FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Wyndham Lakes Elementary School	District Name: Orange
Principal: Robert G. Shreffler	Superintendent: Dr. Barbara Jenkins
SAC Chair: Zamarit Baez	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number 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	Robert G. Shreffler	Bachelor of Science – Music Education, Kennesaw State University; Master of Science – Educational Leadership, Nova Southeastern University; Certification – Educational Leadership (All Levels)/Music (Grades K-12)/School Principal (All Levels), State of Florida	6	6	Principal of Wyndham Lakes Elementary School in 2011-2012: Grade A; Reading Mastery 64%; Math Mastery 55%; Science Mastery 60%; Learning Gains 71% Reading/70% Math; Lowest 25% Learning Gains 76% Reading/71% Math Principal of Wyndham Lakes Elementary School in 2010-2011: Grade C; Reading Mastery 68%; Math Mastery 70%; Science Mastery 43%; Learning Gains 59% Reading/56% Math; Lowest 25% Learning Gains 50% Reading/61% Math; AYP 79% (Total, Hispanic, Economically Disadvantaged, English Language Learners need improvement in Reading and Math) AP of Wyndham Lakes Elementary School in 2009-2010: Grade B; Reading Mastery 74%; Math Mastery 74%; Science Mastery 45%; Learning Gains 65% Reading/64% Math; Lowest 25% Learning Gains 54% Reading/75% Math; AYP 92% (Economically Disadvantaged, English Language Learners need improvement in Reading) AP of Wyndham Lakes Elementary School in 2008-2009: Grade A; Reading Master 73%; Math Mastery 69%; Science Mastery 33%; Learning Gains 71% Reading/67% Math; Lowest 25% Learning Gains 79% Reading/74% Math; AYP 100%
Assistant Principal	Marika Irizarry	BS – Elementary Education, Florida Southern College; Master of Science – Educational Leadership, Nova Southeastern University; Certification – Educational Leadership, Elementary Education (1-6), Specific Learning Disabilities (K-12), ESOL Endorsement, State of Florida	3	6	AP of Wyndham Lakes Elementary School in 2011-2012: Grade A; Reading Mastery 64%; Math Mastery 55%; Science Mastery 60%; Learning Gains 71% Reading/70% Math; Lowest 25% Learning Gains 76% Reading/71% Math AP of Wyndham Lakes Elementary School in 2010-2011; Grade C; Reading Mastery 68%; Math Mastery 70%; Science Mastery 43%; Learning Gains 59% Reading/56% Math; Lowest 25% Learning Gains 50% Reading/61% Math; AYP 79% (Total, Hispanic, Economically Disadvantaged, English Language Learners need improvement in Reading and Math) AP of Moss Park Elementary 2009-2010: Grade A; Reading 90%; Math 88%; Writing 88%; Science 67%; AYP 100% AP of Moss Park Elementary 2008-2009: Grade A; Reading 87%; Math 85%; Writing 89%; Science 63%; AYP 100%

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (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)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Debra Kehoe	BS – Elementary Education, Slippery Rock University; MA – Educational Leadership, Stetson University; Reading Endorsed K-12; Professional Educator's: Elementary Education 1-6 and ESOL Certified	5	8	Reading Coach of Wyndham Lakes Elementary School in 2011-2012: Grade A; Reading Mastery 64%; Math Mastery 55%; Science Mastery 60%; Learning Gains 71% Reading/70% Math; Lowest 25% Learning Gains 76% Reading/71% Math; Reading Coach of Wyndham Lakes Elementary School in 2010-2011: Grade C; Reading Mastery 68%; Math Mastery 70%; Science Mastery 43%; Learning Gains 59% Reading/56% Math; Lowest 25% Learning Gains 50% Reading/61% Math; AYP 79% (Total, Hispanic, Economically Disadvantaged, English Language Learners need improvement in Reading and Math) Reading Coach of Wyndham Lakes Elementary School in 2009-2010: Grade B; Reading Mastery 74%; Math Mastery 74%; Science Mastery 45%; Learning Gains 65% Reading/64% Math; Lowest 25% Learning Gains 54% Reading/75% Math; AYP 92% (Economically Disadvantaged, English Language Learners need improvement in Reading) Reading Coach of Wyndham Lakes Elementary School in 2008-2009: Grade A; Reading Master 73%; Math Mastery 69%; Science Mastery 33%; Learning Gains 71% Reading/67% Math; Lowest 25% Learning Gains 79% Reading/74% Math; AYP 100%
Reading	Deborah Carmona	BS - Bachelor of Arts (Social Science, Psychology), University of Puerto Rico; MA - Elementary Education, Nova University; Reading Endorsement K-12; ESOL Endorsed; Professional Certification in	6	2	Reading Coach of Wyndham Lakes Elementary School in 2011-2012: Grade A; Reading Mastery 64%; Math Mastery 55%; Science Mastery 60%; Learning Gains 71% Reading/70% Math; Lowest 25% Learning Gains 76% Reading/71% Math; Kindergarten Teacher at Wyndham Lakes Elementary School in 2010-2011: Grade C; Reading Mastery 68%; Math Mastery 70%; Science Mastery 43%; Learning Gains 59% Reading/56% Math; Lowest 25% Learning Gains 50% Reading/61% Math; AYP 79% (Total, Hispanic, Economically Disadvantaged,

		Elementary Ed. K - 6			English Language Learners need improvement in Reading and Math) Second Grade Teacher at Wyndham Lakes Elementary School in 2009-2010: Grade B; Reading Mastery 74%; Math Mastery 74%; Science Mastery 45%; Learning Gains 65% Reading/64% Math; Lowest 25% Learning Gains 54% Reading/75% Math; AYP 92% (Economically Disadvantaged, English Language Learners need improvement in Reading) Second Grade Teacher at Wyndham Lakes Elementary School in 2008-2009: Grade A; Reading Master 73%; Math Mastery 69%; Science Mastery 33%; Learning Gains 71% Reading/67% Math; Lowest 25% Learning Gains 79% Reading/74% Math; AYP 100%

<u>Effective and Highly Effective Teachers</u>

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
1. Wyndham Lakes Elementary Mentoring Connection	Robert Shreffler (Principal), Ife Bryant (CRT)	Ongoing
2. Recruitment of New Teachers through OCPS Senior Internship Program	Robert Shreffler (Principal), Marika Irizarry (Assistant Principal)	Ongoing
3.		
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and 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 instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
Out of Field – 0% (0) Non-Highly Effective Instructors – 0% (0) New Teachers (not assessed) – 7% (4)	1. Continued professional development in the Marzano Teacher Assessment system. 2. PLC discussions of Highly Effective Teaching 3. Continued participation in Lesson Study

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
61	7% (4)	28% (17)	52% (32)	13% (8)	36% (22)	100% (54)	16% (10)	7% (4)	100% (61)

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
Samantha Roeck	Deborah Carmona	Primary level reading coach serves as mentor for first year beginning teacher in Kindergarten. The mentoring teacher leader can also support implementing the new Common Core Standards.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies and documenting those discussions on a monthly basis.

Susan Kuriakose	Angela West Grade 4	Both teachers have worked together previously while the mentor was an intern. The mentoring teacher leader can also support transition into the new Common Core Standards.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies and documenting those discussions on a monthly basis.
Luzeana Alfonso-Reyes	Kristin Childress Grade 5	Both teachers are on the 5th Grade team and have worked together previously while the mentor was an intern. The mentoring teacher leader can also support transition into the new Common Core Standards.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies and documenting those discussions on a monthly basis.
Samuel Mariani (2nd Year)	Evelyn Rosado CCT	CCT serves as a mentor for mentor teaching bilingual for the first time.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies and documenting those discussions on a monthly basis.
Zamarit Baez (2nd Year)	Jennifer Johnson Grade 1	Both teachers are on the 1st Grade team and have worked together previously. The mentoring teacher leader can also support implementing the new Common Core Standards.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies and documenting those discussions on a monthly basis.
Tanya Figueroa (2nd Year)	Jennifer Johnson Grade 1	Both teachers are on the 1st Grade team and have worked together previously. The mentoring teacher leader can also support implementing the new Common Core Standards.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies and documenting those discussions on a monthly basis.
Bibiana Barrero (2nd Year)	Kelly Wagner Grade 3	Both teachers are on the 3rd Grade team and have worked together previously. The mentoring teacher leader can also support transition into the new Common Core Standards.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies and documenting those discussions on a monthly basis.
Alyson Burke	Carissa Marasco Kindergarten	Both teachers are on the K team and have worked together previously while the mentee was an intern and temporary teacher. The mentoring teacher leader can	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies and documenting those

		also support implementing the new Common Core Standards.	discussions on a monthly basis. community to discuss evidence

