2013-2014 SCHOOL IMPROVEMENT PLAN

Minneola Elementary Conversion Charter School

320 E PEARL ST
Minneola, FL 34715
352-394-2600
http://lake.k12.fl.us/moe

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	55%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	44%

School Grades History

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

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Minneola Elementary Conversion Charter School

Principal
Sherry Watts

School Advisory Council chair
Diane Revels

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

Name	Title
Susan Salazar	Guidance Counselor
Kim Dison	ESE School Specialist
Diane Revels	Curriculum Resource Teacher
Kathy Pack	Literacy Coach
Guido Zamora	Assistant Principal

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

Date of school board approval of SIP
12/16/2013

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

The SAC Chair is Diane Revels who is the school Curriculum Resource Teacher. The membership is comprised of parents, teachers, and non-instructional staff.

Involvement of the SAC in the development of the SIP

SAC is involved by reviewing, revising and approving the SIP during its intital development. Additionally, SAC will monitor the school improvment plan for implementation and progress.

Activities of the SAC for the upcoming school year

SAC will meet monthly throughout the school year to discuss topics and make plans for school improvement.

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

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:

Sherry Watts		
Principal	Years as Administrator: 9	Years at Current School: 8

Credentials	Elementary Education 1-6 School Principal(All Levels) Middle Grades Integrated 5-9
Performance Record	Previous school year grades include:"B" in 2012. Prior to that an "A" school rating. 2013- School Performance includes: 58% Math scoring satisfactory, 69% reading scoring satisfactory (2% gain), Writing- 59% scoring satisfactory, and Science- 54% scoring satisfactory.

Guido Zamora		
Asst Principal	Years as Administrator: 0	Years at Current School: 3

Credentials	Educational Leadership(All Levels) Elementary Education(1-6) English For Speakers of Other Languages- K-12 Mathematics- Grades 5-9
Performance Record	This is the first year as an administrator for MinneolaElementary School.

Instructional Coaches

# of instructional coaches
2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Diane Revels		
Full-time / School-based	Years as Coach: 7	Years at Current School: 9

Areas	Mathematics, Science, RtI/MTSS
Credentials	Elementary Education Educational Leadership
Performance Record	Previous school year grades include:"B" in 2012. Prior to that an "A" school rating. 2013- School Performance includes: 58% Math scoring satisfactory, 69% reading scoring satisfactory (2% gain), Writing- 59% scoring satisfactory, and Science- 54% scoring satisfactory.

Kathy Pack		
Full-time / School-based	Years as Coach: 2	Years at Current School: 11

Areas	Reading/Literacy
Credentials	Reading K-12 Social Science 5-9
Performance Record	Previous school year grades include:"B" in 2012. Prior to that an "A" school rating. 2013- School Performance includes: 58% Math scoring satisfactory, 69% reading scoring satisfactory (2% gain), Writing- 59% scoring satisfactory, and Science- 54% scoring satisfactory.

Classroom Teachers

of classroom teachers
73

receiving effective rating or higher
73, 100%

Highly Qualified Teachers
95%

certified in-field
69, 95%

ESOL endorsed
63, 86%

reading endorsed
19, 26%

 # with advanced degrees

23, 32%

 # National Board Certified

4, 5%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

3, 4%

 # with 6-14 years of experience

48, 66%

 # with 15 or more years of experience

12, 16%

Education Paraprofessionals

# of paraprofessionals

20

 # Highly Qualified

100, 500%

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

In order to recruit and retain highly effective teachers, our school has implemented a teacher mentoring program where new teachers are paired with an experienced teacher to provide mentoring support. Additionally, through the teacher evaluation system, our teachers have a variety of walkthrough coaching and mentoring with our administration. In terms of critical shortage areas, we have several ESE teachers, who also have access to coaching, mentoring and support through our ESE School Specialist. We provide access to professional learning communities and access to targeted professional development for our teachers. Miss Teal will serve as the new teacher coach.

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

New teachers will be paired with seasoned teachers in the same grade. Teachers have access to common planning times. Support will be given so that new teachers are able to meet, observe each

other's techniques, model best practices, and discuss improvements to classroom and instructional practices by providing coverage for both teachers classrooms. Data chats will also hone the new teachers skills in understanding student data and making data driven instructional decisions. We will also utilize a new teacher coach to aid the transition of new teachers.

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

In order to ensure that our MTSS is effective and data-based, we hold data chats with all teachers to determine the effectiveness of the core instruction. When a student is struggling with the core-instruction we provide varied levels of intensive, scientifically based interventions. This student's progress is monitored to determine the effectiveness of the intervention based on a trend line analysis. We have allocated both staffing and materials to support the students based on individual needs, including low teacher-student ratios and access to scientifically proven materials.

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

Our guidance counselor is responsible for overseeing the MTSS processes at Minneola Elementary. Including on the team are the CRT, who provides data on students in the areas of math and science, in addition to knowledge of curriculum and resources available. Our literacy coach, is involved with data collection and comparison for reading progress and interventions. An administrator is present for MTSS meetings to ensure compliance and offer support and allocation of resources. Our ESE SS, attends case review meetings and, when necessary, initial placement meetings.

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

Fidelty in monitored monthly by administrators through documentation of interventions. Additionally, an adminsitrator is present for the MTSS meetings to ensure compliance. Furthermore, walkthroughs are completed to ensure compliance.

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

Multiple data sources are used including FAIR assessments, district benchmark assessment and STAR progress monitoring. Additionally, Decision Ed Software is used to monitor school-wide data on attendance, behavior, and academic progress.

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

Parents are invited to MTSS meetings so they are aware of the plans and progress for their child. The process is explained and they are given literature for further reading. In terms of building capacity in the staff, the process is explained in professional development activities, and also through the use of data chats with teachers. During data chats they are supported through the leadership team, yet are responsible for analyzing their own data. From these chats, teachers make decisions based on the assessments listed above.

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: 0

Our Extended Learning Center provides before and after school care to children in grades Pre-K through 5th whose parents elect to have them in the program. Students are able to attend Homework Help sessions provided by certified teachers.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Attendance is collected through the ELC program.

Who is responsible for monitoring implementation of this strategy?

ELC Site Coordinator

Literacy Leadership Team (LLT)

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

Name	Title
Kathy Pack	Literacy Coach
Angel Valenta	Media Specialist
Sherry Watts	Principal
Teresa Teal	Reading Intervention Teacher
Diane Revels	Curriculum Resource Teacher
Natalie Dyer	2nd Grade Teacher

How the school-based LLT functions

The Literacy team meets on a bi-monthly basis. They discuss school-wide activities that are centered on literacy and the improvement of literacy. School awards that pertain to reading are also a focus.

Major initiatives of the LLT

Celebrate Literacy Week, Superintendent's Reading Challenge, Sunshine State Readers, Incorporate extensive vocabulary, Complex text across grade-levels.

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

Minneola Elementary School offers VPK programs for local students to attend. Additionally, we have a program for incoming Kindergarten students, entitled Stepping Stones. Stepping Stones is held in the months of April, May and June for students who will be attending Kindergarten the following school year. Students and parents are invited to attend these events, held in the evening, to meet the teachers, become familiar with the building, and particpate in academic activities. These events are advertised on the website, at local child care facilities, and other community agencies.

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	73%	69%	No	75%
American Indian				
Asian	51%	64%	Yes	56%
Black/African American	64%	67%	Yes	68%
Hispanic	71%	64%	No	74%
White	76%	73%	No	78%
English language learners	60%	70%	Yes	64%
Students with disabilities	39%	23%	No	45%
Economically disadvantaged	64%	61%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	148	69%	76%
Students scoring at or above Achievement Level 4	175	37%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	329	69%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	60	62%	70%

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)	16	50%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		20%

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	79	57%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

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	65%	58%	No	69%
American Indian				
Asian	61%	71%	Yes	65%
Black/African American	50%	38%	No	55%
Hispanic	58%	52%	No	63%
White	70%	67%	No	73%
English language learners	48%	50%	Yes	54%
Students with disabilities	35%	20%	No	42%
Economically disadvantaged	57%	50%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	142	30%	35%
Students scoring at or above Achievement Level 4	141	29%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	289	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	66	53%	58%

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	48	29%	36%
Students scoring at or above Achievement Level 4	39	24%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	984		100
Participation in STEM-related experiences provided for students	984	100%	100%

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	80	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	40	4%	3%
Students who are not proficient in reading by third grade	21	18%	13%
Students who receive two or more behavior referrals	23	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	28	3%	2%

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

Parent Involvement targets for Minneola Elementary incude parent participation in after-school events, including parent-teacher nights, Parent-teacher organization, fall festivals, movie nights and other special events. Parents are notified through a variety of media including, phone calls, messages and internet updates.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Attendance at PTO Events	98	47%	60%
Parent Attendance at PTO Meetings	76	23%	35%

Goals Summary

G1. We will have 65% of students score satisfactory or higher on FCAT Math 2.0. This will be acheived through Thinking Math, which incorporates strategies in problem solving and Math mentoring activities on campus.

G2. We will increase teacher knowledge and understanding of how to reach 21st century learners and increase motivation and participation in utilizing technology effectively in 70% of classrooms on a daily basis.

G3. We will improve writing percent satisfactory of higher on the FCAT Writes to 70% of students scoring satisfactory.

Goals Detail

G1. We will have 65% of students score satisfactory or higher on FCAT Math 2.0. This will be acheived through Thinking Math, which incorporates strategies in problem solving and Math mentoring activities on campus.

Targets Supported

Resources Available to Support the Goal
- Thinking Math Workshops, Math Trainings, C2 Connection Cards, and hands-on materials.

Targeted Barriers to Achieving the Goal
- Lack of student prior knowledge
- Attendance Issues
- Lack of Materials for learning

Plan to Monitor Progress Toward the Goal

Monitor student data through data chats on state and district assessment.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Weekly

Evidence of Completion:
70% of students in each class mastering math benchmarks

G2. We will increase teacher knowledge and understanding of how to reach 21st century learners and increase motivation and participation in utilizing technology effectively in 70% of classrooms on a daily basis.

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 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

- Alan Novembers Book- Empowering Students with Techonology

Targeted Barriers to Achieving the Goal

- Limited teacher knowledge of using techonology in the classroom.

Plan to Monitor Progress Toward the Goal

Technology usage in classrooms through walk-throughs.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Successful usage of technology daily in 70% of classrooms.

G3. We will improve writing percent satisfactory of higher on the FCAT Writes to 70% of students scoring satisfactory.

Targets Supported
- Writing

Resources Available to Support the Goal
- Meliisa Forney Resources, Author's Night, Being a Writer Series, & a writing committee.

Targeted Barriers to Achieving the Goal
- Lack of training in curriculum materials
- No writing committee.

Plan to Monitor Progress Toward the Goal

Monitor writings samples using created rubrics. Lake District Writing Samples will be used in conjunction with Rubrics.

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
70% of students receiving satisfactory scores.

Action Plan for Improvement

Problem Solving Key

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

G1. We will have 65% of students score satisfactory or higher on FCAT Math 2.0. This will be acheived through Thinking Math, which incorporates strategies in problem solving and Math mentoring activities on campus.

G1.B1 Lack of student prior knowledge

G1.B1.S1 Focus on fluency of skills. Stress the importance of fact mastery. Policy of teaching to mastery

Action Step 1

Will adhere to a 70% of the class mastery policy prior to moving on to the next skill.

Person or Persons Responsible

Teacher, administrators, and staff

Target Dates or Schedule

Daily

Evidence of Completion

Teacher lesson plans, and grades/

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

Submit grades

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quartlerly

Evidence of Completion

Evidence of class mastery of benchmarks and skills prior to moving on.

Plan to Monitor Effectiveness of G1.B1.S1

Walkthroughs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Grades and performance data on state and district assessment with 70% of class mastering benchmarks.

G1.B2 Attendance Issues

G1.B2.S1 Use the County Policy to follow up with attendance issues. Use the RAC form and involve Guidance and Social Workers as necessary.

Action Step 1

Monitor Attendance

Person or Persons Responsible

Improve attendance for students who have excessive absenteeism.

Target Dates or Schedule

Daily

Evidence of Completion

Attendance Record

Plan to Monitor Fidelity of Implementation of G1.B2.S1

RAC form and teacher referral

Person or Persons Responsible

Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Improved student attendance

Plan to Monitor Effectiveness of G1.B2.S1

Number of RAC forms, and attendance meetings

Person or Persons Responsible

Guidance Conselor

Target Dates or Schedule

Quartlerly

Evidence of Completion

Improved attendance for those with 10 or more absences.

G1.B3 Lack of Materials for learning

G1.B3.S1 Create a "Check-Out" room in the school where teachers have access to a variety of hands-on materials.

Action Step 1

Compile materials and organize by topic

Person or Persons Responsible

Committee of teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

"check-out" room completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Monitor materials for check out and compile list of additional necessary materials.

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

Quartlery

Evidence of Completion

Successful completion of room. Availability of check-out and frequency of use.

Plan to Monitor Effectiveness of G1.B3.S1

Monitor material frequency of check-out

Person or Persons Responsible

Media Specialist

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers utilizing materials.

G2. We will increase teacher knowledge and understanding of how to reach 21st century learners and increase motivation and participation in utilizing technology effectively in 70% of classrooms on a daily basis.

G2.B1 Limited teacher knowledge of using techonology in the classroom.

G2.B1.S1 Frequent PLC's and book study on the usage of technology in the classroom.

Action Step 1

Implement PLC's and book study relating to technology in the classroom.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets for PLC's.

Facilitator:

Watts

Participants:

Leadership Team

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

Monitor professional development through teacher feedback and attendance.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Successful completion of technology PLC by each teacher on campus.

Plan to Monitor Effectiveness of G2.B1.S1

Review attendance and participation in PLC's. Frequent feedback from teachers utilizing surveys on PLC effectiveness.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Successful feedback on PLC's and attendance in PLC.

G3. We will improve writing percent satisfactory of higher on the FCAT Writes to 70% of students scoring satisfactory.

G3.B1 Lack of training in curriculum materials

G3.B1.S1 Create a writing committee that will target a grade level specific writing plan.

Action Step 1

Train teachers in current writing materials by utilizing Lake Writes! and the NGSS connection cards.

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Create a writing committee and contact curriculum trainers.

Evidence of Completion

100% of teachers participate in training

Facilitator:

Literacy Coach

Participants:

Literacy Coach

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

Monitor creation of writing committee and implementation of school-wide training.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Completion of tasks as described.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor writing samples for satisfactory writing rubric scores. Target students not meeting standards for remediation

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Percent of student scoring in the satisfactory range for writing scores in grade 4.

G3.B1.S2 Receive training for all staff in the "Being A Writer" program.

Action Step 1

Receive Training in utilizing the Being a Writer Program

Person or Persons Responsible

Grade Chairs who will train the rest of their grade level.

Target Dates or Schedule

Yearly

Evidence of Completion

Successful Training Completion. Evidence of presentation to their grade level team.

Facilitator:

Currently Trained Teachers

Participants:

Grade Level Chairs

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Review Attendance and Participation in Being A Writer Training

Person or Persons Responsible

Administration

Target Dates or Schedule

Upon Completion of Training

Evidence of Completion

Successful Training of all Teachers

Plan to Monitor Effectiveness of G3.B1.S2

Monitor Usage of Being a Writer Program

Person or Persons Responsible

Grade Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Feedback on Usage of Being a Writer Program

G3.B2 No writing committee.

G3.B2.S1 Create a writing committee that will create grade level writing plans, grade level writing prompts, and rubrics for the expectations for writing at that level.

Action Step 1

Meet to Develop a Grade Level Writing Plan

Person or Persons Responsible

Volunteers from Grade Levels & the Literacy Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Documentation of Grade Level Writing Plan and Rubric

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Review Progress of Writing Plan

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Writing Plan and Rubrics in Grades Kindergarten through 5th.

Plan to Monitor Effectiveness of G3.B2.S1

Review Writing Sample Scores

Person or Persons Responsible

Administration/Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Improved Writing Sample Scores in Grades K-5

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

Our guidance counselor coordinates the programs related to Title X Homeless and Migrant students. They work closely with our school social worker to ensure that the programs, resources, and family services are in place to support the families. Our school participates in the Too Good for Violence Program which is coordinated by our Curriculum Resource Teacher. All students in grades K- 5 participate in this program. We also have a Bully Prevention Program that students participate in.

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. We will increase teacher knowledge and understanding of how to reach 21st century learners and increase motivation and participation in utilizing technology effectively in 70% of classrooms on a daily basis.

G2.B1 Limited teacher knowledge of using techonology in the classroom.

G2.B1.S1 Frequent PLC's and book study on the usage of technology in the classroom.

PD Opportunity 1

Implement PLC's and book study relating to technology in the classroom.

Facilitator

Watts

Participants

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in sheets for PLC's.

G3. We will improve writing percent satisfactory of higher on the FCAT Writes to 70% of students scoring satisfactory.

G3.B1 Lack of training in curriculum materials

G3.B1.S1 Create a writing committee that will target a grade level specific writing plan.

PD Opportunity 1

Train teachers in current writing materials by utilizing Lake Writes! and the NGSS connection cards.

Facilitator

Literacy Coach

Participants

Literacy Coach

Target Dates or Schedule

Create a writing committee and contact curriculum trainers.

Evidence of Completion

100% of teachers participate in training

G3.B1.S2 Receive training for all staff in the "Being A Writer" program.

PD Opportunity 1

Receive Training in utilizing the Being a Writer Program

Facilitator

Currently Trained Teachers

Participants

Grade Level Chairs

Target Dates or Schedule

Yearly

Evidence of Completion

Successful Training Completion. Evidence of presentation to their grade level team.

Appendix 2: Budget to Support School Improvement Goals