



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Grassy Lake Elementary School

1100 FOSGATE RD
Minneola, FL 34715
352-242-0313
<http://lake.k12.fl.us/gle>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 50%
Alternative/ESE Center No	Charter School No	Minority Rate 47%

School Grades History

2013-14 B	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

DA Category	Region	RED
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

Grassy Lake Elementary School

Principal

Doreathe Cole

School Advisory Council chair

Beth Shaver

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

Name	Title
Doreathe M. Cole	Principal
Heather L. Gelb	Assistant Principal
Julie Williams	Assistant Principal
Rebecca Foster	Literacy Coach
Karen Carmondy	Curriculum Resource Teacher
Damaris Teron	ESE Specialist
Gail Adams	Guidance Counselor
Sara Lee Saunders	Guidance Counselor

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 School Advisory Committee consist of the following demographics:

White: 6 Black: 3 Hispanic: 3 Asian: 0 Native: 0 Mixed: 0

Lake County School Employees: 5 Non-Lake County School Employees: 6

Teacher/Adm: 3 Staff: 2 Parent: 5 Community Member: 1

Involvement of the SAC in the development of the SIP

The SAC committee assists in the development of the School Improvement Plan. Each section of the plan is reviewed with the committee and any needed adjustments are made. The committee then formally approves the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC will assist in the development and maintenance of the School Improvement Plan. Additionally, the SAC will be made aware of and provide input for any upcoming school events. SAC members will also participate in school surveys as well as school wide achievement data chats.

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

Should there be funds available through SAC, they will be utilized to remediate those students who have demonstrated a deficit in the area of Reading or Math. Additionally, the funds will be used to accelerate those students who have demonstrated a need for enriched curriculums.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Doreathe Cole

Principal

Years as Administrator: 13

Years at Current School: 6

Credentials

Master of Science --Elementary Curriculum and Instruction at Nova Southeastern University
 Bachelor of Science -- Elementary Education at Nova University
 Specialist in Education with a major in Educational Leadership at Barry University
 State of Florida Certifications: Elementary Grades1-6; Educational Leadership; School Principal

Performance Record

2012-13 Principal at Grassy Lake Elementary
 School Grade: B
 % of Students meeting high standards:
 74% Reading; 70% Mathematics; 66% Writing, 59% Science
 2011-12 Principal at Grassy Lake Elementary
 School Grade: A
 % of Students meeting high standards:
 70% Reading; 66% Mathematics; 86% Writing, 57% Science.
 2010-11 Principal
 School Grade: A
 % of students meeting high standards:
 83% Reading; 85% Mathematics; 92% Writing; 63% Science.
 AYP: 100%
 2009-10 Principal
 School Grade: A
 % of students meeting high standards:
 82% Reading; 82% Mathematics; 88% Writing; 57% Science.
 AYP: 95%
 Economically Disadvantaged and Hispanic subgroups did not meet proficiency in reading.
 2008-09 Principal School Grade: A % of students meeting high standards: 82% Reading; 77% Mathematics; 89% Writing; 55% Science. AYP: 95% Economically Disadvantaged and Hispanic subgroups did not meet proficiency in math. 2007-08 Assistant Principal School Grade: A % of students meeting high standards: 80% Reading; 78%Mathematics; 88% Writing; 50% Science. AYP: 97% Economically Disadvantaged subgroup did not meet proficiency in math. 2006-07 Assistant Principal at Lost Lake Elementary. School Grade: A % of students meeting high standards: 87% Reading; 87%Mathematics; 85% Writing; 66% Science. AYP: 100%
 2000-06 Director of Curriculum
 Lake County Schools
 2005-06
 District Grade: B
 % of students meeting high standards:
 63% Reading; 68% Math; 81% Writing
 2004-05
 District Grade: B
 % of students meeting high standards:

61% Reading; 66% Math; 8176% Writing
2003-04
District Grade: B
% of students meeting high standards:
60% Reading; 64% Math; 83% Writing

Julie Williams

Asst Principal

Years as Administrator: 0

Years at Current School:

Credentials

Master's Degree in Educational Leadership at National Louis University
Bachelor of Science Degree in Elementary Education at University of South Florida
State of Florida Certifications: Elementary Education Grades 1-6; Educational Leadership; ESOL Endorsement

Performance Record

Heather L. Gelb

Asst Principal

Years as Administrator: 8

Years at Current School: 0

Credentials

M. Ed. Degree: Educational Leadership - Saint Leo University; BA Degree Elementary Education (1-6) - University of Central Florida Certified School Principal

Performance Record

Leesburg Elementary School:
 School Grades (2007, 2008, 2009, 2010, 2011, 2012, 2013):
 A, B, B, C, C, C, D
 % Meeting High Standards in Reading (2007, 2008, 2009, 2010, 2011, 2012,2013):
 63%, 69%, 64%, 61%, 58%,42%,47%
 % Meeting High Standards in Math (2007, 2008, 2009, 2010, 2011, 2012):
 67%, 67%, 64%, 65%, 57%, 43%, 47%
 % Meeting High Standards in Writing (2007, 2008, 2009, 2010, 2011, 2012, 2013):
 87%, 75%, 88%, 82%, 79%, 75%, 41%
 % Meeting High Standards in Science (2007, 2008, 2009, 2010, 2011, 2012, 2013):
 37%, 32%, 36%, 41%, 22%, 27%, 35%
 % Making High Learning Gains in Reading (2007, 2008, 2009, 2010, 2011, 2012, 2013):
 67%, 60%, 56%, 45%, 57%, 66%, 56%
 % Making High Learning Gains in Math (2007, 2008, 2009, 2010, 2011, 2012, 2013): 78%, 76%, 70%, 67%, 57%,63%, 60%
 % of Lowest 25% Making Learning Gains in Reading (2007, 2008, 2009, 2010, 2011, 2012, 2013):
 67%, 60%, 56%, 45%, 63%, 70%, 55%
 % of Lowest 25% Making Learning Gains in Math (2007, 2008, 2009, 2010, 2011, 2012):
 78%, 76%, 70%, 67%, 68%, 68%, 67%
 AYP Criteria Met (2007, 2008, 2009, 2010, 2011, 2012):
 Yes, No, No, No, No, N/A
 Reading AYP / AMO Subgroups(2007, 2008,2009, 2010, 2011, AMO 2012):
 White (Yes, Yes, Yes, No, No, No)
 Black (Yes, Yes, Yes, No, No, No,)
 Economically Disadvantaged (Yes, Yes, Yes, No, No, No)
 Asian- 2012 (Yes)
 Hispanic – 2012 (No)
 ELL – 2012 (No)
 Students with Disabilities – 2012 (No)
 Math AYP/AMO Subgroups(2007, 2008, 2009, 2010, 2011, 2012):
 White (Yes, Yes, Yes, Yes, No, Yes)
 Black (Yes, No, No, No, No, No)
 Economically Disadvantaged (Yes, No, No, No, No, Yes)
 Asian- 2012 (Yes)

Hispanic – 2012 (No)
 ELL – 2012 (No)
 Students with Disabilities – 2012 (No)

Asst Principal	Years as Administrator:	Years at Current School:
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Credentials
Performance Record

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rebecca Foster		
Full-time / School-based	Years as Coach: 4	Years at Current School: 0

Areas Reading/Literacy

Credentials Bachelor of Science - Elementary Education at UCF
 ESOL and Reading Endorsement

Performance Record 2012-2013 Literacy Coach at Lost Lake Elementary
 School Grade: B
 % of students meeting high standards:
 75% Reading; 74% Math; 65% Writing; 59% Science