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Additional Requirements

*Coordination and Integration-***Title I Schools Only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer reading camps. The district coordinates with Title II and Title III in ensuring staff development needs are provided. SES tutoring will also continue to be available for students through independent providers. Kindergarten through second grade were provided a Summer Reading Program on campus.
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs.
Title II Mini Grant money is requested and allocated through the district up to the amount of $4000.00 to cover workshops and substitutes provided for teachers trained in using our new district Information Management System, new components of the teacher evaluation system, and Writing 2.0 as our focus on Professional Learning for the 2012-2013 school year.
Title III The district provides textbook and workbook materials in Spanish for our K-3 bilingual classrooms. We also receive supplementary materials to support our core curriculum in English and in Spanish, dictionaries in other languages, classroom libraries, Voyager Pasaporte and sets of books for guided reading. In order for our teachers to attend Staff Development, money for substitutes is made available. With additional funding we also offer additional tutoring for students in our bilingual kindergarten through second grade classes, and adult English language classes for our community adult learners.
Title X- Homeless There is an appointed school contact to represent the district's homeless department who attends a yearly training. The appointed contact provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide before school, after school, and Saturday school for Level 1 FCAT students in both Reading and Math.
Violence Prevention Programs There is an appointed school-based Crisis Intervention Specialist to represent the district Psychological Crisis Team. The school offers a non-violence and anti-drug program to students which incorporates school and community agencies.
Nutrition Programs Breakfast and lunch are provided for students, including those on Free and Reduced Lunch. Snacks are provided for SES tutoring and our in-house tutoring.
Housing Programs N/A
Housing Programs N/A
Adult Education English Language instruction is provided through a grant from Title III. Sessions are held twice weekly, taught by Wyndham Lakes teachers. This program has grown in size the

past two years.
Career and Technical Education
N/A
Job Training
N/A
Other
DESTINATION COLLEGE (Grades 3-5)
Wyndham Lakes Elementary will continue to implement this district based program for grades 3-5 to promote college / work related readiness at the elementary school level. Title I monies will assist in paying for the binder materials needed for each student in teaching organizational skills to support transition into secondary schools.

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

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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, ensures that the school-based team is integrating RtI principles and beliefs within the school culture, school improvement plan, professional learning community, and the school's vision for increased student outcomes; conducts Belief Survey and evaluates RtI knowledge of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Provide guidance on integration of classroom technology that enhances and differentiates teaching and learning.
Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.
Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; ensures fidelity processes of research-based interventions are being implemented consistently.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measure; and helps identify systemic patterns of student need with respect to language skills.
ESOL Compliance Monitor: Educates the team in best practices for instructing, assessing and progress monitoring English Language Learners (ELL) students; assists in the selection of screening measures; participates in data collection and analysis; assist in intervention planning and helps teachers secure and develop appropriate resources.
Staffing Specialist/Guidance Counselor: Participates in the process of collecting and analyzing data; acts as liaison between the Special Education department and general education teachers.
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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system in which the needs of our individual students are met? The team meets once every month to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify research-based interventions and suggestions for progress monitoring. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus among all faculty and staff, increasing infrastructure, and making decisions about implementation.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
The RtI Leadership Team met with the Principal to help develop the School Improvement Plan. The team provided initial reading screening data that identified the lowest 25% in Reading, as well as analyzing 2011-2012 FCAT data. This process will help determine who receives Tier 2 and 3 interventions.
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.
Baseline Data: Kindergarten checklist; Grade 1, Houghton Mifflin Leveled Reading Passages (LRP), Words Per Minute fluency passage ;Grades 2-5, Houghton Mifflin Leveled

Reading Passages (LRP), Words Per Minute fluency passage, Words Their Way Diagnostic Spelling Test, FAIR, and the 2010-2011 performance on the Florida Comprehensive Assessment Test (FCAT).

Progress Monitoring: Ongoing progress monitoring from the FAIR website; DIBLES measures (LNF, NWF, ORF); Diagnostic assessments including ERDA and DAR.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Edusoft Benchmark assessments.

End of Year: FAIR, FCAT

Frequency of Data Meetings: Data meetings will occur monthly with each grade level team.

Describe the plan to train staff on MTSS.

Selected team members were previously trained by the district. The RtI team will continue to conduct review training for each grade level to integrate RtI principles and beliefs within the school culture, school improvement plan, PLC's, and our school vision for increased student outcomes. In addition, the RtI coach will attend monthly meetings with the district and provide training to the RtI Leadership Team, who will then disseminate the information and train the faculty and staff to build their capacity to successfully implement RtI at Wyndham Lakes Elementary. Teachers new to Wyndham Lakes will receive more intensive training to reach the level of more experienced staff members. RtI is also included in the Wyndham Lakes White Papers, a document provided to each instructional staff member.

Describe the plan to support MTSS.

The majority of our staff is now well aware of RtI and its importance in delivering proper instruction to our students. The RtI Facilitator will continue to meet with individuals and teams to keep them informed of any changes in the program, as well as to monitor compliance to interventions. Administration is also kept informed regarding students being addressed by RtI, or under consideration for interventions. Parents are also kept apprised of their child's involvement and progress in this program. Our school posted excellent results with our lowest 25% of students this past year, greatly increasing our Learning Gains and our school's grade.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Robert G. Shreffler, Principal Ife Bryant, CRT Alyson Burke, K Carissa Marasco, K Jenna DiMascio, K Vanessa Rivera, K Samantha Roeck, K Jennifer Brown, K Krysti Cotton, 1 Jennifer Johnson, 1 Maria Okraska, 1 Zamarit Baez, 1 Tonya Figueroa, 1 Stephanie Nordenmalm, 1 Kristin Haynes, 2 Rebecca Traenkner, 2 Olga Ramos, 2 Tamika Martin, 2 Jennifer Gomez, 3 Catherine Carrillo, 3 Lillian Rivera, 3 Holly Ramos, 4 Laurel Holbrook, 5 Michelle Small, SLP (ESE) Debra Kehoe, 3-5 RC Deborah Carmona, K-2 RC
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets at least monthly, more often when planning a family literacy event like our K-2 Building Better Readers Night each year. The Reading Coaches prepare an agenda and lead the meetings, although members often serve as guest speakers on topics they wish to share. Many of the LLT members are working on their Reading Endorsements or Master's Degrees in Reading, and enjoy sharing what they are learning with colleagues who are also interested in the latest reading research. LLT members are encouraged to share topics discussed with their grade level teams at their weekly team meetings and to record what they shared in the meeting minutes.
What will be the major initiatives of the LLT this year? As a PLC, the RLT will begin a CCSS ELA study that will include a K-1 and a 2-5 book study, the creation of a bank of Common Core ELA lesson plans, and the formation of a teacher support group whereby teachers will have a safe place to share ideas on how to incorporate the CCSS/Shifts in Practice into the Marzano Protocol (learning goals, targets, scales, EQ's, assessment, lesson plans, iObservation, etc). The RLT members will share what they are learning in this PLC with their respective grade levels at team meetings. K-2 Building Better Readers Night

3-5 FCAT Night (Reading)

School-wide Reading Incentive programs: K-2 Wild about Reading / 3-5 SSYRA Book Challenge

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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*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.

Wyndham Lakes does not offer Pre-School services. However, we will offer feeder pre-schools visitations to Wyndham Lakes. We will also disseminate information in the community prior to Kindergarten Registration, providing dates, times, and required materials. Our school and district websites will provide information for incoming kindergarten parents. In addition, we will host a Kindergarten Orientation prior to registration in May. In addition, incoming kindergarten students are screened prior to the start of school, to assist in building classes that are balanced in makeup regarding gender, ability, ages, etc.

