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## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Lake Panasoffkee Elementary School

790 CR 482N  
Lake Panasoffkee, FL 33538  
352-793-1093

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### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 73%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 17%

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### School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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### SIP Authority and Template

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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

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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.

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### Part I: Current School Status

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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.

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### Part II: Expected Improvements

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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).

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### Part III: Coordination and Integration

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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.

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### Appendix 1: Professional Development Plan to Support Goals

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

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### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Lake Panasoffkee Elem. School

##### Principal

Bridget Veal

##### School Advisory Council chair

Elizabeth Sellers

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

Name	Title
Bridget Veal	Principal
Kelly Goodwin	Assistant Principal
Jennifer Paul	Kindergarten Grade Chair
Connie James	First Grade Chair
Joyce Whitfield	Second Grade Chair
Grace Ashley	Third Grade Chair
Molly Everett	Fourth Grade Chair
Allen Ashley	Fifth Grade Chair
Cindy Randolph	Reading Resource
Shelly Hunt	Testing/Technology Coordinator

#### District-Level Information

##### District

Sumter

##### Superintendent

Mr. Richard A Shirley

##### Date of school board approval of SIP

6/18/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The advisory council is to be limited to no less than ten members. The composition will include representatives from teachers/staff, parents, community and business representatives with voting rights. The chairman (a non-school official) will represent the local council on district matters. Council members will serve one year with nominees solicited from peer groups. Final selection of council members is based on election outcomes as well as consideration for statutory requirements specifying demographic, ethnic, racial and socio-economic representation. An advisory council membership list will be submitted to

the Sumter County School Board for consideration and approval. Officers of the council will include a chairman and a vice-chairman. The chairman will preside at all meetings of the council and will follow "Roberts Rule of Order Revised." The vice-chairman will act as an aide to the chairman and will perform the duties of chairman in the absence or disability of that officer. Official duties extend during the ten months that school is in session. A secretary will be elected to record the minutes of all meetings. A copy of all minutes will be sent to the district office.

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

Meetings will be held a minimum of four times during the school year and will be scheduled on the days/times most convenient for the majority of the group. Suggestions for school improvement were discussed and included in the plan. The plan was presented to the committee and approved.

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

The SAC will assist, recommend and consult in the development and implementation of the school improvement plan. They will define and monitor the progress toward each school goal. The council will review results of needs assessments. Recommendations will be made on what data needs to be shared with parents. The council will serve as a resource and advisor to the principal. It will provide input on the use of SIP funds and assist in preparing the school budget. It will identify problems and propose solutions or suggest change to correct the problem. The council will act as a liaison between the school and the community. The council will work with the faculty and staff to provide a quality education consistent with all state and local statutes. Meetings will be held a minimum of four times during the school year and will be scheduled on the days/times most convenient for the majority of the group.

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

SIP Funds: \$2000. Incentives, classroom libraries, professional development, classroom supplies (curriculum)

### **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:**

<b>Bridget Veal</b>		
Principal	Years as Administrator: 2	Years at Current School: 1
<b>Credentials</b>	BA Elementary Education, University of South Florida MA Curriculum and Instruction, National Louis University Ed.S Educational Leadership, National Louis University	
<b>Performance Record</b>	2012-2013 Sumter Alternatives - No school grade awarded based on school category. 2013-2014 Lake Panasoffkee Elementary School - current school year assignment. No data available.	

<b>Kelly Goodwin</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 11
<b>Credentials</b>	MA Educational Leadership BA Elementary Education English to Speakers of Other Languages	
<b>Performance Record</b>	<p>2012-2013-Lake Panasoffkee Elementary School Grade A, 588 Points. Percent meeting high standards in reading 68, math 74, writing 58, science 66. Percent making learning gains in reading, 77, math 84. Adequate progress of lowest 25% in reading 86, math 75.</p> <p>2011-2012-Lake Panasoffkee Elementary School Grade A, 587 points. Percent meeting high standards in reading 69, math 75, writing 85, science 65. Percent making learning gains in reading 76, math 73. Adequate progress of lowest 25% in reading 80, math 64.</p> <p>2010-2011- Lake Panasoffkee Elementary School Grade A, 654 points. Percent meeting high standards in reading 90, math 93, writing 94, science 74. Percent making learning gains in reading 76, math 72. Adequate progress of lowest 25% in reading 76, math 79.</p>	

### Instructional Coaches

#### # of instructional coaches

2

#### # receiving effective rating or higher

(not entered because basis is &lt; 10)

#### Instructional Coach Information:

<b>Cynthia Randolph</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 4
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	BS Psychology Elementary Education Grades 1-6 Certification	
<b>Performance Record</b>	<p>2012-2013-Lake Panasoffkee Elementary School Grade A, 588 Points. Percent meeting high standards in reading 68, math 74, writing 58, science 66. Percent making learning gains in reading, 77, math 84. Adequate progress of lowest 25% in reading 86, math 75.</p> <p>2011-2012-Lake Panasoffkee Elementary School Grade A, 587 points. Percent meeting high standards in reading 69, math 75, writing 85, science 65. Percent making learning gains in reading 76, math 73. Adequate progress of lowest 25% in reading 80, math 64.</p> <p>2010-2011- Lake Panasoffkee Elementary School Grade A, 654 points. Percent meeting high standards in reading 90, math 93, writing 94, science 74. Percent making learning gains in reading 76, math 72. Adequate progress of lowest 25% in reading 76, math 79.</p>	

<b>Tonya Merritt</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 24
<b>Areas</b>	Mathematics	
<b>Credentials</b>	BA Elementary Education	
<b>Performance Record</b>	<p>2012-2013-Lake Panasoffkee Elementary School Grade A, 588 Points. Percent meeting high standards in reading 68, math 74, writing 58, science 66. Percent making learning gains in reading, 77, math 84. Adequate progress of lowest 25% in reading 86, math 75.</p> <p>2011-2012-Lake Panasoffkee Elementary School Grade A, 587 points. Percent meeting high standards in reading 69, math 75, writing 85, science 65. Percent making learning gains in reading 76, math 73. Adequate progress of lowest 25% in reading 80, math 64.</p> <p>2010-2011- Lake Panasoffkee Elementary School Grade A, 654 points. Percent meeting high standards in reading 90, math 93, writing 94, science 74. Percent making learning gains in reading 76, math 72. Adequate progress of lowest 25% in reading 76, math 79.</p>	

**Classroom Teachers****# of classroom teachers**

32



**# receiving effective rating or higher**

30, 94%

**# Highly Qualified Teachers**

100%

**# certified in-field**

32, 100%

**# ESOL endorsed**

29, 91%

**# reading endorsed**

5, 16%

**# with advanced degrees**

7, 22%

**# National Board Certified**

1, 3%

**# first-year teachers**

2, 6%

**# with 1-5 years of experience**

10, 31%

**# with 6-14 years of experience**

8, 25%

**# with 15 or more years of experience**

12, 38%

**Education Paraprofessionals****# of paraprofessionals**

12

**# Highly Qualified**

12, 100%

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

6

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Teacher to Teachers and Troops to Teachers are used as part of the recruiting process. Potential teachers seek positions that are available on the county site and complete an online application.

