



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Triangle Elementary School

1707 EUDORA RD
Mount Dora, FL 32757
352-383-6176
<http://lake.k12.fl.us/tre>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
82%

Alternative/ESE Center
No

Charter School
No

Minority Rate
56%

School Grades History

2013-14
D

2012-13
C

2011-12
B

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Triangle Elementary School

Principal

Kathy Billar

School Advisory Council chair

Roberto Garcia

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

Name	Title
Kathy Billar	Principal
Miriam Gottfried	Assistant Principal
Margaret Gardner	Curriculum Resource Teacher
Whitney Frazier	Literacy Coach
Jac Gelb	ESE Specialist
Linda McGuire	Guidance
Nicole Brouhard	Math/Science Coach
Christy Irby	MTSS Resource Teacher

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

TRE SAC members consist of vested stakeholders including teachers, parents, business partners, and community members. Triangle follows best practice by ensuring that the SAC is an accurate representation of both the student population and community the school serves, both economically and ethnically. SAC members receive annual training regarding their roles and responsibilities as members. It is the prerogative of the group to review and approve the School Improvement Plan and revisit it when necessary to continue to provide a quality education for Triangle students.

TRE follows the outlined procedure for selecting SAC members set forth in State Law and School Board Policy 2.30. Specific positions include Chair, Secretary, and six additional voting members. These

specific voting members include TRE teachers, business/community members, and parents who are submitted for voting by the approval by our principal. Our principal is a voting member.

Involvement of the SAC in the development of the SIP

The process used to engage a variety of stakeholders in the development of Triangle Elementary's school improvement plan is transparent and inclusive. Vested stakeholders include teachers, parents, business partners, community members, and students. On an annual basis, a formal process is followed. School Leadership analyzes common themes and trends in data regarding Stakeholder Feedback Surveys (Parent, Student, and Staff survey data). Areas of notable achievement and areas that need improvement are reviewed. Additionally, Florida Comprehensive Assessment Test (FCAT) student performance data is analyzed. The data is disaggregated by grade level, subject area (Reading, Math, Science, and Writing), and subgroup. Ancillary data including attendance and disciplinary actions are also considered. A draft of the plan is written and further developed once Annual Measureable Objectives (AMOs) are released from the Florida Department of Education. These initial steps in the process are completed prior to meeting with the School Advisory Committee (SAC).

Members of the School Advisory Committee vote to approve the proposed plan. Members of the SAC include the aforementioned stakeholders and reflect both the student population and community the school serves. Members are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. SAC members receive annual training regarding their roles and responsibilities as members. The SAC is required to meet a minimum of eight times within a calendar year and meetings are held in the evenings to accommodate member schedules. Minutes for every meeting are filed.

As a Title I school, our School Improvement Plan is also closely tied to both our annual Title I Plan and Parent Involvement Plan. Both plans are reviewed by a district Title I program specialist assigned to our school. Additionally, Triangle hosts an Annual Title I Parent Meeting to present the contents of each of the three plans. An evening meeting is scheduled in conjunction with our Annual Curriculum Night/Open House and a second meeting is scheduled separately on a weekday morning. Participants of both meetings are encouraged to provide suggestions and/or comments regarding the quality and scope of the plan. Minutes for each meeting are filed.

Activities of the SAC for the upcoming school year

All activities of the SAC for the upcoming school year will be driven primarily by monitoring the implementation and execution of the school improvement plan. More specifically, the SAC will provide oversight of the following school-based tasks: analyzing data, goal setting, identifying objectives and implementation strategies, as well as progress monitoring of those strategies. If/when needed, the SAC will confront both internal and external barriers by answering the following three questions as outlined in the LCS College and Career Readiness Systems Connector:

1. What's working and what's not?
2. What needs to be changed?
3. How can things be done better in the future?

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

School improvement funds (\$2150.00) will be allocated for school wide positive behavior support systems (Manatee Marketplace).

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:

Kathy Billar

Principal

Years as Administrator: 16

Years at Current School: 9

Credentials

M.S. Educational Leadership
B.S. in Elementary Education & Early Childhood
ESOL Endorsed

Performance Record

Triangle Elementary
2012-2013: C
2011-2012: B
2010-2011: A
2009-2010: D
2008-2009: A
2007-2008: C
2006-2007: B
2005-2006 :A
2004-2005: B
Rimes Elementary
2003-2004: C (met AYP)
2002-2003: C

Miriam Gottfried

Asst Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

M.S. Educational Leadership
B.S. in Elementary Education & Early Childhood
ESOL Endorsed

Performance Record

Triangle Elementary
2012-2013: C
2011-2012: B
Treadway Elementary
2010-2011: A
2010-2009: A
2009-2008: B
Spring Creek Elementary
2008-2007: B
2007-2006: A

Instructional Coaches**# of instructional coaches**

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Margaret Gardner**

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

Areas

Reading/Literacy, Mathematics, Science, Data, Other

Credentials

Ed.D. Educational Leadership

M.Ed. Educational Leadership

B.S. Agricultural Education (Certification in Elementary Education)

ESOL Endorsed

Performance Record

Triangle Elementary

2012-2013: C

2011-2012: B

2010-2011: A

Nicole Brouhard

Full-time / School-based

Years as Coach: 1

Years at Current School: 7

Areas

Mathematics, Science

Credentials

B.A. Political Science (Certification in Elementary Education)

ESOL Endorsed

Performance Record

Triangle Elementary

2012-2013: C

2011-2012: B

2010-2011: A

2009-2010: D

2008-2009: A

2007-2008: C

2006-2007: B

Whitney Frazier

Full-time / School-based

Years as Coach: 3

Years at Current School: 3

Areas

[none selected]

Credentials

M.S. Creative Arts in Education
 B.S. Elementary Education
 Reading Endorsed
 ESOL Endorsed

Performance Record

Triangle Elementary
 2012-2013: C
 2011-2012: B
 2010-2011: A
 Eustis Heights Elementary
 2009-2010: B
 2008-2009: C

Classroom Teachers**# of classroom teachers**

46

receiving effective rating or higher

44, 96%

Highly Qualified Teachers

100%

certified in-field

42, 91%

ESOL endorsed

36, 78%

reading endorsed

6, 13%

with advanced degrees

12, 26%

National Board Certified

3, 7%

first-year teachers

4, 9%

with 1-5 years of experience

9, 20%

with 6-14 years of experience

16, 35%

with 15 or more years of experience

16, 35%

Education Paraprofessionals**# of paraprofessionals**

17

Highly Qualified

17, 100%

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

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Four strategies will be employed to recruit and retain highly qualified, certified-in-field, effective teachers:

1. Regularly scheduled meetings of new teachers with principal

Goal: To facilitate formal and informal communication of needs and teacher performance expectations

Person responsible: Kathy Billar, Principal

2. Partnering new teachers with veteran staff and/or mentors

Goal: To provide a supportive environment conducive to new teacher development

Person Responsible: Miriam Gottfried, Assistant Principal

3. District provided "TOPS" training

Goal: To provide training on Florida Educator Accomplished Practices (FEAPs) and orientation of LCS vision, mission, and governing policies.