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

N/A

*High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Current reading curriculum alignment to Common Core. Diverse academic need	1A.1. 1. Instructional teachers in K-1 will implement the new ELA CCSS. 2nd Grade will blend Common Core with NGSSS. Instructional teachers in 3-5 will begin to gradually introduce the 6 ELA Common Core shifts. Effective use reading data to drive instructional focus disaggregate standards and provide assessments for progress monitoring in reading.	1A.1. Administration CRT Reading Coaches ELA CCSS K-2 Black Belt Champions K-5 Teachers	1A.1. Teacher collaboration and planning of new instruction. Increase of text complexity with current resources. Administration Team observation of instruction Use of IMS formative assessment resources	1A.1. Lesson plans documenting Common Core or the shifts. Standards Based Assessments IMS Data
Reading Goal #1A: By June, 2013, 33% (152) of all students taking FCAT Reading at Wyndham lakes Elementary School will score a Level 3.	2012 Current Level of Performance:* In June 2012, 30% (140) of all students taking FCAT Reading at Wyndham Lakes Elementary School scored a Level 3.	2013 Expected Level of Performance:* By June, 2013, 33% (152) of all students taking FCAT Reading at Wyndham lakes Elementary School will score a Level 3.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA	NA					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Student participation Adding appropriate skill level to match student needs	2A.1. Continued use of DOE FCAT Explorer, Ticket to Read, and other online resources to provide intervention and enrichment opportunities to all 1st – 5th grade students.	2A.1. CRT Reading Coaches K– 5th Grade Teachers	2A.1. Monthly data meetings	2A.1. FCAT Explorer student reports School wide Voyager reports
Reading Goal #2A: By June 2013, 35% (161) of all students taking FCAT Reading at Wyndham lakes Elementary School will score at Level 4 or 5.	2012 Current Level of Performance:* In June 2012, 32% (146) of all students taking FCAT Reading at Wyndham Lakes Elementary School scored a Level 4 or 5.	2013 Expected Level of Performance:* By June 2013, 35% (161) of all students taking FCAT Reading at Wyndham lakes Elementary School will score at Level 4 or 5.					
			2A.2. Instructional needs and teacher consistency in providing the appropriate resources for individual student intervention and enrichment.	2A.2. K-5 Instructional Teams will provide reading intervention as well as enrichment to all students utilizing resource teachers, Para professionals and Administration.	2A.2. Administration CRT/ Reading Coaches Teachers	2A.2. Monthly Leadership and PLC collaborative discussions using data.	2A.2. Assessments of Standards FAIR and Edusoft data
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: NA	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					

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		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Teacher knowledge of how to assess by standard.	3A.1. Ongoing Progress Monitoring for all K-5 students through a focus of standard based grading in reading.	3A.1. Administration Reading Coaches/ CRT CLASSROOM TEACHERS	3A.1. Monthly Leadership and PLC collaborative discussions using data. Monitored use of Insight through IMS.	3A.1. IMS Assessment Resources Rubrics Edusoft / FAIR Data
Reading Goal #3A: June 2013, 74% (341) of learners taking FCAT Reading at Wyndham Lakes Elementary School will make a year's worth of progress.	2012 Current Level of Performance:* In June 2012, 71% (328) of learners taking FCAT Reading at Wyndham Lakes Elementary School made a year's worth of progress.	2013 Expected Level of Performance:* By June 2013, 74% (341) of learners taking FCAT Reading at Wyndham Lakes Elementary School will make a year's worth of progress.					
			3A.2. Teacher participation Training and access to the new online leveled readers.	3A.2. Encourage frequent use of non fictional leveled readers offered online and within the new science / social studies curriculum.	3A.2. Administration Reading Coaches/ CRT CLASSROOM TEACHERS	3A.2. Teacher collaborations will document best practices for online instruction. Teacher observation of increased interest reading level of student.	3A.2. Online / Standards -Based Assessments
			3A.3 Student participation outside of school	3A.3 5-8 books from the Florida Sunshine State Standards list will be by the media center to all students to promote higher level reading and discussion outside of the classroom.	3A.3 Administration Team Teacher	3A.3 Classroom teachers will publicly showcase information documenting the number of students who have met the criteria for completing the SSS Reading Book Club.	3A.3 Edusoft data

			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.							
Reading Goal #3B: NA	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4A: By June 2013, 79% (58) of struggling learners taking FCAT Reading at Wyndham Lakes Elementary School will make a year's worth of progress.	2012 Current Level of Performance:* In June 2012, 76% (55) of struggling learners taking FCAT Reading at Wyndham Lakes Elementary School made a year's worth of progress.	2013 Expected Level of Performance:* By June 2013, 79% (58) of struggling learners taking FCAT Reading at Wyndham Lakes Elementary School will make a year's worth of progress.	4A.1. Attendance	4A.1. Provide before and after school remediation for students scoring Level 1and 2 on the FCAT. Additional SES tutoring services.	4A.1. Administration Reading Coaches Teachers Parents	4A.1. Monthly Leadership Meetings, PLC collaborative discussions, and parent conferences using data.	4A.1. Pre / Post Test Results from Reading Survey Test FAIR and Edusoft data
			4A.2. Determining selection of students and grade level.	4A.2. Provide "Lunch and Learn" focusing on academics and building relationships with selected students.	4A.2. Administration Team Teachers	4A.2. Planning with classroom teacher Monthly Leadership Data Meetings and Discussions	4A.2. Teacher observation Assessments that focus on areas of student need
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 49% on Grade Level	64% on Grade Level (Target was 53%)	Target is 58% on Grade Level	Target is 62% on Grade Level	Target is 66% on Grade Level	Target is 70% on Grade Level	Target is 75% on Grade Level
Reading Goal #5A: Students will continue to improve Reading scores each year.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. White: Black: Hispanic: Minimum Student Language Experience Asian: American Indian:	5B.1. Provide a strong foundation in English as a second language by implementing Imagine Learning computer program to all K-5 ESOL students.	5B.1. Administration CCT Classroom Teachers	5B.1. Team collaborative planning and discussion.	5B.1. IDEL Imagine Learning Report Data CELLA	
Reading Goal #5B: By June 2013, 61% (186) of all Hispanic students taking FCAT Reading at Wyndham Lakes Elementary School will score a Level 3 or above.	2012 Current Level of Performance:* Hispanic: In June 2012, 58% (177) of all Hispanic students taking FCAT Reading at Wyndham Lakes Elementary School scored a Level 3 or above.	2013 Expected Level of Performance:* Hispanic: By June 2013, 61% (186) of all Hispanic students taking FCAT Reading at Wyndham Lakes Elementary School will score a Level 3 or above.						
			5B.2. Hispanic: Increasing number of students	5B.2. Early identification of all Hispanic Triple iii students and implementation plan	5B.2. Administration Reading Coaches	5B.2. Monthly Leadership Meetings, PLC collaborative discussions,	5B.2. Standards-Based Assessments in Reading	

				Classroom Teachers	and parent conferences using data.	RtI progress monitoring data
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C White: Black: Hispanic: Minimum Student Language Experience Asian: American Indian:	5C Provide a strong foundation in English as a second language by implementing Imagine Learning computer program to all bilingual and sheltered K-2 students.	5C Administration CCT Classroom Teachers	5C Team collaborative planning and discussion.	5C IDEL Imagine Learning Report Data CELLA
Reading Goal #5C: By June 2013, 50% (183) of all ELL students taking FCAT Reading at Wyndham Lakes Elementary School will score a Level 3 or above.	2012 Current Level of Performance:* In June 2012, 47% (172) of all ELL students taking FCAT Reading at Wyndham Lakes Elementary School scored a Level 3 or above.	2013 Expected Level of Performance:* By June 2013, 50% (183) of all ELL students taking FCAT Reading at Wyndham Lakes Elementary School will score a Level 3 or above.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Outdated IEP's not in compliance.	5D.1. Grade level instruction on IEP monitoring Continued implementation of new online IEPs	5D.1. Administrators Resource Teachers Classroom and ESE Teachers	5D.1. PLC collaboration with ESE teacher and classroom teachers to ensure IEP accommodations and goals are being met.	5D.1. Annual Review of IEP. Progress Monitoring Data
Reading Goal #5D: By June 2013, 8% (2) of all ESE students taking FCAT Reading at Wyndham Lakes Elementary School	2012 Current Level of Performance:* In June 2012, 5% (1) of all ESE students	2013 Expected Level of Performance:* By June 2013, 8% (2) of all ESE students					

