



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Clermont Elementary School

680 E HIGHLAND AVE

Clermont, FL 34711

352-394-2706

<http://lake.k12.fl.us/cel>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 62%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A	2009-10 A
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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
Prevent	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Clermont Elementary School

Principal

Cleamstine Caple

School Advisory Council chair

Jennifer Gedraitis

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

Name	Title
Cleamstine Caple	Principal
Susan Jordan	Assistant Principal
Tiffany Gisondi	Guidance Counselor
Susan Tillery	Curriculum Resource Teacher
Barbara Bobo	ESE School Specialist

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

- 1 Community Business Leader
- 2 Teacher/Administrator
- 1 Staff
- 7 Parents

Involvement of the SAC in the development of the SIP

Committees were formed from the school's leadership team and various grade level teachers who discussed the data, AMO's, resources, barriers, and strategies. Each committee developed goals for the school year and a professional development plan was created to meet the needs of those goals. The School Improvement Plan was developed and presented to the SAC for discussion and input. The SAC gave input and the various areas of concern were discussed and revisions were made. The plan was then emailed out each SAC member for further review.

Activities of the SAC for the upcoming school year

SAC members monitor both the School Improvement Plan and the Professional Development Plan, student achievement, expenditure of funds, and advise and give input/direction on the focus and mission of the school. Many of our SAC members also volunteer during the school day.

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

N/A

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:

Cleamstine Caple

Principal	Years as Administrator: 29	Years at Current School: 24
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Credentials

B.A.
M.A.
Ed. Specialist
Certifications: Elementary Education (Grades 1 - 6), ESOL Endorsement, School Principal (All Levels)

Performance Record

10/11, 11/12, 12/13
School Grade A, B, C
High Standards in Reading 53%, 50%, 51%
High Standards in Math 57%, 57%, 57%
High Standards in Writing 87%, 82% (45% Using Standards), 39%
High Standards in Science 50%, 50%, 45%
% Making Learning Gains in Reading 63%, 61%, 65%
% Making Learning Gains in Math 72%, 65%, 68%
% Lowest 25% Making Gains in Reading 56%, 67%, 68%
% Lowest 25% Making Gains in Math 72%, 65%, 68%
AYP 87%
AMO Reading 50%
AMO Math 54%

Susan Jordan

Asst Principal

Years as Administrator: 1

Years at Current School: 0

Credentials

BS – Secondary Math Education
 M.Ed. Educational Leadership
 Certifications: Mathematics (Grades 6 - 12), Educational Leadership (All Levels)

Performance Record

2012-2013 Assistant Principal Treadway Elementary School
 School Grade B
 Reading Proficiency 65%
 Math Proficiency 68%
 Writing Proficiency 48%
 Science Proficiency 56%
 Reading Gains 68%
 Math Gains 77%
 Reading Gains Lowest 25%---59%
 Math Gains Lowest 25%---75%
 2011-2012 Instructional Dean Treadway Elementary School
 School Grade A
 Reading Proficiency 63%
 Math Proficiency 69%
 Writing Proficiency 74%
 Science Proficiency 59%
 Reading Gains 73%
 Math Gains 83%
 Reading Gains Lowest 25%---78%
 Math Gains Lowest 25%---83%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Susan Tillery		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4
Areas	Other	
Credentials	Curriculum Resource Teacher B.A. in Elementary Education M.Ed in Early Childhood Specialist in Educational Leadership Early Childhood (Nursery - Kindergarten) Educational Leadership (All Levels) Elementary Education (Grades 1 - 6) ESOL Endorsement (Grades K - 12) Exceptional Student Education (Grades K - 12)	
Performance Record	N/A as a CRT	

Classroom Teachers

# of classroom teachers	32
# receiving effective rating or higher	32, 100%
# Highly Qualified Teachers	100%
# certified in-field	32, 100%
# ESOL endorsed	30, 94%
# reading endorsed	5, 16%
# with advanced degrees	11, 34%
# National Board Certified	1, 3%
# first-year teachers	0, 0%
# with 1-5 years of experience	6, 19%
# with 6-14 years of experience	16, 50%
# with 15 or more years of experience	7, 22%

Education Paraprofessionals**# of paraprofessionals**

13

Highly Qualified

13, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

11

receiving effective rating or higher

11, 100%

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

Clermont Elementary School seeks to employ highly qualified personnel for each position. Each candidate is screened and interviewed by administration, with attention given to recommendations and references.

Administration and/or assigned staff attend the C2 Ready Collaborative Cohort meetings as scheduled, train the faculty in Professional Learning Communities, and oversee the implementation of the strategies throughout the school year.

TQR will attend district meetings to provide ongoing support for newer teachers.

Literacy Coach, CRT, and administration will work with grade level teachers conducting data chats and assisting with strategies to help improve student achievement.

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

Clermont Elementary School currently has no first year teachers. Teachers in their second of teaching are provided support by having a continuing mentor and common plan time with grade level teams and content planning in PLC's.

If a new teacher is hired, then the following procedure takes place.

- Clermont Elementary School offers a nurturing work environment and support for all new hires. All instructional staff new to CES participates in a welcome meeting and Teacher Orientation Program.
- A variety of professional development opportunities are embedded throughout the school year by the school and by the district.
- We have 3 National Board Certified Teachers and 10 Clinical Education trained teachers who participate in mentoring activities with new teachers.
- District policy for hiring staff is followed and everyone hired is highly qualified.

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 MTSS team met with administration to help develop the SIP. We discussed what the needs of the faculty and staff are and what professional development and training we can provide.

The MTSS team will look closely at school-wide data and determine areas that need to be addressed. If it is a curriculum issue, a plan to change the delivery of curriculum will be made and progress will be monitored to determine if the changes were successful. If it is determined that an individual student is having difficulty, the team will work with the classroom teacher in the implementation of a research-based intervention and decide the most effective way to monitor the progress. If after reviewing the progress monitoring data the intervention is unsuccessful, a different or more intensive intervention is then implemented. Progress will be monitored more often to determine success. The team will meet with each teacher at minimum three times this year. These meetings will occur after FAIR and benchmark testing. Overall, the team will collaborate with teachers to look at data to identify students who need support, provide teachers assistance in determining appropriate interventions for students, assist in data collection and facilitating the graphing data, assist in monitoring the implementation of intervention programs, provide required observations and provide support of parent teacher conferences if needed, and will monitor and document required parent involvement in the MTSS process.

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

Administration: Ms. Caple (Principal), Mrs. Jordan (Assistant Principal) - provides support to the faculty through the MTSS process, oversees the fidelity of the MTSS process, and will provide professional development for the faculty when needed.

Guidance Counselor: Tiffany Gisondi - MTSS School-Based Coordinator - coordinates meetings and notifies members of dates and times and provides support for the teachers throughout the MTSS process.

Literacy Coach: Vacant - helps identify strategies, resources, and materials for reading interventions.

Curriculum Resource Teacher: Susan Tillery - identifies strategies, resources, and materials for academic interventions.

School Psychologist: Kindal Chappell - participates in collection of data, helps with analysis of data, provides support in the data-based decision making process, consults and meets with parents when needed, and provides professional development to the faculty if needed.

Speech Language Pathologist: Beth Bond - provides professional development to the team, individual grade levels, or the whole faculty on identifying language concerns, effective language interventions, and how to provide resources for students who are struggling with language development when needed.

School Social Worker: Jane Boyack - provides resources when needed to support children and families with academic, emotional, behavioral, and social concerns.

General Education Teachers: provides the team with information regarding common core curriculum, instruction, participates in data collection, and provides interventions for students.

Exceptional Student Education Teachers - collaborates with general education teachers when needed to best meet the needs of students in the MTSS process.

ESE School Specialist - provides knowledge on ESE programs, provides input on students who may already be in an ESE program, but are in Rtl for something else, provides ideas, resources, and strategies to assist students who are struggling academically or behaviorally.

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

The leadership team will meet regularly to discuss progress of students and to check required paperwork throughout the MTSS process. Throughout the year, we will hold data chat meetings with each grade level to discuss concerns and plans for group or individual interventions, and update the school

improvement plan as necessary to meet the academic needs of our students. The MTSS coordinator will also utilize MTSS Star to monitor the progress of students who are in the MTSS process, providing the opportunity for the coordinator to check that the paperwork is being documented.

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

RTI 1: The team uses benchmark, FAIR, and FCAT data to determine which school-wide curriculum areas need to be addressed. Teachers access classroom data through PMRN and Edusoft. Grade level data chats are conducted to ensure fidelity for tier 1 students. Support is provided by the RTI team, including the CRT and Literacy Coach.

