FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LAKE FOREST ELEMENTARY SCHOOL

District Name: Duval

Principal: Sylvia Renda Ajluni

SAC Chair: Lashanda Allen

Superintendent: Ed. Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		BA, Elementary			2007 - 2009 New Berlin Elementary School, New School Opened – 3 year as an Assistant Principal: School grades: "B" 06-07 "A" 07-08 "A" 08-09 School did not meet all AYP criteria for B males in mathematics. 2009-2010 Brentwood Elementary School: Turnaround School, One year as an AP in 2009-2010. School Grade improved from a D to C; Reading Mastery: 55% Math Mastery: 53% Science Mastery: 19% Writing Mastery: 86% Learning Gains: Reading: 62% Math: 73% 25%ile Learning Gains: Reading: 55% Math: 90% AYP: No Safe Harbor Math: Yes

Principal	Sylvia Renda Ajluni	Education K-6 MAT, Educational Leadership K-12, Level II Leadership Certification	3	7	Lake Forest Elementary School -- First Year Principal 2010-2011 School Grade: D Reading Mastery: 52% Math Mastery: 56% Writing Mastery 48% Science Mastery: 23% Reading Gains: 53% Math Gains: 54% BQ Reading Gains: 50% BQ Math Gains: 70% AYP: Writing -- Yes AYP: Read, Math,Sci -- no 2011-2012 Lake Forest Elementary (Turnaround School) School grade improved to "C" in second year as principal. Reading Mastery:35% Math Mastery:45% Writing Mastery 62% (3.5) Science Mastery: 24% Reading Gains: 72% Math Gains: 76% BQ Reading Gains: 80% BQ Math Gains: 76% AYP: Writing - Yes AYP: Read, Math,Sci. - No
Assis Principal	Vicki Everson	BS, Elementary Education1-6, Special Education K-12 MA, Educational Leadership K-12 Ed. Spec. Curriculum Instruction Administration	2	4	Assistant Principal at Rufus Payne Elementary,Title I school: 2 years. 2010-2011 School Grade: Moved from a C TO a B. Reading Mastery: 53% Math Mastery: 70% Writing Mastery 94% Science Mastery: 48% Reading Gains: 55% Math Gains: 63% BQ Reading Gains: 60% BQ Math Gains: 73% AYP: Writing -- Yes 2011-2012 Lake Forest Elementary (Turnaround School) School grade improved to "C" in second year as principal. Reading Mastery:35% Math Mastery:45% Writing Mastery 62% (3.5) Science Mastery: 24% Reading Gains: 72% Math Gains: 76% BQ Reading Gains: 80% BQ Math Gains: 76% AYP: Writing - Yes AYP: Read, Math,Sci. - No

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Linda Coleman	BA ED., MA Reading 1-6 Elementary; K-3 Certification; K-12 Mental Handicapped; National Board Certification; Early Childhood Generalist 3-8; Master Trainer Certification for Cognitive Coaching, FAIR, DRA, DIBELS.	1	6	2009 - 2012 Brentwood Elementary Reading Coach 2009 - 2010 "D" school to "C"; School met AYP Targets; 55% BQ Gains 2010 - 2011 "C" school to "F" 2011 - 2012 "F" school to "C";38% Reading Mastery; 64% Reading Gains; 63% BQ Gains 2007 - 2008 New Berlin Elem. Instructional Coach School Grade A

Math	Armee Velazquez	Bachelor of Business Admiistration K-6 Certification Working on Master's Degree in Adult Education	1	1	Teacher -- 7 years 2011 - 2012 Teacher at Oceanway Elementary 77% of the students scored at level 3 or above 54% o students increased 1 to 2 achievement levels 83.5% of BQ students made gains

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Early Return Professional Development, one week prior to pre-planning. Three days of intensive Data Analysis, Instructional Strategies and Best Practices for urban school children.	Principal, Coaches, District Coaches	08/12 Completed for the 2012 - 2013 School Year	
2	Novice teachers partnered with Highly Qualified mentors	PDF, Principal, Assistant Principal	Ongoing (August 2012 - June 2013)	
3	Early Dismissal On-Site Professional Development	Principal, School Coaches, and District Coaches	Ongoing (August 2012 - June 2013)	
4	District handles recruitment and candidate screening to determine eligibility and HQ status. District has "MINT" a teacher induction program to provide 3 years of support for new teachers. District has partnered with Teach for America which holds a hiring fair.	DCPS Human Resources, Turnaround Chief, Cadre, School Based PDF, Principal	Ongoing (August 2012 - June 2013)	
5	Coordinate with University of North Florida Internship Programs to identify strong candidates for new positions.	Principal, Assistant	Ongoing (August 2012 - June 2013)	
6	Turnaround School Bonus incentives for teachers who sign a contract	District, Principal	9/12	
7	Professional Learning Communities to support collaboration and vertical planning	Instructional Coaches, Grade Level Chairpersons, Principal, Assistant Principal	Ongoing (August 2012 - June 2013)	
8	Common Planning time for third, fourth and fifth grade teachers to provide opportunities for lesson plan development, data anaysis, RtI, and sharing of instructional strategies	Grade Level Chairpersons, Teachers, Academic Coaches, Principal, Assistant Principal	Ongoing (August 2012 - June 2013)	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
	1. Teacher will take K-6 exam 2. PDF will support

One teacher is Non-Highly Effective	teacher with updated certification process 3. Observations of Highly Qualified teachers 4. Mentors and grade level support

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
36	11.1%(4)	33.3%(12)	33.3%(12)	22.2%(8)	16.7%(6)	102.8%(37)	2.8%(1)	8.3%(3)	27.8%(10)

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
Dorothy Augustine	Meaghann O'Dwyer	Ms. Augustine is an experienced educator. She holds a Master's Degree in Reading and has a repertoire of "Best Practices" for urban school students. She has a proven ability to mentor teachers and is CET trained. Ms.O'Dwyer is a novice "Teach for America" teacher who holds an "Out of Field" degree. This is her second year as a teacher.	Modeling in classroom, Foundations of Literacy PD, monthly meetings, observations with feedback, collaborative planning, on-site Professional Development as indicated through observations, support from District Cadre and Teach for America staff, collaborative development of Individual Professional Development Plan (IPDP)
		Ms. Mattscheck is an experienced educator who serves as a fourth grade teacher at Lake Forest. She is an expert in "Best Practices" and has a proven ability to impact student achievement.	

Mary Mattscheck	Jessica Watkins	Ms. Watkins is a novice teacher who is charged with 4th grade writing and reading. Ms. Mattscheck has expertise with FCAT Test Specifications for writing and reading. She will be able to support differentiated lesson planning through grade level conversations. She will be able to help Ms. Watkins with data analysis by looking at individual student and grade level trends.	Modeling in classroom, Foundations of Literacy PD, monthly meetings, observations with feedback, collaborative planning , on-site Professional Development as indicated through observations. "Step Up to Writing" training, support from District Cadre, collaborative development of Individual Professional Development Plan (IPDP)
Emily Scheib	Alexandra Wilson	Ms. Scheib is an experienced teacher with a high level of expertise in differentiation and RtI strategies. She served as the RtI coach during the 2010-2011 school year. She is also the Professional Development Facilitator. Ms. Wilson is a new Teach for America, "Out of Field" teacher. Ms. Scheib has experience with third grade and will help to support Ms. Wilson with classroom management, differentiation and RtI for third grade students.	Modeling in classroom, Foundations of Literacy PD, monthly meetings, observations with feedback, collaborative planning, on-site Professional Development as indicated through observations, support from District Cadre, collaborative development of Individual Professional Development Plan (IPDP)
Emily Scheib	Leslie Miller	Ms. Scheib is an experienced teacher with a high level of expertise in differentiation and RtI strategies. She served as the RtI coach during the 2010-2011 school year. Ms. Miller is a novice third grade teacher. Ms. Scheib has experience	Modeling in classroom, Foundations of Literacy PD, monthly meetings, observations with feedback, collaborative planning, on-site Professional Development as indicated through observations, support from District Cadre, collaborative development of Individual

		with third grade and will help to support Ms. Miller with classroom management, differentiation and RtI for third grade students.	Professional Development Plan (IPDP)
Jennifer Grove	Diane Revalski	Jennifer Grove has over 10 years of experience teaching ESE, Kindergarten and primary students. She has expertise in differentiated strategies. She is teaching first grade and can support Ms. Revalski with Common Core Standards, grade level lesson planning, differentiated strategies, and classroom management techniques for first grade students. Ms. Revalski is an "Out of Field" Teach for America teacher. She looped with her students from Kindergarten to first grade.	Modeling in classroom, CHAMPS Professional Development to support classroom management, monthly meetings, observations with feedback, on-site Professional Development,collaborative planning, as indicated through observations, collaborative development of Individual Professional Development Plan (IPDP)
Emily Scheib	Anairis Hinojosa	Ms. Scheib is an experienced teacher with a high level of expertise in differentiation and RtI strategies. She served as the RtI coach during the 2010-2011 school year. She is also the Professional Development Facilitator. Ms. Hinojosa is a second year Teach for America, "Out of Field" teacher. Ms. Scheib taught second grade for many years and can support Ms. Hinojosa with classroom management, differentiation and RtI for third grade students.	Modeling in classroom, classroom management and Curriculum PD at the school and District level, monthly meetings, observations with feedback, collaborative planning, on-site Professional Development as indicated through observations, collaborative development of Individual Professional Development Plan (IPDP)
		Ms. Couch is the Math Interventionist	

Katie Couch	Rashard Willis	for Lake Forest. She has in-depth knowledge of data driven instruction. She has a strong repertoire of "Best Practices" and differentiation strategies. Ms. Couch will be an excellent source of support for Mr. Willis who is in his third year of teaching mathematics and will be exiting the MINT program this year.	Modeling in classroom, co-teach setting, common planning time, PD, monthly faculty data discussions during grade level faculty meeting, observations with feedback, collaborative planning , on-site Professional Development as indicated through observations, collaborative development of Individual Professional Development Plan (IPDP)
Dorothy Augustine	Deborah Smith	Ms. Augustine is an experienced educator. She holds a Master's Degree in Reading and has a repertoire of "Best Practices" for urban school students. She has a proven ability to mentor teachers. Ms. Smith is a novice teacher who has worked as a substitute and supported summer school programs in urban schools.	Modeling in classroom,observations in other classrooms, common planning time, monthly MINT meetings, monthly faculty data discussions during grade level faculty meeting, observations with feedback, collaborative planning, on-site Professional Development as indicated through observations, support from District Cadre, collaborative development of Individual Professional Development Plan (IPDP)
Mary Mattscheck	Sydney Keister	Ms. Mattscheck is an experienced educator who serves as a fourth grade teacher at Lake Forest. She is an expert in "Best Practices" and has a proven ability to impact student achievement. Ms. Mattscheck has a repertoire of strategies to support effective classroom management Ms. Keister is a second year dance teacher. who works with K-5 students.	Modeling in classroom, common planning time with other arts/magnet teachers, PD with CHAMPS to support classroom management, observations with feedback, collaborative planning, on-site or off-site Professional Development as indicated through observations, collaborative development of Individual Professional Development Plan (IPDP)
		Ms. Couch is	

| Katie Couch | Thomas Blue | the Math Interventionist for Lake Forest. She has in-depth knowledge of data driven instruction. She has a strong repertoire of "Best Practices" and differentiation strategies. Ms. Couch will be an excellent source of support for Mr. Blue who is in his first year of teaching kindergarten-level students. | Modeling in classroom, observations in other classrooms, common planning time, monthly MINT meetings, monthly faculty data discussions during grade level faculty meeting, observations with feedback, collaborative planning, on-site Professional Development as indicated through observations, collaborative development of Individual Professional Development Plan (IPDP) |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school (SES) programs, summer school, and before, during and after-school tutoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

In addition, Lake Forest is a partner with "Communities in Schools" (CIS), a not-for-profit organization dedicated to helping Title I schools and their families. One of the resources provided to the school through CIS is the position of Student and Family Advocate. In this position, Ms. Stephanie Donelan oversees all programs that affect the school's children and families beyond the scope of academics and arts. In addition, Ms. Donelan seeks to support academics by mentoring students, working with them in small groups and providing variety of incentives. Ms. Donelan coordinates family engagement activities to enhance family and community involvement in the school. She serves as the coordinator for Americorps tutors, the Volunteer Grandparent Program, and as the liaison for all other community programs available to Lake Forest families. She is responsible for providing information to families regarding early childhood development, health and wellness, counseling, insurance, job opportunities, and more. As the student and family advocate, Ms. Donelan serves as the primary link between all non-academic and non-arts programs, community services and other opportunities for Lake Forest students and families.

"Communities in Schools" also funds the after school Team-Up program which offers academic and recreational activities for students in coordination with the principal. The program also serves dinner to all students. The program is open to all 3rd, 4th and 5th grade students and their siblings. This year, there will be a strong focus on technology as well as intensive tutoring for Bottom Quartile students.