Classroom Teachers

of classroom teachers

64

receiving effective rating or higher

64, 100%

Highly Qualified Teachers

100%

certified in-field

64, 100%

ESOL endorsed

58, 91%

reading endorsed

7, 11%

with advanced degrees

18, 28%

National Board Certified

4, 6%

first-year teachers

1, 2%

with 1-5 years of experience

21, 33%

with 6-14 years of experience

31, 48%

with 15 or more years of experience

11, 17%

Education Paraprofessionals

of paraprofessionals

13

Highly Qualified

13, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Grassy Lake Elementary adheres to the hiring procedures set by the Lake County School District. Candidates are carefully screened and interviewed. All teachers at Grassy Lake Elementary are Highly-Qualified as described by the Florida Department of Education. New hires then attend the New Teacher Orientation held in August, where District Policies and Procedures are reviewed will all new teachers to the county. Additionally, new teachers attend Weekly Grade Level Meetings, along with monthly administrative meetings.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers are mentored by their grade level chairs. In addition to the weekly grade level meetings, mentors meet with their assigned new teacher once a week to ensure full understanding of all policies and procedures.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

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 school-based Mtss/Rtl leadership team meets with classroom teachers at scheduled intervals, which may span from six to eight weeks (or sooner if need be), to monitor and review student progress data and determine the effectiveness of Tier 2 and 3 interventions being implemented. Supplementary instructional resources are discussed, and students can be moved across the tiers as data warrants.

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

Principal: Doreathe Cole provides a common vision for the use of data-based decision-making; ensures the school-based team is implementing Rtl; ensures support for intervention fidelity and documentation; performs classroom walkthroughs and ensures adequate professional development to support Rtl.

Guidance Counselors: Gail Adams and Sara Lee Saunders assist teachers in the Rtl process; conduct student assessments and are involved in the decision-making process for student placement; involved in the student data collection, monitoring and analyzing student data; communicate the process to parents; support the implementation of Tier 2 and 3 intervention plans and collaborate with general education teachers.

Literacy Coach: Rebecca Foster develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches; Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with data collection, monitoring and analyzing; provides support for assessment and implementation monitoring; Involved in the professional development of staff; Performs classroom walkthroughs to ensure appropriate resources and strategies are being utilized or if additional assistance is needed.

Curriculum Resource Teacher: Karen Carmondy facilitates and supports data collection and assists in data analysis; Provides professional development and instructional resources to teachers; Develops, leads, and evaluates school core content standards/programs; Identifies and analyzes existing literature on scientifically based curriculum and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; Performs classroom walkthroughs to ensure appropriate resources and strategies are being utilized or if additional assistance is needed.

School Psychologist: David Johnson assists team in the process for MTSS/Rtl; conducts assessments and is involved in the decision-making process for student placement; Assists in analyzing student data and is involved with the professional development of staff.

School Social Worker: Sandra Fields attends meetings on a case-by-case basis; provides support and resources as needed for attendance issues and some behavioral issues.

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

The MTSS/Rtl leadership team is involved in the development of the School Improvement Plan by providing input on staff development and resources/strategies. The team meets weekly and ensures that the plan is implemented appropriately and effectively. The team, along with the teachers, makes decisions on the strategies and the implementation of the SIP in addressing the academic needs of the students. Because of the intensive level of involvement with at-risk students, the leadership team is able to offer strategies, focus resources, helpful suggestions, and assistance to be considered. The team

refers to the Lake County Schools Response to Instruction/Intervention handbook where the problem solving process is outlined.

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

Grassy Lake utilizes the fidelity recording sheets found in the Lake County School District's handbook. Students are closely monitored for adequate yearly progress. Baseline data is gathered in all areas of instruction for all students. Students in Tier 1 of the MTSS/Rtl process are monitored closely through attendance, discipline referrals, FAIR testing, FCAT testing, Lake Benchmark assessments, and Harcourt assessments with the use of several data management systems such as AS400, FCAT Star, F.I.D.O, PMRN and Edusoft. All of these assessment tools are utilized and allow Grassy Lake Elementary the ability to monitor and provide students with the necessary remediation in Math, Reading, and Science.

Students in Tier 2 of the MTSS/Rtl process receive research-based interventions that are implemented by the classroom teacher and/or support staff. Progress monitoring is implemented at regular intervals for students as determined by the MTSS/Rtl Team. The data collected is reported back to the MTSS/Rtl team in the form of graphs or charts. This data is used to record student progress and re-evaluate the interventions provided. In addition the Rtl committee may utilize the resource teacher and ESE Varying Exceptionality teachers.

Students in Tier 3 of the MTSS/Rtl process are provided intensive interventions that include weekly progress monitoring pieces. Progress monitoring is implemented at regular intervals for students as determined by the MTSS/Rtl Team. The data collected is reported back to the MTSS/Rtl team in the form of graphs or charts. This data is used to record student progress and re-evaluate the interventions provided. In addition, the Rtl committee may utilize the assistance of the school psychologist, social worker, resource teachers, and ESE Varying Exceptionality teachers.

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

Training to the faculty will be provided to grade level teams during the first month of school by members of the MTSS/Rtl Leadership Team. The guidance counselors will make themselves available for one-on-one or small group assistance. Professional development on the MTSS/Rtl process will be provided during faculty meetings and common planning times throughout the entire school year. District staff will provide ongoing training and support. Teachers will contact the guidance office to schedule an MTSS/Rtl meeting with the team to discuss students who are struggling. The team will meet to discuss strategies to assist the students. Once students are involved in the MTSS/Rtl process, the teacher will begin interventions, documentation and graphing progress. Follow-up meetings are scheduled for the team to review student progress. Prior to the MTSS/Rtl team meeting, the teachers meet with guidance counselors in preparation for an upcoming meetings. On-going training occurs throughout the process.

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: 240

Students who are enrolled in the Extended Learning Program are given follow up homework assistance on the skills taught in the classroom.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Monitors check student homework.

Who is responsible for monitoring implementation of this strategy?

ELC Coordinator / Linda Gomez

Literacy Leadership Team (LLT)

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

Name	Title
Doreathe Cole	Principal
Heather Gelb	Assistant Principal
Julie Williams	Assistant Principal
Rebecca Foster	Literacy Coach
Amanda Lamagna	Media Specialist
Karen Carmondy	Curriculum Resource Teacher

How the school-based LLT functions

The Instructional Literacy Coach, Principal and Administrators meet monthly with the Literacy Leadership Team to disaggregate data and determine school goals based on the data results. The LLT will develop a Literacy Action Plan to identify the steps necessary to meet the school goal. The LLT will monitor the Literacy Action Plan, and analyze the data, assess the results, and make ongoing recommendations.

Major initiatives of the LLT

The LLT will focus on identifying the needs of the students by analyzing data and trends. Implementation of the Students Targeted to Accelerate in Reading program (S.T.A.R. Block) will be monitored and evaluated by the LLT. Special reading events and activities will be planned by the LLT, such as Snuggle Up and Read, Celebrate Literacy week and Read Across America. In addition Jr. Great Books will be incorporated to enrich those students who qualify for an accelerated curriculum. Finally, the LLT will develop Instructional Focus Calendars that align with the new Reading Adoption.

