		materials in the classroom. Frequent contact by principal and pupil support team. Schoolwide mentoring			
2	1.2 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	1.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	1.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	1.2 CPT meeting notes, requests for resources, CWT data	1.2 FCAT 2013, District Benchmark Assessment, Harcourt assessments, TES
3	1.3 Due to the Florida Class Size Amendment, we have a blended grade 4/5 homeroom.	1.3 Fifth grade team will assist with instructional resources. Provide teacher with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	1.3 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	1.3 CPT meeting notes, requests for resources, CWT data	1.3 FCAT 2013, District Benchmark Assessment, Harcourt assessments
4	1.4 Science lab is scheduled once every six days – therefore, science lab teacher cannot follow IFC as written.	1.4 Science lab teacher rewrote IFC to go along with the six-day rotation, thereby allowing students to receive important NGSSS instruction before spring FCAT. Science fair is mandatory for all grade 3-5 students.	1.4 Principal, TOSA, Classroom Teachers, Science Lab Teacher, ESE/ELL Liaison, Guidance Counselor	1.4 Science lab books, lesson plans	1.4 FCAT 2013, District Benchmark Assessment, Harcourt assessments

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No
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	proficiency target will be less than 35% ( across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 34% (43) Level 3,4,5 - 61% (78)	Level 4,5 - 38% (45) Level 3,4,5 - 64% (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	2.1 Due to the Florida Class Size Amendment, teachers are working at grade levels in which they are not accustomed.	2.1 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	2.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	2.1 CPT meeting notes, requests for resources, CWT data	2.1 FCAT 2013, District Benchmark Assessment, Harcourt assessments, TES
2	2.2 Due to the Florida Class Size Amendment, we have a blended grade 4/5 homeroom.	2.2 Fifth grade team will assist with instructional resources. Provide teacher with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	2.2 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	2.2 CPT meeting notes, requests for resources, CWT data	2.2 FCAT 2013, District Benchmark Assessment, Harcourt assessments
3	2.3 Science lab is scheduled once every six days – therefore, science lab teacher cannot follow IFC as written	2.3 Science lab teacher rewrote IFC to go along with the six-day rotation, thereby allowing students to receive important NGSSS instruction before spring FCAT. Science fair is mandatory for all grades 3-5 students.	2.3 Principal, TOSA, Classroom Teachers, Science Lab Teacher, ESE/ELL Liaison, Guidance Counselor	2.3 Science lab books, lesson plans	2.3 FCAT 2013, District Benchmark Assessment, Harcourt assessments
4	2.4 Funding decreases for professional development opportunities.	2.4 Use trained staff at Lakeview Elementary School to provide professional development to teachers. Use volunteers to work with students. Continue using research-based materials in the classroom.	2.4 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor, Professional development rep	2.4 Professional development rosters, percentage of teachers taking advantage of professional development offerings, volunteer log in sheets, CWT data.	2.4 District Benchmark Assessment, Harcourt Assessments

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

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science - Train the Trainer	Gr. 3-5	Brad Porinchak	3,4, 5 target instructors	September 25	CWT data CPT minutes	Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor

Science Budget:

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

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(106)	89% (82)

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	1.1 Due to the Florida Class Size Amendment, we have a blended grade 4/5 homeroom.	1.1 Fourth grade team will assist with instructional resources. Provide teacher with instructional resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	1.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	1.1 CPT meeting notes, requests for resources, CWT data	1.1 2013 FCAT Writes, District Writing Assessments, Weekly Writing Assessments, TES
2	1.2 Interpretation and uncertainty about state scoring.	1.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	1.2 Principal, TOSA	1.2 CPT meeting notes, requests for resources, CWT data	1.2 2013 FCAT Writes, District Writing Assessments, Weekly Writing Assessments, TES