Eliese Keith serves as the school's full-time counselor. Among other duties in this role, Ms. Keith oversees all nonacademic programs that are supported and funded by the district, including but not limited to support for ESOL students, students with disabilities, drug awareness, health and wellness, and grief and trauma counseling. She also facilitates the districts Step-Up Anti Bullying Program to combat bullying per State guidelines.

Ms. Jennifer Grove serves as the CHAMPS and Foundations (Safe and Civil Schools) chairperson. In this capacity, she oversees all training for faculty and staff, monitors school-wide discipline and behaviors, and serves as the liaison with the district.

Avis Horne serves as the school's SAI coordinator. In this role she coordinates all Title I district procedures for after-school tutoring for all eligible students based upon free and reduced lunch status. Parents can enroll their children in the provider agency of their choice. Academic assistance is provided in the areas of reading and math. The coordinator monitors program implementation and student achievement.

Title I funds were used to support full-time media services as well as Reading and Math interventionists. The interventionist teachers work with small groups of students in grades 2-5.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for educational materials to improve the education of English Language Learners. Teachers receive an ESOL endorsement through District Level Professional Development.

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Avis Horne serves as the school's SAI coordinator. In this role she coordinates all Title I district procedures for after-school tutoring for all eligible students based upon free and reduced lunch status. Parents can enroll their children in the provider agency of their choice. Academic assistance is provided in the areas of reading and math. The coordinator monitors program implementation and student achievement.

SAI funds are used to provide tutors for Bottom Quartile students in grades 2-5.

Violence Prevention Programs

Not Applicable

Nutrition Programs

Lake Forest is participating in the Fresh Fruits and Vegetables Program. The grant is offered by the Dept. of Agriculture and provides fresh fruit and vegetable snacks for all students, 3 days per week. The program includes nutrition education and helps to promote healthy eating. This is the second year Lake Forest has participated in this program.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Sylvia Renda Ajluni
Assistant Principal: Vicki Everson
School Psychologist: Robert Poole
Reading Coach: Linda Coleman
MTSS Liaison and Guidance Counselor: Eliese Keith
Lead RtI Teacher: Emily Scheib
VE/ESE Resource Lead Teacher: Karla Champion Graham
VE/ESE Resource Teacher: Annette Johnson
Fifth Grade Lead Teacher: Margie Sellers
Second Grade Lead: Anairis Hinojosa

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 MTSS Leadership Team will meet regularly to review baseline data, diagnostic data, and progress monitoring data. Based on the information, the team will identify professional development support needed to facilitate effective core instruction to better identify students who are not meeting academic targets.

The MTSS Leadership Team has four primary functions:
1. Regularly attend all district RtI training;
2. Provide professional development to school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs as well as
problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model
at Lake Forest

During all meetings, the MTSS team maintains a focus on the following academic and behavioral questions:
1. What do we expect students to learn?
2. How do we know if they have or have not learned what is expected?
3. What will we do when they do or do not learn?
4. What evidence do we have to support our response to these questions?

The MTSS Leadership Team will meet regularly to review baseline data, diagnostic data, and progress monitoring data. Based on the information , the team will identify professional development and support needed to facilitate effective instruction.

The team will engage in the following activities:
~ Facilitate the process of building consensus, increasing infrastructure, and making
decisions about implementation;
~ Identify professional development needs and RtI resources;
~ 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;
~ Monitor RtI activities conducted by the collaborative teacher teams to assure sound
problem - solving and fidelity with intervention implementation.

The role of the team is to maintain open communication with grade levels and to support collegial conversations about students in need of interventions for academics and/or behavior. Each team member has been assigned to a grade level in order to serve as a liaison for data analysis, educational decisions and to support problem solving during grade level meetings.

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

The role of the Leadership team is to apply the scientific approach to problem solving. This systematic, data driven approach will support diagnostic - prescriptive instruction to enhance student success. The RtI team will be using the problem solving strategy to analyze student data and determine challenges and seek "research based" intervention strategies and "Best Practices" to support adequate yearly progress for all students.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The school will use FAIR, FCAT, DRA, Benchmark, Progress Monitoring Assessments and other district assessments to determine student achievement levels.

We will use the district's Genesis program to generate reports about absenteeism, and referrals for discipline incidents and resulting actions.

Academic data will be available for dissemination through Pearson's Inform when it becomes available. We also have the Inform data management system to generate reports for in-depth analysis.

Describe the plan to train staff on MTSS.

The guidance counselor will conduct Early Dismissal training on the MTSS purpose and processes. She will work with teachers during grade level meetings as well as one-on-one to facilitate understanding of the purpose and data/graph rquirments to assess student needs and progress.

Over the past 3 years, the entire faculty was trained on RtI by the lead teacher/liaison. In addition, the RtI leadership team will attend all district level training and the information gathered at those trainings will be incorporated into Early Dismissal Professional Development days throughout the 2012-2013 school year.

The MTSS team members assigned to different grade levels will gather data from meetings and report to the Leadership Team. Based on the information gathered, additional Professional Development opportunities will be planned. Team members will consistently review all student data at grade level meetings and support each other with analysis of student work, collaborative planning and problem solving.

During Early Dismissal Training in October, the RtI Lead teacher will conduct training for the core academic teachers on the purpose of MTSS/RtI, the process to be used, forms for documentation, interventions, and to answer teacher questions.

In addition, the PDF and the guidance counselor will work individually with novice teachers to provide the necessary support for their understanding of RtI.

A 30 minute dedicated RtI class period was incorporated school wide.

Describe the plan to support MTSS.

The MTSS team will meet regularly to monitor student grades, student assessments, RtI lesson plans and strategies. Professional development will be provided as indicated by data collection.

Parent meetings/conferences will include information on MTSS so parents have a working understanding of the levels of support for students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sylvia Renda Ajluni – Principal
Vicki Everett – Assistant Principal
Linda Coleman – Reading Coach
Amber Mottram - Media Specialist
Armee Velazquez – Math Coach
Emily Scheib - Reading Interventionist

Grade level lead teachers will be invited to rotate attendance at the meetings.
Meetings will also include the ESE/VE Resource teachers when applicable.

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

For the 2012-2013 school year, the Literacy Leadership Team will maintain a strong focus on Guided Reading and Differentiated Instruction at all grade levels, for all students. The Team's primary goal is to strengthen the teaching-learning cycle so that all students make AYP. In addition, the team will support teacher's understanding of the Common Core standards.THE LLT will work to support District wide reading inititiaves and align our work with the Comprehensive K-12 reading plan.

The LLT will meet weekly to analyze data from FAIR, DRA, PMAs, and other District and school assessments to determine the specific needs for individual students, whole class, grade level and/or whole school. Differentiated Professional Development training will be provided to include: Collaborative Coaching Cycles, Professional Book Discussion Groups, Lesson Study, Intervention Strategies, and RtI implementation

The Literacy Leadership Team will hold regularly scheduled meetings and will report committee activities by posting agendas and minutes or making oral reports at faculty meetings. LLT will also organize and implement school-wide reading initiatives that include all staff, teachers, children, parents, and community. These may include such activities as book drives, book fairs, read-a-thons, twenty-five book (Million Word) initiatives, literacy nights, and school wide book of the month. The LLT will also organize family and community activities related to literacy.

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

1. Full implementation of small group instruction based on the ZOne of Proximal Development thyrough coaching and modeling in classrooms, specific to Guided Reading with increased text complexity and differentiated learning activities based on student data.
2. Parent Literacy Night – Involving parents and students in interactive reading and
writing literacy activities. Parents will take activities home to use with children.
3. Million Word Campaign – to promote and support reading in school and at home so each
students read a million words for the 2010-2011 school year.
4. Data Chats with teachers to analyze FAIR data and to teach/remediate students using
FCRR activities
5. Provide Professional Development on strategies for struggling readers
6. Intensive vocabulary instruction during Skills Block with a focus on Tier II words

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

At Lake Forest Elementary, all incoming students and parents are invited to attend a Kindergarten orientation. During the orientation, students get to meet their teachers and visit classrooms. This opportunity is provided to give Kindergarten students a feeling of comfort and familiarity when they arrive on the first day of school.

Lake Forest Elementary school personnel assist preschool children in transition from early childhood programs to Kindergarten through accurate assessment and placement. All incoming students are assessed in order to ascertain individual and group needs. Assessments cover the areas of Basic Skills/School Readiness, oral language/syntax, print/letter knowledge, and phonological awareness/processing. Within the first 45 days of enrollment, students are given three assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS). The state F.A.I.R. test is also given, to assess the child's readiness for Kindergarten, and appropriate placement. The results from these assessments are used to assist in the development of robust instructional/intervention programs and to support differentiation.

In addition, through Federal "Race to the Top" funds awarded to the District, Lake Forest Elementary has opened a Pre-K program. This program will hep to support the transition to Kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Not Applicable

*High Schools Only

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

Not Applicable

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?

Not Applicable

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

Not Applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 42% (93) of the students will score at Level 3 or above in reading on the 2013 Florida Comprehensive Assessment Test 2.0. Based on a percentage for the mean points earned by content area for each grade level, the following priorities are indicated: Informational Text and Research Process and Reading Application for fifth grade; for Fourth grade the priority is Literary Analysis: Fiction and Non-Fiction; third grade data indicate that Core Instruction for Reading Application and Literary Analysis needs strengthening. Third Fourth Fifth Vocabulary: 71% 62% 64% Reading Application: 50% 62% 57% Literary Analysis: 60% 53% 62% Informational Text: 62% 62% 57%
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
In grades 3-5,35% (77) of the students achieved mastery by scoring level 3 or above in reading on the 2012 FCAT 2.0. In grade 3, 24% (18) of the students achieved mastery as indicated by a score of level 3 or above. In grade 4, 45% (29) of the students achieved mastery as indicated by a score of level 3 or above. In grade 5, 38% (29) of the students achieved mastery as indicated by a score of level 3 or above.	In grades 3-5,42 % (93) of the students will achieve mastery by scoring a level 3 or above in reading on the 2013 FCAT 2.0

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In third grade, 22 of 89 students scored 51% or higher on the second grade SAT 10. Students are entering third grade lacking the comprehension and vocabulary skills needed for critical reading.	•A dedicated RtI period is part of the daily schedule to support interventions and dfferentiation for all students. •Extensive work will be done to improve core instruction and make an impact on student learning. •The LLT and Readin Professional Learning Community members will facilitate a book talk using INSIDE WORDS, tools for Teaching Academic Vcabulary by Janet Allen.	•Teachers •Students •LLT •Reading Coach •Literacy PLC •Principal •Assistant Principal	•Reader's Chair •Response Journals •Lesson Plans •Focus Walks	•DRA •FAIR •Benchmark Assessments •PMAs •Common Core Assessments

		•The Frayer Vocabulary Model will be usid for vocabulary isntruction in order to support vocabulary acquisition. •Extensive work with Fry's Phrases			
2	Students' lack of reading stamina	•Students will participate in daily Independent Reading and practice using a variety of reading strategies to support meaning. •Students will respond to text in a variety of ways •Homework will reflect at least 20 mintes of reading every night	•Teachers •Students •LLT •Reading Coach •Literacy PLC •Principal •Assistant Principal	•Teacher-Studnet •Conferences •Observations •Response Journals •Reader's Chair	•Response Journals •Independent Book Logs •Anecdotal notes
3	Novice ELA teachers in 3rd and 5th grades. One teacher is new to the grade level ELA content.	• Mentors • Reading and Instructional Coaches modeling • District Level Literacy PD •On-site PD during Early Dismissal •District Coaches to observe and provide feedback •Thirty minutes of dedicated RtI block built into daily schedule for all grades. • RtI Leadership Team to coach teachers and support students •Grade level collaboration for lesson plans •Daily Guided Reading •Alignment with District Learning Guides •FCIM Calendar lessons with explicit instruction using the "I Do" "We Do" and "You Do" instructional model based on data related to FCAT 2. •50% of year will be spent using non-fiction text for instruction to align with FCAT 2.0 •Million Word Campaign to increase wide reading •All ESE students will be in full inclusion settings with support services •Reader's response journals will be used to support student articulation about comprehension of text and thoughtful responses to text.	• Principal • Assistant Principal • Reading Coach • Instructional Coach • RtI Lead Teacher • District Literacy Coach • Classroom Teachers	• Leadership Team review of all data -- bimonthly • Teacher analysis of data --- bimonthly • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction	• Monthly FAIR Assessments • Progress Monitoring Assessment Data • FCAT Explorer Results • Running Records, • CCR Theme Tests • Performance Tasks • District Assessments
4	Developing knowledge of Higher Order Questioning Developing knowledge of FCAT 2.0 Item Specifications and Text Complexity	• Cognitive complexity for FCAT 2.0 matched to classroom instruction • Webb's Depth of Knowledge embedded into teaching and learning • Explicit instructional delivery model to include "I Do," "We Do," "You Do" on FCAT cluster areas	• Principal • Assistant Principal • Reading Coach • Instructional Coach • RtI Lead Teacher • District Literacy Coach • Classroom Teachers	• Leadership Team review of all data – bimonthly • Bi-monthly Progress Monitoring Assessments •Teacher analysis of data -- bimonthly • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small	• Monthly FAIR Assessments • Progress Monitoring Assessment Data • FCAT Explorer Results • Running Records, • CCR Theme Tests • Performance

				group differentiated instruction	Tasks • District Assessments
5	Teachers with minimal experience with the Inclusion Model and with RtI Teacher barriers to full implementation of Guided Reading due to classroom management. Developing knowledge of differentiated strategies and RtI	• Full inclusion for ESE students with VE support • RtI period embedded into daily schedule • District Professional Development on Inclusive classrooms • Professional Development on Differentiated Instruction •Ongoing support of CHAMPS PD for classroom management •Ongoing PD on Guided Reading and instruction geared to the Zone of Proximal Developmentt	• Principal • Assistant Principal • Reading Coach • Instructional Coach • District Literacy Coach • RtI Lead Teacher • VE Resource Teachers • Inclusion Teachers • RtI Leadership Team	• Leadership Team review of all data -- bimonthly • Teacher analysis of data --- bimonthly • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction	• Monthly FAIR Assessments • Progress Monitoring Assessment Data • FCAT Explorer Results • Running Records, • CCR Theme Tests • Performance Tasks • District Assessments