RTI 2 & 3: Teachers will use the data gathered by monitoring progress to determine if students are being successful. A data base with all RTI 2 and 3 students will be maintained by the MTSS coordinator. This database will be used to track progress and assist in the scheduling of students who need individual meetings. The MTSS coordinator will also monitor the MTSS process through the use of MTSS Star. Administration and members of the school leadership team will monitor attendance, office discipline referrals, and out of school suspensions as part of the Positive Behavior Support System. Data will be relayed to stakeholders periodically throughout the school year, and interventions will be provided as needed.

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

The leadership team will continue to provide resources, inservices, and opportunities to meet with teachers to discuss and assist in the implementation of interventions that are research based and targeted toward academic and behavioral deficits. Professional development will be provided for teachers throughout the school year.

Parents are invited to RTI meetings and are part of the problem-solving team. Interventions and strategies are explained to the parents and student data is provided to aid in the understanding of the necessity of the 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: 3,420

Third Grade students who qualify for the United Way Program will participate in after school enrichment. The program will run approximately eight students per teacher with six teachers providing instruction in reading. The program will begin in mid-October and extend until the week prior to FCAT 2.0 testing. Students will stay after school two days per week for an hour and a half each day resulting in fifty-seven hours of reading enrichment.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The leadership team will select students for the program based off of the Lake County Reading Baseline Assessment and/or teacher recommendation. The LBA Baseline test will be used as a pre-test, the LBA Midyear Reading Assessment will be used as a midyear data point, and both the LBA End of Year test and FCAT 2.0 Reading will be used as a final assessment to determine the effectiveness of this strategy. Additionally, teachers will use observation and provide input throughout the program to determine if any changes need to be made to the strategy.

Who is responsible for monitoring implementation of this strategy?

Clermont Elementary School Leadership Literacy Team will monitor the implementation of this strategy. Teachers and the CRT will be responsible for monitoring the data throughout the program, and school administration will be responsible for monitoring the fidelity and success of the program.

Strategy: Before or After School Program

Minutes added to school year: 1,800

Title I Math Tutoring will be held after school for students in 3rd, 4th, and 5th grades for 1.5 hours per week for ten weeks. Title I Reading Tutoring will be held after school for students in 4th and 5th grades for 1.5 hours per week for ten weeks. The program will provide funding for six teachers, two per grade level, and will run ten weeks prior to FCAT 2.0 Math and Reading tests.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students will qualify for the Title I Tutoring program based on eligibility for the program. Data analysis will be conducted by the Literacy Coach and CRT to determine students who are in need of Academic Assistance. Eligibility will be determined by 2013 FCAT 2.0 scores, Lake County Math and Reading Baseline Assessment Scores, and teacher recommendations. The LBA Midyear and End of Year Assessments, as well as, teacher observations and classroom performance will determine the effectiveness of the program.

Who is responsible for monitoring implementation of this strategy?

Clermont Elementary School Leadership Literacy Team will monitor the implementation of this strategy. Teachers and the CRT will be responsible for monitoring the data throughout the program, and school administration will be responsible for monitoring the fidelity and success of the program.

Literacy Leadership Team (LLT)

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

Name	Title
Cleamstine Caple	Principal
Susan Jordan	Assistant Principal
Tiffany Gisondi	Guidance
Susan Tillery	Curriculum Resource Teacher
Barbara Bobo	ESE School Specialist

How the school-based LLT functions

The Leadership Literacy Team meets weekly to discuss literacy concerns, reading concerns, data, interventions, and RTI. The team plans in-house workshops for teachers with topics aligned with the FCIM. Test score disaggregation will be used to drive instruction and to development curriculum timelines in order to provide clear instructional focus in the classroom.

Major initiatives of the LLT

Our major initiative this school year is to reach and exceed our AMO targets in reading for 3rd, 4th, and 5th grade students and to provide a solid foundation in reading skills for Kindergarten, 1st, and 2nd grade students. We will also utilize the 3rd grade initiative to reach the lower quartile students to assist

them in reaching our AMO target in reading. By working with our students, our goal is to reach an A status by state standards.

Every Teacher Contributes to Reading Instruction

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

To ensure that every teacher is contributing to the reading improvement of every student our school has provided the opportunity for teachers to plan together with team planning. This is one way to ensure teachers are incorporating rigorous activities and assessments in their curriculum.

Our school also incorporates Panther Challenge in the daily schedule of all classrooms providing teachers the opportunity to work in flex groups and implement more intensive reading interventions for students.

Teachers are also participating in various Professional Learning Communities to further develop their skills in the use of complex text across all content areas.

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

Clermont Elementary School has 2 Pre-K units.

- Two exceptional student education units provide service for students with special needs, 1 Title 1 unit provides Pre-K services for those students qualifying as low socio economic. The Pre-K Handicapped program used the Brigance Inventory of Early Learning to measure student abilities.
- Students are placed in the program based on chronological age. Their curriculum focuses on social skills, age appropriate pre-writing, reading, and math skills.
- Clermont Elementary regular Pre-K units use High/Scope Child Observation Record to measure student achievement performance. Reading, Math, Science and Social Studies are part of the Discovery Curriculum. This curriculum allows students to experience a smooth transition to Kindergarten.
- The VPK classes are funded through the state's Voluntary Pre-Kindergarten Program/Title 1. The Pre-Kindergarten ESE classes are funded through IDEA.
- Teachers communicate with parents through newsletters and notes home. Each Pre-K teacher conducts articulation meetings with the parents.
- Clermont Elementary invites area preschools to visit the Kindergarten classes during the spring to get them ready for school. CES also holds Pre-K and Kindergarten Round Up activities in the spring to allow parents to register their students early for the following 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

N/A

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

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

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	61%	51%	No	65%
American Indian				
Asian	76%	69%	No	78%
Black/African American	49%	54%	Yes	54%
Hispanic	48%	38%	No	54%
White	74%	57%	No	77%
English language learners	38%	26%	No	44%
Students with disabilities	52%	41%	No	57%
Economically disadvantaged	53%	45%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	22%	25%
Students scoring at or above Achievement Level 4	86	29%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		17%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		83%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	111	62%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	29	63%	69%

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)	19	59%	21%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	38%	13%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		10%

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	37	39%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	57%	57%	Yes	61%
American Indian				
Asian	58%	69%	Yes	63%
Black/African American	44%	49%	Yes	50%
Hispanic	44%	53%	Yes	50%
White	73%	64%	No	75%
English language learners	41%	58%	Yes	47%
Students with disabilities	56%	41%	No	60%
Economically disadvantaged	48%	51%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	26%	29%
Students scoring at or above Achievement Level 4	85	28%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		33%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	115	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	63%	69%

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	21	21%	23%
Students scoring at or above Achievement Level 4	24	24%	27%

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)	7		8
Participation in STEM-related experiences provided for students	604	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	36	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	21	4%	3%
Students who are not proficient in reading by third grade	51	53%	48%
Students who receive two or more behavior referrals	24	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	1%

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

FCAT 2.0 Nights - Parents will receive information on FCAT content and expectations.

Data Parent/Teacher Conferences - Teachers will discuss each child's assessment results, expectations and goals for the school year.

Reading is Freedom Night - Parents will receive materials and modeling of literacy activities that can be used in the home.

Parent Resource Room Conferences/Prescription Pad - Classroom teachers will identify skills that parents can help with at home. The FSL will help parents choose appropriate materials.

iMOM and All Pro Dad - Increased parent involvement and improved student achievement.

Curriculum Family Events - Increased parent involvement and improved student achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reading is Freedom Night	71	13%	23%
Love to Write Night	56	8%	18%
STEM Around the World	81	15%	25%
Parent Resource Room	38	11%	22%

Area 10: Additional Targets**Additional targets for the school**

Clermont Elementary School will implement and participate in the the Safe School's district wide bullying program, Bully-Proofing Your School.

Clermont Elementary School will increase the use of technology school-wide by implementing and participating in the use of Safari Montage and utilizing resources from InSync.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Bully-Proofing Your School - All Students (560)	0	0%	100%
Bully-Proofing Your School - All Faculty and Staff (78)	0	0%	100%
Safari Montage - All Classrooms (32)	0	0%	100%
Safari Montage - All Faculty (36)	0	0%	100%
InSync - All Classrooms (32)	0	0%	100%

Goals Summary

- G1.** Safe Schools: To maximize resources and provide opportunities for children to make good decisions about their health, safety, personal and civic responsibilities, and goals for the future.
- G2.** Instructional Technology: To have a technology enriched learning environment for all teachers, students, and families.
- G3.** Math Goal: All students designated in Achievement Level 3 or higher, in the lowest 25%, and/or outlined in targeted subgroups in 3rd - 5th grades will increase their performance results by meeting or exceeding the state AMO targets on the 2014 FCAT 2.0.
- G4.** Writing Goal: 90% of 4th grade students will score proficient in writing based on Florida Writes Assessment.
- G5.** Science Goal: The number of students scoring level Achievement Level 3 or higher will increase by 10%
- G6.** STEM Goal: Student participation will increase in STEM related activities and lessons helping to increase math and science achievement on the 2014 FCAT 2.0.
- G7.** CELLA Goal: The percentage of scoring at the proficient level in listening/speaking, reading, and writing will increase by 10% as measured by the 2014 CELLA assessment.
- G8.** Reading Goal #1: Students scoring at Achievement Level 3 in reading will increase by 10% as measured by the 2014 FCAT 2.0.
- G9.** Reading Goal #2: Students scoring at or above Achievement Levels 4 in reading will increase by 10% as measured by the 2014 FCAT 2.0.
- G10.** Reading Goal #3: The percentage of students making learning gains in reading will increase by 5% as measured by the 2014 FCAT 2.0.
- G11.** Reading Goal #4: The percentage of students in lowest 25% making learning gains in reading will increase by 5% as measured by the 2014 FCAT2.0.
- G12.** Reading Goal #5: Student subgroups by ethnicity (Asian, Black, Hispanic, and White) not making satisfactory progress in reading. Each subgroup will meet or exceed the State AMO performance target set for the 2013-14 school year.
- G13.** Reading Goal #6: English Language Learners (ELL) making satisfactory progress in reading will increase to 44% as measured by the 2014 FCAT 2.0.
- G14.** Reading Goal #7: Students with Disabilities (ESE) making satisfactory progress in reading will increase to 57% as measured by the 2014 FCAT.

- G15.** Reading Goal #8: Economically Disadvantaged students making satisfactory progress in reading will increase to 57% as measured by the 2014 FCAT 2.0.

Goals Detail

G1. Safe Schools: To maximize resources and provide opportunities for children to make good decisions about their health, safety, personal and civic responsibilities, and goals for the future.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Bully-Proofing Your School
- Too Good for Drugs
- Too Good for Violence
- School Safety Committee
- Speak Out Hotline
- PBS/Champs

Targeted Barriers to Achieving the Goal

- School wide strategies for dealing with Bullying Prevention

Plan to Monitor Progress Toward the Goal

The Leadership Team will monitor the surveys, reporting forms, referrals and lesson plans to ensure success of the strategies being taught and reviewed throughout the school year. Successful/Unsuccessful implementation will be determined by the results of the data collected and adjustments/reteaching of strategies will be made when necessary.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports

G2. Instructional Technology: To have a technology enriched learning environment for all teachers, students, and families.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- 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)
- Science
- Science - Elementary School
- STEM
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- InSync
- Safari Montage
- Smart Boards, Airliners, Tablets, Computers, IPADs, Student Response Systems - Clickers
- Title One Resource Room
- Academic websites
- MyOn Reader

Targeted Barriers to Achieving the Goal

- Parent and student access to technology out side of school
- Time for teacher collaboration
- Parental resources to assist children

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. Math Goal: All students designated in Achievement Level 3 or higher, in the lowest 25%, and/or outlined in targeted subgroups in 3rd - 5th grades will increase their performance results by meeting or exceeding the state AMO targets on the 2014 FCAT 2.0.

Targets Supported

- 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)

Resources Available to Support the Goal

- Teachers will use Mini Achieves in Edusoft for formative assess and reteaching
- Teachers will build fluency math practice into daily math block
- Provide training for teachers on technology tools which promote student engagement and /or collaboration with the use of clickers, SMARTboards and interactive boards
- Strengthen reading in the content area through the staggering of Panther Challenge / Adult Resources
- InSync resources available for teachers, students, and parents
- Task Cards
- C2 Connection Cards
- Additional teacher assistant hired with SAI funds to support math lab

Targeted Barriers to Achieving the Goal

- Students lack prerequisite skills and strategies for problem solving.
- Students proficient in math are still scoring below grade level because they are struggling with reading in the content area.

Plan to Monitor Progress Toward the Goal

Leadership team will progress monitor student data throughout the school year. Successful implementation will be evidenced through progress shown in assessment results. Program will be adjusted as needed.

Person or Persons Responsible

Administration, CRT, Literacy Coach

Target Dates or Schedule:

October 2013 - June 2014

Evidence of Completion:

2014 FCAT 2.0, Lesson Plans, Lake County Benchmark Assessments, Edusoft Benchmark Mini-Assessments

G4. Writing Goal: 90% of 4th grade students will score proficient in writing based on Florida Writes Assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- Lake Writes county-wide writing initiative
- Resource teachers
- Wonders reading series with writing components
- iPad writing tools
- Thinking Maps Language
- Safari Montage

Targeted Barriers to Achieving the Goal

- Students who score below level on writing lack efficient planning, drafting, revising, and editing. These students often lack organization and understanding of how paragraphs work together and build to a larger point. Additionally, sentence variation, knowledge of wide vocabulary, topic development, and the purposeful use of narrative, persuasive, or expository writing also are deficient.

Plan to Monitor Progress Toward the Goal

Data will be collected throughout the school year from classroom writing assessments, Lake Write assessments, and Benchmark results. Changes will be implemented as needed.

Person or Persons Responsible

Administration, CRT, Literacy Coach

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Lesson plan checks, data chats, Edusoft data, Lake Benchmark data, grade level meetings, mini-assessments, LAKE Writes assessments and writing samples

G5. Science Goal: The number of students scoring level Achievement Level 3 or higher will increase by 10%

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Lab
- Science Curriculum

Targeted Barriers to Achieving the Goal

- Students lack background knowledge and vocabulary in science concepts.

Plan to Monitor Progress Toward the Goal

Data will be collected and monitored throughout the school year through Lesson Plans, Lake County Benchmark Assessments, and Mini-Benchmark Assessments.

Person or Persons Responsible

Administration, CRT, Literacy Coach

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Lesson Plans, Lake County Benchmark Assessments, and Mini-Benchmark Assessments.

G6. STEM Goal: Student participation will increase in STEM related activities and lessons helping to increase math and science achievement on the 2014 FCAT 2.0.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- STEM Bowl for 3rd, 4th, and 5th grades
- Math/Science Curriculum
- Science Lab
- Task Cards

Targeted Barriers to Achieving the Goal

- Teachers have lack of experience in leading students through hands-on activities in math, science, and technology

Plan to Monitor Progress Toward the Goal

Administration will evaluate results using lesson plans, assessments, and lesson plan meeting minutes.

Person or Persons Responsible

Administration

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

Lake County Benchmark Assessments, 2014 FCAT 2.0, Lesson Plans

G7. CELLA Goal: The percentage of scoring at the proficient level in listening/speaking, reading, and writing will increase by 10% as measured by the 2014 CELLA assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- ELL Aide
- Differentiated Instruction
- Teacher using ESOL strategies during instruction
- Staggering of Panther Challenge times to provide adult resources to support and assist in the class
- Learn 360-Teachers build background knowledge prior to instruction.
- Rosetta Stone
- InSync resources available for teachers, students, and parents

Targeted Barriers to Achieving the Goal

- Lack of multiple language curriculum resources

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring of ELL Aide, Rosetta Stone usage, Lesson Plans; programs will be adjusted as needed

Person or Persons Responsible

CRT, Administration

Target Dates or Schedule:

August 2013 - June 2014

Evidence of Completion:

ELL Aide Schedule, Rosetta Stone usage reports, Lesson Plans, CELLA Testing

G8. Reading Goal #1: Students scoring at Achievement Level 3 in reading will increase by 10% as measured by the 2014 FCAT 2.0.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom
- First Book distribution two to three times a year – each student receives a book they can keep at home
- Title I Resource Room with materials and books available to students and their families as well as staff
- Software programs including McGraw-Hill, MyOn, Read Naturally, and Renaissance Place
- InSync resources for teachers, students, and parents
- Benchmark Task Cards Grades 3-5

Targeted Barriers to Achieving the Goal

- Knowledge about Benchmark Taskcards

Plan to Monitor Progress Toward the Goal

Teachers will use ongoing progress monitoring to check their knowledge of how well the Thinking Maps are working to help them implement the Lake County Benchmark Taskcards in all content areas of the curriculum.

Person or Persons Responsible

Students Teachers

Target Dates or Schedule:

August 2013 through May 2014

Evidence of Completion:

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

G9. Reading Goal #2: Students scoring at or above Achievement Levels 4 in reading will increase by 10% as measured by the 2014 FCAT 2.0.

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Staggering of Panther Challenge – school wide scheduled time for all students to do FCAT 2.0 higher level complexity work and activities – so each grade level has more teacher resources available to provide support and assistance in the classroom
- Cross curricular lessons linking literature to history
- Title I Resource Room with materials and books available to students and their families as well as staff
- Software programs including McGraw-Hill, MyOn, Read Naturally, Renaissance Place, and Water Odyssey
- Junior Great Books – An Introduction to Shared Inquiry
- Use of 6th-8th grade level materials for higher order thinking skills
- Use of more informational complex text
- Online websites for lessons using complex text including CPALMS and EBSCO. Reading A-Z for 1st grade and grade chairs

Targeted Barriers to Achieving the Goal

- Not enough complex text materials available for students reading several years above grade level

Plan to Monitor Progress Toward the Goal

The following assessments will be used to monitor student progress: Ongoing Progress Monitoring, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5.

Person or Persons Responsible

Administration, Staff, CRT, Teachers, Literacy Coach

Target Dates or Schedule:

August 2013 through May 2014

Evidence of Completion:

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Classroom Walkthroughs, Lesson Plans

G10. Reading Goal #3: The percentage of students making learning gains in reading will increase by 5% as measured by the 2014 FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom
- First Book distribution two to three times a year – each student receives a book they can keep at home
- Title I Resource Room with materials and books available to students and their families as well as staff
- Software programs including Orchard, Classworks, Destination Reading, Earobics, McGraw-Hill, MyOn, Read Naturally, and Renaissance Place
- Use of the following programs for interventions: Reading Mastery Corrective Reading Decoding SRA Early Interventions
- Additional Teachers to provide support through Title I program.
- Use Benchmark Task Cards Grades 3-5 to increase rigor

Targeted Barriers to Achieving the Goal

- Licenses/updates for continued use of software programs

Plan to Monitor Progress Toward the Goal

Software program progress monitoring tool, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Person or Persons Responsible

Leadership Team, Classroom Teachers

Target Dates or Schedule:

August 2013 through May 2014

Evidence of Completion:

Reports generated by software programs, Classroom Walkthroughs, Lesson Plans

G11. Reading Goal #4: The percentage of students in lowest 25% making learning gains in reading will increase by 5% as measured by the 2014 FCAT2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom
- First Book distribution two to three times a year – each student receives a book they can keep at home
- Title I Resource Room with materials and books available to students and their families as well as staff
- Software programs including Orchard, Classworks, Destination Reading, Earobics, McGraw-Hill, MyOn, Read Naturally, and Renaissance Place
- Use of the following programs for interventions: Reading Mastery Corrective Reading Decoding SRA Early Interventions
- United Way Reading Enrichment Grant for 3rd Grade lower quartile
- Use Benchmark Task Cards Grades 3-5 to increase rigor

Targeted Barriers to Achieving the Goal

- Additional needed time with lower quartile students, and time/resources for teachers to share effective strategies for teaching students in the lowest 25% of making learning gains
- Licenses/updates for continued use of software programs
- Availability of community volunteers and resources

Plan to Monitor Progress Toward the Goal

The following assessments will be used to monitor student progress: Ongoing Progress Monitoring, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Person or Persons Responsible

Administration, United Way, CRT, Teachers, Literacy Coach

Target Dates or Schedule:

August 2013 through June 2014

Evidence of Completion:

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Meeting agendas and minutes

G12. Reading Goal #5: Student subgroups by ethnicity (Asian, Black, Hispanic, and White) not making satisfactory progress in reading. Each subgroup will meet or exceed the State AMO performance target set for the 2013-14 school year.

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom
- First Book distribution two to three times a year – each student receives a book they can keep at home
- Title I Resource Room with materials and books available to students and their families as well as staff
- Software programs including Rosetta Stone, English in a Flash, Orchard, Classworks, Destination Reading, Earobics, McGraw-Hill, MyOn, Read Naturally, and Renaissance Place
- Use of the following programs for interventions: Reading Mastery Corrective Reading Decoding SRA Early Interventions
- InSync resources available for teachers, students, and parents
- Use Benchmark Task Cards to increase rigor

Targeted Barriers to Achieving the Goal

- Knowledge about Common Core and availability of complex text

Plan to Monitor Progress Toward the Goal

The following assessments will be used to monitor student progress: Ongoing Progress Monitoring, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5.

Person or Persons Responsible

Classroom Teachers, Students CRT, Literacy Coach, Administration

Target Dates or Schedule:

August 2013 through May 2014

Evidence of Completion:

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

G13. Reading Goal #6: English Language Learners (ELL) making satisfactory progress in reading will increase to 44% as measured by the 2014 FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom
- First Book distribution two to three times a year – each student receives a book they can keep at home
- Title I Resource Room with materials and books available to students and their families as well as staff
- Software programs including Rosetta Stone, English in a Flash, Orchard, Classworks, Destination Reading, Earobics, McGraw-Hill, MyOn, Read Naturally, and Renaissance Place
- Use of the following programs for interventions: Reading Mastery Corrective Reading Decoding SRA Early Interventions
- ELL Aide
- InSync resources available for teachers, students, and parents
- Use Benchmark Task Cards to increase rigor

Targeted Barriers to Achieving the Goal

- Software programs and online reading websites with materials also in Spanish, Chinese, and any other language our students need

Plan to Monitor Progress Toward the Goal

The following will be used to monitor student progress: Resource usage reports, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5.

Person or Persons Responsible

Administration, Teachers, CRT, Literacy Coach, ELL Teaching Assistant

Target Dates or Schedule:

August 2013 through May 2014

Evidence of Completion:

Resource usage reports, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

G14. Reading Goal #7: Students with Disabilities (ESE) making satisfactory progress in reading will increase to 57% as measured by the 2014 FCAT.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA)

Resources Available to Support the Goal

- Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom
- First Book distribution two to three times a year – each student receives a book they can keep at home
- Title I Resource Room with materials and books available to students and their families as well as staff
- Software programs including Orchard, Classworks, Destination Reading, Earobics, McGraw-Hill, MyOn, Read Naturally, and Renaissance Place
- Use of the following programs for interventions: Reading Mastery Corrective Reading Decoding SRA Early Interventions

Targeted Barriers to Achieving the Goal

- Identified learning and cognitive disabilities that effect processing, comprehension, fluency, and vocabulary knowledge.

Plan to Monitor Progress Toward the Goal

The following assessments will be used to monitor student progress: Ongoing Progress Monitoring, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5.

Person or Persons Responsible

Administration, Teachers, CRT, Literacy Coach

Target Dates or Schedule:

August 2013 through May 2014

Evidence of Completion:

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

G15. Reading Goal #8: Economically Disadvantaged students making satisfactory progress in reading will increase to 57% as measured by the 2014 FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA)

Resources Available to Support the Goal

- Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom
- First Book distribution two to three times a year – each student receives a book they can keep at home
- Title I Resource Room with materials and books available to students and their families as well as staff
- Software programs including Orchard, Classworks, Destination Reading, Earobics, McGraw-Hill, MyOn, Read Naturally, and Renaissance Place
- Use of the following programs for interventions: Reading Mastery Corrective Reading Decoding SRA Early Interventions
- Additional teachers and paraprofessionals funded by Title I grant
- Use Benchmark Task Cards to increase rigor for grades 3-5

Targeted Barriers to Achieving the Goal

- Time and resources for teachers to share effective strategies for teaching Economically Disadvantaged students
- Availability of additional personnel and material resources appropriate for the readiness level of students (e.g., teacher manuals, student books and workbooks)

Plan to Monitor Progress Toward the Goal

The following assessments will be used to monitor student progress: Ongoing Progress Monitoring, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5.

Person or Persons Responsible

Administration, Teachers, CRT, Literacy Coach

Target Dates or Schedule:

August 2013 through May 2014

Evidence of Completion:

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Meeting minutes and agendas

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Safe Schools: To maximize resources and provide opportunities for children to make good decisions about their health, safety, personal and civic responsibilities, and goals for the future.

G1.B3 School wide strategies for dealing with Bullying Prevention

G1.B3.S1 Bully-Proofing Your School District Wide Program

Action Step 1

Leadership Team will present Bully-Proofing Your School Implementation Plan to the Safe Schools Committee. The Leadership Team will then train the faculty and staff on the program.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August - September, 2013

Evidence of Completion

Bully-Proofing Your School Implementation Plan, Meeting Agendas, Sign-in sheets, Meeting minutes

Facilitator:

Susan Jordan, Tiffany Gisondi, Susan Tillery

Participants:

Faculty and Staff

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

Safe School Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, resource and materials circulation data, and observations of strategies

Person or Persons Responsible

Susan Jordan

Target Dates or Schedule

August 2013 - June 2014, daily, weekly, monthly

Evidence of Completion

Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports

Plan to Monitor Effectiveness of G1.B3.S1

Safe School Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, resource and materials circulation data, and observations of strategies

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013 - June 2014, Monthly

Evidence of Completion

Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports

G3. Math Goal: All students designated in Achievement Level 3 or higher, in the lowest 25%, and/or outlined in targeted subgroups in 3rd - 5th grades will increase their performance results by meeting or exceeding the state AMO targets on the 2014 FCAT 2.0.

G3.B1 Students lack prerequisite skills and strategies for problem solving.

G3.B1.S2 Panther challenge and adult resources

Action Step 1

Teachers will use ongoing progress monitoring to formulate students in groups for Panther Challenge and differentiate instruction based on student needs.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

2014 FCAT 2.0, Lesson Plans, LBA, Edusoft Benchmark Mini-Assessments, Teacher Observation

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

Use ongoing progress monitoring

Person or Persons Responsible

Administration, CRT, Literacy Coach, Classroom Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

2014 FCAT 2.0, Lesson Plans, LBAs, Edusoft Benchmark Mini-Assessments

Plan to Monitor Effectiveness of G3.B1.S2

Use of progress monitoring

Person or Persons Responsible

Administration, CRT, Literacy Coach

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

2014 FCAT 2.0, Lesson Plans, LBAs, Edusoft Benchmark Mini-Assessments

G3.B3 Students proficient in math are still scoring below grade level because they are struggling with reading in the content area.

G3.B3.S3 Reading enrichment provided after school for students scoring in the lower quartile in both math and reading to help increase knowledge in the math content area.

Action Step 1

3rd Grade students in the lower quartile will be provided reading enrichment as a way to enhance their reading in the content area after school through the United Way Grant. See Budget for United Way Grant in Reading Goal.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Student sign-in sheets, teacher sign-in sheets, teacher lesson plans

Action Step 2

3rd - 5th grade students will be provided math and reading enrichment after school through Title I funds.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

November 2013 - June 2014

Evidence of Completion

Student sign-in sheets, teacher sign-in sheets, teacher lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S3

Leadership team will progress monitor student data throughout the school year.

Person or Persons Responsible

Administration, CRT, Literacy Coach

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Lake County Benchmark Assessments, Edusoft Mini-Benchmark Assessments, Attendance in enrichment program, FCAT 2.0, Lesson Plans

Plan to Monitor Effectiveness of G3.B3.S3

Leadership team will progress monitor student data throughout the school year. Successful implementation will be evidenced through progress shown in assessment results. Program will be adjusted as needed.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Administration

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Lake County Benchmark Assessments, Edusoft Mini-Benchmark Assessments, Attendance in enrichment program, FCAT 2.0, Lesson Plans

G4. Writing Goal: 90% of 4th grade students will score proficient in writing based on Florida Writes Assessment.

G4.B1 Students who score below level on writing lack efficient planning, drafting, revising, and editing. These students often lack organization and understanding of how paragraphs work together and build to a larger point. Additionally, sentence variation, knowledge of wide vocabulary, topic development, and the purposeful use of narrative, persuasive, or expository writing also are deficient.

G4.B1.S1 Two 4th grade teachers will attend the Lake Writes 2013-2014 on-going professional development and return to train faculty at CES.

Action Step 1

(a) Will attend the LAKE Writes 2013-2014 professional development (b) Will train faculty at CES on LAKE Writes 2013-2014 materials and strategies (c) Will teach LAKE Writes curriculum and strategies

Person or Persons Responsible

(a) Venessa King and Karrie Anderson (b) 4th Grade Teachers

Target Dates or Schedule

(a)(b) On-going from August 26, 2013 through February 24, 2014 (c) Daily for 60 minutes

Evidence of Completion

(a) Training Agenda, Sign-in sheets, MIP points (b) Training Agenda, Sign-in sheets, MIP points, lesson plan documentation (c) Lesson plans (d) Observations (e) Exemplars (f) Student work posted

Facilitator:

LCS Academic Services Team, Venessa King, and Karrie Anderson

Participants:

(a) Venessa King and Karrie Anderson (b) 4th Grade Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Ongoing progress monitoring will be conducted including Lesson plan checks, data chats, Edusoft data, Lake Benchmark data, grade level meetings, mini-assessments, LAKE Writes assessments and writing samples

Person or Persons Responsible

Administration, CRT, Literacy Coach

Target Dates or Schedule

August 2013 - June 2014 Weekly, bi-weekly, monthly

Evidence of Completion

Lesson plan checks, data chats, Edusoft data, Lake Benchmark data, grade level meetings, mini-assessments, LAKE Writes assessments and writing samples

Plan to Monitor Effectiveness of G4.B1.S1

Data will be collected from Lesson plan checks, data chats, Edusoft data, Lake Benchmark data, grade level meetings, mini-assessments, LAKE Writes assessments and writing samples

Person or Persons Responsible

Classroom teachers, Administration, CRT, Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plan checks, data chats, Edusoft data, Lake Benchmark data, grade level meetings, mini-assessments, LAKE Writes assessments and writing samples

G5. Science Goal: The number of students scoring level Achievement Level 3 or higher will increase by 10%

G5.B1 Students lack background knowledge and vocabulary in science concepts.

G5.B1.S1 Students participate in science lab once every six days during specials rotation.

Action Step 1

Students in Kindergarten through 5th Grade will participate in science lab specials and work with inquiry-based lessons and hands-on activities.

Person or Persons Responsible

Rena Clark

Target Dates or Schedule

August 2013 - June 2014, once every six days on rotation

Evidence of Completion

Lesson Plans, Lake County Benchmark Assessments, 5th Grade Science FCAT 2.0

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Students in Kindergarten through 5th Grade will participate in science lab specials and work with inquiry-based lessons and hands-on activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans, Lake County Benchmark Assessments, 5th Grade Science FCAT 2.0

Plan to Monitor Effectiveness of G5.B1.S1

Students in Kindergarten through 5th Grade will participate in science lab specials and work with inquiry-based lessons and hands-on activities

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans, Lake County Benchmark Assessments, 5th Grade Science FCAT 2.0

G6. STEM Goal: Student participation will increase in STEM related activities and lessons helping to increase math and science achievement on the 2014 FCAT 2.0.

G6.B2 Teachers have lack of experience in leading students through hands-on activities in math, science, and technology

G6.B2.S1 Teachers will participate in math and science lesson studies.

Action Step 1

Teachers will participate in lesson study to collaborate as a team to create effective lessons in math, science, and technology to increase student achievement.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans, Lake County Benchmark Assessments, STEM School documentation, 2014 FCAT 2.0

Facilitator:

Grade Level Chairs

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Teachers will follow the lesson study outline, collaborating as a team to create effective lessons in math, science, and technology to increase student achievement.

Person or Persons Responsible

Grade Level Chairs

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G6.B2.S1

Data will be collected from the lesson study created assessments, classroom observations, Lake County Benchmark Assessments, and 2014 FCAT 2.0.

Person or Persons Responsible

Grade Level Chairs

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson study assessments, classroom observations, Lake County Benchmark Assessments, and 2014 FCAT 2.0.

G7. CELLA Goal: The percentage of scoring at the proficient level in listening/speaking, reading, and writing will increase by 10% as measured by the 2014 CELLA assessment.

G7.B1 Lack of multiple language curriculum resources

G7.B1.S1 ELL aide will collaborate with teachers to provide resources and assistance for LEP students for reading instruction and/or Panther Challenge time.

Action Step 1

ELL Aide will work with classroom teacher and assist LEP students for reading instruction and/or Panther Challenge, and coordinate times for Rosetta Stone.

Person or Persons Responsible

ELL Aide, Classroom Teacher

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

ELL Aide Schedule, Rosetta Stone usage reports, Lesson Plans, CELLA Testing

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Monitoring of ELL teacher and student assistance schedules, Rosetta Stone usage reports, and CELLA Testing

Person or Persons Responsible

Susan Tillery - CRT and ESOL Contact, Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

ELL Aide Schedule, Rosetta Stone usage reports, Lesson Plans, CELLA Testing

Plan to Monitor Effectiveness of G7.B1.S1

Monitoring of ELL teacher and student assistance schedules, Rosetta Stone usage reports, and CELLA Testing

Person or Persons Responsible

CRT, Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

ELL Aide Schedule, Rosetta Stone usage reports, Lesson Plans, CELLA Testing

G8. Reading Goal #1: Students scoring at Achievement Level 3 in reading will increase by 10% as measured by the 2014 FCAT 2.0.

G8.B1 Knowledge about Benchmark Taskcards

G8.B1.S1 Teachers attend Thinking Maps Training and use strategies to help implement the Lake County Benchmark Taskcards.

Action Step 1

Thinking Maps Training

Person or Persons Responsible

Classroom Teachers CRT Literacy Coach Administrators

Target Dates or Schedule

August 2013 - Training Ongoing - strategies used to help implement Lake County Benchmark Taskcards

Evidence of Completion

Teacher feedback and Sign-in sheets

Facilitator:

LCS Academic Services Team

Participants:

Classroom Teachers CRT Literacy Coach Administrators

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

Teachers teach students how to generate Thinking Maps independently

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Administrators

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Lesson Plans and student generated Thinking Maps used, displayed and/or kept in classrooms.

Plan to Monitor Effectiveness of G8.B1.S1

Students will be able to independently generate Thinking Maps.

Person or Persons Responsible

Students

Target Dates or Schedule

By May 2014

Evidence of Completion

Lesson Plans and student generated Thinking Maps displayed and/or kept in classrooms

G9. Reading Goal #2: Students scoring at or above Achievement Levels 4 in reading will increase by 10% as measured by the 2014 FCAT 2.0.

G9.B1 Not enough complex text materials available for students reading several years above grade level

G9.B1.S2 Provide training for teachers and/or students on technology tools which promote student engagement and/or collaboration with the use of iPads, clickers, smart boards, and interactive boards.

Action Step 1

Provide training for teachers and/or students on technology tools which promote student engagement and/or collaboration with the use of iPads, clickers, smart boards, and interactive boards as needed.

Person or Persons Responsible

District IT Dept., Teachers, Students

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Action Step 2

Use Project Based Learning

Person or Persons Responsible

Teachers, Students

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Plan to Monitor Fidelity of Implementation of G9.B1.S2

Provide training for teachers and/or students on technology tools which promote student engagement and/or collaboration with the use of iPads, clickers, smart boards, and interactive boards. Project Based Learning

Person or Persons Responsible

Teachers, Leadership Team

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Classroom Walkthroughs, Lesson Plans

Plan to Monitor Effectiveness of G9.B1.S2

Provide training for teachers and/or students on technology tools which promote student engagement and/or collaboration with the use of iPads, clickers, smart boards, and interactive boards. Use Project Based Learning

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Administration

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Classroom Walkthroughs, Lesson Plans

G10. Reading Goal #3: The percentage of students making learning gains in reading will increase by 5% as measured by the 2014 FCAT 2.0.

G10.B1 Licenses/updates for continued use of software programs

G10.B1.S1 Clermont Elementary School needs to purchase the licenses/updates for continued use of software programs.

Action Step 1

Licenses/updates for continued use of software programs, specifically Accelerated Reader for grades 1 and 2 and Star Read for all grades. Additional purchasing of Accelerated Math and Star Math also funded through Title I Budget.

Person or Persons Responsible

Administration, CRT, Literacy Coach, Title 1 Intermediate Reading Resource Teacher, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Software program progress monitoring tool, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Licenses/updates for continued use of software programs, specifically Accelerated Reader for grades 1 and 2 and Star Read for all grades. Additional purchasing of Accelerated Math and Star Math also funded through Title I Budget.

Person or Persons Responsible

Administration, CRT, Literacy Coach, Title 1 Intermediate Reading Resource Teacher, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Software program progress monitoring tool, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Plan to Monitor Effectiveness of G10.B1.S1

Licenses/updates for continued use of software programs, specifically Accelerated Reader for grades 1 and 2 and Star Read for all grades. Additional purchasing of Accelerated Math and Star Math also funded through Title I Budget.

Person or Persons Responsible

Principal, CRT, Literacy Coach, Title 1 Intermediate Reading Resource Teacher, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Software program progress monitoring tool, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

G11. Reading Goal #4: The percentage of students in lowest 25% making learning gains in reading will increase by 5% as measured by the 2014 FCAT2.0.

G11.B1 Additional needed time with lower quartile students, and time/resources for teachers to share effective strategies for teaching students in the lowest 25% of making learning gains

G11.B1.S1 After school enrichment will be provided for 3rd grade students scoring in the lower quartile for reading evidenced by Lake County Benchmark Assessments and teacher observations. The program will also provide funding for student incentives, professional development for teachers, student and classroom libraries, vocabulary resources, and inservices and resources for parents.

Action Step 1

3rd Grade students in the lower quartile will be provided reading enrichment after school through the United Way Grant, in addition to student incentives, professional development, student and classroom libraries, vocabulary resources, and inservices and resources for parents.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Administration

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Student sign-in sheets, teacher sign-in sheets, parent sign-in sheets, teacher lesson plans

Plan to Monitor Fidelity of Implementation of G11.B1.S1

Ongoing progress monitoring will be conducted by the Leadership Team including student data results, student sign-in sheets, enrichment teacher lesson plans, and usage of resources.

Person or Persons Responsible

CRT, Literacy Coach, Administration

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Student sign-in sheets, Lesson Plans, Resource usage monitoring, and student data

Plan to Monitor Effectiveness of G11.B1.S1

Progress monitoring will be conducted by the Leadership Team and student data will be disaggregated to determine the effectiveness of the program. Updates will be made as necessary.

Person or Persons Responsible

Classroom teachers, CRT, Literacy Coach

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Lake County Benchmark Assessments, Edusoft Mini-Benchmark Assessments, Attendance in enrichment program, FCAT 2.0, Lesson Plans

G11.B4 Availability of community volunteers and resources

G11.B4.S1 Clermont Elementary School needs additional resources for teaching reading and community volunteers to assist with reading programs.

Action Step 1

Clermont Elementary School will use the United Way Grant to purchase additional materials and resources for teaching reading in Third Grade. C.E.S. will also work with the United Way to provide after school enrichment to our lower quartile. Budget for this program is outlined in previous step regarding after school enrichment.

Person or Persons Responsible

Administration, United Way, CRT, Third Grade Teachers

Target Dates or Schedule

October 2013 - June 2014

Evidence of Completion

Student Sign-in Sheets, Academic Enrichment Lesson Plans, FCAT 2.0, Lake County Benchmark Assessments

Plan to Monitor Fidelity of Implementation of G11.B4.S1

Strategies will be monitored for fidelity through attendance in after school enrichment and PLC's. Student evidence will be monitored through sign-in sheets and progress monitoring.

Person or Persons Responsible

Principal, Teachers, CRT, Literacy Coach

Target Dates or Schedule

August 2013 through June 2014

Evidence of Completion

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Plan to Monitor Effectiveness of G11.B4.S1

Clermont Elementary School will use the United Way Grant to purchase additional materials and resources for teaching reading in Third Grade. C.E.S. will also work with the United Way to coordinate community volunteers to assist with reading programs.

Person or Persons Responsible

Teachers, CRT, Literacy Coach, Administration

Target Dates or Schedule

August 2013 through June 2014

Evidence of Completion

Teacher Feedback, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

G11.B4.S2 Teachers meet in Professional Learning Communities to share ideas and strategies that are effective for teaching students in the lowest 25% of making learning gains.

Action Step 1

Teachers meet in Professional Learning Communities to share ideas and strategies that are effective for teaching students in the lowest 25% of making learning gains. Teachers can use the new Elevating and Celebrating Effective Teachers and Teaching (ECET2) program to facilitate the exchange of effective ideas, use InSync, Safari Montage, and create Focus Calendars to collaborate with stakeholders and provide effective resources for students.

Person or Persons Responsible

Administration, Teachers, CRT, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Teacher Feedback, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Meeting agendas and minutes

Facilitator:

Grade Level Chairs

Participants:

Administration, Teachers, CRT, Literacy Coach

Plan to Monitor Fidelity of Implementation of G11.B4.S2

Teachers meet in Professional Learning Communities to share ideas and strategies that are effective for teaching students in the lowest 25% of making learning gains. Teachers can use the new Elevating and Celebrating Effective Teachers and Teaching (ECET2) program to facilitate the exchange of effective ideas, use InSync, Safari Montage, and create Focus Calendars to collaborate with stakeholders and provide effective resources for students.

Person or Persons Responsible

Principal, Teachers, CRT, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Teacher Feedback, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Meeting agendas and minutes

Plan to Monitor Effectiveness of G11.B4.S2

Teachers meet in Professional Learning Communities to share ideas and strategies that are effective for teaching students in the lowest 25% of making learning gains. Teachers can use the new Elevating and Celebrating Effective Teachers and Teaching (ECET2) program to facilitate the exchange of effective ideas, use InSync, Safari Montage, and create Focus Calendars to collaborate with stakeholders and provide effective resources for students.

Person or Persons Responsible

Principal, Teachers, CRT, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Teacher Feedback, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Meeting agendas and minutes

G12. Reading Goal #5: Student subgroups by ethnicity (Asian, Black, Hispanic, and White) not making satisfactory progress in reading. Each subgroup will meet or exceed the State AMO performance target set for the 2013-14 school year.

G12.B2 Knowledge about Common Core and availability of complex text

G12.B2.S1 Use Project Based Learning to incorporate complex text into the Common Core curriculum

Action Step 1

Use Project Based Learning

Person or Persons Responsible

Teachers, Students

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Lesson Plans

Plan to Monitor Fidelity of Implementation of G12.B2.S1

Use Project Based Learning

Person or Persons Responsible

Teachers, Students

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Ongoing Progress Monitoring, Professional Learning Communities, and Classroom Walkthroughs

Plan to Monitor Effectiveness of G12.B2.S1

Use Project Based Learning

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Administration

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Ongoing Progress Monitoring, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

G13. Reading Goal #6: English Language Learners (ELL) making satisfactory progress in reading will increase to 44% as measured by the 2014 FCAT 2.0.

G13.B2 Software programs and online reading websites with materials also in Spanish, Chinese, and any other language our students need

G13.B2.S1 Software licenses/updates will be obtained for continued use to assist the ELL students.

Action Step 1

Teachers and students will utilize the following websites and software programs: Rosetta Stone, English in a Flash, Orchard, Classworks, Destination Reading, Earobics, McGraw-Hill, MyOn, Read Naturally, InSync, and Renaissance Place.

Person or Persons Responsible

Classroom teacher, ELL Teacher Assistant, Title 1 Reading Teachers, CRT

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Plan to Monitor Fidelity of Implementation of G13.B2.S1

Teachers will analyze usage reports from the following programs to determine if they are being effective: Rosetta Stone, English in a Flash, Orchard, Classworks, Destination Reading, Earobics, McGraw-Hill, MyOn, Read Naturally, and Renaissance Place.

Person or Persons Responsible

Classroom teacher, ELL Teacher Assistant, Title 1 Reading Teachers, CRT

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Resources usage reports, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Plan to Monitor Effectiveness of G13.B2.S1

Teachers will analyze usage reports from the following programs to determine if they are being effective: Rosetta Stone, English in a Flash, Orchard, Classworks, Destination Reading, Earobics, McGraw-Hill, MyOn, Read Naturally, and Renaissance Place.

Person or Persons Responsible

Classroom teacher, ELL Teacher Assistant, Title 1 Reading Teachers, CRT

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Resource usage reports, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

G14. Reading Goal #7: Students with Disabilities (ESE) making satisfactory progress in reading will increase to 57% as measured by the 2014 FCAT.

G14.B1 Identified learning and cognitive disabilities that effect processing, comprehension, fluency, and vocabulary knowledge.

G14.B1.S1 Teachers may use the following programs, but are not limited to these, when teaching students with disabilities: Reading Mastery, Words their Way, Earobics, Corrective Reading, SRI Early Interventions, Read Naturally.

Action Step 1

Teachers may use the following programs, but are not limited to these, when teaching students with disabilities: Reading Mastery, Words their Way, Earobics, Corrective Reading, SRI Early Interventions, Read Naturally.

Person or Persons Responsible

Classroom teacher, ESE Teacher, ESE School Specialist, Title 1 Reading Teachers, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Plan to Monitor Fidelity of Implementation of G14.B1.S1

Teachers may use the following programs, but are not limited to these, when teaching students with disabilities: Reading Mastery, Words their Way, Earobics, Corrective Reading, SRI Early Interventions, Read Naturally.

Person or Persons Responsible

Classroom teacher, ESE Teacher, ESE School Specialist, Title 1 Reading Teachers, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Ongoing Progress Monitoring, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

Plan to Monitor Effectiveness of G14.B1.S1

Teachers may use the following programs, but are not limited to these, when teaching students with disabilities: Reading Mastery, Words their Way, Earobics, Corrective Reading, SRI Early Interventions, Read Naturally.

Person or Persons Responsible

Classroom teacher, ESE Teacher, ESE School Specialist, Title 1 Reading Teachers, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Ongoing Progress Monitoring, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

G15. Reading Goal #8: Economically Disadvantaged students making satisfactory progress in reading will increase to 57% as measured by the 2014 FCAT 2.0.

G15.B1 Time and resources for teachers to share effective strategies for teaching Economically Disadvantaged students

G15.B1.S1 Teachers meet in Professional Learning Communities to share ideas and strategies that are effective for teaching Economically Disadvantaged students, use InSync, Safari Montage, and create Focus Calendars to collaborate with stakeholders and provide effective resources for students.

Action Step 1

Teachers meet in Professional Learning Communities to share ideas and strategies that are effective for teaching Economically Disadvantaged students. Teachers can use the new Elevating and Celebrating Effective Teachers and Teaching (ECET2) program to facilitate the exchange of effective ideas, use InSync, Safari Montage, and create Focus Calendars to collaborate with stakeholders and provide effective resources for students.

Person or Persons Responsible

Administration, Teachers, CRT, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014, monthly meetings

Evidence of Completion

Teacher Feedback, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Meeting minutes and agendas

Plan to Monitor Fidelity of Implementation of G15.B1.S1

Teachers meet in Professional Learning Communities to share ideas and strategies that are effective for teaching Economically Disadvantaged students. Teachers can use the new Elevating and Celebrating Effective Teachers and Teaching (ECET2) program to facilitate the exchange of effective ideas, use InSync, Safari Montage, and create Focus Calendars to collaborate with stakeholders and provide effective resources for students.

Person or Persons Responsible

Administration, Teachers, CRT, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Teacher Feedback, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Meeting agendas and minutes

Plan to Monitor Effectiveness of G15.B1.S1

Teachers meet in Professional Learning Communities to share ideas and strategies that are effective for teaching Economically Disadvantaged students. Teachers can use the new Elevating and Celebrating Effective Teachers and Teaching (ECET2) program to facilitate the exchange of effective ideas, use InSync, Safari Montage, and create Focus Calendars to collaborate with stakeholders and provide effective resources for students.

Person or Persons Responsible

Administration, Teachers, CRT, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Teacher Feedback, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Meeting minutes and agendas

G15.B3 Availability of additional personnel and material resources appropriate for the readiness level of students (e.g., teacher manuals, student books and workbooks)

G15.B3.S1 Additional Teachers, Paraprofessionals, and resources available

Action Step 1

Hiring and purchasing of additional Teachers, Paraprofessionals, and resources available

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Title I Budget

Plan to Monitor Fidelity of Implementation of G15.B3.S1

Hiring and purchasing of additional Teachers, Paraprofessionals, and resources available

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Title I Budget, Lesson Plans, Assessment Results, Schedules

Plan to Monitor Effectiveness of G15.B3.S1

Data resulting from benchmark assessments, FCAT 2.0, and classroom assessments will be collected and monitored. Adjustments in scheduling and purchasing of resources will be made as needed.

Person or Persons Responsible

Administration, CRT, Literacy Coach, and Teachers

Target Dates or Schedule

August 2013 - June 2014 monthly

Evidence of Completion

Benchmark results, FCAT 2.0 results, Classroom assessments, and Teacher Observations

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-Economically disadvantaged:

Provide students additional remediation through resource teachers, paraprofessionals, a resource room with materials for parents and staff to check out, after-school programs and summer school.

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.

When students who are Migrant enroll the following will occur:

- Ensure student(s) are receiving free breakfast and lunch
- Take a needs assessment of the student:
- Is the child on grade level?
- Are they appropriate for the grade that they are placed?
- Are they reading, writing, and performing math on grade level?
- Do they fairly complete records from their previous school?
- Do they have any health concerns?
- Does the child qualify for ELL assistance?
- If the student is in jeopardy in any of these needy areas, we will refer them for social work, put them on a high priority for intensive reading and or math tutoring or in class instruction. We will keep parents informed of academic progress and change of instruction.

Title I, Part D - Neglected, delinquent, and at risk students:

The District supports the GED program and coordinates with the Drop-out Prevention programs

Title II - Students with Disabilities:

Services are provided for ESE students including differentiated instruction and highly qualified teachers.

IDEA funding is used to provide technology, resources, and materials to assist under performing students in the SWD subgroup.

Title III:

The district curriculum department provides services for educational materials and support for ELL students.

Title X- Homeless:

District Social Workers coordinate with resources for students identified as homeless to eliminate barriers to a free and appropriate education.

When students who are homeless enroll the following will occur:

- Ensure student(s) are receiving free breakfast and lunch
- Take a needs assessment of the student:
- Is the child on grade level?
- Are they appropriate for the grade that they are placed?
- Are they reading, writing, and performing math on grade level?
- Do they fairly complete records from their previous school?
- Do they have any health concerns?
- Does the child qualify for ELL assistance?
- If the student is in jeopardy in any of these needy areas, we will refer them for social work, put them on a high priority for intensive reading and or math tutoring or in class instruction. We will keep parents informed of academic progress and change of instruction.

Supplemental Academic Instruction (SAI):

SAI funds will be issued in addition to Title I funds to provide additional in school academic support for students in the need of assistance.

Violence Prevention Programs:

Positive Support integrated into the CHAMPs program that teaches students to respond in a positive

manner to various obstacles. Continuation of "Too Good for Violence" and "Too Good for Drugs" will be occurring during the school year. Bully-Proofing Your School implementation plan will take effect in September, 2013, and continue throughout the school year.

Nutrition Programs:

School collaborates with various churches to provide weekend food for students qualifying for free and reduced lunch.

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. Safe Schools: To maximize resources and provide opportunities for children to make good decisions about their health, safety, personal and civic responsibilities, and goals for the future.

G1.B3 School wide strategies for dealing with Bullying Prevention

G1.B3.S1 Bully-Proofing Your School District Wide Program

PD Opportunity 1

Leadership Team will present Bully-Proofing Your School Implementation Plan to the Safe Schools Committee. The Leadership Team will then train the faculty and staff on the program.

Facilitator

Susan Jordan, Tiffany Gisondi, Susan Tillery

Participants

Faculty and Staff

Target Dates or Schedule

August - September, 2013

Evidence of Completion

Bully-Proofing Your School Implementation Plan, Meeting Agendas, Sign-in sheets, Meeting minutes

G4. Writing Goal: 90% of 4th grade students will score proficient in writing based on Florida Writes Assessment.

G4.B1 Students who score below level on writing lack efficient planning, drafting, revising, and editing. These students often lack organization and understanding of how paragraphs work together and build to a larger point. Additionally, sentence variation, knowledge of wide vocabulary, topic development, and the purposeful use of narrative, persuasive, or expository writing also are deficient.

G4.B1.S1 Two 4th grade teachers will attend the Lake Writes 2013-2014 on-going professional development and return to train faculty at CES.

PD Opportunity 1

(a) Will attend the LAKE Writes 2013-2014 professional development (b) Will train faculty at CES on LAKE Writes 2013-2014 materials and strategies (c) Will teach LAKE Writes curriculum and strategies

Facilitator

LCS Academic Services Team, Venessa King, and Karrie Anderson

Participants

(a) Venessa King and Karrie Anderson (b) 4th Grade Teachers

Target Dates or Schedule

(a)(b) On-going from August 26, 2013 through February 24, 2014 (c) Daily for 60 minutes

Evidence of Completion

(a) Training Agenda, Sign-in sheets, MIP points (b) Training Agenda, Sign-in sheets, MIP points, lesson plan documentation (c) Lesson plans (d) Observations (e) Exemplars (f) Student work posted

G6. STEM Goal: Student participation will increase in STEM related activities and lessons helping to increase math and science achievement on the 2014 FCAT 2.0.

G6.B2 Teachers have lack of experience in leading students through hands-on activities in math, science, and technology

G6.B2.S1 Teachers will participate in math and science lesson studies.

PD Opportunity 1

Teachers will participate in lesson study to collaborate as a team to create effective lessons in math, science, and technology to increase student achievement.

Facilitator

Grade Level Chairs

Participants

Classroom teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans, Lake County Benchmark Assessments, STEM School documentation, 2014 FCAT 2.0

G8. Reading Goal #1: Students scoring at Achievement Level 3 in reading will increase by 10% as measured by the 2014 FCAT 2.0.

G8.B1 Knowledge about Benchmark Taskcards

G8.B1.S1 Teachers attend Thinking Maps Training and use strategies to help implement the Lake County Benchmark Taskcards.

PD Opportunity 1

Thinking Maps Training

Facilitator

LCS Academic Services Team

Participants

Classroom Teachers CRT Literacy Coach Administrators

Target Dates or Schedule

August 2013 - Training Ongoing - strategies used to help implement Lake County Benchmark Taskcards

Evidence of Completion

Teacher feedback and Sign-in sheets

G11. Reading Goal #4: The percentage of students in lowest 25% making learning gains in reading will increase by 5% as measured by the 2014 FCAT2.0.

G11.B4 Availability of community volunteers and resources

G11.B4.S2 Teachers meet in Professional Learning Communities to share ideas and strategies that are effective for teaching students in the lowest 25% of making learning gains.

PD Opportunity 1

Teachers meet in Professional Learning Communities to share ideas and strategies that are effective for teaching students in the lowest 25% of making learning gains. Teachers can use the new Elevating and Celebrating Effective Teachers and Teaching (ECET2) program to facilitate the exchange of effective ideas, use InSync, Safari Montage, and create Focus Calendars to collaborate with stakeholders and provide effective resources for students.

Facilitator

Grade Level Chairs

Participants

Administration, Teachers, CRT, Literacy Coach

Target Dates or Schedule

August 2013 through May 2014

Evidence of Completion

Teacher Feedback, FAIR testing K-5, FCAT 2.0 Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5, Meeting agendas and minutes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Math Goal: All students designated in Achievement Level 3 or higher, in the lowest 25%, and/or outlined in targeted subgroups in 3rd - 5th grades will increase their performance results by meeting or exceeding the state AMO targets on the 2014 FCAT 2.0.	\$6,300
G10.	Reading Goal #3: The percentage of students making learning gains in reading will increase by 5% as measured by the 2014 FCAT 2.0.	\$4,939
G11.	Reading Goal #4: The percentage of students in lowest 25% making learning gains in reading will increase by 5% as measured by the 2014 FCAT2.0.	\$18,500
G15.	Reading Goal #8: Economically Disadvantaged students making satisfactory progress in reading will increase to 57% as measured by the 2014 FCAT 2.0.	\$205,650
Total		\$235,389

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$4,939
United Way Grant		\$18,500
Title I School Funds		\$205,650
Title I District Funds		\$6,300
Total		\$235,389

Budget Details

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

G3. Math Goal: All students designated in Achievement Level 3 or higher, in the lowest 25%, and/or outlined in targeted subgroups in 3rd - 5th grades will increase their performance results by meeting or exceeding the state AMO targets on the 2014 FCAT 2.0.

G3.B3 Students proficient in math are still scoring below grade level because they are struggling with reading in the content area.

G3.B3.S3 Reading enrichment provided after school for students scoring in the lower quartile in both math and reading to help increase knowledge in the math content area.

Action Step 2

3rd - 5th grade students will be provided math and reading enrichment after school through Title I funds.

Resource Type

Evidence-Based Program

Resource

Before and after school enrichment for 3rd - 5th grade students in both math and reading will be provided. The program will run for ten weeks prior to FCAT 2.0 testing twice a week. Additional assistance in math and reading should assist students strugg

Funding Source

Title I District Funds

Amount Needed

\$6,300

G10. Reading Goal #3: The percentage of students making learning gains in reading will increase by 5% as measured by the 2014 FCAT 2.0.

G10.B1 Licenses/updates for continued use of software programs

G10.B1.S1 Clermont Elementary School needs to purchase the licenses/updates for continued use of software programs.

Action Step 1

Licenses/updates for continued use of software programs, specifically Accelerated Reader for grades 1 and 2 and Star Read for all grades. Additional purchasing of Accelerated Math and Star Math also funded through Title I Budget.

Resource Type

Evidence-Based Program

Resource

Renaissance Learning, Inc programs purchased include: AR Enterprise Real Time Subscription Renewal (172 students), STAR Reading Enterprise Real Time Subscription Renewal (122 students), STAR Math (200 students), Accelerated Math (250 students)

Funding Source

Title I

Amount Needed

\$4,939

G11. Reading Goal #4: The percentage of students in lowest 25% making learning gains in reading will increase by 5% as measured by the 2014 FCAT2.0.

G11.B1 Additional needed time with lower quartile students, and time/resources for teachers to share effective strategies for teaching students in the lowest 25% of making learning gains

G11.B1.S1 After school enrichment will be provided for 3rd grade students scoring in the lower quartile for reading evidenced by Lake County Benchmark Assessments and teacher observations. The program will also provide funding for student incentives, professional development for teachers, student and classroom libraries, vocabulary resources, and inservices and resources for parents.

Action Step 1

3rd Grade students in the lower quartile will be provided reading enrichment after school through the United Way Grant, in addition to student incentives, professional development, student and classroom libraries, vocabulary resources, and inservices and resources for parents.

Resource Type

Evidence-Based Program

Resource

After school enrichment will be provided for 3rd grade students scoring in the lower quartile for reading evidenced by Lake County Benchmark Assessments and teacher observations. The program will run twice a week for nineteen weeks. The program will als

Funding Source

United Way Grant

Amount Needed

\$18,500

G15. Reading Goal #8: Economically Disadvantaged students making satisfactory progress in reading will increase to 57% as measured by the 2014 FCAT 2.0.

G15.B3 Availability of additional personnel and material resources appropriate for the readiness level of students (e.g., teacher manuals, student books and workbooks)

G15.B3.S1 Additional Teachers, Paraprofessionals, and resources available

Action Step 1

Hiring and purchasing of additional Teachers, Paraprofessionals, and resources available

Resource Type

Evidence-Based Program

Resource

After school enrichment will be provided for 3rd grade students scoring in the lower quartile for reading evidenced by Lake County Benchmark Assessments and teacher observations. The program will run twice a week for nineteen weeks. The program will als

Funding Source

Title I School Funds

Amount Needed

\$205,650