Persons Responsible: District Personnel, Instructional Coaches

4. Weekly Grade Level Meetings

Goal: To provide instructional and curricular support

Person(s) Responsible: Grade Chairs, Mentors, and Principal

5. School-Based Model Community Matrix

Goal: Identify and utilize a model teaching community to develop new teacher effectiveness

Person(s) Responsible: Instructional Coaches, Assistant Principal, and Principal

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

TRE's teacher mentoring program/plan includes the following:

Each new teacher is assigned to both a school-based and district-based instructional coach to help ensure all instructional and curricular resources are made available.

Each new teacher is assigned a school-based mentor. Mentors must have a well-defined skill set in multiple areas of instructional expertise: Classroom Culture/ Environment, Student Engagement,

Higher Order Questioning & Discourse, Rigorous Tasks & Assessments, Lesson Planning & Delivery, Differentiated Instruction, Integration Across the Content Areas, and Tracking Student Progress (FCIM). Mentors and mentees are encouraged to meet bi-weekly to discuss evidence-based strategies and pending concerns. The mentor observes the mentee and time is given for feedback, peer coaching, and planning.

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 TRE MTSS data-based problem-solving process is an extension of the LCS district process. It is a formal process of tiered analysis. The process begins with organizing and planning. Teachers in conjunction with school-based leadership disaggregate data by looking at test scores of specific student subgroups to identify patterns and trends related to both school-wide and individual classroom teaching and learning processes. Individual student data is also examined to determine effectiveness of core instruction, resource allocation, teacher support systems, and small group instruction. If adequate progress is not achieved for targeted students according to MTSS and SIP structures, interventions beyond Tier 1 are implemented (Tiers 2 and 3). The intervention design includes a student performance goal, developing a intervention plan to address the goal, and using progress monitoring data to evaluate the effectiveness of the intervention plan (Tier 2). If the student's response to the intervention does not lead toward achievement toward the performance goal more intensive, individualized interventions and supports are implemented (Tier 3). These supports include but are not limited to the most intense instruction and interventions-increased time, narrowed focus, reduced group size-based upon individual student needs provided in addition to and aligned with Tier 1 and 2 academic instruction and supports.

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

The school-based MTSS Leadership team consists of the MTSS Resource Teacher (coordinator for academics), Guidance Counselor (coordinator for behavior), Literacy Coach, Math/Science Coach, ESE Specialist, School Psychologist, Curriculum Resource Teacher, Principal, and Assistant Principal. The function and responsibility of each member is to create a system of supports for both the classroom teacher and individual students according to the intervention design outlined in the MTSS process. It is a collaborative process with systematic 'checks and balances' to determine the effectiveness of the intervention plan based on the student's response to the intervention. Adjustments/modifications are made to the plan when necessary and done so in consultation of each member's area of expertise.

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

The Florida Continuous Improvement Model (FCIM) is the system connector the TRE leadership team uses to monitor fidelity to our school's MTSS process and SIP (Plan, Do, Check, Act).

Plan-Disaggregating Data and Timeline Development (Identifying patterns and trends in the teaching and learning process)

Do-Developing an Instructional Focus (Delineating what students need to know in order to achieve mastery and close the achievement gap)

Check-Assessment (Provide frequent assessments to determine which students are learning, which students need more help, and how to stay on track)

Act - Response to Intervention (Design interventions that meet the needs of individual students, progress monitor, and make strategic adjustments when necessary)

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

The FCIM process will be used to monitor the effectiveness of both academic and engagement supports. Specific data sources include:

Reading: FAIR, Achieves, Lake Benchmark Assessments, SIPPS, and STAR Enterprise Reading data

Math: Achieves, Lake Benchmark Assessments, and Voyager Math data

Science: Achieves and Lake Benchmark data

Writing: Lake Benchmark data and LCS Writing PLC Supports

Behavior: SESIR and PBS Data (FIDO)

Attendance: Daily tardy and attendance data (AS400)

MTSS-Star will serve as the overall management system.

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

The plan to support understanding of MTSS and build capacity in data-based problem solving for staff includes creating an on-going professional learning community. The professional learning process will incorporate how to collect and disaggregate data from multiple sources, problem identification and analysis, intervention design, and utilization of progress monitoring data to evaluate individual student's responses to intervention. More specifically, the MTSS Resource Teacher will present a general overview of the process for the benefit of new and veteran teachers. MTSS Leadership Team members will be introduced in their supportive roles and the steps leading to referral will be explained. The MTSS Resource Teacher will update teachers regarding the use of MTSS forms and procedures (MTSS-Star). For parents, the process will remain transparent and inclusive. Written and face-to-face correspondence will continue clearly stating what is in the best interest of the student.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program**Minutes added to school year:** 2,160

School-Based Triangle After-School Tutoring (District Title I Funding)

The purpose of this program is to address the needs of our bottom-quartile students in both reading and math grades 3, 4, and 5. Eligibility for the program is based upon the following student performance data: previous FCAT scores, Lake Benchmark Assessments, FAIR, and classroom coursework. There are two nine-week sessions; two days per week after school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

A pre and post tests are administered to determine effectiveness of the program. The data is disaggregated and graphed to identify patterns and trends in the teaching and learning process. Careful consideration is given to aligning state performance standards with curriculum and lesson delivery based on the needs of student groups.

Who is responsible for monitoring implementation of this strategy?

The Assistant Principal, Curriculum Resource Teacher, Literacy Coach, and Math/Science share the responsibility for monitoring the implementation of this program.