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, increase the number of students scoring a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring a 4 or 5: 3rd Gr.13% (10) 4th Gr. 20% (13) 5th Gr. 14% (11)	Students scoring a 4 or 5: 3rd Gr. 20% (17) 4th Gr. 22% (16) 5th Gr. 20% (15)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	1	Teacher knowledge of SuccesMaker uses, assignments, and reports.	Students will use SuccessMaker	SuccessMaker Lead Teacher Classroom Teacher RtI Lead Teacher Principal Assistant Principal	Monitoring of Differentiation in Lesson plans, observations of differentiated lessons	SuccessMaker Reports, FAIR, DRA, Core Assessments
	2	Rituals and Routines and teacher knowledge of purposeful, student centered,literature circles and effective projects based learning	Students will participate in Literature Circles and projects based learning Provide extensive modeling and PD for teachers	Reading Coach Principal Assistant Principal LLT members	Observations, student response journals,	Student Response Journals Anecdotal notes Progress Monitoring Assessments
	3	Teachers increasing differentiation to support learning for all students.	Guided Reading and small group instruction based on skills and/or reading levels will be implemented daily based on FAIR and DRA data.	Teachers Reading Coach Principal Assistant Principal	DRA Response Journals Anecdotal Notes Differentiated/ Guided Reading Lesson Plans	DRA and FAIR scores
	4	Novice teachers in 3rd, 4th, and 5th grade Teachers new to grade level in 3rd	• Daily Guided Reading based on FAIR Data, DRA reading level and Zone of Proximal Development •Implementation of Marzano stratgies •FCIM Calendar lessons based on data • Reading Coach modeling Guided Reading • District Coach modeling Guided Reading • Professional Books and Articles • 50% of teaching time will be spent using leveled non-fiction text for instruction, to align with FCAT 2.0 expectations • Million Word Campaign •For grades 3-5, 30 minutes of RtI and Enrichment time has been embedded into the daily schedule •Cognitive complexity for FCAT 2.0 matched to classroom instruction • Webb's Depth of Knowledge embedded into teaching and learning • Reader's response journals will be used to support student articulation about comprehension of text • Include Arts Integration activities to support academic goals	• Principal • Assistant Principal • Reading Coach • District Coach • Teachers • Literacy Leadership Team	• Leadership Team review of all data -- bimonthly • Teacher analysis of data - bimonthly • Observation of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction	• Monthly FAIR Assessments • Progress Monitoring Assessment Data • FCAT Explorer Results • Running Records, • CCR Theme Tests • Performance Tasks • District Assessments

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

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

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 4 & 5, 74% (105) of the students will make learning gains increasing the Developmental Scale Score to reflect Adequate Yearly Progress or AMO on the SSS reading portion of the 2013 Florida Comprehensive Assessment Test 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3 (Retained Students), 4 & 5, 72% (110) of the students made learning gains in reading.	In grades 4 & 5, 74% (105) of the students will make learning gains in reading on FCAT 2.0. In grade 3, 74% (7) of all retained students will make learning gains on FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Novice teacher efficacy	•Impementation of Reader's workshop Instructional Delivery Model •Cognitive complexity for FCAT 2.0 matched to classroom instruction • Webb's Depth of Knowledge embedded into teaching and learning • Explicit instructional delivery model to include "I Do," "We Do," "You Do"on FCAT 2.0 cluster areas. • Professional Development Sessions on Next Generation Sunshine State Standards/Common Core Standards, FCAT 2.0 Content Limits and Test Specifications. • 50% of year will be spent using leveled non-fiction texts for instruction to align with FCAT • Reader's response journals will be used to	• Principal • Assistant Principal • Reading Coach • District Literacy Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • RtI Leadership Team •Literacy Professional Learning Community • PDF and Mentor Teachers •PD Cadre	• Leadership Team review of all data -- bimonthly • Teacher analysis of data --- bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of reading skills and strategies during independent practice • Students to develop the knowledge and skills to determine the main idea/author's purpose, compare/contrast, and words and phrases in context through performance tasks and mini-assessments •Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction	• Monthly FAIR Assessments • Progress Monitoring Assessments • FCAT Explorer Results • Running Records • CCR Theme Tests • Performance Tasks • District Benchmark Assessments • DRA Records

			support student articulation about comprehension of text •Embedding CHAMPS to support rituals and routines			
2		Fidelity to daily Guided Reading	• Daily Guided Reading based on student reading level and Zone of Proximal Development for all sub groups • Reading Coach modeling Guided Reading • District Coach modeling Guided Reading • Professional Books and Articles	• Principal • Assistant Principal • Reading Coach • District Literacy Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • RtI Leadership Team	• Leadership Team review of all data -- bimonthly • Teacher analysis of data --- bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of reading skills and strategies during independent practice • Students to develop the knowledge and skills to determine the main idea/author's purpose, compare/contrast, and words and phrases in context through performance tasks and mini-assessments • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction	• Monthly FAIR Assessments • Progress Monitoring Assessments • FCAT Explorer Results • Running Records • CCR Theme Tests • Performance Tasks • District Benchmark Assessments • DRA Records
3		Fidelity to RtI process	• RtI time is embedded into the daily classroom schedule • RtI Leadership Team guiding grade level conversations on remediation strategies • RtI Professional Developmet	• Principal • Assistant Principal • Reading Coach • District Literacy Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • RtI Leadership Team	• Leadership Team review of all data -- bimonthly • Teacher analysis of data -- bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of reading skills and strategies during independent practice • Students to develop the knowledge and skills to determine the main idea/author's purpose, compare/contrast, and words and phrases in context through performance tasks and mini-assessments • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction	• Monthly FAIR Assessments • Progress Monitoring Assessments • FCAT Explorer Results • Running Records • CCR Theme Tests • Performance Tasks • District Benchmark Assessments • DRA Records
		Novice teacher awareness of text complexity, FCAT Test Item Specifications and Content Limits	•Cognitive complexity for FCAT 2.0 matched to classroom instruction • Webb's Depth of Knowledge embedded into teaching and learning • Explicit instructional delivery model to include "I Do," "We Do," "You Do"on FCAT 2.0 cluster areas. • Professional	• Principal • Assistant Principal • Reading Coach • District Literacy Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • RtI Leadership Team	• Leadership Team review of all data -- bimonthly • Teacher analysis of data --- bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of reading skills and strategies during independent practice	• Monthly FAIR Assessments • Progress Monitoring Assessments • FCAT Explorer Results • Running Records • CCR Theme Tests • Performance Tasks • District

| 4 | | Development sessions on NGSS Standards and Common Core Standards, FCAT 2.0 Content Limits and Test Item Specifications.
• 50% of year will be spent using leveled non-fiction texts for instruction to align with FCAT | | • Students to develop the knowledge and skills to determine the main idea/author's purpose, compare/contrast, and words and phrases in context through performance tasks and mini-assessments
• Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction | Benchmark Assessments
• DRA Records |

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, 82% (31) of the students in the lowest quartile will make learning gains in reading on the 2013 Florida Comprehensive Assessment Test 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 80% (31) of the students in the lowest quartile made gains in reading.	In grades 4 & 5, 82% (29) of the students in the lowest quartile will make learning gains in reading on the 2013 Florida Comprehensive Assessment Test 2.0. In grade 3, 82% (2)of the students in the lowest quartile will make learning gains in reading on the 2013 Florida Comprehensive Assessment Test 2.0.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation	• Daily Guided Reading based on student reading level and Zone of Proximal Development for all students • Awards Ceremonies for Achievement • Student conferences with goal setting • Student interest surveys • Use of graphic organizers (Frayer Vocab. Model) to engage students • Leveled texts by subject and author • Professional books and articles on strategies for struggling readers • Explicit instructional delivery model to include "I Do," "We Do," "You Do" on FCAT cluster areas • Personnel to push-in and work with struggling students • Use of technology: SuccessMaker, Interactive Smart Board to motivate students • All ESE students will be in full inclusion settings with support services and facilitation of Tier II support materials	• Principal • Assistant Principal • Reading Coach • District Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • RtI Leadership Team • Classroom Teachers • Literacy Leadership Team	• Leadership Team review of all data -- bimonthly • Teacher analysis of data - bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of reading skills and strategies during independent practice • Students to develop the knowledge and skills to determine the main idea/author's purpose, compare/contrast,and words and phrases in context through performance tasks and mini-assessments • Weekly review of lesson plans for relevance and rigor; RtI data and small group differentiated instruction and anecdotal records	• Monthly FAIR Assessments • Progress Monitoring Assessments • FCAT Explorer Results • Running Records • CCR Theme Tests • Performance Tasks • District Assessments • DRA Records
2	Students entering grades 3-5 are below grade level and struggle with basic comprehension and vocabulary skills.	•Daily schedule to include 30 minutes of RtI for all grades • Daily Guided Reading based on student reading level and Zone of Proximal Development moving students toward more complex text •Reading Coach modeling Guided Reading •District Coach modeling Guided Reading • Use of Fry's phrases to support fluency •RtI Leadership Team guiding grade level conversations on remediation strategies •Daily schedule to include 30 minutes of RtI for all grades •Cognitive complexity for FCAT 2.0 matched to instruction •Webb's Depth of Knowledge embedded into teaching and learning •Professional Books and articles on strategies for struggling readers •Explicit instructional delivery model to include "I Do," "We Do," "You	• Principal • Assistant Principal • Reading Coach • District Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • RtI Leadership Team • Classroom Teachers • Literacy Leadership Team	• Leadership Team review of all data -- bimonthly • Teacher analysis of data - bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of reading skills and strategies during independent practice • Students to develop the knowledge and skills to determine the main idea/author's purpose, compare/contrast,and words and phrases in context through performance tasks and mini-assessments • Weekly review of lesson plans for relevance and rigor; RtI data and small group differentiated instruction and anecdotal records	• Monthly FAIR Assessments • Progress Monitoring Assessments • FCAT Explorer Results • Running Records • CCR Theme Tests • Performance Tasks • District Assessments • DRA Records

			Do" on FCAT cluster areas •Professional Development on FCAT 2.0 Content Limits and Test Specifications •Reader's response journals will be used to support student articulation about comprehension of text •Personnel to push-in and work with struggling students •All ESE students will be in full inclusion settings with support services and facilitation of Tier II support materials			
	3	Teacher efficacy with differentiation and small group management.	• Professional Development on effective and practical strategies for differentiation • Coaches to model effective strategies • Observations and feedback on differentiation practices • Explicit instructional delivery model to include "I Do," "We Do," "You Do" to increase effectiveness of core instruction for 80% of the students in each classroom. • Reinforcement of CHAMPS to set expectations for student behaviors • Professional Development on FCAT 2.0 Content Limits and Test Specifications • Personnel to push-in and work with struggling students • Reading Professional Learning Community support with articles and professional reading • Observation of other teachers in District • Use of technology: SuccessMaker, interactive Smart Board to engage students •All ESE students will be supported by VE teachers	• Principal • Assistant Principal • Reading Coach • District Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • RtI Leadership Team • Classroom Teachers • Literacy Leadership Team	• Leadership Team review of all data -- bimonthly • Teacher analysis of data - bimonthly • Formal and informal observations of instruction • Students to develop the knowledge and skills to determine the main idea/author's purpose, compare/contrast, and words and phrases in context through performance tasks and mini-assessments • Weekly review of lesson plans for relevance and rigor; RtI data and small group differentiated instruction and anecdotal records	• Monthly FAIR Assessments • Progress Monitoring Assessments • FCAT Explorer Results • Running Records • CCR Theme Tests • Performance Tasks • District Assessments • DRA Records