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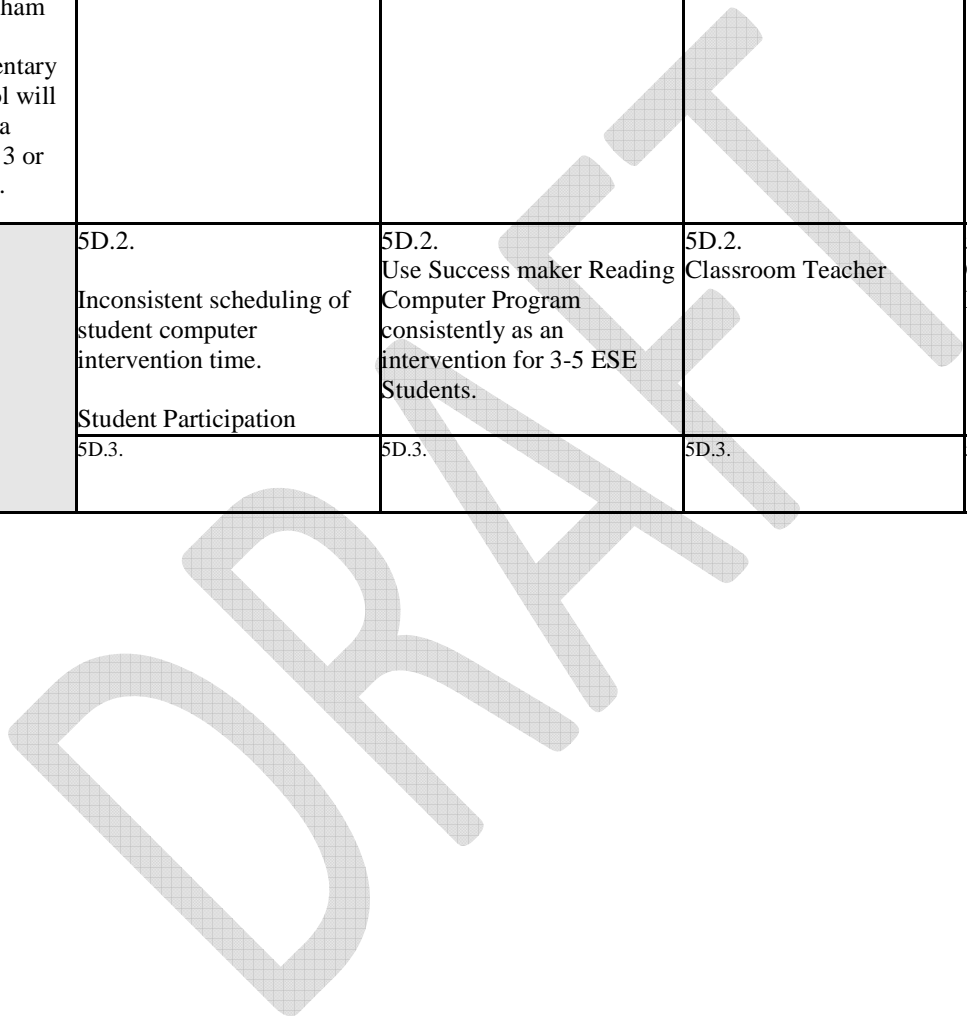| will score a Level 3 or above.	taking FCAT Reading at Wyndham Lakes Elementary School scored a Level 3 or above.	taking FCAT Reading at Wyndham Lakes Elementary School will score a Level 3 or above.					
			5D.2. Inconsistent scheduling of student computer intervention time. Student Participation	5D.2. Use Success maker Reading Computer Program consistently as an intervention for 3-5 ESE Students.	5D.2. Classroom Teacher	5D.2. Ongoing Progress Monitoring	5D.2. Success Maker Data Reports
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E 1. Determining selection of students and grade level.	5E 1. Provide "Lunch and Learn" focusing on academics and building relationships with selected students.	5E 1. Administration Team Teachers	5E 1. Planning with classroom teacher Monthly Leadership Data Meetings and Discussions	5E 1. Teacher observation Assessments that focus on areas of student need
Reading Goal #5E: By June 2013, 60% (372) of all Free/Reduced Lunch students taking FCAT Reading at Wyndham Lakes Elementary School will score a Level 3 or above.	2012 Current Level of Performance:* In June 2012, 57% (353) of all Free/Reduced Lunch students taking FCAT Reading at Wyndham Lakes Elementary School scored a Level 3 or above.	2013 Expected Level of Performance:* By June 2013, 60% (372) of all Free/Reduced Lunch students taking FCAT Reading at Wyndham Lakes Elementary School will score a Level 3 or above.					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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
ELA CCSS Black Belt District Training	K-2	Debra Kehoe	Debra Kehoe- Reading Coach Vanessa River – Kindergarten Maria Okraska – 1st Grade	Year Round District scheduled meetings	School action plan Completion of district modules through	Principal / CRT

			Milagros Gonzalez- 2nd Grade		PDS online	
Common Core ELA	K-5	OCPS	Instructional Staff	June 2013	Evidence of gradual CCSS Implementation /ELA Shifts	Administration / Black Belts

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Purchase Computerized Reading Intervention for ELL and Lowest 25%	Success Maker License	School Budget	$3300.00
Purchase Computerized Reading Program for K-5 Students	Voyager – Ticket to Read	School Budget	$3500.00
Imagine Learning	Computer program for K-2 Bilingual and Sheltered	Title II	Grant Funded
RazKids Learning	Reading program for K-2 and ESE	School Budget	$1750.00
			Subtotal: 8550.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Grade level training on CCSS/ Language Arts	Substitutes	Title II	$2000.00
			Subtotal:2000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:10550.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: By June, 2013, 53% (164) of tested students will be Proficient in Listening/Speaking.	2012 Current Percent of Students Proficient in Listening/Speaking: 50% (155) from a total of 311 Students.	1.1. Difficulty in determining which resources or strategies to use for student need.	1.1. Teacher understanding of the five second language acquisition proficiency levels.	1.1 Administration CCT Classroom Teachers K-5	1.1. Monthly Leadership PLC collaborative discussions using data.	1.1. Teacher Observation Retelling Assessment and Vocabulary Usage CELLA IPT
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: By June, 2013, 42% (130) of tested students will be Proficient in Reading.	2012 Current Percent of Students Proficient in Reading: 39% (121) from a total of 311 Students.	2.1. Differentiating instructions for student with various levels in reading	2.1. Teacher understanding of the five English language proficiency levels as outline in the reading process.	2.1. Administration CCT Classroom Teachers K-5	2.1. Teacher collaboration and planning of instruction. Administration Team Observation	2.1. ELL Strategies documented in Lesson Plans CELLA IPT
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: By June, 2013, 38% (117) of tested students will be Proficient in Writing.	2012 Current Percent of Students Proficient in Writing : 35% (107) from a total of 310 Students.	2.1. Lack of valid resources or rubric to determine writing level of ELL students	2.1. Using Performance Definitions of English Language Proficiency Levels to determine and progress monitor individual writing stage.	2.1. Administration CCT Classroom Teachers K-5	2.1. Consistent use of language proficiency level checklist with grade level writing rubrics	2.1. Individual ELL Student Writing Sample by Grade Level CELLA IPT
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Grade Level Training on English Language Proficiency Levels	ESOL Reference Binder	School Based	$0.00
CELLA Training	Handouts / District PowerPoint	School Based	$0.00
			Subtotal:0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Teacher Common Core knowledge and participation in application of the eight mathematical practices or use of resources.	1A.1. 1. Maintain academic focus and consistency using the eight Common Core Mathematical Practices in grades K-5 planning and instruction. 2. Effective use of math data to drive instructional focus, disaggregate standards and provide assessments for progress monitoring in math. 3. K-1 Teachers implementing the new CCSS in Mathematics with fidelity.	1A.1. Administration CRT Math Coach K-5 Classroom Teachers	1A.1. Teacher collaboration and planning of new instruction. Administration Team observation of instructional use of Common Core math practices Use of IMS resources	1A.1. Lesson plans documenting Common Core math practices Standards Based Assessments IMS Data (FCAT /Benchmark) New Teacher Evaluation system
Mathematics Goal #1A: By June 2013, 30% (138) of all students taking FCAT Math at Wyndham Lakes Elementary School will score a Level 3.	2012 Current Level of Performance:* In June 2012, 27% (127) of all students taking FCAT Math at Wyndham Lakes Elementary School scored a Level 3.	2013 Expected Level of Performance:* By June 2013, 30% (138) of all students taking FCAT Math at Wyndham Lakes Elementary School will score a Level 3.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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NA	NA	NA					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Inconsistency of student usage.	2A.1. Continued use and recognition of all students in grades 1-5 upon completion of their individual FAST MATH account improving basic math fluency for <u>all</u> students.	2A.1. Grades 1-5 Classroom Teachers Administration	2A.1. Student and class participation per day based on FAST MATH reports	2A.1. FASTT Math individual and class reports
Mathematics Goal #2A: By June 2013, 29% (134) of all students taking FCAT Math at Wyndham Lakes Elementary School will score at Level 4 or 5.	2012 Current Level of Performance:* In June 2012, 26% (121) of all students taking FCAT Math at Wyndham Lakes Elementary School scored at Level 4 or 5.	2013 Expected Level of Performance:* By June 2013, 29% (134) of all students taking FCAT Math at Wyndham Lakes Elementary School will score at Level 4 or 5.					
			2A.2. Raising standards and expectations	2A.2. Tracking student progress in relation to CCSS in addition to NGSSS	2A.2. Classroom teachers, CRT	2A.2. Students maintain data charts throughout year	2A.2. Data charts created by students and monitored by classroom teachers
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: NA	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Teacher Common Core knowledge and participation in application of the eight mathematical practices or use of resources.	3A.1. 1. Maintain academic focus and consistency using the eight Common Core Math principles in grades K-5 instruction and planning. 2. Effective use of math data to drive instructional focus, disaggregate standards and provide assessments for progress monitoring in math. 3. K-1 Teachers implementing the new CCSS in Mathematics with fidelity.	3A.1. Administration CRT Math Coach K-5 Classroom Teachers	3A.1. Teacher collaboration and planning of new instruction. Administration Team observation of instructional use of Common Core math practices Use of IMS resources	3A.1. Lesson plans documenting Common Core math practices Standards Based Assessments IMS Data (FCAT /Benchmark) New Teacher Evaluation system
Mathematics Goal #3A: By June 2013, 73% (337) of learners taking FCAT Math at Wyndham Lakes Elementary School will make a year's worth of progress.	2012 Current Level of Performance:* In June 2012, 70% (324) of learners taking FCAT Math at Wyndham Lakes Elementary School made a year's worth of progress.	2013 Expected Level of Performance:* By June 2013, 73% (337) of learners taking FCAT Math at Wyndham Lakes Elementary School will make a year's worth of progress.					
			3A.2. Inadequate number of computers or server to accommodate grade level / district wide usage.	3A.2. Providing ONLINE MATH ASSESSMENT PRACTICE for 5th graders transitioning over to district and state online assessments.	3A.2. District Administrators 5th Grade Teachers	3A.2. Follow district mandates for instructional assessments.	3A.2. IMS Data (FCAT /Benchmark) Standards Based Assessments
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: NA	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4A: By June 2013, 74% (54) of struggling learners taking FCAT Math at Wyndham lakes Elementary School will make a year's worth of progress.	2012 Current Level of Performance:* In June 2012, 71% (51) of struggling learners taking FCAT Math at Wyndham Lakes Elementary School made a year's worth of progress.	2013 Expected Level of Performance:* By June 2013, 74% (54) of struggling learners taking FCAT Math at Wyndham lakes Elementary School will make a year's worth of progress.	4A.1. Student challenges in the area of math. Teacher participation	4A.1. MATH COMMITTEE will help define, support, and monitor grade level math opportunities for our 5th grade students.	4A.1. Administration CRT Math Coach K-5 Math Committee (5th Grade Teachers)	4A.1. PLC Collaborations with Leadership Team and Grade Levels	4A.1. Data and Kid Talk collaborations MOBY MATH Individual and Class Reports
			4A.2. Student and Parent Participation Instructional needs of teachers and time to apply the appropriate resources for a second intervention	4A.2. Offering SATURDAY SCHOOL for five consecutive weeks prior to administration of FCAT with a focus on math for struggling students. Utilizing FCAT MATH COACH as a supplemental resource for grades 3-5	4A.2. Administration Classroom Teachers	4A.2. Mini Assessments of math skills to be tested.	4A.2. Edusoft Mini Lesson Assessments FCAT Math Coach Assessments

		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	55% on Grade Level (Target was 52%)	Target is 57% on Grade Level	Target is 61% on Grade Level	Target is 65% on Grade Level	Target is 70% on Grade Level	Target is 74% on Grade Level
Mathematics Goal #5A: Students will continue to improve Math scores each year.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Student challenges in the area of Math Asian: American Indian:	5B.1. Upon review all testing data, students in grades K-5 will be grouped according to areas of need in math within the classroom for daily INTERVENTION during the math block. Leadership Team will provide additional academic support in math during lunch with the LUNCH AND LEARN program to targeted students	5B.1. Administration Classroom Teachers CRT /CCT Guidance Reading Coaches Instructional Support Staff	5B.1. Grade Levels create a focus calendar in math including a Progress Monitoring timeline for intervention / enrichment groups within the math block. Data discussions with Administration tracking the targeted subgroups.	5B.1. Lesson Plans documenting planned interventions. Data collaborations using Edusoft, and Standards-Based Assessments
Mathematics Goal #5B: By June 2013, 52% (159) of all Hispanic students taking FCAT Math at Wyndham Lakes Elementary School will score a Level 3 or above.	2012 Current Level of Performance:* In June 2012, 49% (150) of al Hispanic students taking FCAT math at Wyndham Lakes Elementary School scored a Level 3 or above.	2013 Expected Level of Performance:* By June 2013, 52% (159) of all Hispanic students taking FCAT Math at Wyndham Lakes Elementary School will score a Level 3 or above.					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.

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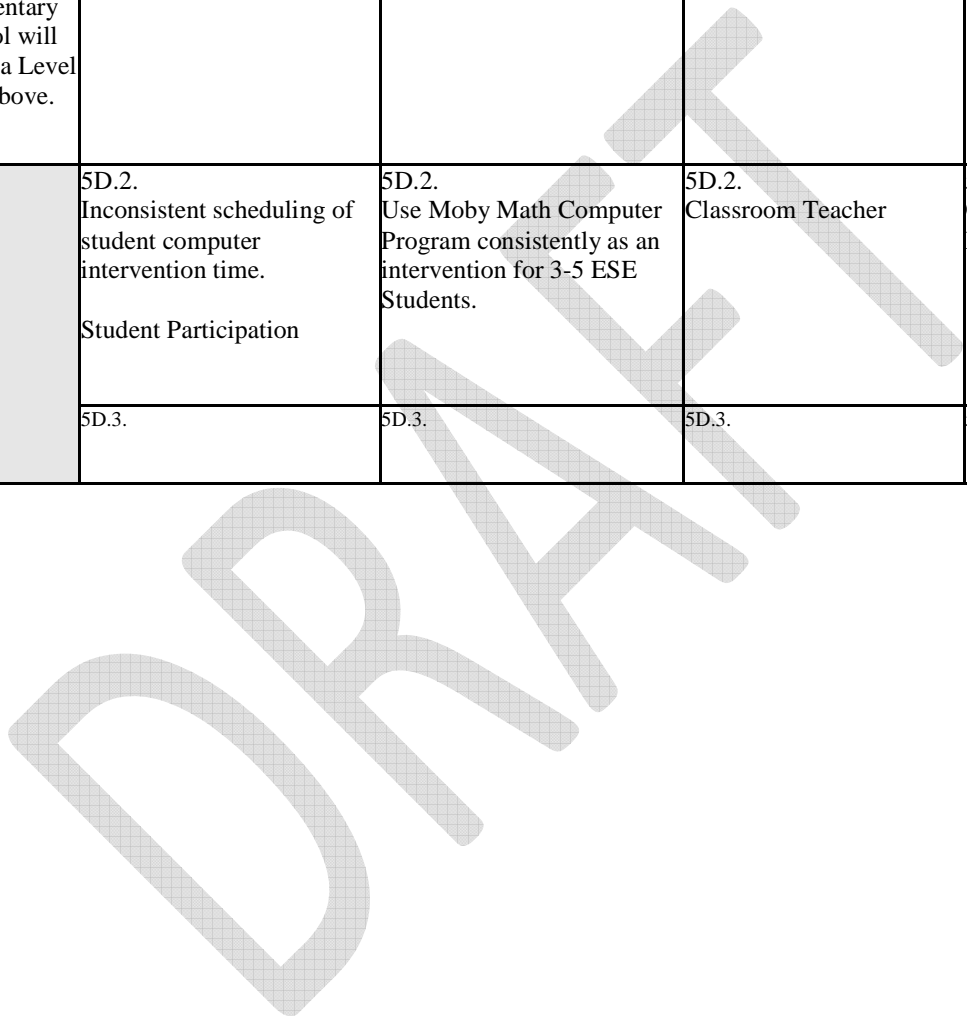|		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Inconsistent or inappropriate use of ESL accommodations and strategies.	5C.1. Consistent use of daily ELL accommodations and strategies within the math block.	5C.1. CCT Classroom Teachers K-5	5C.1. Monthly data meetings with administration, CRT, CCT, and instructional coaches Quarterly Lesson Plan checks by administration	5C.1. Envision Math Lesson Plans Observation
Mathematics Goal #5C: By June 2013, 42% (154) of all ELL students taking FCAT Math at Wyndham Lakes Elementary School will score a Level 3 or above.	2012 Current Level of Performance:* In June 2012, 39% (142) of al ELL students taking FCAT math at Wyndham Lakes Elementary School scored a Level 3 or above.	2013 Expected Level of Performance:* By June 2013, 42% (154) of all ELL students taking FCAT Math at Wyndham Lakes Elementary School will score a Level 3 or above.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Outdated IEP's not in compliance.	5D.1. Grade level instruction on IEP monitoring Continued implementation of new online IEPs	5D.1. Administrators Resource Teachers Classroom and ESE Teachers	5D.1. PLC collaboration with ESE teacher and classroom teachers to ensure IEP accommodations and goals are being met.	5D.1. Annual Review of IEP. Progress Monitoring Data
Mathematics Goal #5D: By June 2013, 19% (4) of all ELL students taking FCAT Math at Wyndham Lakes Elementary	2012 Current Level of Performance:* In June 2012, 16% (3) of all ESE students taking FCAT	2013 Expected Level of Performance:* By June 2013, 19% (4) of all ELL students taking FCAT					

School will score a Level 3 or above.	math at Wyndham Lakes Elementary School scored a Level 3 or above.	Math at Wyndham Lakes Elementary School will score a Level 3 or above.					
			5D.2. Inconsistent scheduling of student computer intervention time. Student Participation	5D.2. Use Moby Math Computer Program consistently as an intervention for 3-5 ESE Students.	5D.2. Classroom Teacher	5D.2. Ongoing Progress Monitoring	5D.2. Moby Math IEP Goals Report
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			Determining selection of students and grade level	5E.1. Leadership Team will provide additional academic support in math during lunch with the LUNCH AND LEARN program to targeted students	5E 1. Administration Team Teachers	5E 1. Planning with classroom teacher Monthly Leadership Data Meetings and Discussions	5E 1. Teacher observation Assessments that focus on areas of student need
Mathematics Goal #5E: By June 2013, 53% (329) of all Free/Reduced Lunch students taking FCAT Math at Wyndham Lakes Elementary School will score a Level 3 or above.	2012 Current Level of Performance:* In June 2012, 50% (310) of all Free/Reduced Lunch students taking FCAT math at Wyndham Lakes Elementary School scored a Level 3 or above.	2013 Expected Level of Performance:* By June 2013, 53% (329) of all Free/Reduced Lunch students taking FCAT Math at Wyndham Lakes Elementary School will score a Level 3 or above.					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

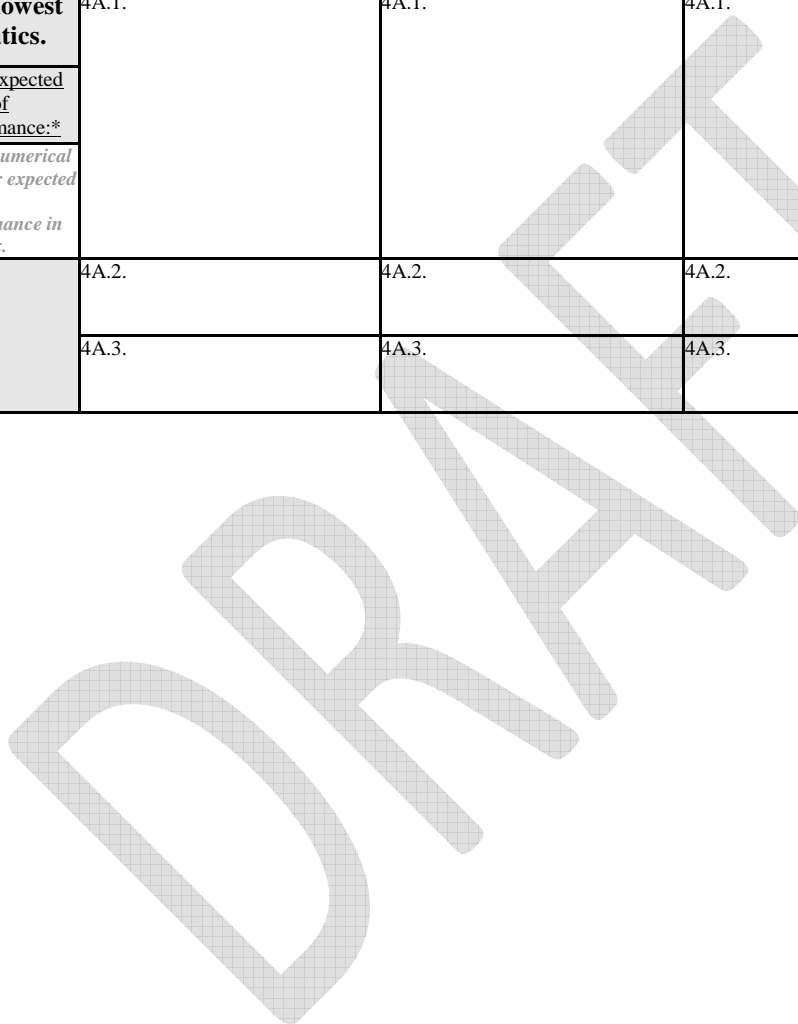## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 48% on Grade Level						
Mathematics Goal #5A:							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Florida Alternate Assessment High School Mathematics Goals</u>

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Algebra 1 End-of-Course (EOC) Goals</u> *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Algebra 1 Goal #1:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Algebra Goal #2:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals
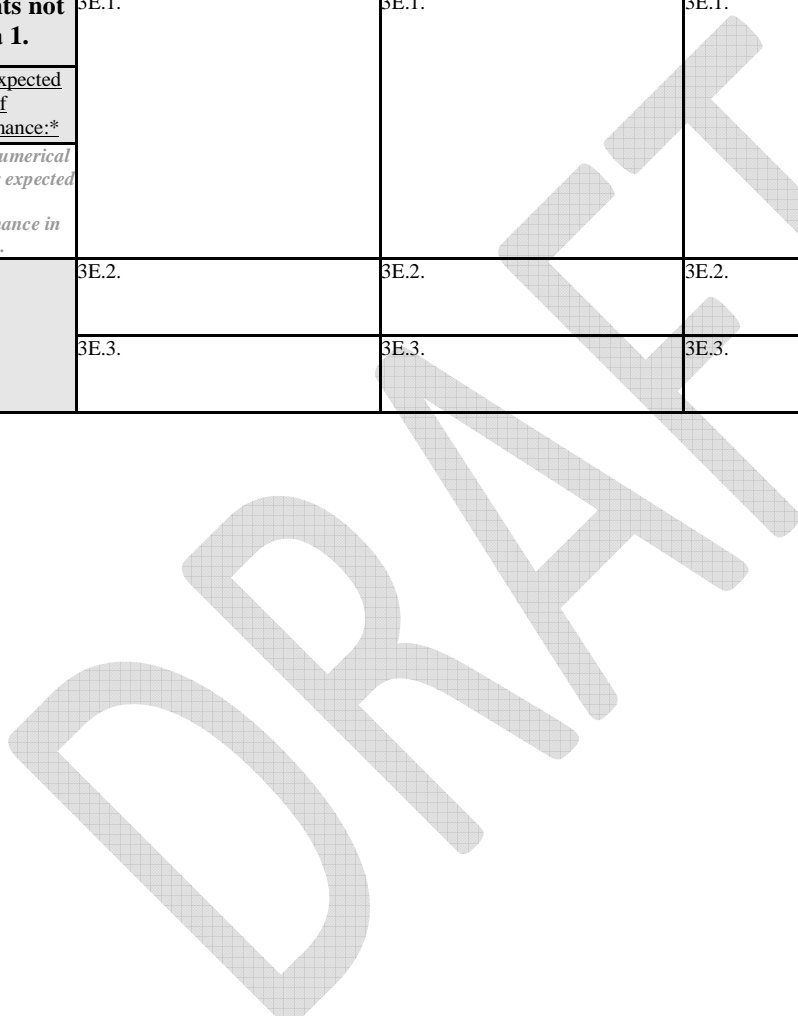
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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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
ELA CCSS Black Belt District Training	K-2	Ifedola Bryant	Ifedola Bryant CRT Carissa Marasco – Kindergarten Stephanie Nordenmalm – 1st Grade Kristen Haynes – 2nd Grade	Year Round District scheduled meetings	School action plan Completion of district modules through PDS online	Principal / CRT
Common Core Mathematical Practices	K-5	OCPS	Instructional Staff	June 2013	Evidence of gradual CCSS Implementation / Evidence of Mathematical Practices at K-5	Administration / Black Belts