Strategy: Extended Day for All Students**Minutes added to school year:** 3,300

School-Based Morning Math Program in Computer Lab (District Title I Funding)

The purpose of this program is to address the needs of our bottom-quartile students in math grades 3, 4, and 5. Eligibility for the program is based upon the following student performance data: previous FCAT scores, Lake Benchmark Assessments, and classroom coursework. Priority is given to students scoring Levels 1 or 2. The program runs five days a week for 30 minutes before school.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected from multiple sources to determine the effectiveness of the morning math program. Two computer based programs, Voyager Math and Moby Math, provide the curricular focus. Each program generates individual student performance reports detailing mastery of assigned skills. Mastery must be achieved prior to a student moving on to the next skill. Teacher generated assessments are also used to check for student understanding. This helps to identify which students are learning, which students need more help, and how to stay on track. Small groups and one-on-one instruction is also provided.

Who is responsible for monitoring implementation of this strategy?

The Math/Science and MTSS Resource teacher are the program leads. The Assistant Principal and Curriculum Resource Teacher provide additional support.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Whitney Frazier	Literacy Coach
Margaret Gardner	Curriculum Resource Teacher
Cynthia Bostwick	K-2 Reading Resource Teacher
Maribel Espinosa	Kindergarten Teacher
Theresa Allen	ESE Pre-K Teacher
JoAnn Strayer	First Grade Teacher
Dana Anderson	Second Grade Teacher
Eddijo Prokup	Third Grade Teacher
Julie Schuler	Fourth Grade Teacher
Cathy Tapley	Fifth Grade Teacher
Nancy Moore	Media Specialist
Linda Pillows	3-5 InD Teacher
Amy Cross	Speech Pathologist

How the school-based LLT functions

The Triangle Elementary Literacy Leadership Team is committed to equipping our students with the literacy skills they will need to succeed in middle and high school. We believe students can and must reach significantly higher levels of reading, writing, and thinking skills set by Common Core State Standards. To do this, the LLT convenes monthly to set goals, identify objectives, and implement strategies to achieve such standards.

Major initiatives of the LLT

The Literacy Leadership Team's major initiative for this year is to increase proficiency rates on FCAT 2.0 Reading and Writing as well as increase performance in rigorous coursework (CCSS Appendix B Sample Performance Tasks). To achieve this initiative, emphasis will be placed on greater exposure to complex text and authentic student writing. Special projects include: Family Literacy Fair, Literacy Week, Read Across America, and Dr. Seuss Day.

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

Voluntary Preschool (VPK) is offered during the regular school year to assist in readiness skills for Kindergarten. Triangle offers one full day Pre-K funded half by Title 1 and half by LCS VPK program. The county PLAY Center helps identify, set up services, and refer students to Triangle for early intervention in ESE Pre-K. Our community is also provided with VPK summer services through the county at a nearby location.

Triangle Elementary offers "Kindergarten Round Up" in the spring to orient and provide parents and students with information regarding curriculum, services, schedules, and special events. FLKRS (Florida Kindergarten Readiness Screener) is administered within the first 30 days of Kindergarten to determine readiness skills and to assess current programs for preschoolers.

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	58%	53%	No	62%
American Indian				
Asian				
Black/African American	48%	39%	No	54%
Hispanic	41%	48%	Yes	47%
White	69%	64%	No	72%
English language learners	43%	26%	No	48%
Students with disabilities	54%	39%	No	59%
Economically disadvantaged	53%	49%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	112	40%	50%
Students scoring at or above Achievement Level 4	36	13%	23%

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>		46%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	162	58%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	52	74%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	38	47%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	30%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	27%	52%

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	50	56%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		85%

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	58%	52%	No	62%
American Indian				
Asian				
Black/African American	49%	38%	No	54%
Hispanic	45%	45%	Yes	51%
White	68%	63%	No	72%
English language learners	38%	37%	No	45%
Students with disabilities	57%	37%	No	61%
Economically disadvantaged	53%	47%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	39%	49%
Students scoring at or above Achievement Level 4	36	13%	23%

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>		53%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	157	56%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	57%	67%

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	29	35%	45%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

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>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		43%

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)	3		
Participation in STEM-related experiences provided for students	74	90%	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	91	13%	8%
Students retained, pursuant to s. 1008.25, F.S.	36	5%	2%
Students who are not proficient in reading by third grade	36	33%	28%
Students who receive two or more behavior referrals	70	10%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	42	6%	3%

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

Please refer to TRE Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school**

Implement with fidelity the LCS 'Bully-Proof Your School' Initiative.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the number of reported bullying incident to less than 1 percent.	1	>1%	>1%

Goals Summary

- G1.** Student engagement will increase in all curriculum areas to improve overall student achievement and reach target AMOs for all subgroups.
- G2.** Instructional delivery will be differentiated to be student specific (address needs, learning styles, and abilities of students) in all curriculum areas to improve student achievement for all subgroups.
- G3.** Cross content reading and writing will be integrated in all curriculum areas to improve student achievement for all subgroups.
- G4.** Create a safe environment conducive to student learning, personal growth, and success for all students by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.
- G5.** Instructional technology will be incorporated in all curriculum areas as part of the 21st Century Skills initiative for student competitiveness in a global society.
- G6.** Consistent and deliberate implementation of higher order questioning and discourse will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.
- G7.** Implementation and sustainability of rigorous tasks and assessments will be further developed in all curriculum areas to advance learning and reach target AMOs for all subgroups.

Goals Detail

G1. Student engagement will increase in all curriculum areas to improve overall student achievement and reach target AMOs for all subgroups.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- **READING:** Essential Skills (Super Phonics and Reading Comprehension)(K-5); iPads/Apps; SIPPS (1-5); SRA Phonics (K); Rosetta Stone (ELL students 1-5); Cold Reads (1-5); MyOn Reader (K-5); Accelerated Reader/STAR Enterprise (1-5); Document Based Questioning (4-5); Book of the Month/Season; Greater Access to High Interest Complex Text/Informational Text
- **MATH:** 40 Days of Math (3-5); Essential Skills Math (K-1); Voyager Math (V-Math)(2-5); Mobi Math (Morning Math and MTSS); Ten Marks Math (Morning Math and MTSS); Manatee Math (Smiley Face Math); PENDA (5th grade math and science); iPads/Apps; STEM; Math in Physical Education
- **WRITING:** LCS Writing Plan; TRE School-Based Writing Plan
- **SCIENCE:** PENDA Science
- **OVERALL:** Kagan Structures & Strategies

Targeted Barriers to Achieving the Goal

- Inconsistent and/or limited use of research-based instructional practices (differentiated cognitive strategies) supporting student engagement.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring (Leadership Team); Utilization of Student Academic Notebooks (data and authentic student work); Utilization of Teacher Talk Forms with Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule:

On-Going

Evidence of Completion:

Increase in student mastery of skills; Increase in student participation in the learning process; Increase in teacher capacity and effectiveness. **DATA SOURCES:** FAIR, Benchmark Assessments, Mini-assessments, classroom assessments, MTSS, student work samples

G2. Instructional delivery will be differentiated to be student specific (address needs, learning styles, and abilities of students) in all curriculum areas to improve student achievement for all subgroups.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- **READING:** Essential Skills (Super Phonics and Reading Comprehension)(K-5); SIPPS (1-5); SRA Phonics (K); Rosetta Stone (ELL students 1-5); Accelerated Reader/STAR Enterprise (1-5); MyOnReader; Edusoft Achieves (differentiate instruction) (3-5); C2 Connection Cards; Task Cards ?
- **MATH:** Essential Skills Math (K-1); Voyager Math (V-Math)(2-5); Mobi Math (Morning Math and MTSS); Ten Marks Math (Morning Math and MTSS); iPads/Apps; Edusoft Achieves (differentiate instruction) (3-5); C2 Connection Cards; Task Cards ? ?
- **SCIENCE:** PENDA; Curriculum Blueprints
- **WRITING:** LCS Writing Plan; TRE School-Based Writing Plan; Task Cards
- **OVERALL:** Literacy Coach, Math/Science Coach, CRT, District Provided Curriculum Tools

Targeted Barriers to Achieving the Goal

- Inconsistent use of differentiated instruction, assignments, and socially interactive learning strategies.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring (Leadership Team); Utilization of Student Academic Notebooks (data and authentic student work); Utilization of Teacher Talk Forms with Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teacher (Tutors), CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist, Guidance

Target Dates or Schedule:

On-Going

Evidence of Completion:

Increase in student mastery of skills; Increase in student participation in the learning process; Increase in teacher capacity and effectiveness; Increase in teacher expectations for student academic success.

DATA SOURCES: FAIR, Benchmark Assessments, Mini-assessments, classroom assessments, MTSS, student work samples

G3. Cross content reading and writing will be integrated in all curriculum areas to improve student achievement for all subgroups.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- READING: Essential Skills (Super Phonics and Reading Comprehension)(K-5); iPads/Apps; MyOn Reader (K-5); Accelerated Reader/STAR Enterprise (1-5); Document Based Questioning (4-5); Book of the Month/Season; CCSS Appendix B Suggested Complex Text
- MATH: Math Journals; Thinking Math Principles
- SCIENCE: Science Leveled Readers
- WRITING: CCSS Appendix C Anchor Sets
- OVERALL: Literacy Coach, CRT, District Provided Curriculum Tools

Targeted Barriers to Achieving the Goal

- Inconsistent and/or limited use of research-based instructional practices conducive to cross content reading and writing.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring (Leadership Team); Utilization of Student Academic Notebooks (data and authentic student work); Utilization of Teacher Talk Forms with Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule:

On-Going

Evidence of Completion:

Increase in student mastery of skills; Increase in student participation in the learning process; Increase in teacher capacity and effectiveness. DATA SOURCES: FAIR, Benchmark Assessments, Mini-assessments, classroom assessments, MTSS, student work samples

G4. Create a safe environment conducive to student learning, personal growth, and success for all students by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- LCS Initiative - Bully-Proofing Your School School-based Positive Behavior Support System
LEAPS Lessons

Targeted Barriers to Achieving the Goal

- Inconsistent reinforcement and promotion of positive behavior and academic support to coincide with high teacher/student expectations.

Plan to Monitor Progress Toward the Goal

Monthly analysis of student data and school-wide trends

Person or Persons Responsible

Administration; Social Worker; Classroom Teachers; Family/School Liaison; Guidance; PBS Team

Target Dates or Schedule:

On-Going

Evidence of Completion:

Internal fidelity check and self-monitoring DATA SOURCES: FSL portal; scheduled data reports pulled from AS/400 and Lake County Student Services.

G5. Instructional technology will be incorporated in all curriculum areas as part of the 21st Century Skills initiative for student competitiveness in a global society.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- iPads, Computer Lab, Document Cameras, interactive white boards, calculators, Computer Teacher

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge/security in using technology in the classroom.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring (Leadership Team); Utilization of technology in the classroom (authentic student work); Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule:

On-Going

Evidence of Completion:

Increase in authentic student work produced via technology. Increase in student capacity in utilizing technology. Increase in teacher capacity using technology in all aspect of work.

G6. Consistent and deliberate implementation of higher order questioning and discourse will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- GENERAL: District provided curriculum Tools - C2 Connection Cards, Task Cards, and Curriculum Blueprints; Mentoring Minds "Critical Thinking for Life" Resources; Kagan Cooperative Structures/Resources; Literacy Coach, CRT, Math/Science Coach

Targeted Barriers to Achieving the Goal

- Inconsistent and/or limited use of research-based instructional practices for establishing higher order questioning and discourse (teachers and students) in the classroom.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring (Leadership Team); Utilization of Student Academic Notebooks (data and authentic student work); Utilization of Teacher Talk Forms with Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule:

On-Going

Evidence of Completion:

Increase in student mastery of skills; Increase in student higher-order questioning/discourse in the learning process; Increase in teacher capacity and effectiveness for asking higher questions and promoting student discourse. DATA SOURCES: FAIR, Benchmark Assessments, Mini-assessments, classroom assessments, MTSS, student work samples

G7. Implementation and sustainability of rigorous tasks and assessments will be further developed in all curriculum areas to advance learning and reach target AMOs for all subgroups.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- READING: Cold Reads (1-5); Accelerated Reader/STAR Enterprise (1-5); Document Based Questioning (4-5); Edusoft Achieves (differentiate instruction) (3-5); CCSS Appendix B Sample Performance Tasks & Complex Text
- MATH: 40 Days of Math (3-5); Voyager Math (V-Math)(2-5); Manatee Math (Smiley Face Math); PENDA (5th grade math and science); iPads/Apps; Edusoft Achieves (differentiate instruction) (3-5); STEM; Thinking Math Principles
- WRITING: LCS Writing Plan; TRE School-Based Writing Plan; CCSS Appendix C Writing Anchor Sets
- SCIENCE: PENDA
- OVERALL: Literacy Coach, CRT, Math/Science Coach

Targeted Barriers to Achieving the Goal

- Inconsistent and/or limited use of research-based instructional practices supporting the development of rigorous tasks and assessments.