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In 2013, 52% (119) of the students in grades 3-5 will achieve the Annual Measurable Objectives of reading performance targets as measured by the FCAT 2.0. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	35%	52%	57%	61%	66%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 3-5, 52% (118)of all Black students will score at or above grade level in Reading as measured by a level 3 or above on FCAT 2.0. Other Subgroups: White: N/A Hispanic: N/A Asian: N/A American Indian: N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 35% (77) of all Black students scored at grade level or above in reading as measured by a level 3 or above on FCAT 2.0. Other Subgroups: White: N/A Hispanic: N/A Asian: N/A American Indian: N/A	In grades 3-5, 52% (118) of all Black students will score at or above grade level in Reading as measured by a level 3 or above on FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Background Knowledge and Vocabulary Development	• Daily schedule to include 30 minutes of intensive remediation (RtI)for all 3rd – 5th graders • Daily Guided Reading based on student reading level and Zone of Proximal Development for all sub-groups • Building Background Knowledge through technology, multi-sensory and real world experiences • Teacher Read Alouds and oral book discussions modeling thinking of proficient readers "Think Alouds" • Fry's Phrases • Graphic organizers • 50% of school year dedicated to teaching non-fiction text features and reading strategies • Anticipation guides • RtI Leadership Team collaborating with grade levels on remediation/intervention strategies •Explicit instructional delivery model to include "I Do," "We Do," "You Do" benchmarks and elements of standards •All resource teachers will work with Tier II students in classrooms to support student growth in Reading	• Principal • Assistant Principal • Reading Coach • District Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • RtI Leadership Team • Classroom Teachers	• Leadership Team review of all data -- bimonthly • Teacher analysis of data - bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of reading skills and strategies during independent practice •Students to develop the knowledge and skills to determine the main idea/author's purpose, compare/contrast,and words and phrases in context through performance tasks and mini-assessments • Weekly review of lesson plans for relevance and rigor; RtI,and small group differentiated instruction	• Monthly Assessments • Progress Monitoring Assessments • FCAT Explorer Results • Running Records, • CCR Theme Tests • Performance Tasks • District Assessments • District Benchmarks

		•Marzano Strategies			
2	Frequent absences and tardies reduce time on task therefore impact student achievement levels	•Team-Up academic support will be used to support learning when students are in school. • Incentives will be provided to promote good attendance • Increased communication with parents on importance of attendance	• Principal • Assistant Principal • Classroom Teacher	• Increased attendance	•Attendance records from Oncourse
3	Student Motivation	•Achievement Incentives •Technology to engage studnets: Interactive SmartBoard, SuccessMaker, Destination Success • Increase number of computers available to students • Incorporate more projects based learning	• School Technology Coordinator • Principal • Assistant Principal • Classroom Teacher • Media Specialist	• Increased student engagement • Observations • Conversations with students • Lesson plans incorporating student use of technology • Lesson plans reflecting projects based learning	• SuccessMaker Reports • FCAT Explorer Reports • Rubrics for projects based learning

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Not applicable. Lake Forest has not ELL students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Not an AYP subgroup for Lake Forest
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not an AYP subgroup for Lake Forest	Not an AYP subgroup for Lake Forest

Problem-Solving Process to Increase Student Achievement

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

	No Data Submitted

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 3-5, 52% (118)of all Economically Disadvantaged students will score at or above grade level in Reading as measured by a level 3+ on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 35% (77) of all Economically Disadvantaged students scored at grade level or above in reading as measured by a level 3 or above on FCAT 2.0.	In grades 3-5, 52% (118) of the Economically Disadvantaged students will score at or above grade level in reading by scoring a level 3+ on FCAT 2.0.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' Background Knowledge	• Daily schedule to include 30 minutes of intensive remediation (RtI) for all 3rd – 5th graders • Building Background Knowledge through use of technology and hands on experiences • Daily Guided Reading based on student reading level and Zone of Proximal Development for all sub groups • Teacher Read Alouds and oral book discussions • Reader's response journals will be used to support student articulation about comprehension of text •Fry's Phrases •Graphic organizers • Anticipation guides Use of Technology to build background knowledge •50% of classroom instruction to be non-fiction text, text features, reading to make meaning •Explicit instructional delivery model to include "I Do," "We Do," "You Do" on FCAT cluster areas •Marzano strategies for building background knowledge •Lesson study on Vocabulary development •Use of Frayer model for vocabulary study	• Principal • Assistant Principal • Reading Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • RtI Leadership Team • Classroom Teachers	• Leadership Team review of all data -- bimonthly • Teacher analysis of data -- bimonthly •Formal and informal observations of instruction •Students to demonstrate understanding of reading skills and strategies during independent practice •Students to develop the knowledge and skills to be apply knowledge of words in context through performance tasks and mini-assessments • Weekly review of lesson plans for relevance and rigor; RtI, and small group word study	• FAIR Assessments • Progress Monitoring Assessments • FCAT Explorer Results • Running Records • CCRP Theme Tests • Performance Tasks • DRA Records • District Benchmark Assessments
	Students' Vocabulary Acquisition	•Lesson study on vocabulary development •Use of Frayer model for	• Principal • Assistant Principal	• Leadership Team review of all data -- bimonthly • Teacher analysis of	• FAIR Assessments • Progress

			vocabulary study • Increase interactive use of Word Wall for vocabulary in writing and conversation •Dedicated skills block to support words study	• Reading Coach • District Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • RtI Leadership Team • Classroom Teachers	data -- bimonthly •Formal and informal observations of instruction •Students to demonstrate understanding of reading skills and strategies during independent practice •Students to develop the knowledge and skills to be apply knowledge of words in context through performance tasks and mini-assessments • Weekly review of lesson plans for relevance and rigor; RtI, and small group word study	Monitoring Assessments • FCAT Explorer Results • Running Records, • CCRP Theme Tests • Performance Tasks • DRA Records • District Benchmark Assessments
2						

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Strategies to promote student engagement and move beyond "Turn and Talk"	K-5	District Cadre Reading Coach ELA Teacher	All Teachers K-5	November Early Dismissal	Formal and informal observations	Leadersip Team, Principal, Assistant Principal, Coaches
Professional development of "Great Books" Program to promote critical reading through read alouds and discussion	K-5	Principal	All teachers	November, 2012	Formal and informal observations, lesson plans	Principal
Professional Book Talk: "Notebook Connections, Strategies for the Reader's Notebook	K-5	Principal, Assistant Principal & Coaches	All teachers	August Early Return Prof. Dev.; Follow-up September 19 Early Dismissal and Faculty Meeting	Formal and informal observations, students' response journals	Reading Coach, Assistant Principal, Principal
Individual Professioal Development Plan, to support classroom targets aligned with SIP	K-5	District Professional Development Cadre	All Teachers	October, 2012	IPDP review and conferences	Pricipal and Assistnat Principal
Common Core Standards	K-5	District Personnel	All content teachers	August Early Return Training	Lesson Plans	Leadersip Team, Principal, Assistant Principal, Coaches

CHAMPS: Classroom Behavior management plan to support facilitation of Reader's Workshop	K-5	Professional Development Cadre	All teachers	August/September Early Return and Early Disissal	CHAMPS expectaions in classrooms, rituals and routines lesson plans, foral and informal observations, student behaviors	Teachers, Leadersip Team, Principal, Assistant Principal, Professional Development Cadre for new teachers
Online Progress Monitoring Plans -- Inform	K-5	Coaches & Lead Teachers	All content teachers	October Early Dismissal	PMPs	Teachers, Leadersip Team, Principal, Assistant Principal, Coaches, RTI Team
Literature Circles	K-5	Principal, Assistant Principal & Coaches	ELA Teachers	November Early Dismissal	Formal and informal observations, lesson plans	Teachers, Leadersip Team, Principal, Assistant Principal, Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Critical Reading to support all reading goals and FCAT success. Read Alouds and discussions of text to model all comprehension strategies and promote vocabulary acquisition.	Junior Great Books The Great Books Foundation	Title I	$5,000.00
In School Reading Tutors to support the bottom quartile reading students in grades 3-5.	Hire certified teachers to tutor students using FCAT Coach and other research based materials.	Title I	$6,000.00
			Subtotal: $11,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $11,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	

2012 Current Percent of Students Proficient in listening/speaking:

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

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

2. Students scoring proficient in reading. CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

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

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

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

2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, 47% of the students will score at Level 3 or above on the math portion of the 2012-2013 Florida Comprehensive Assessment Test 2.0. Based on the percentage of Mean points earned for each content area, there are clear indications that Geometry and Measurement are in need of improvement for 4th and 5th grades. Fifth grade also needs improvement in Expressions, Equations and Statistics. In addition, 5th grade math teachers need professional development to support more effective classroom instruction and a clear understanding of the Test Specification and content limits. Fractions and number sense are the priorities for 3rd grade. Third Grade: Number Operations; 57% Problems;Statistics Numbers;Fractions 50% (Priority) Geometry;Meas. 62% Fourth Grade: Number Operations 72% Problems Number Fractions 70% Geometry & Meas. 67% (Priority) Fifth Grade: Numbers;Base Ten; Fractions 54% Expressions,Equations and 50% (Priority) Statistics Geometry & Measurement 50% (Priority)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5 45% (103) of the students achieved grade level mastery by scoring level 3 or above.	In grades 3-5, 47% (109) of the students will achieve grade level mastery by scoring at level 3 or above on the math portion of the 2012 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	•Two teachers new to 5th grade Math content. •One teacher new to 4th grade Math content. •Three teachers new to 3rd grade Math content.	• The Instructional Focus Calendar will include school-wide math assessments the 4th week of each month to ensure adherence to standards, FCAT math strands, critical thinking, rigor, and to monitor student progress •Math coach will model in classrooms and provide ongoing support for the instructional model and effective use Investigations •Instructional delivery model "Launch," "Explore,"and	• Principal • Assistant Principal • School Math Coach • District Math Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • Math Interventionist • RtI Leadership Team • Classroom Teachers	• Leadership Team review of all data -- monthly • Teacher analysis of data --bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Students to develop the knowledge and skills to demonstrate understanding of math concepts; automaticity with basic mathematics,	• Weekly Math Assessments • Progress Monitoring Assessments • Successmaker Results • Envision Tests • Investigations Performance Tasks • District Benchmark Assessments • Administrative review of lessons plans for differentiation

#	Barrier	Strategy	Person Responsible	Process	Evaluation Tool
1		"Summarize" is used with fidelity per the District Learning Guides • District benchmarks and FCAT Explorer will be used to ensure alignment with math content areas and to assess progress • Assessments and Lesson Plans to include higher level Webb's/Bloom's Questions, will be reviewed by the Principal prior to instruction • Calendar Math will be used with fidelity to provide repetition and relevance •Student goal-setting and conferencing will take place for all major assessments. Student will track their own progress • Math journals will be incorporated to support articulation of math strategies, understanding of concepts, and problem solving •The daily schedule will include 30 minutes of remediation for all K – 5th grade classrooms. Students will be grouped for remediation based on their individual needs • Coaches will model "Best Practices" in the classrooms to support use of math manipulatives, student use of strategies, and teacher efficacy of differentiated instructional strategies •Use of computer program - Successmaker •All ESE students will be in full inclusion settings with support services and facilitation of extended responses •Provide tier II Interventions as prescribed by assessment data.		and effective problem-solving •Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction •Math journal entries	
2	•Student lack of real-world experiences to relate to Math content.	• Coaches will model "Best Practices" in the classrooms to support use of math manipulatives, student use of strategies, and teacher efficacy of differentiated instructional strategies •Projects based learning will be incorporated into core curriculum •There will be an increased focus on performance tasks •Technology will be incorporated to broaden	• Principal • Assistant Principal • School Math Coach • District Math Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • Math Interventionist • RtI Leadership Team • Classroom	• Leadership Team review of all data -- monthly • Teacher analysis of data --bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Students to develop the knowledge and skills to demonstrate and apply understanding of math	• Weekly Math Assessments • Progress Monitoring Assessments • Successmaker Results • Envision Tests • Investigations Performance Tasks • District Benchmark Assessments • Administrative review of lessons plans for real world

		application of math content	Teachers	concepts; automaticity with basic mathematics, and effective problem-solving •Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction	applications
3		•Student deficits in conceptual understanding of number sense.		• Principal • Assistant Principal • School Math Coach • District Math Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • Math Interventionist • RtI Leadership Team • Classroom Teachers	• Leadership Team review of all data -- monthly • Teacher analysis of data --bimonthly • Formal and informal observations of instruction • Students to develop the knowledge and skills to demonstrate and apply understanding of math concepts; automaticity with basic mathematics, and effective problem-solving •Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Math journal entries	• Weekly Math Assessments • Progress Monitoring Assessments • Successmaker Results • Envision Tests • Investigations Performance Tasks • District Benchmark Assessments • Administrative review of lessons plans for real world applications
4		Student deficits with math fluency of basic subtraction, addition, multiplication and division facts.	• Technology -- SuccessMaker, Gizmo,	• Principal • Assistant Principal • School Math Coach • District Math Coach • RtI Lead Teacher • VE Teachers • Inclusion Teachers • Math Interventionist • RtI Leadership Team • Classroom Teachers	• Leadership Team review of all data -- monthly • Teacher analysis of data --bimonthly • Formal and informal observations of instruction • Students to develop the knowledge and skills to demonstrate and apply understanding of math concepts; automaticity with basic mathematics, and effective problem-solving •Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Math journal entries	• Weekly Math Assessments • Progress Monitoring Assessments • Successmaker Results • Envision Tests • Investigations Performance Tasks • District Benchmark Assessments • Administrative review of lessons plans for real world applications