Certification Checks are completed prior to hiring. Lisa Whitman and Allison Nave are responsible for recruiting and retaining highly qualified, certified-in-field, effective teachers to the school.

### **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**

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum.

The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilizing guided meetings, peer observations, and monthly checklists of teaching responsibilities.

### **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 Sumter County School District believes in providing interventions to students who are not meeting the standards the district believes are necessary for a successful completion of high school diploma program. Research has shown that approximately 80% of students are successful with the general education materials. However, some students' learning styles and processes require different strategies and different materials.

In order to provide the most effective education for all children, we believe we must start with providing an effective education for each child. In the Sumter County School District, we utilize a three-tier approach with varying levels of support beyond that used as the core curriculum. The approach used is referred to as Multi-Tiered System of Supports. In the first tier (Tier 1) school-wide and classroom-based strategies are used. Tier 1 includes the core academic and behavioral programs. The school-based leadership team members review the core instruction ensuring that it is well-delivered and scientific research-based. The team also looks at data and decides if 80% or more students, including students in subgroups, are achieving the standards/benchmarks. Other considerations include: matching curriculum appropriately to the needs of the students, providing support for the implementation of fidelity, problem-solving to increase the effectiveness of core instruction, matching instruction to meet the students' cultural, linguistic, socioeconomic and experiential backgrounds, including English and first language proficiency levels, comparing students' rate of progress and level of performance with those of true peers, reviewing core instruction to ensure it is explicit, supported and differentiated to meet necessary reading skills of students, either in whole group or smaller group arrangements and involving parents and students in the process. If there is evidence that instruction in the core curriculum is not effective through the analysis of data using Performance Matters, the team must examine whether it is occurring school-wide or whether it is a class-specific problem. If necessary teachers may be assigned additional training or reassign within the school. When a child struggles with the core curriculum, he or she may need additional assistance, which can be provided in Tier 2. In Tier 2, we employ a standard protocol intervention approach. In Tier 2, we utilize student data to group students based upon a target skill need and provide appropriate research-based intervention including supplemental instruction such as more exposure, more practice, more focus, smaller group, type of delivery, program, in addition to and aligned with core instruction. Students are matched to instruction with a high likelihood of successful remediation. We apply the Tier 2 interventions for an appropriate number of weeks in order to give the

child additional instruction using research-based materials and strategies to allow the child to achieve the educational standards necessary for success. Many children respond well to Tiers 1 and 2 and are successful in meeting standards with the supplemental help.

In the event that a child needs additional help to meet the standards we utilize a third tier which provides additional and more frequent help. In Tier 3, we employ an intervention team approach. We call this team the Teamwork, Intervention and Problem Solving (hereafter TIPS) Team. The TIPS Team meets to review a child's progress and tailor an individual academic/behavioral support plan that provides supplemental instruction to the child in the area of areas of need. The TIPS team reviews the specific, individualized, intensive instruction/intervention implemented including additional exposure, practice, and focus, smaller group, type of delivery, program, in addition to and aligned with core instruction. Tier 3 instruction is also used for an appropriate number of weeks.

We believe that the MTSS three-tier model will prevent students from "falling through the cracks". Help will be given regardless of a student's label or lack thereof. Support and guidance will be given to team members throughout the process.

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

The school-based leadership team members review data and makes recommendations for programs and resources needed at the school to assist students with behavioral and academic needs. Parent participation is a key aspect. Parents provide a critical perspective on students, thus increasing the likelihood that MTSS interventions will be effective. The Case Facilitator attends and facilitates all TIPS meetings, completes the documentation, determines through gap analysis if the academic or emotional/behavioral difficulty is school, classroom, or student based, documents parent contact, documents all formal and informal contact with stakeholders, observes the students, meets with the teachers, schedules TIPS Team meetings, assists with data collection, provides interventions, monitors PMPs, participates in retention meetings. The classroom teacher consults with case facilitator, collects data, meets with the case facilitator, documents parent contact, implements research/evidence based interventions with fidelity, and attends all TIPS meetings. School counselor provides weekly individual or group counseling when necessary, attends all emotional/behavioral TIPS Team meetings, and consults with case facilitator. Administrator ensures that the school has a positive behavior support plan that is being implemented, ensures that core academic programs are being implemented consistently and correctly, accepts administrative responsibility for effective intervention implementation, accepts duties as a consultative team member, attends TIPS Team meetings, completes and documents fidelity checks, provides or coordinates valuable and continuous professional development, schedules and facilitates MTSS School Based Leadership Team meetings. Staffing Specialist consults with TIPS Team regarding Tier 3 interventions, and conducts compliance meetings. Speech-Language Pathologist attends TIPS Team meetings on students who have speech and or language concerns, and assists with intervention through collaboration, training and or direct student contact. School Psychologist attends TIPS Team meetings, reviews and interprets progress monitoring data, attends compliance meetings, and collaborates with TIPS Team on effective instruction and specific interventions.

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

The School Based MTSS Leadership Team meets periodically with general education teachers, who have children in the MTSS process, to review intervention implementation, effectiveness, and data collection. They also meet quarterly to review school-wide and class-wide academic and behavioral data. And uses current data and problem solving to effect needed academic and or behavioral changes at the school and classroom levels. Th Administrator ensures that the school has a positive behavior support plan that is being implemented, ensures that core academic programs are being implemented consistently and correctly, accepts administrative responsibility for effective intervention implementation, accepts duties as a consultative team member, attends TIPS Team meetings, completes and documents

fidelity checks, provides or coordinates valuable and continuous professional development, and schedules and facilitates MTSS School Based Leadership Team meetings.

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

Many sources and management systems are used to access and analyze data to monitor the effectiveness of core, supplemental and intensive supports in reading, mathematics, science, writing, and engagement. Included in these sources and management systems are classroom performance and teacher monitoring, universal screenings such as SeSat, Baseline Assessments, STAR assessments, FCAT assessments, SAT 10 Assessments, and data from RTIb.

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

The MTSS Facilitator will present information at all facility meetings, Title I meeting, School Advisory Council Meetings and Leadership Team meetings.

**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: 4,680**

During the course of the program students will receive intensive instruction and learning opportunities in the areas of reading, mathematics, science, writing and personal enrichment. This program will creatively reinforce topics taught during the regular school year and will serve as a preview for upcoming learning goals.

Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Success Maker, Accelerated Reader, Accelerated Math, National Geographic Science, Kaplan Empowerment, Great Source After School Reading and Math, Harcourt Story Town Intervention Kit, Go Math Intervention, Brain Pop and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas. Students will also be involved in project based hands-on learning experiences to supplement and strengthen the student's performance.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Classroom grades will be collected at the beginning of the program and again at the completion of the program. Attendance will be reported each day. FCAT and SAT 10 Learning Gains in Reading and Math will be reported as well as FCAT Science and Writing Scores. The program will be considered successful if: 86% of regularly participating students will maintain a passing grade in reading (70% or higher) as demonstrated by such measures as quarterly school report card grades and 82% of regularly participating students will maintain a passing grade in math (70% or higher) as demonstrated by such measures as quarterly school report card grades. Also, 70% of regularly participating students will make a learning gain in reading as demonstrated by FCAT 2.0 Reading or SAT 10, 65% of regularly participating students will make a learning gain in math as demonstrated by FCAT 2.0 Reading or SAT 10, 75% of regularly participating 4th grade students will score proficient on FCAT Writes, and 60% of regularly participating 5th grade students will score proficient on FCAT 2.0 Science.

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

The Afterschool program coordinator as well as the district coordinator is responsible for monitoring implementation of this strategy.

**Strategy: Summer Program****Minutes added to school year:** 1,200

During the course of the program students will receive intensive instruction and learning opportunities in the areas of reading, mathematics, science, writing and personal enrichment. This program will creatively reinforce topics taught during the regular school year and will serve as a preview for upcoming learning goals.

Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Success Maker, Accelerated Reader, Accelerated Math, National Geographic Science, Kaplan Empowerment, Great Source After School Reading and Math, Harcourt Story Town Intervention Kit, Go Math Intervention, Brain Pop and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas. Students will also be involved in project based hands-on learning experiences to supplement and strengthen the student's performance

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Attendance will be reported each day. A Pre and Post Test Probe Using Discovery Education in reading and mathematics will be given. The program will be considered successful if 80% of the students show improvement.

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

The Summer program coordinator as well as the district coordinator is responsible for monitoring implementation of this strategy.

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

<b>Name</b>	<b>Title</b>
Bridget Veal	Principal
Kelly Goodwin	Assistant Principal
Cindy Randolph	MTSS/Reading Coach
Shelly Hunt	Testing/Technology Coordinator
Jennifer Paul	Kindergarten Teacher
Connie James	First Grade Teacher
Joyce Whitfield	Second Grade Teacher
Grace Ashley	Third Grade Teacher
Molly Everett	Fourth Grade Teacher
Allen Ashley	Fifth Grade Teacher

### **How the school-based LLT functions**

The Literacy Leadership Team meets at grade level meetings and during learning communities two times each month. The testing/technology coordinator supplies data that is disaggregated, charted and displayed in the teachers' lounge as well as in the classrooms. Weakness are discussed and solutions are created using a problem solving method. Successes are celebrated through written and verbal communications.

### **Major initiatives of the LLT**

Data walls and data chats led by the testing/technology coordinator as well as administration. This data is needed to drive lesson development as well as highlighting professional development opportunities.

Emphasis placed on writing accross the curriculum. Everyone is a writing/literacy instructor. When asked a text dependent question, students must be able to respond in writing supporting their answers with text evidence.

Incorporate higher order thinking in all components of the lesson. The use of extended thinking increases student achievement faster than any other strategy.

### **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**

Each spring the school holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners.

VPK is offered at the school for four year olds four days per week. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist.

VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need.

Administration of SeSAT is also given to all kindergarteners.

Parents are invited to attend open house and are encouraged to become volunteers.

## 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

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	33%	38%
Students scoring at or above Achievement Level 4	77	33%	38%

#### 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>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	85	77%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	26	86%	91%

#### 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)	<i>[data excluded for privacy reasons]</i>		72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		72%
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>		72%



**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	58%	66%
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****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	33%	38%
Students scoring at or above Achievement Level 4	94	41%	46%

**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>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	93	84%	89%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		80%

**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	19	26%	31%
Students scoring at or above Achievement Level 4	28	38%	43%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	[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)	5		10
Participation in STEM-related experiences provided for students	476	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	26	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	31	7%	5%
Students who are not proficient in reading by third grade	35	38%	30%
Students who receive two or more behavior referrals	63	13%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	17	4%	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**

85% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
85% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member	390	82%	85%

## Goals Summary

- G1.** Increase instances of parental involvement.
- G2.** Increase student use of focus and support when writing through the use of writing in all content areas and cross grade-level articulation.
- G3.** Increase student background knowledge and vocabulary through the use of previewing and scaffolding.
- G4.** Engage students in a deeper examination of content through the use of pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.
- G5.** Increase reading endurance for students through the delivery of purposeful modeling, support, and practice of complex text.
- G6.** Individualize instruction to increase student achievement through the use of data review, data walls and data chats.

## Goals Detail

### G1. Increase instances of parental involvement.

#### 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 - Elementary School

#### Resources Available to Support the Goal

- PTO
- SAC
- PAC
- Title I Committee

#### Targeted Barriers to Achieving the Goal

- Lack of skills and knowledge
- Negative personal experience
- Hard to reach/reluctant parents

## Plan to Monitor Progress Toward the Goal

Increased students represented at a 2013-2014 school function by a parent or family member through the tracking of parent rosters.

### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal, Molly Everett, Parental Involvement Coordinator

### Target Dates or Schedule:

Throughout the year

### Evidence of Completion:

85% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member

**G2.** Increase student use of focus and support when writing through the use of writing in all content areas and cross grade-level articulation.

### 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
- STEM - All Levels

### Resources Available to Support the Goal

- Core Connections Training
- Writing Coordinator
- Learning Focused Training
- STEM team
- Math Coach
- Reading Coach

### Targeted Barriers to Achieving the Goal

- Not enough writing occurring across the curriculum in all grade levels
- Lack of purposeful peer to peer discourse

### Plan to Monitor Progress Toward the Goal

Data will be collected through the use of Performance Matters, Success Maker Enterprise Reports, Gradebook, and Classroom Walkthroughs. Successful implementation will produce steady progress toward proficiency. If progress is not made, increased support will be given.

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### Target Dates or Schedule:

Formative data will be reviewed weekly and summative data will be reviewed as available

#### Evidence of Completion:

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

### G3. Increase student background knowledge and vocabulary through the use of previewing and scaffolding.

#### Targets Supported

- Writing
- Science - Elementary School

#### Resources Available to Support the Goal

- Learning Focused Strategies
- Instructional coaches
- Inclusion Instructor

#### Targeted Barriers to Achieving the Goal

- Students' lack of prior knowledge, vocabulary and experiences

### Plan to Monitor Progress Toward the Goal

Data will be collected by using Performance Matters, Success Maker Enterprise Reports, Gradebook, as well as observation and anecdotal records. Successful implementation will produce steady progress toward proficiency. If progress is not documented, increased support will occur.

