



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Round Lake Elementary School

31333 ROUND LAKE RD

Mount Dora, FL 32757

352-385-4399

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

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
51%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
42%

School Grades History

2013-14
C

2012-13
B

2011-12
A

2010-11
A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Round Lake Elementary School

Principal

Linda Bartberger

School Advisory Council chair

Chuck Babbino

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

Name	Title
Linda Bartberger	Principal
Todd Roman	Assistant Principal
Shannon Cilio	ESE Specialist/Dean
Michelle Chevalier	CRT
Lee Ann Whipple	Literacy Coach

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

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

Membership of the SAC

The members of the SAC for Round Lake include five school personnel and six parents and business/community members. There is a SAC Chair, Vice-Chair, and Secretary.

Involvement of the SAC in the development of the SIP

Members of the SAC analyzed test data and reviewed school initiatives to write school goals for the current year. After the SIP is crafted, the SAC reviews the plan to make any necessary adjustments and to approve its contents.

Activities of the SAC for the upcoming school year

The SAC will meet every other month to review school data (from FCAT scores, parent surveys, etc.) and to provide support for school initiatives.

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

Currently, there are no SAC funds provided by the State. However, as a charter conversion school, we are able to place some funds in an SAC account in order to help fund certain projects, including: Writing Camp, after school tutoring, and FCAT snacks.

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:**Linda Bartberger**

Principal

Years as Administrator: 9

Years at Current School: 9

Credentials

Masters Degree in Educational Leadership from UCF

Performance Record

2012-2013 Round Lake Elementary
Grade: B; Reading Mastery: 67% (met AMO); Math Mastery: 57% (met AMO); Writing Mastery: 53% (AMO met).
AMO target met in Reading by Hispanic, White, Students with Disabilities, and Economically Disadvantaged subgroups. AMO target met in Math by White, English language Learners, and Students with Disabilities subgroups.

2011-2012 Round Lake Elementary
Grade: A; AYP: No; Reading Mastery: 68%; Math Mastery: 58%; Writing Mastery: 82%
AMO target met in Reading by Hispanic and Economically Disadvantaged subgroups. AMO target met in Math by Hispanic and English Language Learner subgroups.

Todd Roman

Asst Principal

Years as Administrator: 5

Years at Current School: 6

Credentials

Masters in Educational Leadership from National Louis University

Performance Record

2012-2013 Round Lake Elementary
 Grade: B; Reading Mastery: 67% (met AMO); Math Mastery: 57% (met AMO); Writing Mastery: 53% (AMO met).
 AMO target met in Reading by Hispanic, White, Students with Disabilities, and Economically Disadvantaged subgroups. AMO target met in Math by White, English language Learners, and Students with Disabilities subgroups.

2011-2012 Round Lake Elementary
 Grade: A; AYP: No; Reading Mastery: 68%; Math Mastery: 58%; Writing Mastery: 82%
 AMO target met in Reading by Hispanic and Economically Disadvantaged subgroups. AMO target met in Math by Hispanic and English Language Learner subgroups

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Lee Ann Whipple**

Full-time / School-based

Years as Coach: 8

Years at Current School: 0

Areas

Reading/Literacy

Credentials

Bachelors Degree in Elementary Education from Stetson University
 Certified in Early Childhood and Elementary Education
 Reading and ESOL Endorsement

Performance Record

2012-2013 Round Lake Elementary
 Grade: B; Reading Mastery: 67% (met AMO); Writing Mastery: 53% (AMO met).
 AMO target met in Reading by Hispanic, White, Students with Disabilities, and Economically Disadvantaged subgroups.

Classroom Teachers**# of classroom teachers**

55

receiving effective rating or higher

54, 98%

Highly Qualified Teachers

100%

certified in-field

51, 93%

ESOL endorsed

51, 93%

reading endorsed

4, 7%

with advanced degrees

15, 27%

National Board Certified

0, 0%

first-year teachers

2, 4%

with 1-5 years of experience

13, 24%

with 6-14 years of experience

30, 55%

with 15 or more years of experience

18, 33%

Education Paraprofessionals

of paraprofessionals

17

Highly Qualified

17, 100%

Teacher Recruitment and Retention Strategies

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

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

After posting a job opening online with the District, we utilize a team interview approach by the grade level in which the opening exists. (Responsible parties: Principal, Assistant Principal, Grade Chairs, Team Members)

After hiring, new teachers are partnered with an on-campus veteran mentor. (Responsible parties: Administrator, Team Leader)

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

When a new teacher is hired, he/she is partnered with the Team Leader for his/her grade level (or other teacher leader, if the position lends itself). These teachers schedule regular meetings together and may also have impromptu meetings to help the new teacher become acquainted with our school, with requirements/initiatives, and to provide support.

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

Administration and guidance use FCAT STAR, eSembler, Literacy First, STAR Reading and Math, FIDO, CELLA scores, School Score Report, EduSoft, FAIR and MTSS STAR to determine strengths and weaknesses closing the achievement gap between subgroups regarding school-wide core effectiveness. Our problem-solving team consists of counselors, CRT, Literacy Coach, Administration, parents, and as needed, school psychologist, social worker, SLP and ESE members. Based on FCAT reports, Round Lake has implemented a school-wide reading intervention (FINS) as focused instruction tailored to groups of students with similar academic needs.

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

Members of the MTSS leadership team provide input into the academic and anti-bullying goals and interventions described in the School Improvement Plan. The team will also work together to implement any needed changes as indicated by ongoing progress monitoring, to ensure that the aligned tiered processes are in place.

Administration: Todd Roman, Assistant Principal: Provides a clear understanding of and support for the MTSS/RtI process and its implementation to the staff. Ensures adequate professional development to support MTSS implementation.

Classroom Teachers: Provide information about core instruction, deliver most Tiers of instruction/intervention, collaborate with fellow teachers and members of the MTSS/RtI team to implement Tier 2 and Tier 3 interventions, and collect student data.

Literacy Coach and CRT - LeeAnn Whipple and Michelle Chevalier: Assist with school screening programs that identify children who may be considered "at risk". Meet with teachers to plan instruction and interventions in the areas of reading, math, and language arts. Assist in the design and implementation of progress monitoring, data collection and data analysis. Participate in the design and delivery of professional development, as needed.

School Guidance Counselors - Erin Porter and Carol Timmons: Meet with teachers to plan instruction and interventions for behavior. Facilitate development of intervention plans. Provide support for intervention fidelity and documentation. Schedule all meetings.

Student Services Personnel: Advise and provide expertise on all MTSS/RtI issues.

ESE Specialist - Shanon Cilio: Facilitates placement of student qualifying for ESE.

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

Classroom teachers will be responsible for graphing each student's progress as well as filling out the district-provided Fidelity Sheets (graphs and Fidelity Sheets are made available on the school Share Folder and the MTSS-STAR computer program). The CRT and Literacy Coach frequently visit classroom and monitor the interventions and core instruction going on throughout the school.

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

Once a teacher has referred a student for Rtl with the guidance office, he/she meets with the Rtl team at a scheduled time and date. At this meeting, the student's needs, academic and/or behavioral, are discussed, as well as his/her educational history and baseline data. Data sources include results from: classroom tests and observations, benchmark test, FCAT, and Literacy First. The Rtl team members assist the classroom teacher in planning intervention and progress monitoring activities and setting up the electronic forms to gather data. After baseline data has been examined, an aligned intervention is implemented and observed for usually at least six weeks. Should the intervention not be successful, the team will reconvene to develop a more tailored and intensive intervention. These meetings will continue, and interventions integrated until one is found to best meet the child's needs.

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

Training on MTSS STAR for teachers will occur during planning periods or short day Wednesdays. Trainings for PBS and Rtl will be implemented during faculty meetings. Rtl meetings will address immediate student academic and/or behavioral needs. Our CRT, Literacy Coach and administrator will attend C2 Cohort trainings given by Lake County District.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 0

We will offer Tutoring for Homeless Students if/when funding is provided through Title Services. We offer FCAT Tutoring for 3rd, 4th, and 5th graders two days a week for 1 hour each day from January to April.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data has not been officially collected for these strategies in the past. Teachers do progress monitor their students and have them track the results.

Who is responsible for monitoring implementation of this strategy?

Homeless tutoring - Guidance
FCAT Blitz - CRT

Strategy: Before or After School Program**Minutes added to school year:** 16

STEM Club to prepare select groups of 3rd-5th graders for the District STEM Competition in February. Some groups continue to meet after the competition, as well.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

Our teams all placed in the top 7 of District schools last year. No data is officially gathered for these clubs.

Who is responsible for monitoring implementation of this strategy?

CRT (plus a 4th and 5th grade teacher)

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

School-wide MAX meetings for training and data discussions with teachers and leadership team.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Comparisons of data throughout the year (and year to year) - including FCAT data, benchmark testing, Literacy First assessments, student work samples.

Who is responsible for monitoring implementation of this strategy?

Leadership Team (Administrators, Literacy Coach, CRT, ESE Specialist)

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

Name	Title
Lee Ann Whipple	Literacy Coach
Michelle Chevalier	CRT
Todd Roman	API
Gretchen Sommer	Kindergarten Teacher
Amy Raczkowski	First Grade Teacher
Brooke Duke	Second Grade Teacher
Lorrie Chappell	Third Grade Teacher

Name	Title
Rachel Bruce	Fourth Grade Teacher
Betsy Matulia	Fifth Grade Teacher
Christie Stryker	ESE Teacher

How the school-based LLT functions

The LLT will meet every other month to analyze data, address concerns related to reading instruction, and spearhead new strategies and ideas.

Major initiatives of the LLT

Implementation of Common Core State Standards; CC book study; Implementation of district adopted reading series

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

We have 2 full day and 2 half day VPK programs on site. These students are taught by certified teachers and are assessed on readiness skills throughout the school year.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	73%	Yes	75%
American Indian				
Asian				
Black/African American	56%	48%	No	60%
Hispanic	59%	61%	Yes	63%
White	81%	82%	Yes	83%
English language learners	45%	40%	No	51%
Students with disabilities	46%	35%	No	51%
Economically disadvantaged	61%	61%	Yes	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	312	73%	75%
Students scoring at or above Achievement Level 4	158	40%	44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	154	39%	43%
Students in lowest 25% making learning gains (FCAT 2.0)	37	39%	43%

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)	34	39%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	28%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	26%	29%

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	73	53%	58%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	62%	No	68%
American Indian				
Asian				
Black/African American	48%	33%	No	54%
Hispanic	59%	55%	No	63%
White	68%	69%	Yes	72%
English language learners	48%	48%	Yes	53%
Students with disabilities	46%	29%	No	51%
Economically disadvantaged	56%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	289	62%	68%
Students scoring at or above Achievement Level 4	113	28%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	157	39%	43%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	37%	41%

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	62	50%	55%
Students scoring at or above Achievement Level 4	20	16%	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 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)	11		15
Participation in STEM-related experiences provided for students	820	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	38	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	21	3%	3%
Students who are not proficient in reading by third grade	13	9%	8%
Students who receive two or more behavior referrals	25	3%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	33	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**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Implementation of rigorous tasks and assessments across all content areas will increase student achievement and result in all subgroups meeting AMO targets.
- G2.** Implement Common Core State Standards in all grade levels to increase student achievement and result in all subgroups meeting AMO targets.

Goals Detail

G1. Implementation of rigorous tasks and assessments across all content areas will increase student achievement and result in all subgroups meeting AMO targets.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Science - Elementary School
- STEM - All Levels

Resources Available to Support the Goal

- Common Core Curriculum Map book study; McGraw Hill Reading Wonders; Weekly Assessments; continued training in Marzano teaching and learning strategies; Book of the Month Unit Studies; DBQ (4th and 5th grade); Rubrics and Scales training; monthly MAX meetings for communication of high expectations; Common Board configuration; FAIR assessments (3rd -5th); monthly STEM projects; FCAT Explorer

Targeted Barriers to Achieving the Goal

- Student readiness for increased rigor on tasks and assessments.

Plan to Monitor Progress Toward the Goal

Teacher implementation of rigorous tasks and assessments

Person or Persons Responsible

Leadership Team (Administrators, ESE Specialist, Literacy Coach, CRT)

Target Dates or Schedule:

weekly

Evidence of Completion:

meeting agendas, collection of classroom walk-through data, data analysis, Edusoft reports

G2. Implement Common Core State Standards in all grade levels to increase student achievement and result in all subgroups meeting AMO targets.

Targets Supported

- Writing
- STEM - All Levels

Resources Available to Support the Goal

- Common Core Curriculum Map book study; McGraw Hill Reading Wonders; Weekly Assessments; continued training in Marzano teaching and learning strategies; Book of the Month Unit Studies; DBQ (4th and 5th grade); Rubrics and Scales training; monthly MAX meetings for communication of high expectations; Common Board configuration; FAIR assessments (3rd -5th); monthly STEM projects; C2 Connection Cards

Targeted Barriers to Achieving the Goal

- Effective management of time to incorporate project-based learning and writing across content areas.

Plan to Monitor Progress Toward the Goal

MAX meetings and Common Core Curriculum Map book study meetings

Person or Persons Responsible

School-wide

Target Dates or Schedule:

Continuous

Evidence of Completion:

FCAT 2.0 results, Benchmark assessments, Student work and assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Implementation of rigorous tasks and assessments across all content areas will increase student achievement and result in all subgroups meeting AMO targets.

G1.B1 Student readiness for increased rigor on tasks and assessments.

G1.B1.S1 In the areas of reading and writing: implementation of the new reading series, which assists teachers in understanding the rigorous tasks of CCSS and provides more rigorous assessment tools. Additional training to strengthen the existing school-wide writing plan. In the areas of math and science: a STEM PLC will meet monthly to plan grade level STEM activities and to disseminate information about the increased rigor of CCSS in Math and the 8 Mathematical Practices and ways to address ELA CCSS in Science.

Action Step 1

Prepare students for increased rigor on tasks and assessments.

Person or Persons Responsible

school-wide

Target Dates or Schedule

continuous

Evidence of Completion

classroom walk-throughs, TEAM evaluations, lesson planning, student grades, formal assessments, common board configuration

Facilitator:

Writing training: Kathy Robinson; Rachel Bruce and Nicole Nichols (Lake Writes) Reading Training: McGraw Hill Representatives (District Training); Lee Ann Whipple and Michelle Chevalier (Common Core Curriculum Map book study) STEM PLC: Michelle Chevalier

Participants:

all instructional staff

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

TEAM evaluations

Person or Persons Responsible

Administration

Target Dates or Schedule

as required by District

Evidence of Completion

True North Logic

Plan to Monitor Effectiveness of G1.B1.S1

student work samples

Person or Persons Responsible

school-wide

Target Dates or Schedule

during MAX/data meetings

Evidence of Completion

data notebooks and student work samples

G2. Implement Common Core State Standards in all grade levels to increase student achievement and result in all subgroups meeting AMO targets.

G2.B2 Effective management of time to incorporate project-based learning and writing across content areas.

G2.B2.S1 Teacher training on how to effectively use McGraw Hill Reading Wonders curriculum; Common Core Curriculum Maps book study; Writing training to strengthen the school-wide writing plan; Teacher training on the incorporation of 21st Century Skills.

Action Step 1

Develop a training calendar

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013

Evidence of Completion

training calendar and agendas from trainings

Facilitator:

Lee Ann Whipple and Michelle Chevalier

Participants:

All instructional staff

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

Training agendas and follow-up sessions and/or assignments.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

As needed per training calendar

Evidence of Completion

Staff surveys, samples of student-work, lesson plans

Plan to Monitor Effectiveness of G2.B2.S1

Classroom observations, TEAM evaluations, Teacher feedback, Student work and assessments

Person or Persons Responsible

School-wide

Target Dates or Schedule

Continuous

Evidence of Completion

Classroom observations, TEAM evaluations, Teacher feedback, Student work and assessments

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Implementation of rigorous tasks and assessments across all content areas will increase student achievement and result in all subgroups meeting AMO targets.

G1.B1 Student readiness for increased rigor on tasks and assessments.

G1.B1.S1 In the areas of reading and writing: implementation of the new reading series, which assists teachers in understanding the rigorous tasks of CCSS and provides more rigorous assessment tools. Additional training to strengthen the existing school-wide writing plan. In the areas of math and science: a STEM PLC will meet monthly to plan grade level STEM activities and to disseminate information about the increased rigor of CCSS in Math and the 8 Mathematical Practices and ways to address ELA CCSS in Science.

PD Opportunity 1

Prepare students for increased rigor on tasks and assessments.

Facilitator

Writing training: Kathy Robinson; Rachel Bruce and Nicole Nichols (Lake Writes) Reading Training: McGraw Hill Representatives (District Training); Lee Ann Whipple and Michelle Chevalier (Common Core Curriculum Map book study) STEM PLC: Michelle Chevalier

Participants

all instructional staff

Target Dates or Schedule

continuous

Evidence of Completion

classroom walk-throughs, TEAM evaluations, lesson planning, student grades, formal assessments, common board configuration

G2. Implement Common Core State Standards in all grade levels to increase student achievement and result in all subgroups meeting AMO targets.

G2.B2 Effective management of time to incorporate project-based learning and writing across content areas.

G2.B2.S1 Teacher training on how to effectively use McGraw Hill Reading Wonders curriculum; Common Core Curriculum Maps book study; Writing training to strengthen the school-wide writing plan; Teacher training on the incorporation of 21st Century Skills.

PD Opportunity 1

Develop a training calendar

Facilitator

Lee Ann Whipple and Michelle Chevalier

Participants

All instructional staff

Target Dates or Schedule

August 2013

Evidence of Completion

training calendar and agendas from trainings

Appendix 2: Budget to Support School Improvement Goals