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(54)	48%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	1.1 Due to the Florida Class Size Amendment, we have a blended grade 4/5 homeroom.	1.1 Fourth grade team will assist with instructional resources. Provide teacher with instructional resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	1.1 Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor	1.1 CPT meeting notes, requests for reesources, CWT data	1.1 2013 FCAT Writes, District Writing Assessments, Weekly Writing Assessments, TES
2	1.2 Interpretation and uncertainty about state scoring.	1.2 Provide teachers with resources as needed and as available. Frequent contact by principal and pupil support team. Schoolwide mentoring	1.2 Principal, TOSA	1.2 CPT meeting notes, requests for resources, CWT data	1.2 2013 FCAT Writes, District Writing Assessments, Weekly Writing Assessments, TES

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
Professional development on the writing process	Gr 1-4	Independent Consultant, Chris Lewis	All 1-4 instructional staff, TOSA	Monthly dates from August 2012 - March 2013	CPT meeting notes, data from writing assessments	Principal, TOSA, Team Leaders, ESE/ELL Liaison, Guidance Counselor

Writing 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
Chris Lewis, Consultant Substitutes for Teachers	Teacher Workshops Direct Instruction	Title II Funds, Child Care Funds	\$15,500.00
			Subtotal: \$15,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,500.00

## 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:

<p>1. Attendance</p> <p>Attendance Goal #1:</p>	<p><b>ATTENDANCE GOAL – RATE</b> For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage.</p> <p><b>ATTENDANCE GOAL- ABSENCES</b> By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease</p> <p><b>ATTENDANCE GOAL- TARDY</b> By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.7% (665/695)	97.7% (549)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
189	175
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
96	82

### 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
	1.1 Elementary school children cannot be held accountable when they are absent/tardy. This is a family/parent concern.	1.1 Classroom teacher makes phone call when student has been absent for 3 days. Applicable staff members will send letters and/or make phone calls to parents/guardians on an as-needed basis when students have	1.1 Registrar, Receptionist, CARE Team, Homeroom Teachers, Truancy Worker, Schoowide mentors	1.1 Letters Monthly Data Review SWST/CARE Notes Feedback from mentors/mentees/parents	1.1 2012-2013 School Year Attendance Data

1	<p>been frequently absent/tardy. Remind families of importance of school attendance in principal's blog, newsletter, teacher websites. Invite parents to CARE meetings to help solve attendance issues. New CrossPointe/Student Parent Portal Schoolwide mentoring involving staff/community businesses (This represents our Five Star School Improvement Goal).</p>			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance Budget:

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

## Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18	18
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12	12

### 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	1.1 New staff unfamiliar with schoolwide Time to Teach initiative.	1.1 One-on-one tutorial with target staff. Refresher session at staff meeting.	1.1 Principal, Guidance Counselor	1.1 CPT meetings, Team Leader meetings, staff meetings, PBS meetings, CWT data	1.1 District Reports, Discipline Referrals
2	1.2 Staff unfamiliar with RTI-b initiative.	1.2 Professional development inservices at PBS, CPT, and staff meeting.	1.2 Principal, Guidance Counselor	1.2 CPT meetings, Team Leader meetings, staff meetings, PBS meetings	1.2 District 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
Rtl-b training	K-5	Guidance Counselor	All K-5 instructional staff	PBS, CPT, Team Leader meetings, staff meetings	PBS meetings, CPT meetings, Team Leader meetings, staff meetings.	Principal, Guidance Counselor

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>	90% or more of Lakeview Elementary School families will become involved or participate in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2012 Current level of Parent Involvement: 90% (581)	2013 Expected level of Parent Involvement: 90% (543)
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
N/A						

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:	

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				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

## FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Chris Lewis, Consultant Substitutes for Teachers	Teacher Workshops Direct Instruction	Title II Funds, Child Care Funds	\$15,500.00
				Subtotal: \$15,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$15,500.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/3/2012)

## 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
Possible contracted instructional remediation services	\$3,005.00

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

The Lakeview Elementary School SAC/SDMT will monitor our 2012-2013 School Improvement Plan, monitor school data; review climate survey results, and discuss other timely topics.



# 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

Sarasota School District LAKEVIEW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	87%	94%	75%	345	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	67%	67%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	59% (YES)			111	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					590	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District LAKEVIEW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	86%	96%	72%	343	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%	67%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	53% (YES)			115	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					594	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested