# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Lake Lucina Elementary School

6527 MERRILL RD
Jacksonville, FL 32277
904-745-4916
http://www.duvalschools.org/lle

## School Demographics

| | | |
|---|---|---|
| **School Type** | **Title I** | **Free and Reduced Lunch Rate** |
| Elementary School | Yes | 59% |
| **Alternative/ESE Center** | **Charter School** | **Minority Rate** |
| No | No | 70% |

## School Grades History

| **2013-14** | **2012-13** | **2011-12** | **2010-11** | **2009-10** |
|---|---|---|---|---|
| C | C | C | C | B |

## 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.

## Table of Contents

## 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 |
|---|---|---|
| Prevent | 2 | Wayne Green |

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

# Current School Status

## School Information

### School-Level Information

**School**
Lake Lucina Elementary School

**Principal**
Shirley Winfrey R

**School Advisory Council chair**
Misty Biruk

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

| Name | Title |
| --- | --- |
| Kechiera Meadows | Assistant Principal |
| Cheryl Vandergriff | Math Coach |
| Gretchen Trusty | Reading Coach |
| Kimberly Davis-Waters | Guidance |
| Donna Thompson | ESE Lead Teacher |

### District-Level Information

**District**
Duval

**Superintendent**
Dr. Nikolai P Vitti

**Date of school board approval of SIP**
1/7/2014

## 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

Misty Biruk - Sac Chair
Leslie Baumeister - Secretary/Teacher
Shirley Winfrey - Principal
Natalie Hagat - Teacher
Sandra Barrow - Teacher
Ivy Lutz - Teacher
Carmen Patterson - Parent
Vanessa Jackson - Parent
Allen Walker - Parent
Rikeeya Evans - Parent
Mary Calcagni - Business Partner
Melanie Presson - Business Partner
Alex Porro - Business Partner

**Involvement of the SAC in the development of the SIP**

SAC committee reviewed the previous year's plan and made suggestions for improvement.

**Activities of the SAC for the upcoming school year**

SAC committee will convene monthly to discuss events that are occurring in the school and to consistently review the School Improvement Plan to make sure we are on the right track.

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

SAC funds will be used to support our end of the year reading celebration for all students. ($370.00)

**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:**

| Shirley Winfrey R | | |
|---|---|---|
| Principal | Years as Administrator: 5 | Years at Current School: 2 |

| | |
|---|---|
| **Credentials** | Bachelors of Science in Education, Arkansas State University; Masters in Educational Leadership, University of North Florida; Completed Leadership Development I ; Completed Assistant Principals' Academy; 24 years of experience as an educator; Certifications: ESOL Endorsed, Elementary K-6, Level 1 Principal's Certification |
| **Performance Record** | Sadie T. Tillis Elementary in 2009-2010: Assistant Principal Grade: D Reading Mastery: 51%, Math Mastery: 50%, Science Mastery: 23%. Sadie T. Tillis Elementary 2010-2011: Assistant Principal Grade: C Reading Mastery: 52% Reading Gains:63% Reading BQ Gains:50% Math Mastery:51% Math Gains:56% Math BQ Gains:71% Science Mastery:25% Sadie T. Tillis Elementary 2011-2012: Assistant Principal Grade: D Reading Mastery:34% Reading Gains:56% Reading BQ Gains:63% Math Mastery:39% Math Gains:65% Math BQ Gains:77% Science Mastery:20% Lake Lucina Elementary 2013-2013 Principal Grade: C (471 points) Reading Proficiency: 46% Reading Gains: 67% Bottom Quartile Gains 75% Math Proficiency: 48% Reading Gains: 71% Bottom Quartile Gains 63% Science Mastery: 53% |

| Kechiera Meadows | | |
| --- | --- | --- |
| Asst Principal | Years as Administrator: 0 | Years at Current School: 2 |

| | |
| --- | --- |
| **Credentials** | Bachelors Degree Elementary Education K-6<br>Masters of Arts in Elementary Educations K-12<br>Certified in Elementary Education K-6<br>Educational Leadership K-12<br>ESOL Endorsed |
| **Performance Record** | Louis Sheffield Elementary<br>2010-2011<br>School Grade-A<br>90% (26 out of 29) of the students scored 3 or above on the 3rd Grade Reading FCAT 2.0<br>Louis Sheffield Elementary 2011-2012<br>School Grade -A<br>65% (21 out of 32) of the students scored 3 or above on the 3rd Grade Reading FCAT 2.0<br>Lake Lucina Elementary 2013-2013<br>Principal<br>Grade: C (471 points)<br>Reading Proficiency: 46% Reading Gains: 67%<br>Bottom Quartile Gains 75%<br>Math Proficiency: 48% Reading Gains: 71%<br>Bottom Quartile Gains 63%<br>Science Mastery: 53% |

| Asst Principal | Years as Administrator: | Years at Current School: |
| --- | --- | --- |
| **Credentials** | | |
| **Performance Record** | | |

**Instructional Coaches**

| # of instructional coaches |
| --- |
| 2 |

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

| Instructional Coach Information: |
| --- |

| Cheryl W. Vandergriff | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 3 | Years at Current School: 0 |

**Areas**  Mathematics

**Credentials**  BA Elementary Ed., FL Certification Gr. 1-6, ESOL Endorsement

**Performance Record**

Sadie T. Tillis Elementary 2012-2013
Grade: F
•36% Reading Proficiency
•42% Math Proficiency
•47% Writing 3.5 or higher
•29% Science Proficiency
•49% Reading Gains
•58% Math Gains
•51% Bottom Quartile Reading Gains
•64% Bottom Quartile Math Gains
Sadie T. Tillis Elementary 2011-2012
Grade: D
•34% Reading Proficiency
•39% Math Proficiency
•59% Writing 3.5 or higher
•20% Science Proficiency
•56% Reading Gains
•65% Math Gains
•63% Bottom Quartile Reading Gains
•77% Bottom Quartile Math Gains
Math AMO Target Met
Sadie T. Tillis Elementary 2010-2011
Grade: C
•52% Reading Proficiency
•51% Math Proficiency"
•68% Writing 3.5 or higher
•25% Science Proficiency
•63% Reading Gains
•56% Math Gains
•50% Bottom Quartile Reading Gains
•71% Bottom Quartile Math Gains
West Riverside Elementary 2003-2010
•81% Average Math Proficiency
•90% Average Math Gains
•95% Average Bottom Quartile Math Gains
Merit Award Program (MAP) Recipient 2007-2010

| Gretchen Trusty | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 0 | Years at Current School: 0 |

| | |
|---|---|
| **Areas** | Reading/Literacy |
| **Credentials** | M.Ed Instructional Leadership; BS Elementary Ed., FL Certification Gr. 1-6 |
| **Performance Record** | Hendricks Avenue Elementary 2012-2013<br>School Grade: A<br>Hendricks Avenue Elementary 2011-2012<br>School Grade: A<br>Hendricks Avenue Elementary 2010-2011<br>School Grade: A<br>Personal Data:<br>2012-2013 Reading Proficiency 93%<br>2011-2012 Reading Proficiency 69%<br>2010-2011 Reading Proficiency 67% |

**Classroom Teachers**

**# of classroom teachers**
24

**# receiving effective rating or higher**
23, 96%

**# Highly Qualified Teachers**
100%

**# certified in-field**
24, 100%

**# ESOL endorsed**
14, 58%

**# reading endorsed**
1, 4%

**# with advanced degrees**
7, 29%

**# National Board Certified**
1, 4%

**# first-year teachers**
3, 13%

**# with 1-5 years of experience**
4, 17%

**# with 6-14 years of experience**
13, 54%

**# with 15 or more years of experience**
7, 29%

## Education Paraprofessionals

**# of paraprofessionals**
3

**# Highly Qualified**
3, 100%

## Other Instructional Personnel

**# of instructional personnel not captured in the sections above**


**# receiving effective rating or higher**

## 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**

An interview team is constructed to ask detailed questions in order to recruit highly qualifed candidates. Resumes are reviewed in depth prior to scheduled interview. Once hired, regular meetings of new teachers with the Principal and Professional Development Facilitator (PDF) are scheduled. Once hired, novice teachers are then partnered with CET trained mentors.

## 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**

Novice Teachers are paired with CET trained mentors. This pairing is normally done with a mentor on the same grade level if available. They meet weekly to debrief and answer any questions the novice teacher might have. There are also monthly meetings with the Principal, Professional Development Facilitator (PDF) and the novice teacher to check in and discuss any questions or concerns.

## 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**

The RtI leadership team will focus meetings around the following academic and behavioral questions based on the Florida Continuous Improvement Model (FCIM): Plan- Disaggregate the data and develop a calendar. Do- Direct the Instructional Focus.
The RtI Team will meet two times per month, Thursday mornings at 7:30 to engage in the following activities: Review universal screening data to assess students' academic progress and evaluate the effectiveness of instruction in the school; review current data at grade and classroom level to identify students who are meeting/exceeding benchmarks, and identify those students at moderate risk or at high

risk for not meeting benchmarks. The team will also collaborate regularly with the Leadership team and the Literacy Team to problem solve, share effective practices, evaluate implementation, and make decisions.

In addition to their oversight work, the RtI Team collaborates with other PLC groups to answer these questions:
• What do we want to accomplish?
• What evidence will demonstrate that we met the goal?
• What experience and activities will we use to achieve the goal?
The team will meet one Monday a month to address individual student concerns with the classroom teacher

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

Shirley Winfrey, Principal, provides a common vision, oversees data based decisions, ensures the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation requirements, ensures adequate professional development to support RtI implementation, communicates with parents regarding school-based RtI plans and activities, and evaluates the progress of the RtI process at Lake Lucina Elementary.
Kechiera Meadows, Assistant Principal, assists with overseeing data based decisions and ensuring the school based team implements RTI.
.
Gretchen Trusty, Reading Coach, guides the integrity of core reading instruction, participates in student data collection models and guides reading instruction through modeling, co-teaching, and coaching teachers.
Cheryl Vandergriff, Math Coach, guides the integrity of core math instruction, participates in student data collection models and guides math instruction through modeling, co-teaching, and coaching teachers.
Kimberly Davis-Waters, School Counselor, provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. She links community agencies to families to support the child's academic, behavioral, and social needs, monitors and evaluates the integrity of core guidance instruction, integrates core guidance instructional activities/ materials into Tier 2 and Tier 3 guidance instruction, and provides intensive individual guidance instruction.
Donna Thompson, ESE Lead, participates in student data collection, assists in determining the need for further assessment, supports core instructional activities/materials into Tier 2 and/or Tier 3 instruction, and collaborates with general education teachers.

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

The RtI team reviews the past SIP and suggests strategies to delete, adjust, or add based on the prior year's results. The problem solving process will continue throughout the current year. The RtI Leadership Team, and team leaders develop the initial draft of the School Improvement Plan. The draft SIP is then submitted to the Cluster office and the School Advisory Council for review. The Leadership Team finalizes the plan.
The School Improvement Plan becomes the guiding document for the work of the school. The RtI and Leadership Teams will update the plan according to student needs throughout the school year.

**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**

Tier 1 - 80%
Differentiated Instruction

Core instructional block daily in reading (90 minutes), math (60 minutes), science (150 minutes weekly),and writing (60 minutes daily) Curriculum Guides, standards, FCIM focus lessons, FCRR, F.A.I.R resources, Success maker, Houghton Mifflin core curriculum and supplemental materials, FCAT tools, Florida Achieves website, maintained data notebooks and computer files, reviewed during PLC's.
Math - Curriculum Guides, Standards, Focus Lessons (FCIM), FCAT Tools, I Ready, Envision core curriculum Math Investigations, maintained in data notebooks and computer files, reviewed during PLC's, Duval County math assessments available on Insight.
Science - Curriculum Guides, Learning Schedule, Science Essentials, Gradual Release Instructional model, standards, Reviewed during PLC's.
Writing - Learning Schedule, Standards, Writing Rubrics for Narrative, Informational Report, Functional Narrative Procedure, Response to literature, and Persuasive writing that demonstrates Focus, Organization, Support, and the conventions of writing, maintained in student portfolios, reviewed at PLC meetings visible in Lesson Plans, Data Notebooks, and School Wide Behavior Screening.
Tier 2 – 10-15%
Targeted Instruction for a small group of students significantly behind.
30 minutes daily small group instruction 4 times per week in addition to core instruction.
Various Intervention resources outside of core include: Soar to Success; EnVision Intervention Guide; Reading Mastery, Intervention includes a progress monitoring plan PMP. Data visually represents the frequency and intensity of targeted instruction along with results. Curriculum-based measurements used to frequently evaluate effectiveness and adjust instruction.
Tier 3 - 5-10%
Targeted Instruction for individual students who are not making adequate gains with Tier one and two services.
Additional instruction time added to Tier 1 and Tier 2 so as to increase the amount of time and /or frequency of intervention.
Focused collaborative problem solving will facilitate an individualized intervention plan utilizing strengths and targeting weaknesses hindering a student's growth. The plan may include interventions and strategies provided in very small groups
or individually. It may include curriculum Great Leaps, Reading Mastery, Soar to Success, Modern Curriculum Press, EnVision Interventions, and Florida Achieves items.
Lessons Plans, Data Notebook, Core Curriculum probes, District Interim Benchmarks, Performance Tasks, Weekly curriculum based tests, Running Records, F.A.I.R. assessments three times a year, DRA2, Conference logs.
Intervention includes a progress monitoring plan (PMP) that indicates the curriculum utilized and frequency and intensity.
Data visually represents the frequency and intensity of targeted instruction along with results. Curriculum –based measurements used frequently evaluate effectiveness and adjust instruction.

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

Professional Development on RtI will be conducted during Early Release Days, leadership meetings, and grade level PLC meetings. Members of the RtI team will lead professional learning communities on topics to further Lake Lucina's Response to Intervention.

## 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:** 2,340

Before and after school tutoring.

### Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

Bottom quartile students were targeted. Bottom quartile math gains increased by 5% according to the 2013 FCAT scores. Bottom quartile reading gains were consistent.

### Who is responsible for monitoring implementation of this strategy?

Classroom teachers, administration, reading coach and interventionist were responsible for monitoring the effectiveness of these strategies.

## Literacy Leadership Team (LLT)

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

| Name | Title |
|------|-------|
| Jesica Pearce | Chairperson - Third Grade Teacher |
| Sarah Rose Sarkees | Pre-K Teacher |
| Jamie Dunlop | Kindergarten Grade Teacher |
| Leslie Baumeister | First Grade Teacher |
| Ashley Schellenberg | Second Grade Teacher |
| Tenika Tankard | Fourth Grade Teacher |
| Virginia Wright | Fifth Grade ELA Teacher |
| Sandra Barrow | Second Grade Teacher |
| Laura Palmer | Media Specialist |
| Gretchen Trusty | Reading Coach |
| John Stringfellow | P.E. Teacher |
| Kimberly Davis-Waters | Guidance Counselor |
| Jessica Parm | Kindergarten Teacher |

### How the school-based LLT functions

This team will meet monthly to review ELA/Literacy data and plan parent nights.

### Major initiatives of the LLT

To come up with strategies to increase our gains in reading.

**Every Teacher Contributes to Reading Instruction**

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

Each teacher will give the reading Curriculum Guide Assessments 3 times per year to assess reading improvement. The Reading Vertical Learning Committee will meet bi-weekly to look at data and plan parent nights to address the areas of reading improvement. Teachers will also attend weekly Professional Learning Communities to review data and discuss academic needs of individual students.

**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**

Dates are setup for local preschools to come over and tour our school and visit the Kindergarten classrooms to get a glimpse of what a day in elementary would look like. VPK classes are offered this school year within our school. These students will also have several opportunities to visit Kindergarten classrooms throughout the year.

**College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

# Expected Improvements

## 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% | 46% | No | 57% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 45% | 36% | No | 51% |
| Hispanic | 51% | 47% | No | 56% |
| White | 59% | 57% | No | 63% |
| English language learners | | | | |
| Students with disabilities | 28% | 38% | Yes | 36% |
| Economically disadvantaged | 51% | 44% | No | 56% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 47 | 27% | 32% |
| Students scoring at or above Achievement Level 4 | 33 | 19% | 21% |

**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 | | | |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 117 | 67% | 69% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 24 | 75% | 76% |

**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) | | | |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | | | |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | | | |

**Postsecondary Readiness**

| | 2012 Actual # | 2012 Actual % | 2014 Target % |
|---|---|---|---|
| On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. | | | |

## 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 | 25 | 48% | 50% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

## 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 | 49% | 48% | No | 54% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 35% | 38% | Yes | 42% |
| Hispanic | 63% | 42% | No | 66% |
| White | 60% | 56% | No | 64% |
| English language learners | | | | |
| Students with disabilities | 41% | 43% | Yes | 47% |
| Economically disadvantaged | 47% | 47% | Yes | 52% |

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 62 | 36% | 41% |
| Students scoring at or above Achievement Level 4 | 21 | 12% | 13% |

### Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 124 | 71% | 73% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 21 | 63% | 65% |

## 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 | 17 | 31% | 34% |
| Students scoring at or above Achievement Level 4 | 11 | 20% | 21% |

#### 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 | 38 | 11% | 5% |
| Students retained, pursuant to s. 1008.25, F.S. | 7 | 11% | 5% |
| Students who are not proficient in reading by third grade | 45 | 68% | 40% |
| Students who receive two or more behavior referrals | 6 | 2% | 1% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 40 | 12% | 6% |

## 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

See Parent Involvement Plan

### Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|

## Area 10: Additional Targets

### Additional targets for the school

To reduce the number of students who receive one or more behavior referrals that lead to suspension for the 2013-2014 school year.

### Specific Additional Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| To decrease the number of students who receive one or more referrals by 1%. | 40 | 11% | 10% |

# Goals Summary

**G1.** 41% of students will achieve proficiency (level 3) on the spring 2014 Math FCAT 2.0.

**G2.** 13% of students will achieve above proficiency (level 4 0r 5 ) on the spring 2014 Math FCAT 2.0.

**G3.** 51% of students will achieve proficiency (level 3 or above) on the Spring Reading 2014 FCAT 2.0.

**G4.** Increase the percentage of vocabulary proficiency on Spring 2014 FCAT 2.0 by 5% or more.

**G5.** Increase the proficiency (3.5 or higher) on the Florida Writes by 2%.

**G6.** Increase the percentage of proficiency of students who receive 3.5 or higher on the 4th grade Writing CGA's to 50%.

**G7.** Increase the percentage of proficiency (level 3 or above) on the Spring 2014 FCAT 2.0 by 5% or more.

**G8.** Decrease the number of behavioral referrals by 10%.

# Goals Detail

**G1.** 41% of students will achieve proficiency (level 3) on the spring 2014 Math FCAT 2.0.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

### Resources Available to Support the Goal

- Principal and Assistant Principal Math Coach District Specialist Explore Learning: Gizmos District Curriculum Guide/Lesson Guide Math Investigations enVision Math i-Ready Reflex SuccessMaker

### Targeted Barriers to Achieving the Goal

- Percent of students working below grade level.

**Plan to Monitor Progress Toward the Goal**

Communicate baseline data and grade level expectations to parents.

### Person or Persons Responsible
Teacher

### Target Dates or Schedule:
Monthly through progress reports, report cards, parent conferences and daily agendas/progress folders.

### Evidence of Completion:
Parent logs, signed report cards, progress reports, daily agendas/progress folders and 2014 FCAT scores.

**G2.** 13% of students will achieve above proficiency (level 4 0r 5 ) on the spring 2014 Math FCAT 2.0.

### Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

### Resources Available to Support the Goal
- Principal and Assistant Principal Math Coach District Specialist Explore Learning: Gizmos District Curriculum Guide/Lesson Guide Math Investigations enVision Math i-Ready Reflex SuccessMaker

### Targeted Barriers to Achieving the Goal
- Teachers limited understanding of providing rigorous differentiated instruction for enrichment

**Plan to Monitor Progress Toward the Goal**

Professional development related to math enrichment activities.

### Person or Persons Responsible
Principal Assistant Principal Math Coach District Specialist

### Target Dates or Schedule:
Bi-weekly

### Evidence of Completion:
Agendas submitted from professional development, classroom observations for implementation and 2014 FCAT scores.

**G3.** 51% of students will achieve proficiency (level 3 or above) on the Spring Reading 2014 FCAT 2.0.

### Targets Supported
- Reading (FCAT2.0)

### Resources Available to Support the Goal
- District Specialist School Based Literacy Coach Teacher selected literature Novels Anchor Charts Houghton Mifflin Series Professional Development Principal and Assistant Principal

### Targeted Barriers to Achieving the Goal
- # of students reading below grade level

**Plan to Monitor Progress Toward the Goal**

Implement the DCPS Instructional Framework Model (Gradual Release) with fidelity.

**Person or Persons Responsible**
Principal Assistant Principal Teachers Reading Coach

**Target Dates or Schedule:**
Daily

**Evidence of Completion:**
Classroom walkthroughs, observations and CAST evaluations

**G4.** Increase the percentage of vocabulary proficiency on Spring 2014 FCAT 2.0 by 5% or more.

**Targets Supported**
- Reading (AMO's, FCAT2.0)

**Resources Available to Support the Goal**
- District Specialist
- School Based Literacy Coach
- Interactive word walls
- Interactive journals
- Novels
- Teacher selected literature
- Houghton Mifflin series
- Academic vocabulary
- Graphic organizers
- Professional Development
- Principal and Assistant Principal

**Targeted Barriers to Achieving the Goal**
- # of students with limited vocabulary

**Plan to Monitor Progress Toward the Goal**

Consistently monitor classroom

**Person or Persons Responsible**
Principal Assistant Principal

**Target Dates or Schedule:**
Bi-Weekly

**Evidence of Completion:**
Data and assessment review

**G5.** Increase the proficiency (3.5 or higher) on the Florida Writes by 2%.

### Targets Supported

- Writing

### Resources Available to Support the Goal

- District Specialist

- School Based Literacy Coach

- Professional Development

- Principal and Assistant Principal

- Interactive word walls

- Writing Parent Night

- Teacher and peer conferencing

- Vertical Planning

### Targeted Barriers to Achieving the Goal

- # of students writing below grade level

## Plan to Monitor Progress Toward the Goal

Consistently monitor student's proficiency in writing

### Person or Persons Responsible
Principal Assistant Principal

### Target Dates or Schedule:
Quarterly

### Evidence of Completion:
Data chats

**G6.** Increase the percentage of proficiency of students who receive 3.5 or higher on the 4th grade Writing CGA's to 50%.

### Targets Supported
- Writing

### Resources Available to Support the Goal
- District Specialist
- School Based Literacy Coach
- Professional Development
- Principal and Assistant Principal
- Interactive word walls
- Writing Parent Night
- Vertical Planning
- Teacher and peer conferencing

### Targeted Barriers to Achieving the Goal
- Lack or Gradual Release Model knowledge and experience

## Plan to Monitor Progress Toward the Goal

Consistent monitoring of the writing CGA data

### Person or Persons Responsible
Principal Assistant Principal

### Target Dates or Schedule:
Quarterly

### Evidence of Completion:
4th grade writing CGA scores

**G7.** Increase the percentage of proficiency (level 3 or above) on the Spring 2014 FCAT 2.0 by 5% or more.

### Targets Supported
- Science

### Resources Available to Support the Goal

### Targeted Barriers to Achieving the Goal

**Plan to Monitor Progress Toward the Goal**

**Person or Persons Responsible**

**Target Dates or Schedule:**

**Evidence of Completion:**

**G8.** Decrease the number of behavioral referrals by 10%.

**Targets Supported**
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**
- Classroom Teachers Principal Assistant Principal

**Targeted Barriers to Achieving the Goal**
- Lack of consistent implementation of CHAMPs.

**Plan to Monitor Progress Toward the Goal**

Students behavior improving

**Person or Persons Responsible**
Leadership Team

**Target Dates or Schedule:**
Bi-Weekly Meetings

**Evidence of Completion:**
Number of behavioral incidents and referrals written

## Action Plan for Improvement

**Problem Solving Key**

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

**G1.** 41% of students will achieve proficiency (level 3) on the spring 2014 Math FCAT 2.0.

**G1.B1** Percent of students working below grade level.

**G1.B1.S3** Communicate with parents regularly

### Action Step 1

Regular communication with parents

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Parent logs, report cards and progress reports

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

Regular communication with parents.

**Person or Persons Responsible**

Principal Assistant Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom Walkthroughs and evaluations

**Plan to Monitor Effectiveness of G1.B1.S3**

Regular parent communication

### Person or Persons Responsible

Classroom Teachers Principal Assistant Principal

### Target Dates or Schedule

Monthly

### Evidence of Completion

Parent contact logs

**G2.** 13% of students will achieve above proficiency (level 4 0r 5 ) on the spring 2014 Math FCAT 2.0.

**G2.B1** Teachers limited understanding of providing rigorous differentiated instruction for enrichment

**G2.B1.S1** Provide differentiated enrichment strategies for instruction.

### Action Step 1

Differentiated enrichment strategies

### Person or Persons Responsible

Math Coach

### Target Dates or Schedule

Bi - Weekly Professional Development

### Evidence of Completion

Agendas

### Facilitator:

Math Coach

### Participants:

Classroom teachers

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Differentiated enrichment strategies

### Person or Persons Responsible

Principal Assistant Principal

### Target Dates or Schedule

Daily

### Evidence of Completion

Classroom walk through logs

**Plan to Monitor Effectiveness of G2.B1.S1**

Monitoring the effectiveness of implementation of enrichment strategies

### Person or Persons Responsible

Classroom teachers Principal Assistant Principal

### Target Dates or Schedule

Daily

### Evidence of Completion

Curriculum guide assessments and teacher made test

**G3.** 51% of students will achieve proficiency (level 3 or above) on the Spring Reading 2014 FCAT 2.0.

**G3.B1** # of students reading below grade level

**G3.B1.S3** Professional Development for Gradual Release

### Action Step 1

Implement the DCPS Instructional Framework Model (Gradual Release) with fidelity.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom walkthroughs, observations and CAST evaluations

**Facilitator:**

Coaches

**Participants:**

Teachers

### Plan to Monitor Fidelity of Implementation of G3.B1.S3

Consistently monitor classroom

**Person or Persons Responsible**

Principal Assistant Principal

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Observations and evaluations

**Plan to Monitor Effectiveness of G3.B1.S3**

Consistently monitor classrooms

**Person or Persons Responsible**

Principal Assistant Principal

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Observations and evaluations

**G4.** Increase the percentage of vocabulary proficiency on Spring 2014 FCAT 2.0 by 5% or more.

**G4.B1** # of students with limited vocabulary

**G4.B1.S3** Building background knowledge via Gradual Release model

**Action Step 1**

Build background knowledge utilizing complex text via the Gradual Release model.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

classroom walkthroughs, informal observations, and CAST evaluations.

**Facilitator:**

Reading Coach

**Participants:**

All teachers

**Plan to Monitor Fidelity of Implementation of G4.B1.S3**

Monitor classrooms daily through walkthroughs and evaluations

**Person or Persons Responsible**

Principal Assistant Principal

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom walkthrough logs

**Plan to Monitor Effectiveness of G4.B1.S3**

Consistently monitor classroom

**Person or Persons Responsible**

Principal Assistant Principal

**Target Dates or Schedule**

Daily

**Evidence of Completion**

classroom walkthroughs and observations

**G5.** Increase the proficiency (3.5 or higher) on the Florida Writes by 2%.

**G5.B1** # of students writing below grade level

**G5.B1.S5** Professional development

### Action Step 1

Receive professional development for Gradual Release Model from school-based coaches.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Sign-in sheets

**Facilitator:**

Reading Coach

**Participants:**

All teachers

### Plan to Monitor Fidelity of Implementation of G5.B1.S5

Consistent monitoring of classrooms

**Person or Persons Responsible**

Principal Assistant Principals

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom walkthroughs

**Plan to Monitor Effectiveness of G5.B1.S5**

Consistently monitor data for effectiveness

**Person or Persons Responsible**

Classroom teachers Principal Assistant Principal

**Target Dates or Schedule**

Bi-Weekly

**Evidence of Completion**

Writing Prompts and data from FCAT 2.0 Writing

**G6.** Increase the percentage of proficiency of students who receive 3.5 or higher on the 4th grade Writing CGA's to 50%.

**G6.B3** Lack or Gradual Release Model knowledge and experience

**G6.B3.S1** Gradual release model training from school-based coaches

**Action Step 1**

Receive professional development on implementation of Gradual Release Model.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

CGA Writing scores

**Plan to Monitor Fidelity of Implementation of G6.B3.S1**

Consistently monitor classrooms for writing implementation

**Person or Persons Responsible**

Principal Assistant Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Classroom walkthroughs

**Plan to Monitor Effectiveness of G6.B3.S1**

Classroom implementation of the writing curriculum.

### Person or Persons Responsible

Principal Assistant Principal

### Target Dates or Schedule

daily

### Evidence of Completion

Classroom walkthroughs

## G8. Decrease the number of behavioral referrals by 10%.

### G8.B1 Lack of consistent implementation of CHAMPs.

#### G8.B1.S1 Provide several professional development opportunities on CHAMPs

##### Action Step 1

CHAMPs professional development

### Person or Persons Responsible

All staff

### Target Dates or Schedule

Early Release day and PLCs

### Evidence of Completion

CHAMPs posters visible in classrooms and improvement in student behavior.

### Facilitator:

Principal Assistant Principal Lori Newell

### Participants:

All staff members

**Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Consistent implementation of CHAMPs procedures

**Person or Persons Responsible**

Principal Assistant Principal

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Walkthroughs and observations

**Plan to Monitor Effectiveness of G8.B1.S1**

Students behavior improving

**Person or Persons Responsible**

Teachers Principal Assistant Principal

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Number of behavior incidents and referrals written; conduct grades

## 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

Services are provided through Title 1 to ensure students requiring additional remediation are assisted through before and after-school tutoring programs. Several title 1 nights are planned monthly to provide make and take activities for parents. These activities are provided in order for parents to assist with instruction at home.

The district coordinates with Title I to ensuring staff development needs are provided. The district also receives funds to support homeless families and assigns students to schools based on need.

## 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.*

**G2.** 13% of students will achieve above proficiency (level 4 0r 5 ) on the spring 2014 Math FCAT 2.0.

**G2.B1** Teachers limited understanding of providing rigorous differentiated instruction for enrichment

**G2.B1.S1** Provide differentiated enrichment strategies for instruction.

**PD Opportunity 1**

Differentiated enrichment strategies

**Facilitator**

Math Coach

**Participants**

Classroom teachers

**Target Dates or Schedule**

Bi - Weekly Professional Development

**Evidence of Completion**

Agendas

**G3.** 51% of students will achieve proficiency (level 3 or above) on the Spring Reading 2014 FCAT 2.0.

**G3.B1** # of students reading below grade level

**G3.B1.S3** Professional Development for Gradual Release

### PD Opportunity 1

Implement the DCPS Instructional Framework Model (Gradual Release) with fidelity.

**Facilitator**

Coaches

**Participants**

Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Classroom walkthroughs, observations and CAST evaluations

**G4.** Increase the percentage of vocabulary proficiency on Spring 2014 FCAT 2.0 by 5% or more.

**G4.B1** # of students with limited vocabulary

**G4.B1.S3** Building background knowledge via Gradual Release model

### PD Opportunity 1

Build background knowledge utilizing complex text via the Gradual Release model.

**Facilitator**

Reading Coach

**Participants**

All teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

classroom walkthroughs, informal observations, and CAST evaluations.

**G5.** Increase the proficiency (3.5 or higher) on the Florida Writes by 2%.

**G5.B1** # of students writing below grade level

**G5.B1.S5** Professional development

### PD Opportunity 1

Receive professional development for Gradual Release Model from school-based coaches.

**Facilitator**

Reading Coach

**Participants**

All teachers

**Target Dates or Schedule**

bi-weekly

**Evidence of Completion**

Sign-in sheets

**G8.** Decrease the number of behavioral referrals by 10%.

**G8.B1** Lack of consistent implementation of CHAMPs.

**G8.B1.S1** Provide several professional development opportunities on CHAMPs

### PD Opportunity 1

CHAMPs professional development

**Facilitator**

Principal Assistant Principal Lori Newell

**Participants**

All staff members

**Target Dates or Schedule**

Early Release day and PLCs

**Evidence of Completion**

CHAMPs posters visible in classrooms and improvement in student behavior.