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<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Core curriculum supplement aligned with state testing for extra practice	FCAT Math Coach	SAC	$5000.00 (from SAC)
			Subtotal:5000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Enrichment for Level 4/5 Students	FASTT Math License Renewal	Title 1	$8229.50
Intervention / Enrichment for Grade 5	Moby Math	Title I – District Level	$0
			Subtotal:8229.5
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Grade level training on CCSS / Math	Substitutes	Title II	See Reading ($4000.00)
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:13229.50

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: In June 2013, 38% (64) of students at Wyndham Lakes Elementary School taking FCAT Science will score a Level 3.	2012 Current Level of Performance:* In June 2012, 36% (61) of students at Wyndham Lakes Elementary School taking FCAT Science scored a Level 3.	2013 Expected Level of Performance:* In June 2013, 38% (64) of students at Wyndham Lakes Elementary School taking FCAT Science will score a Level 3.	1.1. Content Reading Difficulty	1.1. All K-5 Teachers will utilize grade level OCPS Essential Labs / STEM activities outlined in the district's curriculum resource bank of IMS. Administer ongoing progress monitoring assessments through Write Score Science and District Benchmark data for students in Grade 5.	1.1. Administration CRT Classroom Teachers	1.1. PLC Collaborations with Leadership Team and Grade Levels	1.1. Lesson Plans Write Score Science Data Data and Kid Talk collaborations
			1A.2. Parental Involvement - parents are reluctant to come to participate in school activities.	1A.2. Host Family Nights Science /Math/FCAT	1A.2. Administrators CRT Classroom Teachers	1A.2. Parent Sign-in sheets	1A.2. Parent's sign in sheets Needs Assessment Surveys
			1A.3. Teacher Participation	1A.3. Provide professional development to instructional staff on the new FUSION curriculum which supports the new science	1A.3. District School based leadership team	1A.3. PLC Collaborations with Leadership Team and Grade Levels	1A.3. Lesson Plans Data Meetings Classroom Observations

				Standards.				
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*						
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Student and Class Participation	2A.1. Ongoing grade level STEM project opportunities offered to all K-5 students which encourages critical thinking and motivates student collaboration that aligns with the NGSSSS. Implementation of Science Boot Camp resources in Grades 4 and 5. Recognition and celebration for 5th grade students completing FCAT Explorer Science Program online.	2A.1. Administration Science Coach Classroom Teachers CRT	2A.1. Individual Student Rubrics based on classroom participation	2A.1. Rubric for students meeting criteria Record of participating students / classes FCAT Explorer Individual student reports
Science Goal #2A: In June 2013, 26% (44) of students at Wyndham Lakes Elementary School taking FCAT Science will score a Level 4 or 5.	2012 Current Level of Performance:* In June 2012, 24% (40) of students at Wyndham Lakes Elementary School taking FCAT Science scored a 4 or 5.	2013Expected Level of Performance:* In June 2013, 26% (44) of students at Wyndham Lakes Elementary School taking FCAT Science will score a Level 4 or 5.					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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<u>Biology 1 End-of-Course (EOC) Goals</u> *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Biology 1 Goal #1:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Biology 1 Goal #2:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fusion Training	K-5	OCPS OTIS Rep- Angela West	District Wide School Wide (Technology)	June – October 2012	Observation	Administrators
Grade Level PLC's	K-5 Instructional	Administration Team Leaders CRT	Grade levels and PLC	Year round	PLC Documents Teacher Evaluation	Administration CRT

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Ongoing Progress Monitoring Assessment	Write Score (Science)	Title I	$3900.00
STEM project fair for all grade levels.	OCPS STEM Resources	Teacher Lead Funds	N/A
			Subtotal:3900.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Using iPads effectively with online FUSION curriculum	App for classroom iPads	Target Grant	$2000.00
			Subtotal:2000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:5900.00

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: In 2013, 72% (110) of students at Wyndham Lakes Elementary School will score a 3.0 on FCAT Writes.	2012 Current Level of Performance:* In June 2012, 62% (95) of students at Wyndham Lakes Elementary School taking FCAT Writes scored a 3.0.	2013 Expected Level of Performance:* In 2013, 72% (110) of students at Wyndham Lakes Elementary School will score a 3.0 on FCAT Writes.	1A.1. Teachers following the plan with fidelity. Student participation; attendance	1A.1 PLC Collaboration of writing team members to determine criteria for K-5 school writing plan.	1A.1. Administration, K-5 Teachers, Resource Team	1A.1. K-5 monthly data meetings with rubric data. Grade level planning	1A.1. Monthly Writing prompts using grade level rubrics
			1A.2. Lack of teacher training in new ELA/CCSS Teachers following the plan with fidelity	**1A.2.** **1. Instructional teachers in K-1 will implement the new Writing / ELA CCSS.** **2nd Grade will blend Common Core with NGSSS.**	1A.2. Administration, Writing Committee	1A.2. K-2 team planning K-2 Lesson plans Classroom Observations	1A.2. Monthly Writing prompts using grade level rubrics Teacher based assessment using rubrics Beginning and end of year writing samples
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

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1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

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 Training CCSS	K-5	Bryant or Maldonado	New Teachers	February	Lesson Plans, Evidence of Rubrics, Observations	Administrative Team, K-5 teachers

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
WTFB CCSS	Thinking Map Train the Trainer		
			Subtotal:0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

	Total:0

End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

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

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Large number of families with relatives in another country often results in extended absences for holidays, etc.	1.1. Continued communication with parents regarding school calendar and importance of regular attendance.	1.1. Principal, Attendance Clerk	1.1. Ongoing attendance records; notification to parents of excessive absences	1.1. Attendance reports from SMS
Attendance Goal #1: To raise our attendance rate from 96% (2011-2012) to 97% (2012-2013).	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	96%	97%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	256	250 (2% reduction)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	163	160 (2% reduction)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

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
Attendance Procedures	Attendance Clerk	District Training	Attendance Clerk/Registrar	August-September 2012	Ongoing trainings and notices during the year	Principal

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0
			Total:

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End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. New students entering with behavior challenges.	1.1. Review of class & school rules on a regular basis. Teachers will conduct weekly class meetings. SOS program for high risk students. Implementation of School Wide RTI behavior plan interventions to include individualized behavior plans as needed. Mascot Owl class visits to encourage students to follow rules. Relationship building activities amongst teachers and students.	1.1. Administration, Classroom teachers, Support Staff	1.1. Monthly data meetings to review behavior concerns and interventions by teachers. Monthly reports of referral rates.	1.1. Annual referral records.
Suspension Goal #1: To reduce the student suspension rate (# of total students suspended) from 4% to 2%	2012 Total Number of In – School Suspensions	2013 Expected Number of In- School Suspensions					
	19	15					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	16	10					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	32	25					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	17	13					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Goal(s)	Problem-solving Process to Decrease Suspension

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Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			2.1. New students entering with behavior challenges.	2.1. Review of class & school rules on a regular basis. Teachers will conduct weekly class meetings. SOS program for high risk students. Implementation of School Wide RTI behavior plan interventions to include individualized behavior plans as needed. Mascot Owl class visits to encourage students to follow rules. Relationship building activities amongst teachers and students.	2.1. Administration, Classroom teachers, Support Staff	2.1. Monthly data meetings to review behavior concerns and interventions by teachers. Monthly reports of referral rates.	2.1. Annual referral records.
Suspension Goal #2: To reduce the referral rate by 20% (58 in 2011-2012 to 46 in 2012-2013)	2012 Total Number of In – School Suspensions	2013 Expected Number of In- School Suspensions					
	19	15					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	16	10					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	32	25					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	17	13					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Wide RTI Behavior Plan Training	All grades	Assistant Principal	K-5 Teachers	August 2012	Quarterly follow up and review	Principal, Assistant Principal, K-5 Teachers

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

End of Suspension Goals

August 2012
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<u>Dropout Prevention Goal(s)</u>