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, increase the number of students scoring at a level 4 or 5. The level of achievement for grade 3-5 students scoring at a level 4 or 5 will increase by 10% over 2012 levels. A focus on fractions, geometry & measurement as indicated by 2012 FCAT data are areas in need of improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level of Performance:* Students scoring a 4 or 5: 3rd gr. 6% (5) 4th gr. 23% (15) 5th gr. 20% (16)	Students scoring a 4 or 5: 3rd gr. 16% (14) 4th gr. 33% (23) 5th gr. 30% (22)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Lack of commitment of thorough understanding of Calendar Math and its implication for problem solving and conceptual understanding •Lack of commitment in understanding and implementing the Workshop Model. •One teacher new to 4th grade Math content. •Three teachers new to 3rd grade Math content. •Two teachers new to 5th grade Math content.	•The Instructional Focus Calendar will focus on Content Limits and Test Specification in Geometry, Fractions, Measurement and data indicators from school-wide math assessments • Instructional model "Launch," "Explore," and "Summarize" is used with fidelity per the District Learning Guides. • District benchmarks and FCAT Explorer will be used to ensure alignment with math strands and to assess progress • Envisions math textbook used to enhance Investigations • Assessments and Lesson Plans to include higher level Webb's/Bloom's Questions, will be reviewed by administration periodically • Math journals will be incorporated to support articulation of math strategies, understanding of concepts, and problem solving • The daily schedule will include 30 minutes of differentiated RtI instruction for all 3rd – 5th grade classrooms. Students will be grouped	• Principal • Assistant Principal • School Math Coach • District Math Coach • Inclusion Teachers • RtI Leadership Team • Classroom Teachers • Math Interventionist	• Leadership Team review of all data -- monthly • Teacher analysis of data -- bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Performance tasks • Students to develop the knowledge and skills to demonstrate understanding of math concepts; automaticity with basic mathematics, and effective problem-solving • Weekly review of lesson plans for differentiation, relevance and rigor; Fidelity to RtI, and diagnostic-prescriptive instruction.	• Weekly Math Assessments •Progress Monitoring Assessments •Successmaker and FCAT Explorer Results •Envision Tests •Investigations Performance Tasks •District Benchmark Assessments •Administrative review of lessons plans for differentiation •Math journals

| | | for enrichment or remediation based on strand specific strengths and weaknesses
• Coaches will model "Best Practices" in the classrooms to support use of math manipulatives ,student use of strategies, and teacher efficacy of differentiated instructional strategies
•Calendar Math will be used with fidelity to provide repetition and relevance
•Use of Technology - Successmaker and FCAT Explorer to support differentiation
•Provide tier II Interventions as prescribed by assessment data. | | | | |

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 4 & 5, % of the students will make learning gains increasing the scale score to reflect Adequate Yearly Progress on the SSS math portion of the 2012-2013 Florida Comprehensive Assessment Test 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 4 & 5, 76% (120) of the students made math gains.	In grades 4 &5, 78% (115) of the students will make math gains,

Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		• Lack of commitment of thorough understanding of Calendar Math and its implication for problem solving and conceptual understanding •Lack of commitment in understanding and implementing the Workshop Model. •One teacher new to 4th grade Math content. •Three teachers new to 3rd grade Math content. •Two teachers new to 5th grade Math content. •Student lack of real-world experiences to relate to Math content. •Student deficits in conceptual understanding of number sense. •Student deficit in basic subtraction, addition, multiplication and division facts.	• The Instructional Focus Calendar will include periodic assessments to ensure adherence to standards, FCAT math strands, critical thinking, rigor, and to monitor student progress •Instructional model "Launch," "Explore," and "Summarize" is used with fidelity per the District Learning Guides. • District benchmarks and FCAT Explorer and Successmaker will be used to ensure alignment with math strands and to assess progress • Assessments and Lesson Plans to include higher level Webb's/Bloom's Questions, will be reviewed periodically by administration • Math journals will be incorporated to support articulation of math strategies, understanding of concepts, and problem solving, and will serve as a formative assessment tool • Student goal-setting and conferencing will take place for all major assessments. Student will track their own progress • The daily schedule will include 30 minutes of remediation for all K – 5th grade classrooms. Students will be grouped for remediation based on strand specific strengths and challenges • Coaches will model "Best Practices" in the classrooms to support use of math manipulatives, student use of strategies, and teacher efficacy of differentiated instructional strategies • All ESE students will be in full inclusion settings with support services and facilitation of extended responses •All Resource teachers will work with Tier II students in classrooms to support student growth in math • Calendar math will be used with fidelity to provide repetition and relevance •Provide tier II Interventions as	•Principal •Assistant Principal •School Math Coach •District Math Coach •Math Interventionist •RtI Lead Teachers •VE Teachers •Inclusion Teachers •RtI Leadership Team •Classroom Teachers	• Leadership Team review of all data -- monthly • Teacher analysis of data -- bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Performance Tasks • Students to develop the knowledge and skills to demonstrate understanding of math concepts; automaticity with basic mathematics, and effective problem-solving • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction	• Monthly Math Assessments • Progress Monitoring Assessments • FCAT Explorer and Successmaker Results • Envision Tests • Investigations Performance Tasks • District Benchmark Assessments •Administrative review of lessons plans for differentiation • Math journals to assess students' depth of understanding

		prescribed by assessment data.		

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 4-5, 78% of the students in the lowest quartile will make learning gains on the SSS math portion of the 2012-2013 Florida Comprehensive Assessment Test 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 4 & 5, 76% (27) of the students in the lowest quartile made gains in math.	In grades 4 & 5, 78% (28) of the students in the lowest quartile will make gains in math.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	• Effective use of math textbook in conjunction with Investigations •Lack of knowledge in RtI strategies and support materials for math • Lack of commitment of thorough understanding of Calendar Math and its implication for problem solving and conceptual understanding •Lack of commitment in understanding and implementing the Workshop Model. •One teacher new to 4th grade Math content. •Three teachers new to	• The Instructional Focus Calendar will be based on assessment data and FCAT 2.0 content limits and test specifications and will critical thinking and rigor. • The math Instructional model "Launch," "Explore," and "Summarize" is used with fidelity per the District Learning Guides • Student goal-setting and conferencing will take place for all major assessments. Students will track their own progress	• Principal • Assistant Principal • School Math Coach • District Math Coach • Inclusion Teachers • RtI Leadership Team • Classroom Teachers •Math Interventionist	• Leadership Team review of all data -- monthly • Teacher analysis of data -- bimonthly. Data chats • Formal and informal observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Students to develop the knowledge and skills to demonstrate understanding of math concepts; automaticity	• Weekly Math Assessments • Progress Monitoring Assessments • FCAT Explorer and Successmaker Results • Envision Tests • Investigations Performance Tasks • District Benchmark Assessments •Administrative review of lessons plans for differentiation • Math journals to

| | 1 | 3rd grade Math content.
•Two teachers new to 5th grade Math content. | • District benchmarks, FCAT Explorer, and Successmaker will be used to ensure alignment with math strands and to assess progress
• Envisions math intervention kit used to enhance investigations
• Assessments and Lesson Plans to include higher level Webb's/Bloom's Questions,will be monitored
• Math journals will be incorporated to support articulation of math strategies, understanding of concepts, and problem solving
• Accountable Talk will be expected for purposeful modeling of math vocabulary
• Calendar Math will be used with fidelity to provide repetition and relevance
• The daily schedule will include 30 minutes of RtI all K – 5th grade classrooms. Students will be grouped for enrichment or remediation based on strand specific strengths and weaknesses
• Coaches will model "Best Practices" in the classrooms to support use of math manipulatives ,student use of strategies, and teacher efficacy of differentiated instructional strategies
•Use of computer program – Successmaker for differentiation and engagement
•Provide Tier II Interventions as prescribed by assessment data | | with basic mathematics, and effective problem-solving
• Weekly review of lesson plans for relevance and rigor; RtI,and small group differentiated instruction
• Review of math journals during observations | assess student s' depth of understanding |

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

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

In 2013, 47% (107) of the students in grades 3-5 will achieve the Annual Measurable Objectives of math performance targets as measured by the FCAT 2.0.

5A : |

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	47	52	57	63	

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

	5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, 60% of Black students will score at or above grade level in Math as measured by a level 3+ on FCAT 2.0. White: 5% Black: 90% of school population Hispanic: N/A Asian: N/A American Indian: N/A
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	In grades 3-5, 52% (112) of Black students scored at or above grade level mastery in math as measured by a level 3+. White: N/A Hispanic: N/A Asian: N/A American Indian: N/A	In grades 3-5, 60% (121) of Black students will score at grade level mastery or above as measured by a 3+ on FCAT 2.0

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: N/A Black: 90% of school population Hispanic: N/A Asian: N/A American Indian: N/A Two teachers new to 5th grade math content	• The Instructional Focus Calendar will be developed to include classroom data, test specifications and content limits; critical thinking, rigor. •Student progress will be monitored every two weeks. •Instructional model "Launch," "Explore,"and "Summarize" will be used with fidelity per the District Learning Guides • Envisions math textbook used to enhance Math Investigations • Assessments and Lesson Plans to include higher level Webb's/Bloom's Questions, will be monitored • Math journals will be incorporated to support articulation of math strategies, understanding of concepts, and problem solving • Accountable Talk will be used as purposeful modeling of math vocabulary • Calendar math will be used with fidelity to provide repetition and relevance classrooms. •Coaches will model "Best Practices" in the classrooms to support use of math manipulatives ,student use of strategies, and teacher efficacy of differentiated instructional strategies	• Principal • Assistant Principal • School Math Coach • District Math Coach • Inclusion Teachers • RtI Leadership Team • Classroom Teachers	• Leadership Team review of all data -- bimonthly • Teacher analysis of data -- bimonthly. Data chats • Formal and informal observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Students to develop the knowledge and skills to demonstrate understanding of math concepts; automaticity with basic mathematics, and effective problem-solving • District benchmarks and FCAT Explorer will be used to ensure alignment with math strands and to assess progress • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Review of math journals during observations	• Monthly Math Assessments • Progress Monitoring Assessments • FCAT Explorer Results • Envision Tests • Investigations Performance Tasks • District Benchmark Assessments • Administrative review of lessons plans for differentiation • Math journals to assess student s' depth of understanding • Monthly scrimmage results will be analyzed to guide RtI instruction and Focus Calendar lessons
	RtI strategies and materials for math	• The daily schedule will include 30 minutes for RtI for all students K-5. • Students will be grouped for remediation	• Principal • Assistant Principal • School Math Coach • District Math	• Leadership Team review of all data -- bimonthly • Teacher analysis of data -- bimonthly. Data chats • Formal and informal	• Monthly Math Assessments • Progress Monitoring Assessments • FCAT Explorer

				observations of instruction	Results
2		and/or enrichment based on strand specific strengths and weaknesses to promote success •Technology will be incorporated into teaching to differntiate student learning	Coach • Inclusion Teachers • RtI Leadership Team • Classroom Teachers	observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Students to develop the knowledge and skills to demonstrate understanding of math concepts; automaticity with basic mathematics, and effective problem-solving • District benchmarks and FCAT Explorer will be used to ensure alignment with math strands and to assess progress • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Review of math journals during observations	• Envision Tests • Investigations Performance Tasks • District Benchmark Assessments • Administrative review of lessons plans for differentiation • Math journals to assess student s' depth of understanding • Monthly assessment results will be analyzed to guide Focus Calendar lessons
3	Student motivation	• Student goal-setting and conferencing will take place for all major assessments. Students will track their own progress •Technology will be incorporated to motivate and engage students: SmartBoard, Gizmos, SuccessMaker, FCAT Explorer, etc. •Projects based learning connected to real-world experiences will be incorporated •Cooperative learning will be used to support students' understanding of concepts •A variety of strategies will be taught so students can choose problem solving strategies based on their learning style	• Principal • Assistant Principal • School Math Coach • District Math Coach • Inclusion Teachers • RtI Leadership Team • Classroom Teachers	• Leadership Team review of all data -- bimonthly • Teacher analysis of data -- bimonthly. Data chats • Formal and informal observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Students to develop the knowledge and skills to demonstrate understanding of math concepts; automaticity with basic mathematics, and effective problem-solving • District benchmarks and FCAT Explorer will be used to ensure alignment with math strands and to assess progress • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Review of math journals during observations	• Monthly Math Assessments • Progress Monitoring Assessments • Reports from Technology Assignments • Envision Tests • Investigations Performance Tasks • District Benchmark Assessments • Math journals to assess students' depth of understanding • Monthly assessment results will be analyzed to guide RtI instruction and Focus Calendar lessons

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	Not Applicable

Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5, 47% of Economically Disadvantaged students will score at or above grade level in math as measured by a level 3+ on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 44%(83) of the Economically Disadvantaged students scored at grade level or above in math as measured by scoring 3+ on FCAT 2.0.	In grades 3-5, 47% (123) of the Economically Disadvantaged students will score at grade level mastery or above in math as measured by scoring 3+ on FCAT 2.0

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	•RtI strategies and support materials for math	• The Instructional Focus Calendar will be developed to include	• Principal • Assistant Principal	• Leadership Team review of all data -- monthly • Teacher analysis of	• Weekly Math Assessments • Progress

1	•Two teachers new to 5th grade Math content. •One teacher new to 4th grade Math content. •Three teachers new to 3rd grade Math content. •Student lack of real-world experiences to relate to Math content. •Student deficits in conceptual understanding of number sense. •Student deficit in basic subtraction, addition, multiplication and division facts.	FCAT test specifications and content limits for math strands; critical thinking; and rigor. •Student progress will be monitored and will guide additional instruction. •Instructional model "Launch," "Explore," and "Summarize" is used with fidelity per the District Learning Guides • Student goal-setting and conferencing will take place for all major assessments. Student will track their own progress • District benchmarks, FCAT Explorer, and Successmaker will be used to ensure alignment with math strands and to assess progress • Envisions math textbook used to enhance investigations • Assessments and Lesson Plans will include higher level Webb's/Bloom's Questions and will be reviewed by administration. • Math journals will be incorporated to support articulation of math strategies, understanding of concepts, and problem solving •Accountable Talk will be used for purposeful modeling of math vocabulary • Calendar math will be used with fidelity to provide repetition and relevance • The daily schedule will include 30 minutes of RtI for remediation and/or enrichment in all K – 5th grade classrooms. Students will be grouped based on strand specific strengths and weaknesses • Coaches will model "Best Practices" in classroom to support use of math manipulatives ,student use of strategies, and teacher efficacy of differentiated instructional strategies •Use of technology to engage students. •Provide tier II Interventions as prescribed by assessment data.	• School Math Coach • District Math Coach • Inclusion Teachers • RtI Leadership Team • Classroom Teachers • Math Interventionist	data -- bimonthly. Data chats • Formal and informal observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Students to develop the knowledge and skills to demonstrate understanding of math concepts; automaticity with basic mathematics, and effective problem-solving •Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction	Monitoring Assessments • FCAT Explorer and Successmaker Results • Envision Tests • Investigations Performance Tasks • District Benchmark Assessments • Administrative review of lessons plans for differentiation • Math journals to assess student s' depth of understanding

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
Unpacking the Common Core Standards and understanding the Mathematical Practices	K-2 3-5	Armee Velazquez School Math Coach	Departmentalized math Teachers 3-5, All K-2 teachers, Differentiated per grade level	Ongoing	Conferencing with individual teachers, Informal and formal classroom observations, administrative review of lesson plans, review of assessments,	Principal, Assistant Principal, Math Coach, District Math Coach
Math Conversations to Promote Critical Thinking in Mathematics	K-5	Armee Velazquez School Math Coach	Departmentalized Math Teachers 3-5, All K-2 Teachers, Differentiated per grade level	Early Dismissal Sept. 19, 2012 and Nov. 28, 2012 Ongoing	Conferencing with individual teachers, Informal and formal classroom observations, administrative review of lesson plans, review of assessments,	Principal, Assistant Principal,Math Coach, District Math Coach
Math Instructional Model	K-5	Armee Velazquez School Math Coach	Departmentalized Math Teachers 3-5, All K-2 Teachers	Ongoing	Conferencing with individual teachers, Informal and formal classroom observations, administrative review of lesson plans, review of assessments,	Principal, Assistant Principal, Math Coach, District Math Coach
Understanding the FCAT 2.0 Math Item Specifications	3-5	Armee Velazquez School Math Coach	3-5 Math Teachers	Grade level meetings, Planning times, Ongoing	Conferencing with individual teachers, Informal and formal classroom observations, administrative review of lesson plans, review of assessments,	Principal, Assistant Principal, Math Coach, District Math Coach
Understanding Pearson Insight and Inform to create PMP's	K-5	Armee Velazquez School Math Coach	K-5	October 3, 2012	Conferencing with individual teachers, Informal and formal classroom observations, administrative review of lesson plans, review of assessments, analysis of assessment data	Informal and formal classroom observations, administrative review of lesson plans, review of assessments, analysis of assessment data
Understanding EnVision and Math Investigations resources	K-5	Armee Velazquez School Math Coach	K-5	Grade level meetings, Planning times, Ongoing	Conferencing with individual teachers, Informal and formal classroom observations, administrative review of lesson plans, review of assessments, analysis of assessment data	Principal, Assistant Principal, Math Coach, District Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning	Math Books: How to Assess While You Teach, Minilessons for Math Practice K-2 and 3-5, Good Questions for Math Teaching, Informative Assessment, Classroom Discussions;Seeing math Discourse in Action, Number Talks; Helping Children Build Mental Math and Computation Strategies	General Budget	$1,000.00
			Subtotal: $1,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In grade 5, 32% (23) of all students will score a level 3 or above on the science section of the Florida Comprehensive Assessment Test 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 24% (19) of the students scored a level 3 or above.	In grade 5, 32% (23) of the students will score a level 3 or above on the science FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Level of difficulty in science texts to support in-depth understanding of science concepts	• The Instructional Focus Calendar will include school-wide explicit science instruction to ensure strand specific learning of SSS as indicated by assessments • FCAT Explorer will be used for practice of the SSS science standards and benchmarks • Use of computer program Gizmo for motivation and engagement • Lesson plans will include the 5 Es science instruction model • Reading teacher supporting students	• Leadership Team members • District Science Coach • Principal • Assistant Principal • Grade level lead teachers • Science Professional Learning Community • Classroom teachers	• Formal and informal classroom observations • Leadership Team review of all data -- monthly • Teacher analysis of data -- during monthly data chats • Formal and informal observations of instruction • Students to demonstrate understanding of science concepts during independent practice or application tasks • Students to develop the knowledge and skills to demonstrate understanding of	• Performance Tasks • Science journal entries to determine depth of understanding • Progress Monitoring Assessments • District Benchmark results to guide strand specific remediation

1		with non-fiction reading strategies for use in science • District purchase of new science textbooks and materials • Lesson plans will reflect implementation of higher order Webb's/Bloom's questions to develop critical thinking. •Adherence to student hands-on experiments and explorations as defined in the newly revised District Learning Guides • All ESE students will be in full inclusion settings with support and services facilitation • District Coach will provide continuous modeling of "Best Practices" in all science classrooms, including the implementation of experiments and technology • Implementation of science journals to reflect experimentation, documentation of scientific observations, and understanding of scientific method and concepts •Classroom and small group science projects to include the scientific method will be incorporated throughout the school year as applicable		science concepts, and effective problem-solving using the scientific method • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction	
2	Teacher efficacy with science concepts and scientific process	• Science Academy • District Science Coach to support lesson plan development for teaching of concepts •Review of science strands, test specifications and content limits • In-depth review and analysis of Benchmark results • Use of technology – FCAT Explorer and Gizmo • On-going reinforcement of Scientific method and experimentation • Identifying a science lead teacher • Professional Learning Community for professional growth •District purchse of new science textbooks and support materials	• Leadership Team members • District Science Coach • Principal • Assistant Principal	• Leadership Team review of all data – monthly • Reporting • Students to demonstrate understanding of science conceps and the scientific process during experiemntation •Students to develop the knowledge and skills to demonstrate understanding of science concepts; effective problem-solving using the scientific method • Attendance monitoring	• Pre and Post assessment results • Analysis of reports from technology programs • Performance tasks

3	Increase hands-on experimentation and practice of the scientific process	• Science Academy • One hour of science instruction per day • Review of science strands, test specifications and content limits • In-depth review and analysis of Benchmark results • Use of technology – FCAT Explorer, Gizmo, • On-going reinforcement of Scientific method and experimentation • Fidelity to learning guides • District purchase of new science textbooks and materials	• Teachers • Leadership Team members • District Science Coach • Principal • Assistant Principal	• Leadership Team review of all data – monthly • Reporting • Students to demonstrate understanding of science conceps and the scientific process during experiemntation •Students to develop the knowledge and skills to demonstrate understanding of science concepts; effective problem-solving using the scientific method • Attendance monitoring	• Pre and Post assessment results • Analysis of reports from technology programs • Performance tasks
4	In-depth understanding of the 5 Es instructional model. Two teachers new to science content for 5th grade.	• Science Academy • One hour of science instruction per day • Review of science strands, test specifications and content limits • In-depth review and analysis of Benchmark results • Use of technology – FCAT Explorer, Gizmo, • On-going reinforcement of Scientific method and experimentation • Fidelity to learning guides • District purchase of new science textbooks and materials	• Teachers • Leadership Team members • District Science Coach • Principal • Assistant Principal	• Leadership Team review of all data – monthly • Reporting • Students to demonstrate understanding of science conceps and the scientific process during experiemntation •Students to develop the knowledge and skills to demonstrate understanding of science concepts; effective problem-solving using the scientific method • Attendance monitoring	• Pre and Post assessment results • Analysis of reports from technology programs • Performance tasks

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

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

Problem-Solving Process to Increase Student Achievement

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

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

	2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:		For grade 5, increase the percentage/number of students who score a 4 or 5 on Science FCAT 2.0.	
	2012 Current Level of Performance:		**2013 Expected Level of Performance:**	
	Five percent of the fifth grade students (4) scored a level 4 or 5. Four students scored at level 4, and 0 students scored at level 5.		Ten percent (10%) (7) of the fifth grade students will score a level 4 or 5 on FCAT Science 2.0.	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In-depth understanding of strategies for conceptual teaching in science	•The Instructional Focus Calendar will include school-wide science assessments monthly to asses mastery of standards, FCAT science strands, critical thinking, rigor, and to monitor student progress. •Instructional model using the 5 E's for science •Supplemental, leveled, science trade books will be used to enhance science concepts •Data sessions with students to support student set goals and self-monitoring of progress •Assessments and Lesson Plans to include higher level Webb's/Bloom's Questions •Science journals will be incorporated to support articulation of understanding of concepts, and scientific problem solving •The daily schedule will include 30 minutes of enrichment for all classrooms. Students will be grouped for enrichment or remediation based on strand specific strengths and weaknesses • Coaches will model "Best Practices" in the classrooms to support use of scientific tools, and teacher efficacy of differentiated instructional strategies •Science projects using the scientific	• Principal • Assistant Principal •District Science Coach • Leadership Team • Classroom Teachers	• Leadership Team review of all data -- bimonthly • Teacher analysis of data -- bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Students to develop the knowledge and skills to demonstrate understanding of science concepts; proficient use of science tools,and effective problem-solving using the scientific process • Weekly review of lesson plans for relevance and rigor, and small group differentiated instruction.	• Monthly Science Assessments • Progress Monitoring Assessments • Gizmo usage reports • Performance Tasks • District Benchmark Assessments • Administrative review of lessons plans for differentiation • Science journals to assess student s' depth of conceptual understanding • Monthly scrimmage results will be analyzed to guide RtI instruction and Focus Calendar lessons

		method will occur 2 times per year.			
2	In-depth understanding of the 5Es Instructional model	•District benchmarks and FCAT Explorer will be used to ensure alignment with science strands and to assess progress	•Science PLC •Grade Level Lead teachers •Science Lead Teacher •Principal •Assistant Principal •District Science Coach	• Leadership Team review of all data -- bimonthly • Teacher analysis of data -- bimonthly • Formal and informal observations of instruction • Students to demonstrate understanding of math skills and strategies during independent practice • Students to develop the knowledge and skills to demonstrate understanding of science concepts; proficient use of science tools,and effective problem-solving using the scientific process • Weekly review of lesson plans for relevance and rigor, and small group differentiated instruction.	• Monthly Science Assessments • Progress Monitoring Assessments • Gizmo usage reports • Performance Tasks • District Benchmark Assessments • Administrative review of lessons plans for differentiation • Science journals to assess student s' depth of conceptual understanding • Progress Monitoring results will be analyzed to guide instruction and Focus Calendar lessons
3	Students entering fifth grade lacking knowledge of the scientific method	•Science Vertical PLC to ensure cross grade converstions about class and small group experiments modeling the scientific process •All teachers to use POE (Predict Observe, Explain) as part of science teaching and learning •Students will use science journal "like a scientist" to record learning	•Science PLC •Grade Level Lead teachers •Science Lead Teacher •Principal •Assistant Principal •District Science Coach	•Students will show evidence of the experimentation, data collection, conclusions, etc. in their sceince journals •science Performance Tasks	•Performance Tasks •Lesson Plans •Progress Monitoring Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using the new Science Curriculum with Fidelity	KG-5th Grade	District Science Coach	Kg-5th Grade Teachers	Common Planning Time (Ongoing)	Lesson Plans, Formal and Informal Observations, Focus Walks. Student Assessment Data	Principal, Assistant Principal, Math coach, District Science Coach, Leadership Team
Infusing Reading into Science	KG-5th Grade	District Science Coach Reading Coach	Kg-5th Grade Teachers	Early Dismissal November	Lesson Plans, Formal and Informal Observations, Focus Walks. Student Assessment Data	Principal, Assistant Principal, Math coach, District Science Coach, Leadership Team
Science Assessments and Gizmos	5th Grade	Math Coach Math Interventionist	4th and 5th grade Science Teachers	Common Planning during Magnet	Lesson Plans, Formal and Informal Observations, Focus Walks. Student Assessment Data	Principal, Assistant Principal, Math coach, District Science Coach, Leadership Team
Data Assessment in Science Goal Setting	KG-5th Grade	Math Coach Reading Coach Assistant Principal	3rd-5th Grade	Common Planning Time (Ongoing)	Lesson Plans, Formal and Informal Observations, Focus Walks. Student Assessment Data	Principal, Assistant Principal, Math coach, District Science Coach, Leadership Team
5 Es Instructional Model	K-5	PDF and District Science Coach, Principal	New Teachers	January, 2012	Lesson Plans, Formal and Informal Observations, Focus Walks. Student Assessment Data, Teacher Feedback	Principal, Assistant Principal, Math coach, District Science Coach, Leadership Team
Science Academy	Grades 3-5	District Personnel	Grades 3-5 -- selected teachers	Monthly	Lesson Plans, Formal and Informal Observations, Focus Walks. Student Assessment Data	Principal, Assistant Principal, Math coach, District Science Coach, Leadership Team

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Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Academy	TDE Substitutes	General	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In grade 4, 65% (46) of all students will score a level 3 or higher as measured by FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 4, 62% (40) of the students scored a 3.0 or higher, 9% 6)of the students scored a 4 or higher.	In grade 4, 65% (46) of the students will score a 3 or higher.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student proficiency with Author's Craft	• District prompts will be administered and scored to monitor student progress toward standard • Students will use the FCAT writing rubric to assess writing • Teachers will conference with students to support goal setting for revision of writing to achieve level 4 or higher. Students will track their own progress. • Anchor papers will be reviewed using the FCAT Rubric to build student awareness of writer's craft and level 4+ responses • Mini-lessons modeling use of author's craft will be a non-negotiable	• Principal • Reading Coach • RtI Lead Teacher • District Literacy Coach • ESE Teachers • Classroom Teachers	• Leadership Team review of all data – monthly • Teacher analysis of data-monthly prompts • Review of portfolios • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Analyzing student work	• Monthly Prompts •Portfolio Entries •Works in Progress writing folders •District Assessments •Writing Rubrics

			part of Writer's Workshop • Teachers will model all steps of the writing process during Writer's Workshop •Writing Portfolios will be maintained with published entries from all writing genres •Adherence to District Learning Guides for Writing •"Step Up to Writing" materials used for Tier II support •All ESE students will be in full inclusion settings with support services and facilitation • Implement Writing Camp to ramp-up and support all students			
2		Going beyond Formulaic Writing	• District prompts will be administered and scored to monitor student progress toward standard • Students will use the FCAT writing rubric to assess writing • Implement a Writing Camp to ramp-up and support all students • Teachers will conference with students to support goal setting for revision of writing to achieve level 4 or higher. Students will track their own progress. • Anchor papers will be reviewed using the FCAT Rubric to build student awareness of writer's craft and level 4+ responses • Mini-lessons modeling use of author's craft will be a non-negotiable part of Writer's Workshop • Teachers will model all steps of the Writing Process during Writer's Workshop •Writing Portfolios will be maintained with published entries from all writing genres. •Adherence to District Learning Guides for Writing •Step Up to Writing materials used for Tier II support •All ESE students will be in full inclusion settings with support services and facilitation •A creative writing teacher has been hired to support writing	• Principal • Reading Coach • RtI Lead Teacher • District Literacy Coach • ESE Teachers • Classroom Teachers	• Leadership Team review of all data – monthly • Teacher analysis of data-monthly prompts • Portfolios • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Analyzing student work	•Monthly Prompts •Portfolio Entries •Works in Progress writing folders •District Assessments •Writing Rubrics and Commentary

	3	Responding to variety of texts: fiction, poetry, non-fiction, speeches, historical documents, etc.	• Teachers will provide a variety of texts and model thoughtful responses to text to support students' writing • Teachers will model how to cite examples from text to support students' writing • Students will use the FCAT writing rubric to assess writing • Teachers will conference with students to support goal setting for revision of writing to achieve level 4 or higher. Students will track their own progress • Anchor papers will be reviewed using the FCAT Rubric to build student awareness of writer's craft and level 4+ responses • Mini-lessons modeling use of author's craft will be a non-negotiable part of Writer's Workshop • Teachers will model all steps of the Writing Process during Writer's Workshop •Writing Portfolios will be maintained with published entries from all writing genres. •Adherence to District Learning Guides for Writing •Step Up to Writing materials used for Tier II support •All ESE students will be in full inclusion settings with support services and facilitation •A creative writing teacher has been hired to support writing	• Principal • Reading Coach • RtI Lead Teacher • District Literacy Coach • ESE Teachers • Classroom Teachers	• Leadership Team review of all data – monthly • Teacher analysis of data-monthly prompts • Review of Portfolios • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Analyzing student work	•Monthly Responses to Literature •Portfolio Entries •Works in Progress Writing folders •District Assessments •Writing Rubrics and Commentary	
	4	Students' lack of proficiency with conventions	• District prompts will be administered and scored to monitor student progress toward standard • Students will use the FCAT writing rubric to assess writing • Teachers will conference with students to support goal setting for editing of writing to achieve level 4 or higher. Students will track their own progress. • Anchor papers will be reviewed using the FCAT Rubric to build student awareness of convention and spelling with score point 4+ responses	• Principal • RtI Lead Teacher • Reading Coach • District Literacy Coach • ESE Teachers • Classroom Teachers	• Leadership Team review of all data – monthly • Teacher analysis of data-monthly prompts • Review of Portfolios • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Analyzing student work	•Monthly Prompts •Portfolio Entries •Works in Progress Writing Folders •District Assessments •Writing Rubrics	

| | | • Mini-lessons modeling conventions and spelling strategies will be a non-negotiable part of Writer's Workshop
• Teachers will model all steps of the Writing Process during Writer's Workshop
•"Step Up to Writing" materials used for Tier II support
•All ESE students will be in full inclusion settings with support services and facilitation | | | |

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	In grade 4, 28% (20) of the students will score a 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 4, higher, 9%(6)of the students scored a 4 or higher.	In grade 4, 28% (20) of the students will score a 4 or higher.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student proficiency with Author's Craft	• District prompts will be administered and scored to monitor student progress toward standard • Students will use the FCAT writing rubric to assess writing • Teachers will conference with students to support goal setting for revision of writing to achieve level 4 or higher. Students will track their own progress. • Anchor papers will be reviewed using the FCAT Rubric to build student awareness of writer's craft and level 4+ responses • Mini-lessons modeling use of author's craft will be a non-negotiable part of Writer's Workshop • Teachers will model all steps of the writing process during Writer's Workshop •Writing Portfolios will be maintained with published entries from	• Principal • Reading Coach • RtI Lead Teacher • District Literacy Coach • ESE Teachers • Classroom Teachers	• Leadership Team review of all data – monthly • Teacher analysis of data-monthly prompts • Review of portfolios • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Analyzing student work	•Monthly Prompts •Portfolio Entries •Works in Progress Writing Folders •District Assessments •Writing Rubrics and Commentary

		Strategy	Action	Person Responsible for Monitoring	Process Used to Determine Effectiveness	Evaluation Tool
			all writing genres •Adherence to District Learning Guides for Writing •"Step Up to Writing" materials used for Tier II support •All ESE students will be in full inclusion settings with support services and facilitation • Implement Writing Camp to support differentiation for kids at different proficiency levels • A creative writing teacher was hired to support student understanding of craft			
2		Going beyond Formulaic Writing	• District prompts will be administered and scored to monitor student progress toward standard • Students will use the FCAT writing rubric to assess writing • Teachers will conference with students to support goal setting for revision of writing to achieve level 4 or higher. Students will track their own progress. • Anchor papers will be reviewed using the FCAT Rubric to build student awareness of writer's craft and level 4+ responses • Mini-lessons modeling use of author's craft will be a non-negotiable part of Writer's Workshop • Teachers will model all steps of the Writing Process during Writer's Workshop •Writing Portfolios will be maintained with published entries from all writing genres. •Adherence to District Learning Guides for Writing •Step Up to Writing materials used for Tier II support •All ESE students will be in full inclusion settings with support services and facilitation • Implement Writing Camp to ramp-up and support all students • A creative writing teacher was hired to support student understanding of craft	• Principal • Reading Coach • RtI Lead Teacher • District Literacy Coach • ESE Teachers • Classroom Teachers	• Leadership Team review of all data – monthly • Teacher analysis of data-monthly prompts • Review of portfolios • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Analyzing student work	•Monthly Prompts •Portfolio Entries •Works in Progress Writing Folders •District Assessments •Writing Rubrics
		Responding to variety of texts: fiction, poetry, non-fiction,	• Teachers will work to integrate reading and writing	• Principal • Reading Coach • RtI Lead	• Leadership Team review of all data – monthly	•Readers response journals -- responding to

	#						
	3	speeches, historical documents, etc.	• Teachers will provide a variety of texts and model thoughtful responses to text to support students' writing • Teachers will model how to cite examples from text to support students' writing • Students will use the FCAT writing rubric to assess writing • Teachers will conference with students to support goal setting for revision of writing to achieve level 4 or higher. Students will track their own progress • Anchor papers will be reviewed using the FCAT Rubric to build student awareness of writer's craft and level 4+ responses • Mini-lessons modeling use of author's craft will be a non-negotiable part of Writer's Workshop • Teachers will model all steps of the Writing Process during Writer's Workshop •Writing Portfolios will be maintained with published entries from all writing genres. •Adherence to District Learning Guides for Writing •Step Up to Writing materials used for Tier II support •All ESE students will be in full inclusion settings with support services and facilitation •A creative writing teacher has been hired to support writing	Teacher • District Literacy Coach • ESE Teachers • Classroom Teachers	• Teacher analysis of data-monthly prompts • Review of portfolios • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Analyzing student work	text •Portfolio Entries •Works in Progress Writing Folders •District Assessments •Writing Rubrics	
	4	Students' lack of proficiency with conventions	• District prompts will be administered and scored to monitor student progress toward standard • Students will use the FCAT writing rubric to assess writing • Teachers will conference with students to support goal setting for editing of writing to achieve level 4 or higher. Students will track their own progress. • Anchor papers will be reviewed using the FCAT Rubric to build student awareness of convention and spelling with score point 4+ responses • Mini-lessons modeling	• Principal • Reading Coach • RtI Lead Teacher • District Literacy Coach • ESE Teachers • Classroom Teachers	• Leadership Team review of all data – monthly • Teacher analysis of data-monthly prompts • Review of portfolios • Formal and informal observations of instruction • Weekly review of lesson plans for relevance and rigor; RtI, and small group differentiated instruction • Analyzing student work	•Monthly Prompts •Portfolio Entries •Works in Progress Writing Folders •District Assessments •Writing Rubrics using the conventions standards	

		conventions and spelling strategies will be a non-negotiable part of Writer's Workshop • Teachers will model all steps of the Writing Process during Writer's Workshop •"Step Up to Writing" materials used for Tier II support •All ESE students will be in full inclusion settings with support services and facilitation				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District FCAT Writing 2.0 Training, Instructional Implications and Interventions	4th Grade ELA	District Literacy Coaches	4th Grade Teachers	October and November 2012	Lesson Plans, Formal and Informal Observations, Walk Throughs, Analysis of student work and writing portfolios	Principal, Assistant Principal, Reading Coach, District Literacy Coach, Leadership Team
Writing Across the Curriculum Using Rubrics	KG-5th	Assistant Principal, Reading Coach	K-5th Grade Teachers	Early Return, Ongoing Discussion	Lesson Plans, Formal and Informal Observations, Walk Throughs, Analysis os student work and writing portfolios	Principal, Assistant Principal, Reading Coach, District Literacy Coach, Leadership Team
Writer's Workshop Training (conferencing and using rubrics to assess and revise)	3rd, 4th, 5th	Reading Coach, District Literacy Coach	1st -5th Grade ELA Teachers	November 2012	Lesson Plans, Formal and Informal Observations, Walk Throughs, Analysis os student work and writing portfolios	Principal, Assistant Principal, Reading Coach, District Literacy Coach, Leadership Team
Writing Genres: Response to Literature, Response to Non-Fiction articles, using rubrics and looking at student work. Writing about Science and mathematics	3rd, 4th, 5th	Principal, Reading Coach	K-5, All Content Teachers	December 2012	Lesson Plans, Formal and Informal Observations, Walk Throughs, Analysis of student work and writing portfolios	Principal, Assistant Principal, Reading Coach, District Literacy Coach, Leadership Team
Professional Learning Community discussions of research, articles and	K-5	PLC Lead Teachers	K-5 PLC Grade Level Representatives	Ongoing	Lesson Plans, Formal and Informal Observations, Walk Throughs,	Principal, Assistant Principal, Reading Coach, District Literacy