Plan to Monitor Progress Toward the Goal

Ongoing progress monitoring (Leadership Team); Utilization of Student Academic Notebooks (data and authentic student work); Utilization of Teacher Talk Forms with Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teacher, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule:

On-Going

Evidence of Completion:

Increase in student mastery of skills; Increase in student participation in the learning process; Increase in teacher capacity and effectiveness; Increase in teacher expectations for student academic success.
 DATA SOURCES: FAIR, Benchmark Assessments, Mini-assessments, classroom assessments, MTSS, student work samples

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student engagement will increase in all curriculum areas to improve overall student achievement and reach target AMOs for all subgroups.

G1.B1 Inconsistent and/or limited use of research-based instructional practices (differentiated cognitive strategies) supporting student engagement.

G1.B1.S1 OVERALL: Utilize high-yield instructional strategies school-wide for engaging students in all curriculum areas. More specifically, teachers will: actively engage students through a variety of learning strategies (visual, auditory, kinesthetic); make adjustments in instruction and structures to engage students; allow for collaborative structures during guided practice; conduct inquiry-based activities; and provide opportunities for student discourse and "accountable talk."

Action Step 1

Student Engagement in All Curriculum Areas

Person or Persons Responsible

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established.

Facilitator:

CRT, Literacy Coach, Math/Science Coach

Participants:

School-Wide

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

Implementation review-identify if timelines and objectives have been met.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom walkthroughs; Monthly analysis of student data; Increase in student mastery of skills.

Plan to Monitor Effectiveness of G1.B1.S1

Ongoing progress monitoring (Leadership Team); Utilization of Student Academic Notebooks (data and authentic student work); Utilization of Teacher Talk Forms with Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

On-Going

Evidence of Completion

Increase in student mastery of skills; Increase in teacher capacity. DATA SOURCES: FAIR, Benchmark Assessments, Mini-assessments, classroom assessments, MTSS, student work samples

G2. Instructional delivery will be differentiated to be student specific (address needs, learning styles, and abilities of students) in all curriculum areas to improve student achievement for all subgroups.

G2.B1 Inconsistent use of differentiated instruction, assignments, and socially interactive learning strategies.

G2.B1.S1 Utilize high-yield instructional strategies school-wide for differentiating instruction in all curriculum areas. More specifically, teachers will: design small group and center activities to meet the varying needs of students (intensive, proficient, enrichment); scaffold on-grade-level instruction; level and/or tier tasks; individualize instruction; and vary partner activities.

Action Step 1

Differentiated Instruction in All Curriculum Areas

Person or Persons Responsible

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established.

Facilitator:

CRT, Literacy Coach, Math/Science Coach, MTSS Resource Teacher

Participants:

School-Wide

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

Implementation review-identify if timelines and objectives have been met.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist, Guidance

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom walkthroughs; Monthly analysis of student data; Increase in student mastery of skills.

Plan to Monitor Effectiveness of G2.B1.S1

Ongoing progress monitoring (Leadership Team); Utilization of Student Academic Notebooks (data and authentic student work); Utilization of Teacher Talk Forms with Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist, Guidance

Target Dates or Schedule

On-Going

Evidence of Completion

Increase in student mastery of skills; Increase in teacher capacity. DATA SOURCES: FAIR, Benchmark Assessments, Mini-assessments, classroom assessments, MTSS, student work samples

G2.B1.S4 ADDITIONAL: Provide school-based after school tutoring (Fall & Spring 8 week sessions). Provide before school-tutoring in computer lab.

Action Step 1

Before/After School Tutoring; Planning and organizing (disaggregating data; identifying objectives; identifying implementation strategies)

Person or Persons Responsible

Classroom Teachers (Tutors), CRT, Literacy Coach, Administration, Math/Science Coach, MTSS Resource Teacher

Target Dates or Schedule

Immediate and On-Going

Evidence of Completion

Timelines, activities, resources, and responsibilities established

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Implementation review-Identify if timelines and objectives have been met.

Person or Persons Responsible

Classroom Teachers (Tutors), CRT, Literacy Coach, Administration, Math/Science Coach, MTSS
Resource Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom walkthroughs; Monthly analysis of student data; Increase in student mastery of skills.

Plan to Monitor Effectiveness of G2.B1.S4

Ongoing progress monitoring; Review of student work;

Person or Persons Responsible

Classroom Teachers (Tutors), CRT, Literacy Coach, Administration, Math/Science Coach, MTSS
Resource Teacher

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom walkthroughs; Monthly analysis of student data; Increase in student mastery of skills.

G3. Cross content reading and writing will be integrated in all curriculum areas to improve student achievement for all subgroups.

G3.B2 Inconsistent and/or limited use of research-based instructional practices conducive to cross content reading and writing.

G3.B2.S1 Utilize high-yield instructional strategies school-wide for integrating reading and writing in all curriculum areas. More specifically, teachers will provide instruction in reading comprehension, vocabulary strategies, and manipulating complex text. Teacher will also utilize interactive word walls, Thinking Maps, summarizing concepts, and academic notebooks/journals.

Action Step 1

Cross Content Reading and Writing in All Curriculum Areas

Person or Persons Responsible

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established.

Facilitator:

CRT, Literacy Coach, Math/Science Coach

Participants:

School-Wide

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

Implementation review-identify if timelines and objectives have been met.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom walkthroughs; Monthly analysis of student data; Increase in student mastery of skills.

Plan to Monitor Effectiveness of G3.B2.S1

Ongoing progress monitoring (Leadership Team); Utilization of Student Academic Notebooks (data and authentic student work); Utilization of Teacher Talk Forms with Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

On-Going

Evidence of Completion

Increase in student mastery of skills; Increase in teacher capacity. DATA SOURCES: FAIR, Benchmark Assessments, Mini-assessments, classroom assessments, MTSS, student work samples

G4. Create a safe environment conducive to student learning, personal growth, and success for all students by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.

G4.B1 Inconsistent reinforcement and promotion of positive behavior and academic support to coincide with high teacher/student expectations.

G4.B1.S1 Utilize research-based positive behavior support systems school-wide.

Action Step 1

Early Warning Systems

Person or Persons Responsible

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established.

Facilitator:

PBS Team

Participants:

School-Wide

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

Implementation review-identify if timelines and objectives have been met.