Note: Required for High School- F.S., Sec. 1003.53

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

<table>
<tr>
<th colspan="3">Dropout Prevention Goal(s)</th>
<th colspan="5">Problem-solving Process to Dropout Prevention</th>
</tr>
<tr>
<td colspan="3">Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="3">1. Dropout Prevention</td>
<td>1.1. Families lacking understanding of higher standards (NGSSS/Common Core).</td>
<td>1.1. Increased parent communication of changing expectations.</td>
<td>1.1. Principal</td>
<td>1.1. Number of students retained at year end.</td>
<td>1.1. Promotion/Retention Records</td>
</tr>
<tr>
<td rowspan="2"><u>Dropout Prevention Goal #1:</u>

By June, 2013, 0% of students will be retained in 5th grade at Wyndham Lakes Elementary School.</td>
<td><u>2012 Current Dropout Rate:*</u>

In June, 2012, 0% of students had been retained in 5th grade at Wyndham Lakes Elementary School.</td>
<td><u>2013 Expected Dropout Rate:*</u>

By June, 2013, 0% of students will be retained in 5th grade at Wyndham Lakes Elementary School.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td><u>2012 Current Graduation Rate:*</u>
<i>N/A</i></td>
<td><u>2013 Expected Graduation Rate:*</u>
<i>N/A</i></td>
<td>1.2.</td>
<td>1.2.</td>
<td>1.2.</td>
<td>1.2.</td>
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</tr>
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<td colspan="3"></td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
</tr>
</table>

Dropout Prevention Professional Development

<table>
<tr>
<th colspan="7">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.</th>
</tr>
<tr>
<td>PD Content /Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td>
<td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
</tr>
<tr>
<td>Parent Education on Standards</td>
<td>K-5</td>
<td>Principal</td>
<td>Principal, Parents at Quarterly Principal Chats</td>
<td>Quarterly</td>
<td>Further communication through Wednesday telephone messages and monthly newsletters</td>
<td>Principal</td>
</tr>
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</tr>
</table>

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Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

<table>
<tr>
<th colspan="3">Parent Involvement Goal(s)</th>
<th colspan="5">Problem-solving Process to Parent Involvement</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1. Parent Involvement

Parent Involvement Goal #1:

By July 2013, 68% (428) of all families will be actively involved at Wyndham Lakes Elementary as measured by attendance at family-oriented school functions.</td>
<td>1.1.

Parents' work responsibilities may affect attendance at events and involvement.

Families with multiple children who require child care during events may refrain from attending events.

Religious beliefs may affect attendance rates at certain events.

Language barrier for families with limited English may refrain from attending events.</td>
<td>1.1.

Open communication to parents in English & Spanish(when available) via weekly phone message, school newsletter, website, teacher newsletter, teacher emails and agendas.

Track attendance on a large thermometer to inform parents and encourage their attendance.

Regular communication from teachers to parents.

Informing parents of volunteer opportunities via the Additions database. Parents are asked to sign up as approved volunteers.</td>
<td>1.1.

Administration, Resource staff, all teachers.</td>
<td>1.1.

Quarterly review of sign in sheets.

Staff reflections of each event.

Additions records will be reviewed quarterly.

Review of School Effectiveness Survey and Title I Parent Involvement survey.</td>
<td>1.1.

Sign in sheets from each event will be used to determine attendance.

Additions volunteer records.

School Effective Survey results and Title I Parent Involvement survey.</td>
</tr>
<tr>
<td></td>
<td>2012 Current Level of Parent Involvement:*

In June 2012, 65% (410) of all families were actively involved at Wyndham Lakes Elementary as measured by attendance at family-oriented school functions.</td>
<td>2013 Expected Level of Parent Involvement:*

By July 2013, 68% (428) of all families will be actively involved at Wyndham Lakes Elementary as measured by attendance at family-oriented school functions.</td>
<td></td>
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</tr>
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<td>1.3.</td>
</tr>
</table>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Professional Development

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
Additions Training for Staff	All grades	CRT/Additions Coordinator	School Wide	September 2012	Follow up will take place at monthly WLE Academy meetings.	Administration, CRT
New Teacher Program-Parent communication/conferencing skills	All Grades	CRT, Mentors	Beginning Teachers	Monthly	Monthly meetings and reflections.	Administration, CRT, Mentors

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Science, Technology, Engineering, and Mathematics (STEM) Goal(s)</u>

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>STEM Goal #1:</u> Full implementation of district STEM curriculum activities across all grade levels.	1.1. Lack of experience with STEM activities and lessons.	1.1. Staff development for all teachers on imbedding STEM activities in daily lessons.	1.1. Science Teacher CRT Principal	1.1 Raised student participation in STEM projects throughout year.	1.1. Monitoring completion of activities. Display of STEM projects/activities in Media Center and at Math and Science Night.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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
IMS Curriculum Component – Accessing STEM	K-5	Principal	All Instructional Staff	April 2012	Breakout sessions during WLE Academies	Principal CRT

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Hands on Lab Sessions	OCPS STEM Lab Lesson Plans Science Bin Materials	N/A	0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

End of STEM Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1: By June 2013, 100% (451) of 3-5th grade students will participate in the Destination College Program at Wyndham Lakes Elementary School.	2012 Current Level :* In June 2012, 100% (451) of all intermediate students at Wyndham Lakes Elementary School completed training of AVID strategies and College Awareness through the Destination College Program.	2013 Expected Level :* By June 2013, 100% (451) of all intermediate students at Wyndham Lakes Elementary School completed training of AVID strategies and College Awareness through the Destination College Program.	1.1. New teachers to Wyndham Lakes lack training in Destination College strategies and requirements.	1.1 Implementation of the program for 3rd grade students. All 3-5th grade students will focus on 2-3 basic college / work readiness skills based on the AVID program. All 3-5th grade students will use the binder system to help improve organizational skills for secondary school success..	1.1. Administration CRT Classroom Teachers (3-5)	1.1. PLC discussion of 3-5 grade levels and feeder middle / high schools. Teachers will document all student learning goals in student binder and skills taught in teacher lesson plans.	1.1. Student Goal Setting Template Student Data Student Binder and Planner Anecdotal evidence of student success at middle and high school levels.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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.

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Destination College PLC Focus Group (3-5 Teachers)	3-5	CRT Grade Level Teachers	PLC participants from each grade level	November 2011	Lesson Plans / Assessment Data	Administration CRT 3-5th Teachers

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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

Additional Goal(s)

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

Additional Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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1. Additional Goal			1.1.	1.1.	1.1.	1.1	1.1.
Additional Goal #1: By June 2013, 3% (16) of minority students at Wyndham Lakes Elementary School will be identified as Gifted Students.	2011 Current Level :* In June, 2012, 2% (14) of minority students qualified for the Gifted Program.	2012 Expected Level :* By June 2013, 3% (16) of minority students at Wyndham Lakes Elementary School will be identified as Gifted Students.	Staff under-referring students for gifted program. New teachers unfamiliar with Gifted program.	Referral of students to the gifted program in earlier grades. Monitoring of gifted requirements.	Instructional Staff Guidance Counselor School Psychologist	Monitoring referrals to gifted program.	SMS Documented checklist and referral documentation.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of gifted characteristics in various grade levels	All Instructional Staff	Guidance Counselor School Psychologist	All Instructional Staff	November 2012	Documented Teacher Checklists	Guidance Counselor School Psychologist

Additional Goal(s) Budget (Insert rows as needed)

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:0

End of Additional Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:.10550.00
CELLA Budget	
	Total:0
Mathematics Budget	
	Total:13229.50
Science Budget	
	Total:5900.00
Writing Budget	
	Total:0
Civics Budget	
	Total:0
U.S. History Budget	
	Total:0
Attendance Budget	
	Total:0
Suspension Budget	
	Total:0
Dropout Prevention Budget	
	Total:0
Parent Involvement Budget	
	Total:0
STEM Budget	
	Total:0
CTE Budget	
	Total:0
Additional Goals	
	Total:0
	Grand Total:29679.50

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<u>Differentiated Accountability</u>

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

Are you reward school? ☒Yes   ☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
N/A

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council (SAC) will monitor the progress of programs listed in the School Improvement Plan (SIP) during the course of the year at monthly meetings. The SAC will also administer School Effectiveness Surveys (Staff, Parents, and Students) to begin the process of addressing areas of concern for the following year. Finally, the SAC will use data from the 2012-2013 school year to design the SIP for next year. The SAC will also address teacher requests for finding of educational programs. New SAC members will be recruited at the beginning of the school year, during Meet the Teacher, Kindergarten Connection, Open House, and a joint PTA/SAC Family Roundup Night. Remaining a 5-Star School is also a goal for the year.

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Describe the projected use of SAC funds.	Amount
FCAT Math Coach	$5000.00
SAT (2nd Grade)	$2000.00
Writing Celebration	$500.00