					Analysis of student work and writing portfolios	Coach, Leadership Team
books to improve student writing						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC Discussions to improve writing	Books -- Writing About Reading	General	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	For all grades, reduce the number of absences by 10%. Absences: Students with 21 or more: 27 students or 6%. Students with 10 or more: 116 students or 26%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Students with 10 or more absences was 29% Students with 21 or more absences was 8%.	Students with 10 or more absences will be reduced to 26% Students with 21 or more absences will be reduced to 6%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Excessive absences are currently 140 students	Excessive absences will be reduced by 10% from the 2011-2012 years to 116 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Excessive tardies 72 students	Excessive tardies will be reduced by 10% from 2011-2012 figures to 66 students.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	•Habitual Offenders •Lack of Parent Motivation	•Truancy Officer support and participation •Full time Guidance Counselor contact with parents •On-going parent communication about the importance regular attendance And Highlights in newsletter each 9 weeks. •Reporting of tardies to parents every 4 weeks with progress reports and report cards. Parent letter about importance of regular attendance and limited tradies will be attached •Perfect Attendance Awards Ceremonies -- awards and certificates •Student of the Month Incentives •Communities in Schools, Case Manager—contact with parents •CCTV Broadcasts on about perfect Attendance •Boys & Leadership Team Discussions	• Principal • Assistant Principal • Guidance Counselor • Classroom Teachers • CIS Case Manager • Mr. Wright – CCTV • Coach Bott – Boys Leadership Team Sponsor •	•Analysis of monthly attendance reports •Monitoring by Leadership Team Members	•Attendance tracking through Oncourse, monthly •Tracking of tardies through Oncourse, monthly

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

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

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

Attendance Budget:

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

			Subtotal: $0.00

<table>
<tr><td colspan="4" style="background:darkred;color:white">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4">Subtotal: $0.00</td></tr>
<tr><td colspan="4" style="background:darkred;color:white">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4">Subtotal: $0.00</td></tr>
<tr><td colspan="4" style="background:darkred;color:white">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>No Data</td><td>No Data</td><td>No Data</td><td>$0.00</td></tr>
<tr><td colspan="4">Subtotal: $0.00</td></tr>
<tr><td colspan="4" style="background:darkred;color:white">Grand Total: $0.00</td></tr>
</table>

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Suspension rates will be reduced by 10% from 2011 to 2012. Total Suspension: (59) Representing 40 students In-school Suspensions will maintain: 2 or below
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were 2 In-School Suspensions	In-School Suspensions will maintain at 2 or below.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2 students	Maintain a maximum of 2 Students In-School Suspensions
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 59 Out-of School Suspensions	The total number of Out-of School Suspensions will be reduced by 10% from from 2011-2012 year going from 59 suspensions to 53 suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were 40 Students suspended out of school	The total number of students suspended out of school will be reduced by 10% from the 2011-2012 year going from 40 students to 36 students.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	•Repeat Offenders	•Fully and deeply	• Principal	•Analysis of monthly	• Tracking of

1	•Teacher repertoire of intervention strategies for common misbehaviors •Nine novice teachers on staff	implement Foundations and CHAMPS •Code of Conduct Assemblies once a semester •Second Step Anti Bullying curriculum implemented by Guidance Counselor and Classroom Teachers •Mentors assigned to chronic offenders •Implement after-school detention •Parent Conferences with chronic offenders •Ceremonies -- awards and certificates for Good Citizenship •Student of the Month Incentives •Communities in Schools, Case Manager—contact with parents •CCTV Broadcasts on about Behavior Expectations •Teacher Professional Development of CHAMPS Teacher Professional Development on about •Behavior interventions •Boys & Girls Leadership Team Discussions •Professional Development on Interventions for common misbehaviors Positive Referrals and Emerald Tickets given to students making good choices.	• Assistant Principal • Guidance Counselor • Classroom Teachers • CIS Case Manager • Mr. Wright – CCTV • Coach Bott – Boys Leadership Team Sponsor •	suspension reports •Foundations Team to analyze monthly Discipline Data •Monitoring of Discipline Data by Leadership Team Members	Discipline Data through Genesis monthly reports • Tracking of types of behavior incidents to implement interventions and/or provide Professional Development
2					

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

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

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

Suspension Budget:

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

			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase the total number of volunteer hours by 10% over the 2011-2012 total of 5,693 hours. Increase the total number of parent/adult volunteers by 10 % over the 2011-2012 total of 79 adults.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
The school community logged in 5,693 volunteers hours with 79 adults participating	Increase the total number of volunteer hours to 6,262 Increase the total number of adults volunteering to 87 adults.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Reduced hours for Volunteer Coordinator	• Active recruitment of PTA membership • Coordinate with PTA Volunteer COordinator •Literacy Night – parent and student activities in literacy, with take home activities • Math night – parent and student activities in math, with take home activities • FCAT Parent Nights • Real Men Read Event • Open House • Orientation • PTA Activities – hearing checks and	• Community Liaison • CIS Student and Family Advocate • Principal • Assistant Principal • Leadership Team Literacy Committee • Math Committee • PTA President • SAC Chair	• Monthly reporting of volunteer hours • Parent sign-in logs for events • Parent feedback forms for events • Leadership Team review of all data tracking	• Sign-in logs • Data from parent feedback forms

1		vision checks • PTA Fundraising • Arts Performances and Informances • Classroom Volunteering • Volunteer of the Month Recognition • Communities in Schools, Student & Family Advocate to sponsor monthly parent activities • Student Awards Ceremonies • Field Trips • In-Class tutoring and support • Volunteer Liaison to coordinate parent involvement activities •Business Partners to support volunteerism •Monthly Newsletter with parent Involvement Activities • Use Duval Connects to phone parents of all Parent Involvement activities, performances, meetings, etc. Use parent newsletter to advertise parent events. • Advertise using school marquees			
2	Working Parents				

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase level of parent involvement and voluneerism	Family Nights, Real Men Read,FCAT Night, etc	Title I	$3,000.00
			Subtotal: $3,000.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Students will be able to think mathematically and use the scientific procees to increase math and science scores by 10 percentage points as measured by the 2013 Florida OCmprehensive Assessment Test 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher content knowledge and comfort with conceptual teaching	•Professional Development on content specific knowledge in science and math •Read and discuss articles on conceptual teaching and constructivism •Ongoing coaching support •Model lessons and observe others •Establish lead content teacher for each grade level	•Math Coach •Principal •Assistant Principal •District Math Coach •Leadership Team	•Observations •Implementation of lessons developed •Student work •Math journals	•Mini Assessments •Performance tasks with rubrics •Benchmark Assessments •Envisions and Investigations Assessments
2	Lack of instructional time for science	•Reading coach to model non-fiction reading startegies during Reader's Workshop •School wide science fair •Projects based learning with cross-curricular connections	•Math Coach •Principal •Assistant Principal •District Math Coach •Leadership Team •Reading Coach	•Observations •Implementation of lessons developed •Student work •Math and Science journals	•Mini Assessments •Performance tasks with rubrics •Benchmark Assessments •Envisions and Investigations Assessments

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Magnet Arts Program Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Magnet Arts Program Goal Magnet Arts Program Goal #1:	Increase the number of non-minority students at Lake Forest to reduce minority isolation. Minority enrollment was 94% in 2011-2012. Non-minority students represent 6% of the population. In 2012-2013 the
2012 Current level:	2013 Expected level:
Minority enrollment was 94% (440) students.	Increase the number of non-minority students by 16% (70)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Grade	•Increase magnet marketing to reach target demographic •Identify opportunities for student performances throughout the city •Attend "Magnet Mania" to promote arts programs •Public displays of student artwork in businesses in the Northside •Seek media coverage for magnet program performnaces and activities •Open more magnet seats	•Magnet Lead Teachers •Magnet teachers •Principal •Assistant Principal	•Parent feedback •Attendees who sign up at marketing events •Attendees at magnet tours	•Number of magnet students who enroll •Parent feedback forms •Improved school grade
2	Competition with dedicated magnet schools	•Increase magnet marketing to reach target demographic •Identify opportunities for student performances throughout the city •Attend "Magnet Mania" to promote arts programs •Public displays of student artwork in businesses in the Northside •Seek media coverage for magnet program performnaces and activities •Open more magnet seats	•Magnet Lead Teachers •Magnet teachers •Principal •Assistant Principal	•Parent feedback •Attendees who sign up at marketing events •Attendees at magnet tours	•Number of magnet students who enroll •Parent feedback forms •Improved school grade

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase non-minority enrollment	Marketing Materials -- T-shirts, mugs, pens, etc.	Magnet Funds	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Magnet Arts Program Goal(s)

School Saftety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. School Saftety Goal School Saftety Goal #1:	Decrease the number of violence related incidents in the school.
2012 Current level:	2013 Expected level:
22% of referrals are violence related incidents	Reduce the number of violence related incidents by 5% to 17%.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers not fully implementing CHAMPS in the classrooms.	Implement Champs model in the classroom to establish firm rituals and routines. Spotlight good behavior in the school by using "Starfish tickets" for students that adults catch following school expectations. Select Student of the Month for each classroom and spotlight them on the Wall of Fame.	Principal, Asssistant Principal, Coaches, Foundations Team.	Focus Walks on Rituals and Routines, monitoring of common areas and classrooms, Foundation Team Discussions, Surveys	Monitoring of Referrals, Classroom Visits, Foundations Surveys.
2	Less paraprofessional support for supervising common areas.	Stop Bullying Now assemblies for all grade levels. Spotlight good behavior in the school by using "Starfish tickets" for students that adults catch following CHAMPS expectations. Implement CHAMPS in all common areas of the school. Select a Resource classroom Star and Cafeteria Classroom Star to Spotlight for following school expectations.	Principal, Asssistant Principal, Coaches, Foundations Team.	Focus Walks on Rituals and Routines, monitoring of common areas and classrooms, Foundation Team Discussions, Surveys	Monitoring of Referrals, Classroom Visits, Foundations Surveys.

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
Foundations and CHAMPS PLC	K-5	Foundations Team Chairperson	Grades K-5 Representative	Ongoing Once a month	PLC Reports to Faculty	Principal, Assistant Principal, Leadership Team
CHAMPS and School Wide Discipline	All Grade Levels	Assistant Principal	All K-5 grade teachers and Resource Teachers	Pre-Planning	Classroom Monitoring of CHAMPS and Rituals and Routines.	Principal, Assistant Principal, and Leadership Team

Budget:

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

End of School Saftety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Critical Reading to support all reading goals and FCAT success. Read Alouds and discussions of text to model all comprehension strategies and promote vocabulary acquisition.	Junior Great Books The Great Books Foundation	Title I	$5,000.00
Reading	In School Reading Tutors to support the bottom quartile reading students in grades 3-5.	Hire certified teachers to tutor students using FCAT Coach and other research based materials.	Title I	$6,000.00
Mathematics	Professional Learning	Math Books: How to Assess While You Teach, Minilessons for Math Practice K-2 and 3-5, Good Questions for Math Teaching, Informative Assessment, Classroom Discussions;Seeing math Discourse in Action, Number Talks; Helping Children Build Mental Math and Computation Strategies	General Budget	$1,000.00
Parent Involvement	Increase level of parent involvement and voluneerism	Family Nights, Real Men Read,FCAT Night, etc	Title I	$3,000.00
				Subtotal: $15,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Science Academy	TDE Substitutes	General	$1,000.00
Writing	PLC Discussions to improve writing	Books -- Writing About Reading	General	$500.00
				Subtotal: $1,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Magnet Arts Program	Increase non-minority enrollment	Marketing Materials -- T-shirts, mugs, pens, etc.	Magnet Funds	$500.00
				Subtotal: $500.00
				Grand Total: $17,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes   jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Recognition and Awards, School to Home Communicatiion	$900.00

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

The School Advisory Council (SAC) has an important function for the success of Lake Forest Elementary. Listed below are some of the functions of the SAC.
• Participating in planning and monitoring of the School Improvement Plan
• Initiating activities or programs that generate greater cooperation between the community and the school
• Recommending various support services for the school (Mentoring, Tutoring, Remediation)
• Assisting with the dissemination of magnet related information (i.e. marketing, program continuity, Assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and
annually reviewing, amending or continuing such school improvement plan.
• Assisting in the development of educational goals and objectives
• Reviewing budegtary priorities
• Performing other functions as requested by the principal.

The SAC is involved with the academic planning and ongoing monitoring of our School Improvement Plan. Monthly meetings focus on data and results. Each meeting focuses on one curriculum area. SAC makes decisions on the School Improvement Funds and has input in the budget. SAC also hosts special meetings for parents on timely topics of interest to parents. In January, SAC will complete a midyear review of the School Improvement Plan. As data is released at the end of the year, SAC will receive a complete report of outcomes on state assessments. In addition, SAC will provide input in the budgetary process twice yearly in the fall and again in the spring.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
LAKE FOREST ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	56%	48%	23%	179	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	54%			107	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	70% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					406	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Duval School District
LAKE FOREST ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	52%	71%	23%	205	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	64%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	66% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					450	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested