2013-2014 SCHOOL IMPROVEMENT PLAN

Eagle Lake Elementary School

400 CRYSTAL BEACH RD

Eagle Lake, FL 33839

863-291-5357

http://schools.polk-fl.net/eaglelake

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	61%

Alternative/ESE Center	Charter School	Minority Rate
No	No	57%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	D	C	D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Eagle Lake Elementary School

Principal
Jodie Bailey

School Advisory Council chair
Ronda Prine

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Bailey, Jodie	Principal
Belcher, Leslie	Guidance Counselor
Caraballo, Nildalis	Assistant Principal
Katsoulis, Patricia	Network Manager
Knopp, Francine	Title I Facilitator
Van Steenburg, Victoria	Library Media Specialist
Laura Croft	Math AIF
Carolyn Bryant	Reading AIF

District-Level Information

District
Polk

Superintendent
Dr. Kathryn Leroy

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Rhonda Prine, Community Member, Chair
Jodie Bailey, Principal
Nildalis Caraballo, Assistant Principal
Francine Knopp, Title I Facilitator
Leslie Belcher, Guidance
Yvonne Moore, Community Member
Peggy Koren, Community Member
Marsha Bourbeau, Community Membe
Juana Eustaquio, Parent

Stacey Harris, Parent
Juan Eli Mendez, Parent

Involvement of the SAC in the development of the SIP

A member of SAC is a member of the SIP committee and helped develop the goals and strategies.

Activities of the SAC for the upcoming school year

Members of the SAC will review the School Improvement Plan throughout the school year. Data will be shared to periodically to help them understand student progress.
One member will serve on the District Advisory Committee (DAC).and report back to the SAC.

Projected use of school improvement funds, including the amount allocated to each project

There are no school improvement funds.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Jodie Bailey		
Principal	Years as Administrator: 32	Years at Current School: 12

Credentials	Master of Education in Administration and Supervision
Performance Record	Eagle Lake Elementary Year – 2001-2002 School Grade – B Learning Gains Reading – 61% Learning Gains Math – 73% Learning Gains Reading, Lowest 25% - 61% Year – 2002-2003 School Grade – B Learning Gains Reading – 67% Learning Gains Math – 71% Learning Gains Reading, Lowest 25% - 73% Year – 2003-2004 School Grade – C AYP – No (87%) Learning Gains Reading – 58% Learning Gains Math – 57% Learning Gains Reading, Lowest 25% - 47% Year – 2004-2005 School Grade – B AYP – Yes (100%) Learning Gains Reading – 63% Learning Gains Math – 64% Learning Gains Reading, Lowest 25% - 51% Year – 2005-2006 School Grade – C AYP – No (92%) Learning Gains Reading – 54% Learning Gains Math – 62% Learning Gains Reading, Lowest 25% - 53% Year – 2006-2007 School Grade – C AYP – Yes (100%) Learning Gains Reading – 65% Learning Gains Math – 54% Learning Gains Reading, Lowest 25% - 50% Learning Gains Math, Lowest 25% - 58% Year – 2007-2008 School Grade – C AYP – No (92%) Learning Gains Reading – 67% Learning Gains Math – 57% Learning Gains Reading, Lowest 25% - 58% Learning Gains Math, Lowest 25% - 51% Year – 2008-2009 School Grade – C AYP - No (77%)

Learning Gains Reading – 56%
Learning Gains Math – 54%
Learning Gains Reading, Lowest 25% - 54%
Learning Gains Math, Lowest 25% - 56%
Year – 2009-2010
School Grade – C
AYP –No (79%)
Learning Gains Reading – 63%
Learning Gains Math – 61%
Learning Gains Reading, Lowest 25% - 67%
Learning Gains Math, Lowest 25% - 59%
Year – 2010-2011
School Grade – D
AYP – No (87%)
Learning Gains Reading – 56%
Learning Gains Math – 44%
Learning Gains Reading, Lowest 25% - 46%
Learning Gains Math, Lowest 25% - 45%
Year – 2011-2012
School Grade – C
AYP – NA
Learning Gains Reading – 68%
Learning Gains Math – 69%
Learning Gains Reading, Lowest 25% - 66%
Learning Gains Math , Lowest 25% - 73%
Year - 2012-2013
School Grade - D
AYP - NA
Learning Gains Reading – 57 %
Learning Gains Math – 44%
Learning Gains Reading, Lowest 25% - 62%
Learning Gains Math , Lowest 25% - 47%

Nidalis Caraballo		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Master of Education in Administration and Supervision
Performance Record	Year - 2012-2013 School Grade - D AYP - NA Learning Gains Reading – 57% Learning Gains Math – 44% Learning Gains Reading, Lowest 25% - 62% Learning Gains Math , Lowest 25% - 47%

Instructional Coaches

of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Laurie Croft		
Part-time / School-based	Years as Coach: 3	Years at Current School: 1

Areas	Mathematics
Credentials	Masters: Educational Leadership: Nova Southeastern University Elementary Ed. 1-6: Southeastern University ESOL Endorsement National Board Certification: Middle Childhood Generalist
Performance Record	2010-11 – Grade increased from a D to a C Stephens Elementary Math: 68% at or above grade level 52% of the lowest 25% made learning gains Reading: 66% at or above grade level Writing: 74% at or above grade level Science: 45% at or above grade level 2011-12 Maintained a school grade of a C: Stephens Elementary Math: 47% at or above grade level 76% of the lowest 25% made learning gains Reading: 38% at or above grade level 59% of the lowest 25% made learning gains Writing: 83% at or above grade level Science: 45% at or above grade level 2012-2013 Maintained a school Grade of a C Oscar J. Pope Elementary Math: 47% at or above grade level 79% of the lowest 25% made learning gains Reading: 45% at or above grade level 60% of the lowest 25% made learning gains Writing: 53% at or above grade level Science: 56% at or above grade level

La-Chaz Harris		
Part-time / District-based	Years as Coach:	Years at Current School: 1

Areas	Science
Credentials	
Performance Record	

Carolyn Bryant		
Part-time / School-based	Years as Coach: 3	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Associate Degree in Elementary Education Bachelor's Degree in Elementary Education 1 Master's Degree in Educational Leadership K-12
Performance Record	2 years @ Sikes Elementary (Grade A both years) 1 year @ Carlton Palmore Elementary (Grade B)

Classroom Teachers

# of classroom teachers

39

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

100%

 # certified in-field

39, 100%

 # ESOL endorsed

39, 100%

 # reading endorsed

6, 15%

 # with advanced degrees

14, 36%

 # National Board Certified

1, 3%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

2, 5%

 # with 6-14 years of experience

19, 49%

 # with 15 or more years of experience

18, 46%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Partnering new teachers with veteran staff
2. Welcome and encourage Level 2 and Level 3 Interns from local colleges and universities
3. Common planning times to build teams

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. Grade Chairs will be partnered with first year teachers. Grade Chairs are in a unique position to mentor First Year teachers because they are successful, experienced teachers who can share specific information about the curriculum, teaching strategies, and routines for the particular grade level. Activities will include: reviewing Curriculum Maps and teaching strategies, an Introduction to EleGrade, the online grade records book used in Polk Count, and discussions of classroom management.
2. The Leadership Team will be partnered with teachers who are new to Eagle Lake Elementary. The Leadership Team consists of experienced teachers as well as the administration and other specialized teachers (guidance, Library Media Specialist, etc.). This group of individuals will be able to help these experienced teachers be successful in this school. Activities will include: an introduction to the various resources available and sharing insights into the Eagle Lake Elementary community, the students, parents, community leaders, and other supporters of the school.
3. The Leadership Team will partnered with struggling teachers. Lead by the administration, the Leadership Team will be able to share a variety of experiences and provide guidance for teachers who are struggling to have their students achieve in their classrooms. Activities will include: reviewing the Curriculum Maps and successful teaching strategies, observations and reflections to help the teacher be successful in the classroom, and modeling lessons, use of technology, classroom management, etc.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Baseline data is gathered through August and September. FAIR and Discovery Learning data is processed through the Progress Monitoring and Reporting Network (PMRN). First and Second Grade instructional data is gathered from the previous year of SAT 10. Third through Fifth Grade instructional data is gathered from the previous year's FCAT scores. Other data collected includes Accelerated Reading (AR) and STAR testing.

Each week, during a Grade Level PLC meeting, the teachers will review the data collected for the week with the School Leadership Team grade level facilitator. The facilitator will report the review to the Leadership Team.

The individual teachers will meet with the administration each semester to share data.

Classroom teachers will conduct Data Chats with students after each of the FAIR and Discovery testing periods to help students develop strategies and goals to increase academic achievement. Other data will include AR testing, attendance and discipline.

Progress Monitoring Data is also gathered mid-year and toward the end of the year according to each grade level's Progress Monitoring Plan. Other assessment data is collected as needed for the classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc.

Diagnostic Monitoring Data is gathered through Discovery, and other ongoing assessments.

End of the Year data is gathered through FAIR, Discovery, SAT 10, and FCAT.

review

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The team will meet weekly. The roles/functions will include the collection and analysis of data, plan professional development, contribute to and review/revise the School Improvement Plan, facilitate Grade Level PLCs weekly, conduct professional development with the PLCs, review classroom data chats with all students, and meet with classroom teachers to review and/or develop strategies to improve student achievement.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

MTSS will be supported by the weekly data reviews in grade level meetings. Reports of these reviews, including strategies to be used to increase academic achievement, will be collected and discussed in the weekly Leadership meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources include FAIR, Discovery, AR, attendance, discipline reports as well as ongoing writing assessments.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Grade Level PLCs will work together to analyze data on a weekly basis and discuss strategies for improvement.. The Leadership facilitator for the grade level will gather reports of the weekly discussions. The reports will be shared with the Leadership Team.

Data will be discussed in parent conferences and Parent Nights. Tuesday Tidbits, a weekly Title I publication, is sent to each household as well as being posted on the school website. Data will be discussed in the Tidbits as well as the monthly newsletter. ,A copy of the Data Chats will be sent to the parents.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program	
Minutes added to school year: 5,000	

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data from FAIR (reading), Discovery (math and science) and teacher made ongoing writing assessments as well as any assessments given as part of the programs will be collected and analyzed..

Who is responsible for monitoring implementation of this strategy?

The Leadership Team

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Bailey, Jodie	Principal
Belcher, Leslie	Guidance Counselor
Caraballo, Nildalis	Assistant Principal
Katsoulis, Patricia	Network Manager
Knopp, Francine	Title I
Van Steenburg, Victoria	Library Media Specialist
Laura Croft	Math AIF
Carolyn Bryant	Reading AIF

How the school-based LLT functions

The members of the LLT will serve as facilitators for the Grade Level PLCs. They will meet with the grade level each week to share information, collect data and review concerns. They will share this information with the LLT during weekly meetings.

Major initiatives of the LLT

The major initiatives of the LLT this year will be the implementation of Common Core and the new reading series.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each teacher will include reading in the content area in lesson plans (i.e., special vocabulary).

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

ESE PreK:
Plans are being made to meet with parents of students who will exit the ESE PreK program at the end of this year. They will receive information concerning the expectations, curriculum and the role of Common Core in Kindergarten.
Head Start:
Several Informational Meetings will be held for parents of students who would be attending Head Start on our campus. Many of these were conducted on a one-to-one basis.
Day Care Programs:
The local Day Care Centers are given information notices to be distributed to the parents of students who will attend Eagle Lake Elementary so they can chose to attend any of the meetings/activities on campus. Copies of the Tuesday Tidbits, a weekly Title I publication, will be sent to each of these facilities.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	47%	No	58%
American Indian				
Asian				
Black/African American	33%	34%	Yes	40%
Hispanic	48%	39%	No	54%
White	59%	54%	No	63%
English language learners	29%	24%	No	36%
Students with disabilities	23%	26%	Yes	30%
Economically disadvantaged	48%	41%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	63	25%	28%
Students scoring at or above Achievement Level 4	55	22%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	143	57%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	56	62%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	38	45%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	25	30%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	28%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	16	17%	20%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	10%	13%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	51%	39%	No	56%
American Indian				
Asian				
Black/African American	33%	34%	Yes	40%
Hispanic	50%	31%	No	55%
White	54%	44%	No	59%
English language learners	38%	22%	No	45%
Students with disabilities	28%	19%	No	35%
Economically disadvantaged	46%	32%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	29%	33%
Students scoring at or above Achievement Level 4	23	10%	12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	110	44%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	47%	52%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	29%	32%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	79	14%	10%
Students retained, pursuant to s. 1008.25, F.S.	20	4%	2%
Students who are not proficient in reading by third grade	43	48%	40%
Students who receive two or more behavior referrals	13	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	38	7%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We will be targeting every parent every week by sending home weekly Title 1 newsletters informing parents of events happening in school and how parents can help their students at home.
We will be targeting parents in grades K-5 to inform them of the changes in the curriculum in math and reading this year. We'll invite the parents in 2 groups for our event titled "Breakfast with the Principal." The first group will focus on grades K-2 and the second group will be for grades 3-5. Our Leadership team will share important information on what the parents can do to assist with the transition to the new curriculums in reading and math.
We will also target all parents and offer Common Core workshops in reading, math, writing and science. These workshops will offered in groups K-2 and 3-5.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Participation	510	30%	40%

Goals Summary

G1. Teachers will use Common Core goals and strategies to ensure students achieve academic success..

G2. Students will routinely engage in research based strategies across the content areas.

G3. Teachers and students will use Data to set goals for academic achievement.

Goals Detail

G1. Teachers will use Common Core goals and strategies to ensure students achieve academic success..

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Common Core goals and strategies as well as materials purchased to help achieve proficiency in meeting those goals.

Targeted Barriers to Achieving the Goal

- Common Core goals and strategies are different from those used in the past. Some training has been available, but becoming proficient in their use will be a challenge.

Plan to Monitor Progress Toward the Goal

Lesson Plans and classroom observations will be used to determine if Common Core goals and strategies are being used. The Leadership Team and Grade Level PLCs will work with teachers who are struggling.

Person or Persons Responsible
The Leadership Team

Target Dates or Schedule:
Weekly

Evidence of Completion:
Lesson Plans and Classroom observations

G2. Students will routinely engage in research based strategies across the content areas.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- School based Reading AIF

- School based Math AIF

- Regional Science AIF

- Textbooks and supporting materials

Targeted Barriers to Achieving the Goal

- Teachers do not routinely engage in instructional best practices.

Plan to Monitor Progress Toward the Goal

Classroom assessments as well as FAIR and Discovery Testing should show improvement in academic achievement. If it is evident that progress is not being made the AIFs will work with teachers either individually or in small groups to suggest changes in the lessons or strategies.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Results of classroom assessment, FAIR and Discovery Testing will show improvement.

G3. Teachers and students will use Data to set goals for academic achievement.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Data from ongoing assessments such as FAIR Testing (Reading), Discovery (Math and Science and teacher made Writing Assessments as well as Accelerated Reader reports and attendance reports.

Targeted Barriers to Achieving the Goal

- Some students may not know how to interpret data and some teachers do not use data to set academic goals for students.

Plan to Monitor Progress Toward the Goal

Check classroom work and assessments including teacher made tests, AR results (monthly), attendance records as well as other progress monitoring done in the classroom.

Person or Persons Responsible
Classroom Teachers and Leadership Team

Target Dates or Schedule:
During the period between scheduled ongoing assessments.

Evidence of Completion:
Attendance records, AR results (monthly), classroom tests

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Teachers will use Common Core goals and strategies to ensure students achieve academic success..

G1.B1 Common Core goals and strategies are different from those used in the past. Some training has been available, but becoming proficient in their use will be a challenge.

G1.B1.S1 Training in the use of Common Core goals and strategies will be provided and their use will be monitored.

Action Step 1

Common Core training will be provided in the areas of Administration, Reading, Math, Science, and Writing.

Person or Persons Responsible

The Principal, Assistant Principal and three teachers who attended training during the summer.

Target Dates or Schedule

August 13, 2013

Evidence of Completion

Participants created an account with C-Palms and incorporated a lesson.

Facilitator:

The Administration Teachers Reading AIF Math AIF

Participants:

The Principal, Assistant Principal and three teachers who attended training during the summer.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Lesson Plans will be monitored to ensure Common Core goals and strategies are being included in all plans.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans and Classroom observations

Plan to Monitor Effectiveness of G1.B1.S1

Classroom student data and ongoing assessment data will be monitored. Progress towards academic achievement should be evident. If not, the teachers will work with Grade Level Teams and/or Academic Intervention Facilitators (AIF) and administration to revise strategies.

Person or Persons Responsible

Grade Level Teams and the Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans and classroom observations should reflect Common Core goals and strategies.

G2. Students will routinely engage in research based strategies across the content areas.

G2.B2 Teachers do not routinely engage in instructional best practices.

G2.B2.S1 Teachers will participate in intervention Professional Development in 3 areas: engagement, manipulatives, differentiated instruction

Action Step 1

The Reading and Math AIFs will plan the PD using textbooks and supporting materials as well as other resources available (PD 360, etc.).

Person or Persons Responsible

Leadership Team which includes the Reading AIF and Math AIF

Target Dates or Schedule

PD will be during grade level planning times.

Evidence of Completion

Lesson plans will reflect the use of the techniques and strategies from the PD. Use of the PD should be evident during classroom walk-throughs and observations.

Facilitator:

Reading and Math AIFs

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

The Reading and Math AIFs will be involved in monitoring the implementation of the strategies in the classroom. They will work with teachers as needed to ensure the strategies are being implemented and make suggestions as needed.

Person or Persons Responsible

The Leadership Team (which includes the administration and AIFs)

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and classroom observations

Plan to Monitor Effectiveness of G2.B2.S1

Evidence of best practices will be gathered from lesson plans and classroom observations. AIFs and Grade Level Facilitators will examine the evidence to determine if teachers are using best practices weekly and work with the teachers to improve lessons.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans and classroom observations should reflect an increase in the use of student engagement, the use of manipulatives and differentiated instruction.

G3. Teachers and students will use Data to set goals for academic achievement.

G3.B1 Some students may not know how to interpret data and some teachers do not use data to set academic goals for students.

G3.B1.S1 Teachers will have a Data Chat with students after each scheduled ongoing assessment using data from ongoing assessments and other reports.

Action Step 1

Individual Data Chats between teachers and students. Examine data from ongoing assessments as well as AR reports and attendance reports. The teacher will help students set goals and develop strategies to meet the goals. A copy of the chat will be sent home to be discussed with parents.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

After each county scheduled ongoing assessment period.

Evidence of Completion

Completed Data Chat forms

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Leadership Team Grade Level Facilitators will review completed Data Chat forms. Teachers will meet with the Administration after the Data Chats to discuss the results.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

After each scheduled ongoing assessment

Evidence of Completion

Completed Data Chat forms

Plan to Monitor Effectiveness of G3.B1.S1

Teachers and Leadership Team members will monitor goals and strategies set during the Data Chat to see if the goals have been met. If the goals have not been met new goals and strategies will be set to help the students meet them.

Person or Persons Responsible

Classroom Teachers and Leadership Team members

Target Dates or Schedule

After the next scheduled ongoing assessment.

Evidence of Completion

Next completed Data Chat form with new or revised goals and strategies.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided
Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and
other programs to ensure student needs are met.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
NA
Title III
Services are provided through the district for education materials and ELL district support services to improve
the education of immigrant and English Language Learners.
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate
education.
Supplemental Academic Instruction (SAI)
NA
Violence Prevention Programs
NA
Nutrition Programs
Eagle Lake Elementary is participating in the Community Eligibility Option (CEO) pilot program during the 2013-2014 school year. This program provides free breakfasts and lunches without having to fill out a qualifying application for the free and reduced meal programs.
Housing Programs
NA
Head Start
Four units of Head Start are housed on campus and managed by Polk County Schools.
Adu lt Education
NA
Career and Technical Education
NA
Job Training
NA
Other
NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will use Common Core goals and strategies to ensure students achieve academic success..

G1.B1 Common Core goals and strategies are different from those used in the past. Some training has been available, but becoming proficient in their use will be a challenge.

G1.B1.S1 Training in the use of Common Core goals and strategies will be provided and their use will be monitored.

PD Opportunity 1

Common Core training will be provided in the areas of Administration, Reading, Math, Science, and Writing.

Facilitator

The Administration Teachers Reading AIF Math AIF

Participants

The Principal, Assistant Principal and three teachers who attended training during the summer.

Target Dates or Schedule

August 13, 2013

Evidence of Completion

Participants created an account with C-Palms and incorporated a lesson.

G2. Students will routinely engage in research based strategies across the content areas.

G2.B2 Teachers do not routinely engage in instructional best practices.

G2.B2.S1 Teachers will participate in intervention Professional Development in 3 areas: engagement, manipulatives, differentiated instruction

PD Opportunity 1

The Reading and Math AIFs will plan the PD using textbooks and supporting materials as well as other resources available (PD 360, etc.).

Facilitator

Reading and Math AIFs

Participants

All teachers

Target Dates or Schedule

PD will be during grade level planning times.

Evidence of Completion

Lesson plans will reflect the use of the techniques and strategies from the PD. Use of the PD should be evident during classroom walk-throughs and observations.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will use Common Core goals and strategies to ensure students achieve academic success..	$24
G2.	Students will routinely engage in research based strategies across the content areas.	$14,994
G3.	Teachers and students will use Data to set goals for academic achievement.	$77,992
	Total	$93,010

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	$93,010	$93,010
Total	$93,010	$93,010

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will use Common Core goals and strategies to ensure students achieve academic success..

G1.B1 Common Core goals and strategies are different from those used in the past. Some training has been available, but becoming proficient in their use will be a challenge.

G1.B1.S1 Training in the use of Common Core goals and strategies will be provided and their use will be monitored.

Action Step 1

Common Core training will be provided in the areas of Administration, Reading, Math, Science, and Writing.

Resource Type

Personnel

Resource

Network Manager

Funding Source

Title I

Amount Needed

$24

G2. Students will routinely engage in research based strategies across the content areas.

G2.B2 Teachers do not routinely engage in instructional best practices.

G2.B2.S1 Teachers will participate in intervention Professional Development in 3 areas: engagement, manipulatives, differentiated instruction

Action Step 1

The Reading and Math AIFs will plan the PD using textbooks and supporting materials as well as other resources available (PD 360, etc.).

Resource Type

Personnel

Resource

Media Paraeducator

Funding Source

Title I

Amount Needed

$14,994

G3. Teachers and students will use Data to set goals for academic achievement.

G3.B1 Some students may not know how to interpret data and some teachers do not use data to set academic goals for students.

G3.B1.S1 Teachers will have a Data Chat with students after each scheduled ongoing assessment using data from ongoing assessments and other reports.

Action Step 1

Individual Data Chats between teachers and students. Examine data from ongoing assessments as well as AR reports and attendance reports. The teacher will help students set goals and develop strategies to meet the goals. A copy of the chat will be sent home to be discussed with parents.

Resource Type

Personnel

Resource

Title I Facilitator; Parent Involvement Paraeducator

Funding Source

Title I

Amount Needed

$77,992