Person or Persons Responsible

Administration; Social Worker; Classroom Teachers; Family/School Liaison; Guidance; PBS Team

Target Dates or Schedule

On-going

Evidence of Completion

Internal fidelity check and self-monitoring

Plan to Monitor Effectiveness of G4.B1.S1

Monthly analysis of student data and school-wide trends

Person or Persons Responsible

Administration; Social Worker; Classroom Teachers; Family/School Liaison; Guidance; PBS Team

Target Dates or Schedule

On-Going

Evidence of Completion

Internal fidelity check and self-monitoring DATA SOURCES: FSL portal; scheduled data reports pulled from AS/400 and Lake County Student Services.

G5. Instructional technology will be incorporated in all curriculum areas as part of the 21st Century Skills initiative for student competitiveness in a global society.

G5.B1 Lack of teacher knowledge/security in using technology in the classroom.

G5.B1.S1 Provide teachers with targeted support in how to incorporate the use of technology in the classroom (Title I iPad Instructional Use Plan)

Action Step 1

Technology in the 21st Century Classroom

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

Immediate and On-Going

Evidence of Completion

Timelines, activities, resources, and responsibilities established

Facilitator:

CRT, Media Specialist, Computer Teacher/Tech Con

Participants:

School-Wide

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

Implementation review-Identify if timelines and objectives have been met.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom walkthroughs; Increase in teacher capacity and effectiveness

Plan to Monitor Effectiveness of G5.B1.S1

Ongoing progress monitoring (Leadership Team); Utilization of technology in the classroom (authentic student work); Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

On-Going

Evidence of Completion

Increase in authentic student work produced via technology. Increase in teacher capacity.

G6. Consistent and deliberate implementation of higher order questioning and discourse will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.

G6.B1 Inconsistent and/or limited use of research-based instructional practices for establishing higher order questioning and discourse (teachers and students) in the classroom.

G6.B1.S1 OVERALL: Utilize high-yield instructional strategies school-wide for increasing higher order questioning and discourse in all curriculum areas. More specifically, teachers will: employ questioning strategies that promote higher order thinking (low, moderate, high); use, model, scaffold, and elicit higher order thinking; provide multiple opportunities for cognitively complex tasks including testing and generating hypothesis; and allow for scaffolding, appropriate pacing, and wait time.

Action Step 1

Higher Order Questioning and Discourse in All Curriculum Areas

Person or Persons Responsible

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established.

Facilitator:

CRT, Literacy Coach, Math/Science Coach

Participants:

School-Wide

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Implementation review-identify if timelines and objectives have been met.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom walkthroughs; Monthly analysis of student data; Increase in student mastery of skills.

Plan to Monitor Effectiveness of G6.B1.S1

Ongoing progress monitoring (Leadership Team); Utilization of Student Academic Notebooks (data and authentic student work); Utilization of Teacher Talk Forms with Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

On-Going

Evidence of Completion

Increase in student mastery of skills; Increase in teacher capacity and effectiveness. DATA SOURCES: FAIR, Benchmark Assessments, Mini-assessments, classroom assessments, MTSS, student work samples

G7. Implementation and sustainability of rigorous tasks and assessments will be further developed in all curriculum areas to advance learning and reach target AMOs for all subgroups.

G7.B2 Inconsistent and/or limited use of research-based instructional practices supporting the development of rigorous tasks and assessments.

G7.B2.S1 OVERALL: Utilize high-yield instructional strategies school-wide for developing rigor tasks and assessments in all curriculum areas. More specifically, teachers will help students practice and deepen knowledge by: utilizing the appropriate progression of Webb's DOK; reviewing content; employing multiple checks for understanding; sharing learning goals, scales, and rubrics with students; assigning purposeful work; and providing multiple opportunities for students to generate authentic work.

Action Step 1

Rigorous Tasks and Assessments in All Curriculum Areas

Person or Persons Responsible

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established

Facilitator:

CRT, Literacy Coach, Math/Science Coach

Participants:

School-Wide

Plan to Monitor Fidelity of Implementation of G7.B2.S1

Implementation review-identify if timelines and objectives have been met.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

On-Going

Evidence of Completion

Classroom walkthroughs; Monthly analysis of student data; Increase in student mastery of skills.

Plan to Monitor Effectiveness of G7.B2.S1

Ongoing progress monitoring (Leadership Team); Utilization of Student Academic Notebooks (data and authentic student work); Utilization of Teacher Talk Forms with Leadership Team; Weekly progress monitoring meetings via grade level common planning.

Person or Persons Responsible

Classroom Teachers, CRT, Literacy Coach, Math/Science Coach, Administration, ESE Specialist

Target Dates or Schedule

On-Going

Evidence of Completion

Increase in student mastery of skills; Increase in teacher capacity. DATA SOURCES: FAIR, Benchmark Assessments, Mini-assessments, classroom assessments, MTSS, student work samples

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

The county's title services department coordinates the funding which Triangle utilizes to help students improve their academic achievement. These opportunities include additional instructional personnel targeted at assisting with lower quartile student subgroups, materials for mathematics and reading, funding for professional development and remediation, intervention and after school tutoring. Special attention will be given to the subgroups not making target AMO in 2012-2013. For reading and mathematics, these subgroups are: white, students with disabilities, economically disadvantaged, black, and ELL. Title I personnel responsible for additional support for targeted subgroups include (but not limited to) FSL, RtI/ MTSS resource teacher, PK teacher, and corresponding grade level teacher assistants funded by Title I. Academic instructional coaches will also provide support (Literacy Coach, CRT, and Math/Science Coach).

Title I, Part C- Migrant

The Title Services department provides a Migrant Liaison who works with the school's guidance counselor, the family/school liaison, and the CRT to ensure that migrant students do not face additional educational challenges due to differences in academic standards throughout the country.

Title I, Part D

The Title Services department receives funding for services targeting delinquent and neglected students. At the school, the guidance counselor, nurse and social worker ensure compliance with guidelines and assistance to these children and families.

Title II

The Curriculum Department coordinates funding for technology aimed at increasing student achievement. Funding for professional development is coordinated through the curriculum department at the district level. On the school level, the assistant principal, curriculum specialist, the technology contact, and the family liaison work with the principal to ensure compliance with guidelines and assistance to children and families.

Title III

The Curriculum Department coordinates funding for services to English Language Learners through a partnership with the district curriculum department and the school's ELL coordinator with support from the family liaison. The purpose of this funding is to ensure that appropriate services are provided to ELL students. Supplemental instructional materials include (but are not limited to) Rosetta Stone.

Title X- Homeless

The guidance counselor, social worker, family liaison, and office support staff work together with the principal to ensure that all students who qualify for services under the McKinney -Vento Act are provided with the resources and assistance needed.

Supplemental Academic Instruction (SAI)

SAI funds will be combined with the Title I funds to provide additional services to low performing subgroups in the area of mathematics and reading. This assistance will include, but not be limited to, before and after school remediation programs.

Violence Prevention Programs

Triangle Elementary participates in the Too Good for Drugs prevention programs. In addition, we have a school wide PBS (Positive Behavior System) that promotes positive behavior, as well as an anti-bullying program.

Nutrition Programs

The school participates in the free and reduced lunch programs, providing daily breakfast and lunch to our students; 81% of which are economically disadvantaged.

Housing Programs

N/A

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. Student engagement will increase in all curriculum areas to improve overall student achievement and reach target AMOs for all subgroups.

G1.B1 Inconsistent and/or limited use of research-based instructional practices (differentiated cognitive strategies) supporting student engagement.

G1.B1.S1 OVERALL: Utilize high-yield instructional strategies school-wide for engaging students in all curriculum areas. More specifically, teachers will: actively engage students through a variety of learning strategies (visual, auditory, kinesthetic); make adjustments in instruction and structures to engage students; allow for collaborative structures during guided practice; conduct inquiry-based activities; and provide opportunities for student discourse and "accountable talk."

PD Opportunity 1

Student Engagement in All Curriculum Areas

Facilitator

CRT, Literacy Coach, Math/Science Coach

Participants

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established.

G2. Instructional delivery will be differentiated to be student specific (address needs, learning styles, and abilities of students) in all curriculum areas to improve student achievement for all subgroups.

G2.B1 Inconsistent use of differentiated instruction, assignments, and socially interactive learning strategies.

G2.B1.S1 Utilize high-yield instructional strategies school-wide for differentiating instruction in all curriculum areas. More specifically, teachers will: design small group and center activities to meet the varying needs of students (intensive, proficient, enrichment); scaffold on-grade-level instruction; level and/or tier tasks; individualize instruction; and vary partner activities.

PD Opportunity 1

Differentiated Instruction in All Curriculum Areas

Facilitator

CRT, Literacy Coach, Math/Science Coach, MTSS Resource Teacher

Participants

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established.

G3. Cross content reading and writing will be integrated in all curriculum areas to improve student achievement for all subgroups.

G3.B2 Inconsistent and/or limited use of research-based instructional practices conducive to cross content reading and writing.

G3.B2.S1 Utilize high-yield instructional strategies school-wide for integrating reading and writing in all curriculum areas. More specifically, teachers will provide instruction in reading comprehension, vocabulary strategies, and manipulating complex text. Teacher will also utilize interactive word walls, Thinking Maps, summarizing concepts, and academic notebooks/journals.

PD Opportunity 1

Cross Content Reading and Writing in All Curriculum Areas

Facilitator

CRT, Literacy Coach, Math/Science Coach

Participants

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established.

G4. Create a safe environment conducive to student learning, personal growth, and success for all students by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.

G4.B1 Inconsistent reinforcement and promotion of positive behavior and academic support to coincide with high teacher/student expectations.

G4.B1.S1 Utilize research-based positive behavior support systems school-wide.

PD Opportunity 1

Early Warning Systems

Facilitator

PBS Team

Participants

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established.

G5. Instructional technology will be incorporated in all curriculum areas as part of the 21st Century Skills initiative for student competitiveness in a global society.

G5.B1 Lack of teacher knowledge/security in using technology in the classroom.

G5.B1.S1 Provide teachers with targeted support in how to incorporate the use of technology in the classroom (Title I iPad Instructional Use Plan)

PD Opportunity 1

Technology in the 21st Century Classroom

Facilitator

CRT, Media Specialist, Computer Teacher/Tech Con

Participants

School-Wide

Target Dates or Schedule

Immediate and On-Going

Evidence of Completion

Timelines, activities, resources, and responsibilities established

G6. Consistent and deliberate implementation of higher order questioning and discourse will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.

G6.B1 Inconsistent and/or limited use of research-based instructional practices for establishing higher order questioning and discourse (teachers and students) in the classroom.

G6.B1.S1 OVERALL: Utilize high-yield instructional strategies school-wide for increasing higher order questioning and discourse in all curriculum areas. More specifically, teachers will: employ questioning strategies that promote higher order thinking (low, moderate, high); use, model, scaffold, and elicit higher order thinking; provide multiple opportunities for cognitively complex tasks including testing and generating hypothesis; and allow for scaffolding, appropriate pacing, and wait time.

PD Opportunity 1

Higher Order Questioning and Discourse in All Curriculum Areas

Facilitator

CRT, Literacy Coach, Math/Science Coach

Participants

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established.

G7. Implementation and sustainability of rigorous tasks and assessments will be further developed in all curriculum areas to advance learning and reach target AMOs for all subgroups.

G7.B2 Inconsistent and/or limited use of research-based instructional practices supporting the development of rigorous tasks and assessments.

G7.B2.S1 OVERALL: Utilize high-yield instructional strategies school-wide for developing rigor tasks and assessments in all curriculum areas. More specifically, teachers will help students practice and deepen knowledge by: utilizing the appropriate progression of Webb's DOK; reviewing content; employing multiple checks for understanding; sharing learning goals, scales, and rubrics with students; assigning purposeful work; and providing multiple opportunities for students to generate authentic work.

PD Opportunity 1

Rigorous Tasks and Assessments in All Curriculum Areas

Facilitator

CRT, Literacy Coach, Math/Science Coach

Participants

School-Wide

Target Dates or Schedule

Monthly

Evidence of Completion

Timelines, activities, resources, responsibilities, and professional development established

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student engagement will increase in all curriculum areas to improve overall student achievement and reach target AMOs for all subgroups.	\$2,440
G2.	Instructional delivery will be differentiated to be student specific (address needs, learning styles, and abilities of students) in all curriculum areas to improve student achievement for all subgroups.	\$176,245
G3.	Cross content reading and writing will be integrated in all curriculum areas to improve student achievement for all subgroups.	\$1,120
G4.	Create a safe environment conducive to student learning, personal growth, and success for all students by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.	\$2,150
G5.	Instructional technology will be incorporated in all curriculum areas as part of the 21st Century Skills initiative for student competitiveness in a global society.	\$52,700
G6.	Consistent and deliberate implementation of higher order questioning and discourse will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.	\$2,440
G7.	Implementation and sustainability of rigorous tasks and assessments will be further developed in all curriculum areas to advance learning and reach target AMOs for all subgroups.	\$2,440
Total		\$239,535

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Other	Evidence-Based Program	Total
Title I	\$7,320	\$199,960	\$1,120	\$0	\$208,400
SAC	\$0	\$0	\$0	\$2,150	\$2,150
Title I/SAI	\$0	\$0	\$28,985	\$0	\$28,985
Total	\$7,320	\$199,960	\$30,105	\$2,150	\$239,535

Budget Details

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

G1. Student engagement will increase in all curriculum areas to improve overall student achievement and reach target AMOs for all subgroups.

G1.B1 Inconsistent and/or limited use of research-based instructional practices (differentiated cognitive strategies) supporting student engagement.

G1.B1.S1 OVERALL: Utilize high-yield instructional strategies school-wide for engaging students in all curriculum areas. More specifically, teachers will: actively engage students through a variety of learning strategies (visual, auditory, kinesthetic); make adjustments in instruction and structures to engage students; allow for collaborative structures during guided practice; conduct inquiry-based activities; and provide opportunities for student discourse and "accountable talk."

Action Step 1

Student Engagement in All Curriculum Areas

Resource Type

Professional Development

Resource

Professional Development, Writing Teams, Substitutes

Funding Source

Title I

Amount Needed

\$2,440

G2. Instructional delivery will be differentiated to be student specific (address needs, learning styles, and abilities of students) in all curriculum areas to improve student achievement for all subgroups.

G2.B1 Inconsistent use of differentiated instruction, assignments, and socially interactive learning strategies.

G2.B1.S1 Utilize high-yield instructional strategies school-wide for differentiating instruction in all curriculum areas. More specifically, teachers will: design small group and center activities to meet the varying needs of students (intensive, proficient, enrichment); scaffold on-grade-level instruction; level and/or tier tasks; individualize instruction; and vary partner activities.

Action Step 1

Differentiated Instruction in All Curriculum Areas

Resource Type

Personnel

Resource

Math/Science Coach, K-1 Reading Resource Teacher, MTSS Resource Teacher, Computer Teacher

Funding Source

Title I

Amount Needed

\$147,260

G2.B1.S4 ADDITIONAL: Provide school-based after school tutoring (Fall & Spring 8 week sessions). Provide before school-tutoring in computer lab.

Action Step 1

Before/After School Tutoring; Planning and organizing (disaggregating data; identifying objectives; identifying implementation strategies)

Resource Type

Other

Resource

Personnel, Research-Based Curriculum, Transportation

Funding Source

Title I/SAI

Amount Needed

\$28,985

G3. Cross content reading and writing will be integrated in all curriculum areas to improve student achievement for all subgroups.

G3.B2 Inconsistent and/or limited use of research-based instructional practices conducive to cross content reading and writing.

G3.B2.S1 Utilize high-yield instructional strategies school-wide for integrating reading and writing in all curriculum areas. More specifically, teachers will provide instruction in reading comprehension, vocabulary strategies, and manipulating complex text. Teacher will also utilize interactive word walls, Thinking Maps, summarizing concepts, and academic notebooks/journals.

Action Step 1

Cross Content Reading and Writing in All Curriculum Areas

Resource Type

Other

Resource

PBS Resources

Funding Source

Title I

Amount Needed

\$1,120

G4. Create a safe environment conducive to student learning, personal growth, and success for all students by closely monitoring early warning systems: attendance, discipline referrals, and alleged/reported bullying incidents.

G4.B1 Inconsistent reinforcement and promotion of positive behavior and academic support to coincide with high teacher/student expectations.

G4.B1.S1 Utilize research-based positive behavior support systems school-wide.

Action Step 1

Early Warning Systems

Resource Type

Evidence-Based Program

Resource

Positive Behavior Support Materials

Funding Source

SAC

Amount Needed

\$2,150

G5. Instructional technology will be incorporated in all curriculum areas as part of the 21st Century Skills initiative for student competitiveness in a global society.

G5.B1 Lack of teacher knowledge/security in using technology in the classroom.

G5.B1.S1 Provide teachers with targeted support in how to incorporate the use of technology in the classroom (Title I iPad Instructional Use Plan)

Action Step 1

Technology in the 21st Century Classroom

Resource Type

Personnel

Resource

Computer Teacher/Tech Con

Funding Source

Title I

Amount Needed

\$52,700

G6. Consistent and deliberate implementation of higher order questioning and discourse will increase in all curriculum areas to improve learning and reach target AMOs for all subgroups.

G6.B1 Inconsistent and/or limited use of research-based instructional practices for establishing higher order questioning and discourse (teachers and students) in the classroom.

G6.B1.S1 OVERALL: Utilize high-yield instructional strategies school-wide for increasing higher order questioning and discourse in all curriculum areas. More specifically, teachers will: employ questioning strategies that promote higher order thinking (low, moderate, high); use, model, scaffold, and elicit higher order thinking; provide multiple opportunities for cognitively complex tasks including testing and generating hypothesis; and allow for scaffolding, appropriate pacing, and wait time.

Action Step 1

Higher Order Questioning and Discourse in All Curriculum Areas

Resource Type

Professional Development

Resource

Professional Development, Writing Teams, Substitutes

Funding Source

Title I

Amount Needed

\$2,440

G7. Implementation and sustainability of rigorous tasks and assessments will be further developed in all curriculum areas to advance learning and reach target AMOs for all subgroups.

G7.B2 Inconsistent and/or limited use of research-based instructional practices supporting the development of rigorous tasks and assessments.

G7.B2.S1 OVERALL: Utilize high-yield instructional strategies school-wide for developing rigor tasks and assessments in all curriculum areas. More specifically, teachers will help students practice and deepen knowledge by: utilizing the appropriate progression of Webb's DOK; reviewing content; employing multiple checks for understanding; sharing learning goals, scales, and rubrics with students; assigning purposeful work; and providing multiple opportunities for students to generate authentic work.

Action Step 1

Rigorous Tasks and Assessments in All Curriculum Areas

Resource Type

Professional Development

Resource

Professional Development, Writing Teams, Substitutes

Funding Source

Title I

Amount Needed

\$2,440