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### Target Dates or Schedule:

Formative data will be reviewed weekly and summative data will be reviewed as available

#### Evidence of Completion:

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

**G4.** Engage students in a deeper examination of content through the use of pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.

**Targets Supported**

- 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

**Resources Available to Support the Goal**

- Instructional Coaches
- Learning Focused Training
- District Personnel

**Targeted Barriers to Achieving the Goal**

- Insufficient planning and use of higher order thinking questions, and assessment prompts as well as extended thinking opportunities
- Lack of direct instruction to help students understand and be able to use the higher level thinking strategies to extend their depth of knowledge

**Plan to Monitor Progress Toward the Goal**

Lesson plans will be reviewed for pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities. Implementation will produce quality lessons that increase student achievement.

**Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal, classroom teachers, Reading Coach, Math Coach and Testing/Technology Coordinator

**Target Dates or Schedule:**

weekly

**Evidence of Completion:**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

**G5. Increase reading endurance for students through the delivery of purposeful modeling, support, and practice of complex text.**

**Targets Supported**

**Resources Available to Support the Goal**

- Title I Budget
- New Reading Series
- Reading Coach
- DBQ's
- Extended Reading Passages

**Targeted Barriers to Achieving the Goal**

- Length of the FCAT 2.0 and the endurance needed to complete the test.
- Lack of experience in reading complex text
- Lack of experience in reading informational text

**Plan to Monitor Progress Toward the Goal**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

**Person or Persons Responsible**

Shelly Hunt, Bridget Veal, Kelly Goodwin

**Target Dates or Schedule:**

December and May

**Evidence of Completion:**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

**G6.** Individualize instruction to increase student achievement through the use of data review, data walls and data chats.

**Targets Supported**

- Writing
- Science - Elementary School

**Resources Available to Support the Goal**

- Instructional coaches
- Title II PD Budget
- Adopted Reading and Math Series
- Technology Coordinator

**Targeted Barriers to Achieving the Goal**

- Lack of data driven instruction
- First Year Teachers

**Plan to Monitor Progress Toward the Goal**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

**Person or Persons Responsible**

Shelly Hunt, Bridget Veal, and Kelly Goodwin

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Increase instances of parental involvement.

#### G1.B1 Lack of skills and knowledge

#### G1.B1.S1 Third grade will host a parent information session.

##### Action Step 1

Third grade classroom teachers and instructional staff will host an evening information session in the first semester.

##### Person or Persons Responsible

Third grade classroom teachers and instructional staff

##### Target Dates or Schedule

First semester

##### Evidence of Completion

parent rosters and conference schedules

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

Administration will attend information night and collect parent roster and agenda

##### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal, Molly Everett, Parental Involvement Coordinator

##### Target Dates or Schedule

beginning of the year

##### Evidence of Completion

agenda and roster from the information night

### Plan to Monitor Effectiveness of G1.B1.S1

Increased students represented at a 2013-2014 school function by a parent or family member

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal, Molly Everett, Parental Involvement Coordinator

#### Target Dates or Schedule

beginning of the year

#### Evidence of Completion

85% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member

### G1.B1.S2 Magnets with Websites for all parents.

#### Action Step 1

All students will be given magnets with Websites and space for passwords for home use.

#### Person or Persons Responsible

PAC

#### Target Dates or Schedule

Beginning of the year.

#### Evidence of Completion

Completed magnet

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Administration will oversee completion of magnet.

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal, Molly Everett, Parental Involvement Coordinator

#### Target Dates or Schedule

beginning of the year

#### Evidence of Completion

completed magnet

### Plan to Monitor Effectiveness of G1.B1.S2

Increased students represented at a 2013-2014 school function by a parent or family member

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal, Molly Everett, Parental Involvement Coordinator

#### Target Dates or Schedule

beginning of the year

#### Evidence of Completion

85% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member

### G1.B1.S3 Host evening information sessions.

#### Action Step 1

Classroom teachers and instructional staff will host evening conferences in the first and second semesters.

#### Person or Persons Responsible

classroom teachers and instructional staff

#### Target Dates or Schedule

first and second semesters

#### Evidence of Completion

parent rosters and conference schedules

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

Administration will attend conference night and collect parent rosters and conference schedules

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### Target Dates or Schedule

first semester and second semester

#### Evidence of Completion

rosters and conference schedules on file

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

Increased students represented at a 2013-2014 school function by a parent or family member

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal, Molly Everett, Parent Involvement Coordinator

#### Target Dates or Schedule

first semester and second semester

#### Evidence of Completion

85% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member

### G1.B3 Negative personal experience

**G1.B3.S1** Positive parent involvement activities will be offered including: Board Game Night, Fitness Night, Science Fair Night, AR Parent Nights, Fall Festival, and Chili Bingo.

#### Action Step 1

Positive parent involvement activities will be offered including: Board Game Night, Fitness Night, Science Fair Night, AR Parent Nights, Fall Festival, and Chili Bingo.

#### Person or Persons Responsible

Parent Involvement Committee and PTO

#### Target Dates or Schedule

Throughout the year

#### Evidence of Completion

Parent rosters

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

parent rosters

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### Target Dates or Schedule

throughout the year

#### Evidence of Completion

parent rosters

### Plan to Monitor Effectiveness of G1.B3.S1

Increased students represented at a 2013-2014 school function by a parent or family member through the tracking of parent rosters.

#### Person or Persons Responsible

Parental Involvement Committee

#### Target Dates or Schedule

Throughout the Year

#### Evidence of Completion

85% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member

### G1.B4 Hard to reach/reluctant parents

#### G1.B4.S1 Create a mass email contact list to inform parents of special events.

##### Action Step 1

Parental Involvement Committee will create a mass email contact list to inform parents of special events.

#### Person or Persons Responsible

Parental Involvement Committee, Molly Everett, PAC Coordinator, Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### Target Dates or Schedule

At the beginning of the year

#### Evidence of Completion

Parents contacted regularly through the use of the mass email contact list.

### Plan to Monitor Fidelity of Implementation of G1.B4.S1

Administration will confirm creation of mass email parental contact list.

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### Target Dates or Schedule

At the beginning of the year.

#### Evidence of Completion

Documentation of a mass email parental contact list.

### Plan to Monitor Effectiveness of G1.B4.S1

The number of parents contacted through the use of the mass email parental contact list will be counted.

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### Target Dates or Schedule

Throughout the year.

#### Evidence of Completion

85% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member.

**G2.** Increase student use of focus and support when writing through the use of writing in all content areas and cross grade-level articulation.

**G2.B1** Not enough writing occurring across the curriculum in all grade levels

**G2.B1.S1** Writing will occur daily in all subject areas and at all grade levels.

#### Action Step 1

Writing opportunities will be given in all subjects incorporating the ideas shared during Core Connections training.

#### Person or Persons Responsible

classroom teachers

#### Target Dates or Schedule

weekly

#### Evidence of Completion

Lesson plans classroom walkthroughs

#### Facilitator:

Anastasia Peters and Mary Lewis

#### Participants:

ASHLEY, ALLEN, VEAL, BRIDGET, ASHLEY, GRACE, GOODWIN, KELLY, BARR, MELANIE, BELLAMY, ASHLEY, BROOKS, ANITA, COLE, KILEY, COOKE, MELISSA, DAVIN, ASHLEY, EVANS, BILLI, EVANS, PAMELA, EVERETT, MOLLY, JAMES, CONNIE, JOHNSTON, JESSICA, JONES, KATHY, LESTER, KIM, LOOMIS, MARY, LOREN, JENNIFER, MCDONALD, PATRICK, MILLER, SUZANNE, MIRAGLIA, SANDRA, PAUL, JENNIFER, SOMMERSDORF, KIM, SOVERCOOL, WENDI, TILLIS, BETH, TOMPKINS, PATRICK, VERA, MARIBEL, WHITE, CONNIE, WHITFIELD, JOYCE, WOJNAROWSKI, ROSEMARY, WORLEY, ANNA

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

Lesson plan and schedule reviews along with classroom walkthroughs will be done to monitor implementation of the strategy.

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Completed lesson plans documenting writing activities across subject areas and classroom walkthroughs.

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

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

Formative data will be reviewed weekly and summative data will be reviewed as available

#### **Evidence of Completion**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

## **G2.B2 Lack of purposeful peer to peer discourse**

**G2.B2.S1** Cross grade-level articulation and team articulation regarding writing expectations and strategies.

### **Action Step 1**

Cross grade-level articulation and team articulation regarding writing expectations and strategies.

#### **Person or Persons Responsible**

Classroom teachers, instructional coaches, administration

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

Agendas and rosters

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

Administration, Instructional Coaches and the Testing/Technology Coordinator will participate in the cross grade-level articulation and team articulation meetings regarding writing expectations and strategies.

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal, Cindy Randolph, Reading Coach, Tonya Merritt, Math Coach, Shelly Hunt, Testing/Technology Coordinator

#### **Target Dates or Schedule**

bi-weekly

#### **Evidence of Completion**

Agendas and rosters



**Plan to Monitor Effectiveness of G2.B2.S1**

Data will be collected through the use of Performance Matters, Success Maker Enterprise Reports, Gradebook, and Classroom Walkthroughs. Successful implementation will produce steady progress toward proficiency. If progress is not made, increased support will be given.

**Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal, Cindy Randolph, Reading Coach, Tonya Merritt, Math Coach, Shelly Hunt, Testing/Technology Coordinator

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Data will be collected through the use of Performance Matters, Success Maker Enterprise Reports, Gradebook, and Classroom Walkthroughs. Successful implementation will produce steady progress toward proficiency. If progress is not made, increased support will be given.

**G3. Increase student background knowledge and vocabulary through the use of previewing and scaffolding.****G3.B1 Students' lack of prior knowledge, vocabulary and experiences**

**G3.B1.S1** Students in the bottom quartile will be given a "double dose" of guided reading instruction using the Catching Kids Up model of previewing and scaffolding.

**Action Step 1**

The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.

**Person or Persons Responsible**

Cindy Randolph, Reading Coach, Tonya Merritt, Math Coach, Billi Evans, Inclusion Instructor

**Target Dates or Schedule**

a minimum of two days per week for 30 minute sessions for instructional coaches and as needed by inclusion instructor

**Evidence of Completion**

Lesson plans and coaches and inclusion schedule

**Facilitator:**

Gina Merritt and Nicole Wade

**Participants:**

Cindy Randolph

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

Lesson plan and schedule reviews along with classroom walkthroughs will be done to monitor implementation of the strategy.

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal and Testing/Technology Coordinator

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Completed lesson plans documenting previewing and scaffolding of standards will be evidence of completion of monitoring activities.

### **Plan to Monitor Effectiveness of G3.B1.S1**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

Formative data will be reviewed weekly and summative data will be reviewed as available

#### **Evidence of Completion**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

**G3.B1.S2** Students in the bottom quartile will be given Tier II or Tier III interventions as needed.

**Action Step 1**

The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.

**Person or Persons Responsible**

Cindy Randolph, Reading Coach, Tonya Merritt, Math Coach, Billi Evans, Inclusion Instructor

**Target Dates or Schedule**

a minimum of two days per week for 30 minute sessions for instructional coaches and as needed by inclusion instructor

**Evidence of Completion**

Lesson plans and coaches and inclusion schedule

**Facilitator:**

Gina Merritt and Nicole Wade

**Participants:**

Cindy Randolph

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

Lesson plan and schedule reviews along with classroom walkthroughs will be done to monitor implementation of the strategy.

**Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal and Testing/Technology Coordinator

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Completed lesson plans documenting previewing and scaffolding of standards will be evidence of completion of monitoring activities.

### **Plan to Monitor Effectiveness of G3.B1.S2**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

Formative data will be reviewed weekly and summative data will be reviewed as available

#### **Evidence of Completion**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

**G3.B1.S3** Students retained the previous year will be given a "double dose" of guided reading instruction using the Catching Kids Up model of previewing and scaffolding.

#### **Action Step 1**

The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.

#### **Person or Persons Responsible**

Cindy Randolph, Reading Coach, Tonya Merritt, Math Coach, Billi Evans, Inclusion Instructor

#### **Target Dates or Schedule**

a minimum of two days per week for 30 minute sessions for instructional coaches and as needed by inclusion instructor

#### **Evidence of Completion**

Lesson plans and coaches and inclusion schedule

#### **Facilitator:**

Gina Merritt and Nicole Wade

#### **Participants:**

Cindy Randolph

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

Lesson plan and schedule reviews along with classroom walkthroughs will be done to monitor implementation of the strategy.

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal and Testing/Technology Coordinator

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Completed lesson plans documenting previewing and scaffolding of standards will be evidence of completion of monitoring activities.

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

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

Formative data will be reviewed weekly and summative data will be reviewed as available

#### **Evidence of Completion**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

**G4.** Engage students in a deeper examination of content through the use of pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.

**G4.B1** Insufficient planning and use of higher order thinking questions, and assessment prompts as well as extended thinking opportunities

**G4.B1.S1** Careful, deliberate incorporation of pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.

### **Action Step 1**

Teachers will create/review lesson and unit plans being sure they include pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.

#### **Person or Persons Responsible**

classroom teachers

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Lesson plans, classroom walkthroughs

#### **Facilitator:**

Teachscape

#### **Participants:**

Classroom Teachers

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

Review of lesson plans, walkthroughs

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

lesson plan documentation and Walkthrough data

### Plan to Monitor Effectiveness of G4.B1.S1

Lesson plans will be reviewed for pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities. Implementation will produce quality lessons that increase student achievement.

#### Person or Persons Responsible

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal, classroom teachers, Reading Coach, Math Coach and Testing/Technology Coordinator

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

**G4.B2** Lack of direct instruction to help students understand and be able to use the higher level thinking strategies to extend their depth of knowledge

**G4.B2.S1** Direct extending thinking instruction.

#### Action Step 1

Teachers will provide direct instruction to help students understand and be able to use the higher level thinking strategies to extend their depth of knowledge.

#### Person or Persons Responsible

classroom teachers, instructional staff, instructional coaches

#### Target Dates or Schedule

at the beginning of the year and as needed

#### Evidence of Completion

lesson plans and classroom walkthroughs

#### Facilitator:

Gina Merritt

#### Participants:

Teachers Grades K-5

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Administration will review lesson plans and complete classroom walkthroughs

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Documentation in lesson plans and observed in classroom walkthroughs

### **Plan to Monitor Effectiveness of G4.B2.S1**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy



**G5.** Increase reading endurance for students through the delivery of purposeful modeling, support, and practice of complex text.

**G5.B1** Length of the FCAT 2.0 and the endurance needed to complete the test.

**G5.B1.S1** Teachers will incorporate several, complex extended reading passages per week modeling as well as requiring students to complete independently.

**Action Step 1**

Teachers will incorporate several, complex extended reading passages per week modeling as well as requiring students to complete independently.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

Two per week

**Evidence of Completion**

lesson plans, classroom walkthroughs

**Facilitator:**

Anastasia Peters, Mary Lewis

**Participants:**

Teachers grades K-5

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

Review of lesson plans, walkthroughs

**Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

lesson plan documentation and Walkthrough data

**Plan to Monitor Effectiveness of G5.B1.S1**

Data will be collected through the use of assessments and assessment prompts, as well as observation and anecdotal records. Successful implementation will produce steady progress toward proficiency. If progress is not documented, increased modeling will occur.

**Person or Persons Responsible**

Classroom teachers, Testing/Technology Coordinator

**Target Dates or Schedule**

daily

**Evidence of Completion**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

**G5.B2 Lack of experience in reading complex text****G5.B2.S1 Increased exposure to complex text.****Action Step 1**

Teachers will increase the use of complex text and will allow students to struggle through the text to encourage perseverance.

**Person or Persons Responsible**

classroom teachers and instructional staff

**Target Dates or Schedule**

weekly

**Evidence of Completion**

lesson plans, Gradebook

**Facilitator:**

Anastasia Peters and Mary Lewis

**Participants:**

Teachers grades K-5

### **Plan to Monitor Fidelity of Implementation of G5.B2.S1**

Review of lesson plans and completion of classroom walkthroughs

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Documentation in lesson plans and seen in classroom walkthroughs

### **Plan to Monitor Effectiveness of G5.B2.S1**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

## **G5.B3** Lack of experience in reading informational text

### **G5.B3.S1** Increase exposure to informational text.

#### **Action Step 1**

Teachers will increase the use of information text and will allow students to struggle through the text to encourage perseverance.

#### **Person or Persons Responsible**

classroom teachers and instructional staff

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

lesson plans and classroom walkthroughs

#### **Facilitator:**

Anastasia Peters and Mary Lewis

#### **Participants:**

Teachers grades K-5

### **Plan to Monitor Fidelity of Implementation of G5.B3.S1**

Review of lesson plans and completion of classroom walkthroughs

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Documentation in lesson plans and evidence seen in classroom walkthroughs

### **Plan to Monitor Effectiveness of G5.B3.S1**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly

#### **Evidence of Completion**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy

**G6.** Individualize instruction to increase student achievement through the use of data review, data walls and data chats.

**G6.B1** Lack of data driven instruction

**G6.B1.S1** Data Walls and Data Chats Led by the Testing/Technology Coordinator and Administration to evaluate progress toward the mastery of the NGSSS and CCSS and drive instruction.

**Action Step 1**

Frequent review of formative and summative data including Discovery Education Assessments, Successmaker Enterprise and STAR reading levels.

**Person or Persons Responsible**

Shelly Hunt, Testing/Technology Coordinator, Administration, instructional coaches, and all instructional staff.

**Target Dates or Schedule**

Frequently throughout the year but at least quarterly.

**Evidence of Completion**

Lesson plans, classroom walkthroughs, gradebooks, Professional Learning Communities documentation

**Facilitator:**

Jimmy Green, Nick Sovercool

**Participants:**

Shelly Hunt

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

To monitor the implementation of the strategy, evidence supplied from data chats will be collected, and data walls will be kept up to date in the teachers' lounge.

**Person or Persons Responsible**

Shelly Hunt, Testing/technology Coordinator, Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Evidence supplied from data chats, and up to date data walls in teachers' lounge will be used as completion of monitoring activities.

### **Plan to Monitor Effectiveness of G6.B1.S1**

Data will be collected through the use of Discovery Education reports, Accelerated Reader reports, Successmaker Enterprise results, Gradebook, and the classroom walkthroughs. Successful implementation will produce steady progress toward proficiency. If progress is not documented, increased support will occur.

#### **Person or Persons Responsible**

Shelly Hunt, Testing/technology Coordinator, Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Results of 2014 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

### **G6.B2 First Year Teachers**

#### **G6.B2.S1 Reading Resource Teacher Will Provide Additional Support to All New LPES ELA Teachers.**

##### **Action Step 1**

Instructional strategies and support given to new teachers.

##### **Person or Persons Responsible**

Reading Coach

##### **Target Dates or Schedule**

Weekly or as needed

##### **Evidence of Completion**

Documentation of meetings/conferences in the form of minutes.

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

Administration will review minutes from meetings and conferences.

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly or as needed

#### **Evidence of Completion**

documentation of minutes

### **Plan to Monitor Effectiveness of G6.B2.S1**

Lesson plans and classroom walkthroughs will show evidence of individualized instruction based on the review of data.

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly or as needed

#### **Evidence of Completion**

lesson plans and classroom walkthrough documentation

### **G6.B2.S2 Peer mentors will provide additional support to all first year LPES teachers.**

#### **Action Step 1**

Instructional strategies and support given to new teachers.

#### **Person or Persons Responsible**

Reading Coach, peer mentor

#### **Target Dates or Schedule**

Weekly or as needed

#### **Evidence of Completion**

Documentation of meetings/conferences in the form of minutes.



### **Plan to Monitor Fidelity of Implementation of G6.B2.S2**

Administration will review minutes from meetings and conferences.

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly or as needed

#### **Evidence of Completion**

documentation of minutes

### **Plan to Monitor Effectiveness of G6.B2.S2**

Lesson plans and classroom walkthroughs will show evidence of individualized instruction based on the review of data.

#### **Person or Persons Responsible**

Bridget Veal, Principal and Kelly Goodwin, Assistant Principal

#### **Target Dates or Schedule**

weekly or as needed

#### **Evidence of Completion**

lesson plans and classroom walkthrough documentation

## 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: All district Title I schools have schoolwide programs. Title I funds are used to implement comprehensive strategies for improving the educational programs of the entire school but target most academically at-risk students. These funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis and review and revision of curriculum, and parent involvement activities.

Title I, Part C- Migrant

Title I, Part D

Title II: The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the School Improvement goals and student data.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless: The district identifies homeless children during the registration process or when the family becomes homeless. The district then buys supplies through Title I dollars or clothing and other needed items through Homeless ARRA funds. Homeless students are not segregated and barriers to their education are eliminated.

Supplemental Academic Instruction (SAI): SAI will be coordinated with Title I funds to provide after school for Level 1 readers. SAI funds will be used to expand the after school program to all Level 2 students.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G2.** Increase student use of focus and support when writing through the use of writing in all content areas and cross grade-level articulation.

**G2.B1** Not enough writing occurring across the curriculum in all grade levels

**G2.B1.S1** Writing will occur daily in all subject areas and at all grade levels.

### PD Opportunity 1

Writing opportunities will be given in all subjects incorporating the ideas shared during Core Connections training.

#### Facilitator

Anastasia Peters and Mary Lewis

#### Participants

ASHLEY, ALLEN, VEAL, BRIDGET, ASHLEY, GRACE, GOODWIN, KELLY, BARR, MELANIE, BELLAMY, ASHLEY, BROOKS, ANITA, COLE, KILEY, COOKE, MELISSA, DAVIN, ASHLEY, EVANS, BILLI, EVANS, PAMELA, EVERETT, MOLLY, JAMES, CONNIE, JOHNSTON, JESSICA, JONES, KATHY, LESTER, KIM, LOOMIS, MARY, LOREN, JENNIFER, MCDONALD, PATRICK, MILLER, SUZANNE, MIRAGLIA, SANDRA, PAUL, JENNIFER, SOMMERSDORF, KIM, SOVERCOOL, WENDI, TILLIS, BETH, TOMPKINS, PATRICK, VERA, MARIBEL, WHITE, CONNIE, WHITFIELD, JOYCE, WOJNAROWSKI, ROSEMARY, WORLEY, ANNA

#### Target Dates or Schedule

weekly

#### Evidence of Completion

Lesson plans classroom walkthroughs

**G3. Increase student background knowledge and vocabulary through the use of previewing and scaffolding.**

**G3.B1 Students' lack of prior knowledge, vocabulary and experiences**

**G3.B1.S1** Students in the bottom quartile will be given a "double dose" of guided reading instruction using the Catching Kids Up model of previewing and scaffolding.

**PD Opportunity 1**

The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.

**Facilitator**

Gina Merritt and Nicole Wade

**Participants**

Cindy Randolph

**Target Dates or Schedule**

a minimum of two days per week for 30 minute sessions for instructional coaches and as needed by inclusion instructor

**Evidence of Completion**

Lesson plans and coaches and inclusion schedule

**G3.B1.S2** Students in the bottom quartile will be given Tier II or Tier III interventions as needed.

**PD Opportunity 1**

The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.

**Facilitator**

Gina Merritt and Nicole Wade

**Participants**

Cindy Randolph

**Target Dates or Schedule**

a minimum of two days per week for 30 minute sessions for instructional coaches and as needed by inclusion instructor

**Evidence of Completion**

Lesson plans and coaches and inclusion schedule

**G3.B1.S3** Students retained the previous year will be given a "double dose" of guided reading instruction using the Catching Kids Up model of previewing and scaffolding.

#### **PD Opportunity 1**

The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.

##### **Facilitator**

Gina Merritt and Nicole Wade

##### **Participants**

Cindy Randolph

##### **Target Dates or Schedule**

a minimum of two days per week for 30 minute sessions for instructional coaches and as needed by inclusion instructor

##### **Evidence of Completion**

Lesson plans and coaches and inclusion schedule

**G4.** Engage students in a deeper examination of content through the use of pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.

**G4.B1** Insufficient planning and use of higher order thinking questions, and assessment prompts as well as extended thinking opportunities

**G4.B1.S1** Careful, deliberate incorporation of pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.

#### **PD Opportunity 1**

Teachers will create/review lesson and unit plans being sure they include pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.

##### **Facilitator**

Teachscape

##### **Participants**

Classroom Teachers

##### **Target Dates or Schedule**

weekly

##### **Evidence of Completion**

Lesson plans, classroom walkthroughs

**G4.B2** Lack of direct instruction to help students understand and be able to use the higher level thinking strategies to extend their depth of knowledge

**G4.B2.S1** Direct extending thinking instruction.

**PD Opportunity 1**

Teachers will provide direct instruction to help students understand and be able to use the higher level thinking strategies to extend their depth of knowledge.

**Facilitator**

Gina Merritt

**Participants**

Teachers Grades K-5

**Target Dates or Schedule**

at the beginning of the year and as needed

**Evidence of Completion**

lesson plans and classroom walkthroughs

**G5.** Increase reading endurance for students through the delivery of purposeful modeling, support, and practice of complex text.

**G5.B1** Length of the FCAT 2.0 and the endurance needed to complete the test.

**G5.B1.S1** Teachers will incorporate several, complex extended reading passages per week modeling as well as requiring students to complete independently.

**PD Opportunity 1**

Teachers will incorporate several, complex extended reading passages per week modeling as well as requiring students to complete independently.

**Facilitator**

Anastasia Peters, Mary Lewis

**Participants**

Teachers grades K-5

**Target Dates or Schedule**

Two per week

**Evidence of Completion**

lesson plans, classroom walkthroughs

## **G5.B2** Lack of experience in reading complex text

### **G5.B2.S1** Increased exposure to complex text.

#### **PD Opportunity 1**

Teachers will increase the use of complex text and will allow students to struggle through the text to encourage perseverance.

##### **Facilitator**

Anastasia Peters and Mary Lewis

##### **Participants**

Teachers grades K-5

##### **Target Dates or Schedule**

weekly

##### **Evidence of Completion**

lesson plans, Gradebook

## **G5.B3** Lack of experience in reading informational text

### **G5.B3.S1** Increase exposure to informational text.

#### **PD Opportunity 1**

Teachers will increase the use of information text and will allow students to struggle through the text to encourage perseverance.

##### **Facilitator**

Anastasia Peters and Mary Lewis

##### **Participants**

Teachers grades K-5

##### **Target Dates or Schedule**

weekly

##### **Evidence of Completion**

lesson plans and classroom walkthroughs

**G6.** Individualize instruction to increase student achievement through the use of data review, data walls and data chats.

**G6.B1** Lack of data driven instruction

**G6.B1.S1** Data Walls and Data Chats Led by the Testing/Technology Coordinator and Administration to evaluate progress toward the mastery of the NGSSS and CCSS and drive instruction.

**PD Opportunity 1**

Frequent review of formative and summative data including Discovery Education Assessments, Successmaker Enterprise and STAR reading levels.

**Facilitator**

Jimmy Green, Nick Sovercool

**Participants**

Shelly Hunt

**Target Dates or Schedule**

Frequently throughout the year but at least quarterly.

**Evidence of Completion**

Lesson plans, classroom walkthroughs, gradebooks, Professional Learning Communities documentation



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase instances of parental involvement.	\$1,138
G2.	Increase student use of focus and support when writing through the use of writing in all content areas and cross grade-level articulation.	\$1,442
G4.	Engage students in a deeper examination of content through the use of pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.	\$1,498
G5.	Increase reading endurance for students through the delivery of purposeful modeling, support, and practice of complex text.	\$958
G6.	Individualize instruction to increase student achievement through the use of data review, data walls and data chats.	\$425
Total		\$5,461

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Personnel	Total
Title II	\$2,806	\$0	\$0	\$2,806
Title I	\$1,092	\$1,138	\$0	\$2,230
General Fund	\$0	\$0	\$425	\$425
Total	\$3,898	\$1,138	\$425	\$5,461

### Budget Details

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

**G1. Increase instances of parental involvement.**

**G1.B1 Lack of skills and knowledge**

**G1.B1.S1 Third grade will host a parent information session.**

**Action Step 1**

Third grade classroom teachers and instructional staff will host an evening information session in the first semester.

**Resource Type**

Other

**Resource**

**Funding Source**

Title I

**Amount Needed**

\$169

**G1.B1.S2 Magnets with Websites for all parents.**

**Action Step 1**

All students will be given magnets with Websites and space for passwords for home use.

**Resource Type**

Other

**Resource**

**Funding Source**

Title I

**Amount Needed**

\$169

### **G1.B3 Negative personal experience**

**G1.B3.S1** Positive parent involvement activities will be offered including: Board Game Night, Fitness Night, Science Fair Night, AR Parent Nights, Fall Festival, and Chili Bingo.

#### **Action Step 1**

Positive parent involvement activities will be offered including: Board Game Night, Fitness Night, Science Fair Night, AR Parent Nights, Fall Festival, and Chili Bingo.

#### **Resource Type**

Other

#### **Resource**

#### **Funding Source**

Title I

#### **Amount Needed**

\$800

**G2.** Increase student use of focus and support when writing through the use of writing in all content areas and cross grade-level articulation.

### **G2.B1 Not enough writing occurring across the curriculum in all grade levels**

**G2.B1.S1** Writing will occur daily in all subject areas and at all grade levels.

#### **Action Step 1**

Writing opportunities will be given in all subjects incorporating the ideas shared during Core Connections training.

#### **Resource Type**

Professional Development

#### **Resource**

Kindergarten Conference: Effective techniques to build successful emergent literacy skills.

#### **Funding Source**

Title I

#### **Amount Needed**

\$1,092

**G2.B2** Lack of purposeful peer to peer discourse

**G2.B2.S1** Cross grade-level articulation and team articulation regarding writing expectations and strategies.

**Action Step 1**

Cross grade-level articulation and team articulation regarding writing expectations and strategies.

**Resource Type**

Professional Development

**Resource**

Kindergarten Conference: Effective techniques to build successful emergent literacy skills.

**Funding Source**

Title II

**Amount Needed**

\$350

**G4.** Engage students in a deeper examination of content through the use of pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.

**G4.B1** Insufficient planning and use of higher order thinking questions, and assessment prompts as well as extended thinking opportunities

**G4.B1.S1** Careful, deliberate incorporation of pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.

**Action Step 1**

Teachers will create/review lesson and unit plans being sure they include pre-planned higher order thinking questions, and assessment prompts as well as extended thinking opportunities.

**Resource Type**

Professional Development

**Resource**

FDLRS Workshop

**Funding Source**

Title II

**Amount Needed**

\$1,223

**G4.B2** Lack of direct instruction to help students understand and be able to use the higher level thinking strategies to extend their depth of knowledge

**G4.B2.S1** Direct extending thinking instruction.

**Action Step 1**

Teachers will provide direct instruction to help students understand and be able to use the higher level thinking strategies to extend their depth of knowledge.

**Resource Type**

Professional Development

**Resource**

FDLRS Workshop

**Funding Source**

Title II

**Amount Needed**

\$275

**G5.** Increase reading endurance for students through the delivery of purposeful modeling, support, and practice of complex text.

**G5.B1** Length of the FCAT 2.0 and the endurance needed to complete the test.

**G5.B1.S1** Teachers will incorporate several, complex extended reading passages per week modeling as well as requiring students to complete independently.

**Action Step 1**

Teachers will incorporate several, complex extended reading passages per week modeling as well as requiring students to complete independently.

**Resource Type**

Professional Development

**Resource**

FDLRS Workshop

**Funding Source**

Title II

**Amount Needed**

\$358

## **G5.B2** Lack of experience in reading complex text

### **G5.B2.S1** Increased exposure to complex text.

#### **Action Step 1**

Teachers will increase the use of complex text and will allow students to struggle through the text to encourage perseverance.

#### **Resource Type**

Professional Development

#### **Resource**

FDLRS Workshop

#### **Funding Source**

Title II

#### **Amount Needed**

\$350

## **G5.B3** Lack of experience in reading informational text

### **G5.B3.S1** Increase exposure to informational text.

#### **Action Step 1**

Teachers will increase the use of information text and will allow students to struggle through the text to encourage perseverance.

#### **Resource Type**

Professional Development

#### **Resource**

FDLRS Workshop

#### **Funding Source**

Title II

#### **Amount Needed**

\$250

**G6.** Individualize instruction to increase student achievement through the use of data review, data walls and data chats.

**G6.B2** First Year Teachers

**G6.B2.S2** Peer mentors will provide additional support to all first year LPES teachers.

**Action Step 1**

Instructional strategies and support given to new teachers.

**Resource Type**

Personnel

**Resource**

**Funding Source**

General Fund

**Amount Needed**

\$425