Every Teacher Contributes to Reading Instruction

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

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

Grassy Lake Elementary hosts Kindergarten Star Search to help orient students and parents to the school's policies and procedures. Additionally, teachers schedule Kindergarten academic screenings to be utilized during class placements and curriculum adjustments.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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

Strategies for improving student readiness for the public postsecondary level

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%	74%	Yes	75%
American Indian				
Asian	76%	83%	Yes	78%
Black/African American	63%	46%	No	66%
Hispanic	65%	66%	Yes	69%
White	76%	81%	Yes	78%
English language learners	38%	32%	No	44%
Students with disabilities	35%	36%	Yes	42%
Economically disadvantaged	67%	62%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	160	30%	40%
Students scoring at or above Achievement Level 4	229	44%	54%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	218	69%	79%
Students in lowest 25% making learning gains (FCAT 2.0)	83	62%	72%

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)	14	33%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	27%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	31%	41%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	117	65%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	74	41%	51%

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	73%	70%	No	75%
American Indian				
Asian	73%	83%	Yes	75%
Black/African American	65%	48%	No	69%
Hispanic	64%	64%	Yes	68%
White	76%	74%	No	78%
English language learners	50%	46%	No	55%
Students with disabilities	50%	39%	No	55%
Economically disadvantaged	66%	58%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	183	34%	44%
Students scoring at or above Achievement Level 4	186	36%	46%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	203	64%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	74	55%	65%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	54	31%	41%
Students scoring at or above Achievement Level 4	49	28%	38%

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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			

High School Science

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			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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		6
Participation in STEM-related experiences provided for students	384	40%	50%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	54	6%	5%
Students retained, pursuant to s. 1008.25, F.S.	21	2%	1%
Students who are not proficient in reading by third grade	52	30%	20%
Students who receive two or more behavior referrals	25	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Grassy Lake incorporates an estimated 30 - 40 parent involvement activities on campus. The parent attendance to these events averages around 40%. We would like to see increase in our academic based school activities. These will be our targets for the upcoming year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Curriculum Nights	576	60%	45%
5th Grade Graduation Planning	36	20%	30%
2nd Grade Montly Book Presentations	46	30%	40%
Literature on the Lawn	60	40%	50%
Snuggle Up and Read Night	480	50%	60%
Meet the Teacher	576	60%	70%
Science FAIR Night	204	40%	50%

Area 10: Additional Targets

Additional targets for the school

Grassy Lake Elementary will continue to be a Bully Free School during the 2013 - 2014 school year.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Bullying	0	0%	0%

Goals Summary

- G1.** The number of students who miss 10 percent or more of available instructional time due to absences will decrease from 6% in 2013 to 5% in 2014.
- G2.** The number of students receiving out of school suspensions will decrease from 5 in 2013 to 3 in 2014.
- G3.** The percentage of students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 74% achieved in 2013 to 84% for 2014.
- G4.** The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 30% achieved in 2013 to 40% for 2014.
- G5.** The percentage of students making Learning Gains on the 2014 Reading FCAT 2.0 will increase from 69% achieved in 2013 to 79% for 2014
- G6.** The percentage of students in the Lowest 25% making learning gains on the 2014 Reading FCAT 2.0 will increase from 57% achieved in 2013 to 67% for 2014
- G7.** The percentage of students in each subgroup scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from the following: Asian 83% - 93%, Black 46% - 66%, Hispanic 66% - 69%, White 81% - 91%.
- G8.** The percentage of ELL students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 32% achieved in 2013 to 44% for 2014.
- G9.** The percentage of Students with Disabilities scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 36% achieved in 2013 to 42% for 2014.
- G10.** The percentage of Economically Disadvantaged Students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 62% achieved in 2013 to 70% for 2014.
- G11.** The percentage of students scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 70% achieved in 2013 to 80% for 2014.
- G12.** The percentage of students scoring at a level 4 or 5 on the 2014 Math FCAT 2.0 will increase from 36% achieved in 2013 to 46% for 2014.
- G13.** The percentage of students making Learning Gains on the 2014 Math FCAT 2.0 will increase from 64% achieved in 2013 to 74% for 2014
- G14.** The percentage of students in each subgroup scoring proficient and above on the 2014 Math FCAT 2.0 will increase from the following: Asian 83% - 93%, Black 48% - 69%, Hispanic 64% - 68%, White 74% - 78%.

- G15.** The percentage of ELL students scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 46% achieved in 2013 to 55% for 2014.
- G16.** The percentage of Students with Disabilities scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 39% achieved in 2013 to 55% for 2014.
- G17.** The percentage of Economically Disadvantaged Students scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 58% achieved in 2013 to 69% for 2014.
- G18.** The percentage of students scoring proficient and above on the 2014 Science FCAT 2.0 will increase from 59% achieved in 2013 to 69% for 2014.
- G19.** The percentage of students scoring at a level 4 or 5 on the 2014 Science FCAT 2.0 will increase from 21% achieved in 2013 to 31% for 2014.
- G20.** The percentage of students scoring at a level 4 or higher on FCAT Writing will increase from 41% achieved in 2013 to 51% for 2014.
- G21.** The percentage of students scoring proficient on the Cella will increase as follows: Listening / Speaking 33% - 43% Reading 27% - 37% Writing 31% - 41%
- G22.** The percentage of students in the Lowest 25% making Learning Gains on the 2014 Math FCAT 2.0 will increase from 52% achieved in 2013 to 62% for 2014.

Goals Detail

G1. The number of students who miss 10 percent or more of available instructional time due to absences will decrease from 6% in 2013 to 5% in 2014.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Guidance Counselors, Attendance Reports & Social Worker

Targeted Barriers to Achieving the Goal

- Accurate monitoring of chronic absenteeism

Plan to Monitor Progress Toward the Goal

Meet to review student attendance reports

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Decrease in the number of students who have chronic absenteeism

G2. The number of students receiving out of school suspensions will decrease from 5 in 2013 to 3 in 2014.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Discipline reports, School Discipline Procedures, Administration, District Anti Bullying Curriculum, DARE

Targeted Barriers to Achieving the Goal

- Lack of a uniformed discipline plan

Plan to Monitor Progress Toward the Goal

Will meet review the discipline data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Discipline data will show a decrease in the number of students with suspensions out of school

G3. The percentage of students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 74% achieved in 2013 to 84% for 2014.

Targets Supported

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

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Teacher, Accelerated Reader, Orchard, McGraw Hill Text & Online Components, District Blueprints, District Task Cards, District LBAs, District Mini Assessments, FCAT Explorer, Earobics, Reading A-Z, Moby Max

Targeted Barriers to Achieving the Goal

- Installation of Software

Plan to Monitor Progress Toward the Goal

Will meet to review school wide trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G4. The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 30% achieved in 2013 to 40% for 2014.

Targets Supported

Resources Available to Support the Goal

- Jr. Great Books Literacy Coach, Curriculum Resource Teacher, Accelerated Reader, Orchard, McGraw Hill Text & Online Components, District Blueprints, District Task Cards, District LBAs, District Mini Assessments, FCAT Explorer, Earobics, Reading A-Z, Moby Max

Targeted Barriers to Achieving the Goal

- Jr. Great Books Professional Development

Plan to Monitor Progress Toward the Goal

Meet to review standardized student data progress in the high group of the STAR Block

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on standardized classroom and district assessments

G5. The percentage of students making Learning Gains on the 2014 Reading FCAT 2.0 will increase from 69% achieved in 2013 to 79% for 2014

Targets Supported

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

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Teacher, Accelerated Reader, Orchard, McGraw Hill Text & Online Components, District Blueprints, District Task Cards, District LBAs, District Mini Assessments, FCAT Explorer, Earobics, Reading A-Z & Moby Max

Targeted Barriers to Achieving the Goal

- Uniformed utilization of ongoing progress monitoring assessments

Plan to Monitor Progress Toward the Goal

Meet to review school wide achievement trends in growth and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G6. The percentage of students in the Lowest 25% making learning gains on the 2014 Reading FCAT 2.0 will increase from 57% achieved in 2013 to 67% for 2014

Targets Supported

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Teacher, Accelerated Reader, Orchard, McGraw Hill Text & Online Components, District Blueprints, District Task Cards, District LBAs, District Mini Assessments, FCAT Explorer, Earobics, Reading A-Z, Diphonics, Morning Reading Lab & Moby Max

Targeted Barriers to Achieving the Goal

- Diphonics professional development
- Student tardies to Morning Reading Lab

Plan to Monitor Progress Toward the Goal

Meet to review lowest quartile population student achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G7. The percentage of students in each subgroup scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from the following: Asian 83% - 93%, Black 46% - 66%, Hispanic 66% - 69%, White 81% - 91%.

Targets Supported

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Teacher, Accelerated Reader, Orchard, McGraw Hill Text & Online Components, District Blueprints, District Task Cards, District LBAs, District Mini Assessments, FCAT Explorer, Earobics, Reading A-Z & Moby Max

Targeted Barriers to Achieving the Goal

- Effective and continuous progress monitoring of individual subgroups

Plan to Monitor Progress Toward the Goal

Meet to review subgroup student achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G8. The percentage of ELL students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 32% achieved in 2013 to 44% for 2014.

Targets Supported

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Teacher, Accelerated Reader, Orchard, McGraw Hill Text & Online Components, District Blueprints, District Task Cards, District LBAs, District Mini Assessments, FCAT Explorer, Earobics, Reading A-Z, Rosetta Stone, ESOL Teaching Assistant & Moby Max

Targeted Barriers to Achieving the Goal

- Number of Student Licences needed for those who still require additional assistance on Rosetta Stone

Plan to Monitor Progress Toward the Goal

Meet to review ELL student achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on standardized assessments

G9. The percentage of Students with Disabilities scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 36% achieved in 2013 to 42% for 2014.

Targets Supported

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Teacher, Accelerated Reader, Orchard, McGraw Hill Text & Online Components, District Blueprints, District Task Cards, District LBAs, District Mini Assessments, FCAT Explorer, Earobics, Reading A-Z, Reading Mastery, ESE Specialist, FINN, VE Resource Teacher & Moby Max

Targeted Barriers to Achieving the Goal

- Shortage of collaborative planning time between Inclusion, Resource and Classroom teachers

Plan to Monitor Progress Toward the Goal

Meet to review ESE student achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G10. The percentage of Economically Disadvantaged Students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 62% achieved in 2013 to 70% for 2014.

Targets Supported

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Teacher, Accelerated Reader, Orchard, McGraw Hill Text & Online Components, District Blueprints, District Task Cards, District LBAs, District Mini Assessments, FCAT Explorer, Earobics, Reading A-Z & Moby Max

Targeted Barriers to Achieving the Goal

- Lack of parental involvement
- Homelessness

Plan to Monitor Progress Toward the Goal

Meet to review Economically Disadvantaged subgroup student achievement data trends and curricular decisions

Person or Persons Responsible

Leadership

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G11. The percentage of students scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 70% achieved in 2013 to 80% for 2014.

Targets Supported

Resources Available to Support the Goal

- Curriculum Resource Teacher, Moby Math, Accelerated Math, FASTT Math, Soar to Success, Orchard, FCAT Explorer, District Blueprints, District LBAs, District Task Cards, District Mini Assessments

Targeted Barriers to Achieving the Goal

- Lack of planning time

Plan to Monitor Progress Toward the Goal

Meet to review school wide trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G12. The percentage of students scoring at a level 4 or 5 on the 2014 Math FCAT 2.0 will increase from 36% achieved in 2013 to 46% for 2014.

Targets Supported

Resources Available to Support the Goal

- Curriculum Resource Teacher, Moby Math, Accelerated Math, FASTT Math, Soar to Success, Orchard, FCAT Explorer, District Blueprints, District LBAs, District Task Cards,& District Mini Assessments

Targeted Barriers to Achieving the Goal

- Time constraints for providing differentiated instruction to level 4 and 5 FCAT students
- Planning time for researching STEM activities

Plan to Monitor Progress Toward the Goal

Meet to review FCAT level 4 and 5 student achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G13. The percentage of students making Learning Gains on the 2014 Math FCAT 2.0 will increase from 64% achieved in 2013 to 74% for 2014

Targets Supported

Resources Available to Support the Goal

- Curriculum Resource Teacher, Moby Math, Accelerated Math, Fast Math, Soar to Success, Orchard, FCAT Explorer, Curriculum Resource Teacher, Moby Math, Accelerated Math, FASTT Math, Soar to Success, Orchard, FCAT Explorer, District Blueprints, District LBAs, District Task Cards, District Mini Assessments

Targeted Barriers to Achieving the Goal

- Uniformed utilization of ongoing progress monitoring assessments

Plan to Monitor Progress Toward the Goal

Meet to review school wide achievement trends in growth and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G14. The percentage of students in each subgroup scoring proficient and above on the 2014 Math FCAT 2.0 will increase from the following: Asian 83% - 93%, Black 48% - 69%, Hispanic 64% - 68%, White 74% - 78%.

Targets Supported

Resources Available to Support the Goal

- Curriculum Resource Teacher, Moby Math, Accelerated Math, FASTT Math, Soar to Success, Orchard, FCAT Explorer, District Blueprints, District LBAs, District Task Cards, District Mini Assessments

Targeted Barriers to Achieving the Goal

- Effective and continuous progress monitoring of individual subgroups

Plan to Monitor Progress Toward the Goal

Meet to review subgroup student achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G15. The percentage of ELL students scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 46% achieved in 2013 to 55% for 2014.

Targets Supported

Resources Available to Support the Goal

- Curriculum Resource Teacher Moby Math Accelerated Math Fast Math Soar to Success Orchard FCAT Explorer

Targeted Barriers to Achieving the Goal

- Number of Student Licences needed for those students who still require additional assistance on Rosetta Stone

Plan to Monitor Progress Toward the Goal

Meet to review ELL student achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on standardized assessments

G16. The percentage of Students with Disabilities scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 39% achieved in 2013 to 55% for 2014.

Targets Supported

Resources Available to Support the Goal

- Curriculum Resource Teacher, Moby Math, Accelerated Math, FASTT Math, Soar to Success, Orchard, FCAT Explorer, ESE Specialist, and FINN, District Blueprints, District LBAs, District Task Cards, District Mini Assessments

Targeted Barriers to Achieving the Goal

- Shortage of collaborative planning time between Inclusion, Resource and Classroom teachers

Plan to Monitor Progress Toward the Goal

Meet to review ESE student achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G17. The percentage of Economically Disadvantaged Students scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 58% achieved in 2013 to 69% for 2014.

Targets Supported

Resources Available to Support the Goal

- Curriculum Resource Teacher, Moby Math, Accelerated Math, FASTT Math, Soar to Success, Orchard & FCAT Explorer

Targeted Barriers to Achieving the Goal

- Lack of parental involvement
- Homelessness

Plan to Monitor Progress Toward the Goal

Meet to review Economically Disadvantaged subgroup student achievement data trends and curricular decisions

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G18. The percentage of students scoring proficient and above on the 2014 Science FCAT 2.0 will increase from 59% achieved in 2013 to 69% for 2014.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Science Enrichment, District Blueprints, District Mini Assessments, Science FAIR & Powerhouse Kits for 4th Grade

Targeted Barriers to Achieving the Goal

- Lack of uniformed utilization of ongoing Science progress monitoring assessments

Plan to Monitor Progress Toward the Goal

Will review school wide achievement trends in growth and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G19. The percentage of students scoring at a level 4 or 5 on the 2014 Science FCAT 2.0 will increase from 21% achieved in 2013 to 31% for 2014.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Curriculum Resource Teacher, Science Enrichment Teacher, Technology Teacher, District Science Program Specialist, Science FAIR Resources & Powerhouse Kits for 4th Grade

Targeted Barriers to Achieving the Goal

- Time constraints for providing differentiated instruction to level 4 and 5 FCAT students

Plan to Monitor Progress Toward the Goal

Meet to Review STEM STAR Block students' achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G20. The percentage of students scoring at a level 4 or higher on FCAT Writing will increase from 41% achieved in 2013 to 51% for 2014.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Prompts, State practice scoring CD & District Lake Writes Blueprints

Targeted Barriers to Achieving the Goal

- Unclear focus of conventions and grammar when scoring

Plan to Monitor Progress Toward the Goal

Will review writing student achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

G21. The percentage of students scoring proficient on the Cella will increase as follows: Listening / Speaking 33% - 43% Reading 27% - 37% Writing 31% - 41%

Targets Supported

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

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Teacher, Accelerated Reader, Orchard, McGraw Hill Text, ELL & Online Components, District Blueprints, District Task Cards, District LBAs, District Mini Assessments, FCAT Explorer, Earobics, Reading A-Z, Rosetta Stone, ESOL Teaching Assistant,

Targeted Barriers to Achieving the Goal

- Not enough Rosetta Stone licenses to accommodate students in need of additional assistance

Plan to Monitor Progress Toward the Goal

Meet to review ELL student achievement data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student achievement on standardized assessments

G22. The percentage of students in the Lowest 25% making Learning Gains on the 2014 Math FCAT 2.0 will increase from 52% achieved in 2013 to 62% for 2014.

Targets Supported

Resources Available to Support the Goal

- Curriculum Resource Teacher, Moby Math, Accelerated Math, FASTTMath, Soar to Success, Orchard, FCAT Explorer, District Blueprints, District Task Cards, District LBAs & District Mini Assessments

Targeted Barriers to Achieving the Goal

- Lack of planning time

Plan to Monitor Progress Toward the Goal

Meet to review school wide data trends and curricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Increase in student achievement on classroom and district assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The number of students who miss 10 percent or more of available instructional time due to absences will decrease from 6% in 2013 to 5% in 2014.

G1.B1 Accurate monitoring of chronic absenteeism

G1.B1.S1 Students with chronic absenteeism will be provided assistance to ensure increased attendance at school

Action Step 1

Will accurately code all absences on Esembler

Person or Persons Responsible

Classroom Teachers & Data Clerk

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance logs checked daily by Data Clerk

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

Will monitor and contact the parent of any child who has five or more absences

Person or Persons Responsible

Guidance Counselors

Target Dates or Schedule

Ongoing

Evidence of Completion

Absenteeism report and parent call log

Plan to Monitor Effectiveness of G1.B1.S1

Will meet to review attendance data to note successes and deficits to determine if further intervention steps are needed

Person or Persons Responsible

Guidance Counselors, Teachers and Social Worker

Target Dates or Schedule

Monthly

Evidence of Completion

Signed Meeting Log

G2. The number of students receiving out of school suspensions will decrease from 5 in 2013 to 3 in 2014.

G2.B1 Lack of a uniformed discipline plan

G2.B1.S1 A uniformed discipline plan will be utilized on campus to ensure school wide behavior expectations and consequences

Action Step 1

Will develop a unified discipline plan

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Completed flow chart process indicating each step of the discipline process

Facilitator:

Heather Gelb

Participants:

Administration

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

Will monitor classroom referrals to ensure that all intervention steps were documented on the Classroom Infraction Sheet by the classroom teacher

Person or Persons Responsible

Administration & Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Complete Classroom Infraction Sheets

Plan to Monitor Effectiveness of G2.B1.S1

Will meet to discuss trends in discipline data to note areas of deficits and strengths

Person or Persons Responsible

Administration & Grade Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda & Sign In Sheet

G3. The percentage of students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 74% achieved in 2013 to 84% for 2014.

G3.B1 Installation of Software

G3.B1.S1 Collaboration between district, school and software publisher

Action Step 1

Reinstallation of software

Person or Persons Responsible

Curriculum Resource Teacher, Literacy Coach, District IT Personnel, & Software Representative

Target Dates or Schedule

August 2013

Evidence of Completion

Software installed

Facilitator:

Literacy Coach

Participants:

Curriculum Resource Teacher, Literacy Coach, District IT Personnel, & Software Representative

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

Literacy Coach will monitor the Reading Software Use by the Classroom Teachers.

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student use Reports

Plan to Monitor Effectiveness of G3.B1.S1

Will review the results of software student achievement data

Person or Persons Responsible

Literacy Coach, Grade Level Teachers, Administration & CRT

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheets

G4. The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 30% achieved in 2013 to 40% for 2014.

G4.B1 Jr. Great Books Professional Development

G4.B1.S1 Teachers will provide enriching reading curriculum, through the use of Jr. Great books, during the STAR Block (Students Targeted to Accelerate in Reading) to students who scored a level 4 or 5 on the 2013 FCAT.

Action Step 1

Schedule Professional Development on Jr. Great Books

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

August 2013

Evidence of Completion

Sign In Sheets

Facilitator:

Jr. Great Book Representative

Participants:

Literacy Coach

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

Ensure that teachers are signed up for and attend the Jr. Great Books In Service

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign In Sheets

Plan to Monitor Effectiveness of G4.B1.S1

Conduct Classroom Walkthroughs to ensure the incorporation of Jr. Great Books into the high group during STAR (Students Targeted to Accelerate in Reading) Block.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Incorporated Jr. Great Book lessons included in the uploaded teacher lesson plans that match instruction observed in the Classroom Walkthroughs.

G5. The percentage of students making Learning Gains on the 2014 Reading FCAT 2.0 will increase from 69% achieved in 2013 to 79% for 2014

G5.B1 Uniformed utilization of ongoing progress monitoring assessments

G5.B1.S1 Teachers will include unified progress monitoring assessments in their Instructional Focus Calendars to ensure standard aligned student achievement.

Action Step 1

Teachers will develop an Instructional Focus Calendar to include the utilization of standardized assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Completed Instructional Focus Calendar

Facilitator:

Literacy Coach

Participants:

Teachers

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

Will monitor teachers' uploaded Instructional Focus Calendars on the share drive as well as implementation in the classroom during classroom walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Completed Instructional Focus Calendars & Classroom Observations

Plan to Monitor Effectiveness of G5.B1.S1

Will review the results of the standard based assessments to note any data trends of successes or deficits

Person or Persons Responsible

Grade Level Chairs, Administration, Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign in Sheets

G6. The percentage of students in the Lowest 25% making learning gains on the 2014 Reading FCAT 2.0 will increase from 57% achieved in 2013 to 67% for 2014

G6.B1 Diphonics professional development

G6.B1.S1 Teachers who instruct the lower leveled reading group in the STAR Block (Students Targeted to Accelerate in Reading), will be provided with Diphonics professional development.

Action Step 1

Schedule professional development for Diphonics Instruction

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Sign In Sheets

Facilitator:

Reading Horizon Trainer & Literacy Coach

Participants:

Literacy Coach

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

Will monitor teachers' uploaded STAR Lesson Plans on the share drive as well as implementation in the classroom during classroom walkthroughs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September 2013

Evidence of Completion

Classroom Observation & Uploaded Lesson Plans

Plan to Monitor Effectiveness of G6.B1.S1

Teachers, Administration, Literacy Coach and CRT will review the results of the Diphonics Assessment to note trends of success and deficits.

Person or Persons Responsible

Diphonic Teachers, Administration, Literacy Coach & Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheet

G6.B2 Student tardies to Morning Reading Lab

G6.B2.S1 Morning lab students will be monitored during breakfast and receive incentives for being on time to the lab.

Action Step 1

Breakfast duty personnel will receive a list indicating which students are to attend morning lab

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Daily

Evidence of Completion

A list of students attending morning lab will be present in the cafeteria during breakfast

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

Monitor attendance of students attending morning lab and reward those students that are on time

Person or Persons Responsible

Morning lab personnel

Target Dates or Schedule

Daily

Evidence of Completion

Increase on attendance sheet

Plan to Monitor Effectiveness of G6.B2.S1

Will meet to review the results of attendance monitoring and make adjustments where needed

Person or Persons Responsible

Morning Lab Personnel, Administration & Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting agenda & sign off sheet

G7. The percentage of students in each subgroup scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from the following: Asian 83% - 93%, Black 46% - 66%, Hispanic 66% - 69%, White 81% - 91%.

G7.B1 Effective and continuous progress monitoring of individual subgroups

G7.B1.S1 Each member of the Leadership Team will be assigned a subgroup to progress monitor to ensure steady progress toward high academic success.

Action Step 1

Disaggregate the lowest quartile from the 2012-2013 school year into subgroup achievement

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013

Evidence of Completion

Completed disaggregated report

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

Will divide the student subgroups among the Leadership Team members for academic monitoring.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September 2013

Evidence of Completion

Distributed lower quartile lists to Leadership Team

Plan to Monitor Effectiveness of G7.B1.S1

Will progress monitor assigned subgroup to ensure that academic success is being made. Give corrective action (student conference, parent conference or teacher conference) when needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student subgroup data reports on standardized assessments

G8. The percentage of ELL students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 32% achieved in 2013 to 44% for 2014.

G8.B1 Number of Student Licences needed for those who still require additional assistance on Rosetta Stone

G8.B1.S1 All LEP students with 0 - 3 years "in program" will be assigned a given block of time on Rosetta Stone for instruction

Action Step 1

Will identify all LEP students who are 0 - 3 years "in program" and report the number to the District Contact to ensure that we have the proper licensing

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

September 2013

Evidence of Completion

Direct correlation of Rosetta Stone licenses to ELL population report

Facilitator:

Curriculum Resource Teacher

Participants:

Curriculum Resource Teacher

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

Will monitor the Rosetta Stone use by the ELL student population

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Rosetta Stone student use report

Plan to Monitor Effectiveness of G8.B1.S1

Review the results of Rosetta Stone student achievement data

Person or Persons Responsible

Curriculum Resource Teacher, Administration, Grade Level Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheets

G9. The percentage of Students with Disabilities scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 36% achieved in 2013 to 42% for 2014.

G9.B1 Shortage of collaborative planning time between Inclusion, Resource and Classroom teachers

G9.B1.S1 Allocate strategic planning time for Inclusion, Resource and Classroom Teachers to plan effective instruction

Action Step 1

Schedule a planning day per semester for Inclusion, Resource and Classroom Teachers to plan effective instruction for their ESE population

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Planning day scheduled on Master Calendar

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Will develop an agenda and attend all meetings as well as monitor classroom implementation

Person or Persons Responsible

ESE Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed ESE lesson plans including necessary accommodations uploaded to the share folder & Classroom Observations

Plan to Monitor Effectiveness of G9.B1.S1

Meet to review the results of ESE instruction, achievement and scheduling and make adjustments where it is needed

Person or Persons Responsible

ESE Specialist, Inclusion Teachers, Resource Teaches, and Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Meeting Agenda & Sign In Sheets

G10. The percentage of Economically Disadvantaged Students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 62% achieved in 2013 to 70% for 2014.

G10.B1 Lack of parental involvement

G10.B1.S1 School activities will be scheduled during different times throughout the school year to accommodate those parents who work various hours

Action Step 1

Require teachers to submit a list of all upcoming parental involvement activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed lists

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

Schedule and notify parents, via School Messenger, of all parental involvement activities on the School Master Calendar

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Updated Master Calendar & School Messenger Call Reports

Plan to Monitor Effectiveness of G10.B1.S1

Maintain Sign in Sheets to track parent attendance at school activities

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign In Sheets

G10.B2 Homelessness

G10.B2.S1 Students who are homeless will be provided with transportation and school supplies in order to ensure success at school.

Action Step 1

Guidance will maintain a list of homeless children on campus via registration forms

Person or Persons Responsible

Guidance

Target Dates or Schedule

Ongoing

Evidence of Completion

A completed homeless list

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Will monitor the results of the homeless standard based assessment results to note trends of success and deficits

Person or Persons Responsible

Guidance

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheets

Plan to Monitor Effectiveness of G10.B2.S1

Will review the results of the homeless standard based assessment results to note trends of success and deficits

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student achievement on classroom and district assessments

G11. The percentage of students scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 70% achieved in 2013 to 80% for 2014.

G11.B1 Lack of planning time

G11.B1.S1 Allot additional planning time for teachers to plan for effective math instruction

Action Step 1

Set aside 2:30 - 3:30 every fourth Wednesday for grades 3 - 5 Math PLC to research effective teaching strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Every fourth Wednesday of the month

Evidence of Completion

Uploaded lesson plans to include effective math teaching strategies

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

Will lead Math PLC to research and analyze best mathematical teaching practices

Person or Persons Responsible

3rd-5th Grade Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda & Sign In Sheets

Plan to Monitor Effectiveness of G11.B1.S1

Will review the results of the standard based assessments to note trends of success and deficits

Person or Persons Responsible

Curriculum Resource Teacher, Administration and 3rd - 5th Grade Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheets

G12. The percentage of students scoring at a level 4 or 5 on the 2014 Math FCAT 2.0 will increase from 36% achieved in 2013 to 46% for 2014.

G12.B1 Time constraints for providing differentiated instruction to level 4 and 5 FCAT students

G12.B1.S1 Form a STEM Club to utilize accelerated strategies to assist in the academic growth of students scoring a level 4 or 5 on the FCAT

Action Step 1

Will form a STEM Club to incorporate higher level STEM activities to enrich existing curriculum for level 4 and 5 students

Person or Persons Responsible

Science Enrichment Teacher, Curriculum Resource Teacher, Technology Teacher, District Science Program Specialist

Target Dates or Schedule

September 2013

Evidence of Completion

List of student participants

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Form a STEM Club consisting of level 4 and 5 FCAT students to engage in enriching curricular activities

Person or Persons Responsible

STEM PLC (Science Enrichment Teacher, Curriculum Resource Teacher, Technology Teacher, District Science Program Specialist)

Target Dates or Schedule

Monthly

Evidence of Completion

Student Attendance Sheets

Plan to Monitor Effectiveness of G12.B1.S1

Review results of STEM activity achievement

Person or Persons Responsible

STEM PLC, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign In Sheets

G12.B2 Planning time for researching STEM activities

G12.B2.S1 Develop a STEM PLC to meet monthly to research and develop STEM activities to be incorporated into the classrooms

Action Step 1

Will invite the following instructional personnel to be part of the STEM PLC: Science Enrichment Teacher, Curriculum Resource Teacher, Technology Teacher, District Science Program Specialist

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

August 2013

Evidence of Completion

List of active group members

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

Set aside 2:30 - 3:30 every Wednesday for STEM PLC to research effective incorporation of STEM teaching strategies

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

Fourth Wednesday of every month

Evidence of Completion

Agenda and Sign In Sheets

Plan to Monitor Effectiveness of G12.B2.S1

Will review the results of the standard based assessments to note trends of success and deficits

Person or Persons Responsible

STEM PLC & Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas & Sign In Sheets

G13. The percentage of students making Learning Gains on the 2014 Math FCAT 2.0 will increase from 64% achieved in 2013 to 74% for 2014

G13.B1 Uniformed utilization of ongoing progress monitoring assessments

G13.B1.S1 Teachers will include unified progress monitoring assessments in their Instructional Focus Calendars to ensure standard aligned student achievement.

Action Step 1

Teachers will develop an Instructional Focus Calendar to include the utilization of standardized assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Completed Instructional Focus Calendars

Facilitator:

Curriculum Resource Teacher

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Will monitor teachers' uploaded Instructional Focus Calendars on the share drive as well as implementation in the classroom during classroom walkthroughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Completed Instructional Focus Calendars & Classroom Observations

Plan to Monitor Effectiveness of G13.B1.S1

Will review the results of the standard based assessments to note any data trends of successes or deficits

Person or Persons Responsible

Grade Level Chairs, Administration, Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheets

G14. The percentage of students in each subgroup scoring proficient and above on the 2014 Math FCAT 2.0 will increase from the following: Asian 83% - 93%, Black 48% - 69%, Hispanic 64% - 68%, White 74% - 78%.

G14.B1 Effective and continuous progress monitoring of individual subgroups

G14.B1.S1 Individual Subgroups will be progress monitored to ensure steady progress toward academic success

Action Step 1

Disaggregate the lowest quartile data into subgroup achievement from the 2013 school year.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013

Evidence of Completion

Completed disaggregated report

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

Will divide the student subgroups among the Leadership Team members for academic monitoring.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Septemeber 2013

Evidence of Completion

Distributed quartile lists to all members

Plan to Monitor Effectiveness of G14.B1.S1

Will progress monitor assigned subgroup to ensure that academic success is being made. Give corrective action (student conference, parent conference or teacher conference) when needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Student subgroup data reports on standardized assessments

G15. The percentage of ELL students scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 46% achieved in 2013 to 55% for 2014.

G15.B1 Number of Student Licences needed for those students who still require additional assistance on Rosetta Stone

G15.B1.S1 All LEP students who are 0 - 3 years "in program" will be given a Rosetta Stone license

Action Step 1

Will identify all LEP students who are 0 - 3 years "in program" and report the number to the District Contact to ensure that we have the proper licensing

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

September 2013

Evidence of Completion

Direct correlation of Rosetta Stone licenses to ELL population report

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

Will monitor the Rosetta Stone use by the ELL population

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Rosetta Stone student use report

Plan to Monitor Effectiveness of G15.B1.S1

Review the results of the Rosetta Stone achievement data

Person or Persons Responsible

Curriculum Resource Teacher, Administration, Grade Level Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheets

G16. The percentage of Students with Disabilities scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 39% achieved in 2013 to 55% for 2014.

G16.B1 Shortage of collaborative planning time between Inclusion, Resource and Classroom teachers

G16.B1.S1 Allocate strategic planning time for Inclusion, Resource and Classroom Teachers to plan effective instruction

Action Step 1

Schedule a planning day per semester for Inclusion, Resource and Classroom Teachers to plan effective instruction for their ESE populations

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

September 2013

Evidence of Completion

Planning day scheduled on the Master Calendar

Plan to Monitor Fidelity of Implementation of G16.B1.S1

Will develop an agenda and attend all meetings, as well as monitor classroom implementation

Person or Persons Responsible

ESE Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed ESE lesson plans including necessary accomodations uploaded to the share folder & Classroom observations

Plan to Monitor Effectiveness of G16.B1.S1

Meet to review ESE instruction, achievement and scheduling and make adjustments where needed

Person or Persons Responsible

ESE Specialist, Inclusion Teachers, Resource Teachers, and Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenday & Sign In Sheet

G17. The percentage of Economically Disadvantaged Students scoring proficient and above on the 2014 Math FCAT 2.0 will increase from 58% achieved in 2013 to 69% for 2014.

G17.B1 Lack of parental involvement

G17.B1.S1 School activities will be scheduled during different times throughout the school year to accommodate those parents who work varying hours

Action Step 1

Require teachers to submit a list of all upcoming parental involvement activities

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Completed activity list

Action Step 2

Require teachers to submit a list of all upcoming parental involvement activities

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Completed activity list

Plan to Monitor Fidelity of Implementation of G17.B1.S1

Schedule and notify parents, via School Messenger, of all parental involvement activities on the School Master Calendar

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Updated Master Calendar & School Messenger call reports

Plan to Monitor Effectiveness of G17.B1.S1

Maintain Sign In Sheets to track parent attendance at school activities

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign In Sheets

G17.B2 Homelessness

G17.B2.S1 Students who are homeless will be provided with transportation and school supplies in order to ensure success at school

Action Step 1

Guidance will maintain a list of homeless children on campus via registration forms

Person or Persons Responsible

Guidance

Target Dates or Schedule

Ongoing

Evidence of Completion

A completed homeless list

Plan to Monitor Fidelity of Implementation of G17.B2.S1

Will monitor the results of the homeless students' standard based assessment results to note trends of successes and deficits

Person or Persons Responsible

Guidance

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheets

Plan to Monitor Effectiveness of G17.B2.S1

Will review the results of the homeless students' assessment results to note trends of successes and deficits

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in student achievement on classroom and district assessments

G18. The percentage of students scoring proficient and above on the 2014 Science FCAT 2.0 will increase from 59% achieved in 2013 to 69% for 2014.

G18.B1 Lack of uniformed utilization of ongoing Science progress monitoring assessments

G18.B1.S1 Teachers will include unified ongoing progress Science assessments in their Instructional Focus Calendars to ensure standard aligned student achievement.

Action Step 1

Will develop an Instructional Focus Calendar to include the utilization of standardized assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Completed Instructional Focus Calendars

Plan to Monitor Fidelity of Implementation of G18.B1.S1

Will monitor teachers' uploaded Instructional Focus Calendars on the share folder

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Uploaded Instructional Focus Calendars

Plan to Monitor Effectiveness of G18.B1.S1

Will review the results of the standard based Science assessments to note trends of successes and deficits

Person or Persons Responsible

Grade Level Teachers, Administration, Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheets

G19. The percentage of students scoring at a level 4 or 5 on the 2014 Science FCAT 2.0 will increase from 21% achieved in 2013 to 31% for 2014.

G19.B1 Time constraints for providing differentiated instruction to level 4 and 5 FCAT students

G19.B1.S1 Form a STEM Club to utilize accelerated strategies to assist in the academic growth of students scoring at levels 4 and 5 on the FCAT

Action Step 1

Will form a STEM Club to incorporate higher level STEM activities to enrich existing curriculum for level 4 and 5 FCAT students

Person or Persons Responsible

STEM PLC (Science Coach, Technology Coach, Curriculum Resource Teacher, District Science Program Specialist)

Target Dates or Schedule

September 2013

Evidence of Completion

List of student participants

Plan to Monitor Fidelity of Implementation of G19.B1.S1

Will deliver STEM focused lessons during Star Block to engage students in enriching curricular activities

Person or Persons Responsible

STEM PLC & STEM Star Block Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Classroom Walkthrough Observations

Plan to Monitor Effectiveness of G19.B1.S1

Will review STEM STAR Block students' standardized achievement data

Person or Persons Responsible

STEM PLC & Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign In Sheets

G20. The percentage of students scoring at a level 4 or higher on FCAT Writing will increase from 41% achieved in 2013 to 51% for 2014.

G20.B1 Unclear focus of conventions and grammar when scoring

G20.B1.S1 Teachers will gain a clear understanding of State writing expectations and strategies for effective implementation

Action Step 1

Will designate a fourth grade teacher to be part of the District Lake Writes PLC to share practices with grade level.

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Grade Level Meetings will take place weekly.

Evidence of Completion

True North Logic Attendance

Facilitator:

District Lake Writes PLC Representative

Participants:

Fourth Grade Teachers

Plan to Monitor Fidelity of Implementation of G20.B1.S1

Will conduct classroom walkthroughs to ensure classroom writing implementation

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations & Uploaded Lesson Plans

Plan to Monitor Effectiveness of G20.B1.S1

Will review the achievement results of classroom and district writing prompts

Person or Persons Responsible

Grade Chair, Administration, Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheet

G21. The percentage of students scoring proficient on the Cella will increase as follows: Listening / Speaking 33% - 43% Reading 27% - 37% Writing 31% - 41%

G21.B1 Not enough Rosetta Stone licenses to accommodate students in need of additional assistance

G21.B1.S1 All LEP students who are 0 - 3 years "in program" will be assigned a given block of time on Rosetta Stone for language instruction to increase student achievement.

Action Step 1

Identify all LEP students who are 0 - 3 years "in program" and report the number to the District ESOL Program Specialist to ensure that each student is assigned a license

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

September 2013

Evidence of Completion

Accurate number of licenses for each ELL student

Facilitator:

Curriculum Resource Teacher

Participants:

Curriculum Resource Teacher

Plan to Monitor Fidelity of Implementation of G21.B1.S1

Will monitor Rosetta Stone student use

Person or Persons Responsible

Curriculum Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Rosetta Stone student use report

Plan to Monitor Effectiveness of G21.B1.S1

Review the results of Rosetta Stone student achievement data

Person or Persons Responsible

Curriculum Resource Teacher, Administration, Grade Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheets

G22. The percentage of students in the Lowest 25% making Learning Gains on the 2014 Math FCAT 2.0 will increase from 52% achieved in 2013 to 62% for 2014.

G22.B1 Lack of planning time

G22.B1.S1 Allot additional planning time for teachers to plan for effective remediation math instruction for the lowest quartile.

Action Step 1

Set aside 2:30 - 3:30 every fourth Wednesday for grades 3 - 5 Math PLC to research effective teaching strategies for students in the lowest quartile

Person or Persons Responsible

Administration

Target Dates or Schedule

Every fourth Wednesday of the Month

Evidence of Completion

Meeting scheduled on the master calendar

Plan to Monitor Fidelity of Implementation of G22.B1.S1

Will lead Math PLC to research and analyze best mathematical teaching practices

Person or Persons Responsible

3rd - 5th Grade Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Agenda & Sign In Sheet

Plan to Monitor Effectiveness of G22.B1.S1

Will review the results of the standard based assessments to note data trends in student successes and deficits

Person or Persons Responsible

Curriculum Resource Teachers, Administration and 3rd - 5th Grade Chairs

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting Agenda & Sign In Sheet

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

Supplemental Academic Instruction (SAI):

Grassy Lake will be utilizing SAI money to hire an additional Teaching Assistant to instruct struggling students who scored at levels 1 and 2 on the 2013 FCAT, as well as, those students who did not demonstrate reading proficiency on the FAIR and District Benchmarks. These targeted fourth and fifth grade students will receive an additional thirty minute block of Diphonics Instruction, five days a week, during the school day. Results will be measured by the Diphonics Program progress monitoring as well as District Benchmark and STAR Assessments.

Title II:

The Lake County School District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs.

Title III:

The Lake County School District provides services and resources for our ELL students

Title X- Homeless:

With direction from the Lake County School District's Student Services Department, Grassy Lake's guidance counselors and the school assigned social worker identify and provide assistance to students and families who fit the homeless criteria (McKinney-Vento Act)

Violence Prevention Programs:

Grassy Lake Elementary provides violence prevention programs to students through the Mendez "Too good for Drugs and Violence" programs. We offer bully prevention training to students and parents. Our 5th grade classes participate in the Dare program offered by the Lake County Sherriff's Department.

Nutrition Programs:

The Lake County School District's Food Service Department, in conjunction with Grassy Lake Elementary, provide students with nutritious meals. Information on nutrition is provided to families on the School District website.

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. The number of students receiving out of school suspensions will decrease from 5 in 2013 to 3 in 2014.

G2.B1 Lack of a uniformed discipline plan

G2.B1.S1 A uniformed discipline plan will be utilized on campus to ensure school wide behavior expectations and consequences

PD Opportunity 1

Will develop a unified discipline plan

Facilitator

Heather Gelb

Participants

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Completed flow chart process indicating each step of the discipline process

G3. The percentage of students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 74% achieved in 2013 to 84% for 2014.

G3.B1 Installation of Software

G3.B1.S1 Collaboration between district, school and software publisher

PD Opportunity 1

Reinstallation of software

Facilitator

Literacy Coach

Participants

Curriculum Resource Teacher, Literacy Coach, District IT Personnel, & Software Representative

Target Dates or Schedule

August 2013

Evidence of Completion

Software installed

G4. The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 30% achieved in 2013 to 40% for 2014.

G4.B1 Jr. Great Books Professional Development

G4.B1.S1 Teachers will provide enriching reading curriculum, through the use of Jr. Great books, during the STAR Block (Students Targeted to Accelerate in Reading) to students who scored a level 4 or 5 on the 2013 FCAT.

PD Opportunity 1

Schedule Professional Development on Jr. Great Books

Facilitator

Jr. Great Book Representative

Participants

Literacy Coach

Target Dates or Schedule

August 2013

Evidence of Completion

Sign In Sheets

G5. The percentage of students making Learning Gains on the 2014 Reading FCAT 2.0 will increase from 69% achieved in 2013 to 79% for 2014

G5.B1 Uniformed utilization of ongoing progress monitoring assessments

G5.B1.S1 Teachers will include unified progress monitoring assessments in their Instructional Focus Calendars to ensure standard aligned student achievement.

PD Opportunity 1

Teachers will develop an Instructional Focus Calendar to include the utilization of standardized assessments.

Facilitator

Literacy Coach

Participants

Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Completed Instructional Focus Calendar

G6. The percentage of students in the Lowest 25% making learning gains on the 2014 Reading FCAT 2.0 will increase from 57% achieved in 2013 to 67% for 2014

G6.B1 Diphonics professional development

G6.B1.S1 Teachers who instruct the lower leveled reading group in the STAR Block (Students Targeted to Accelerate in Reading), will be provided with Diphonics professional development.

PD Opportunity 1

Schedule professional development for Diphonics Instruction

Facilitator

Reading Horizon Trainer & Literacy Coach

Participants

Literacy Coach

Target Dates or Schedule

September 2013

Evidence of Completion

Sign In Sheets

G8. The percentage of ELL students scoring proficient and above on the 2014 Reading FCAT 2.0 will increase from 32% achieved in 2013 to 44% for 2014.

G8.B1 Number of Student Licences needed for those who still require additional assistance on Rosetta Stone

G8.B1.S1 All LEP students with 0 - 3 years "in program" will be assigned a given block of time on Rosetta Stone for instruction

PD Opportunity 1

Will identify all LEP students who are 0 - 3 years "in program" and report the number to the District Contact to ensure that we have the proper licensing

Facilitator

Curriculum Resource Teacher

Participants

Curriculum Resource Teacher

Target Dates or Schedule

September 2013

Evidence of Completion

Direct correlation of Rosetta Stone licenses to ELL population report

G13. The percentage of students making Learning Gains on the 2014 Math FCAT 2.0 will increase from 64% achieved in 2013 to 74% for 2014

G13.B1 Uniformed utilization of ongoing progress monitoring assessments

G13.B1.S1 Teachers will include unified progress monitoring assessments in their Instructional Focus Calendars to ensure standard aligned student achievement.

PD Opportunity 1

Teachers will develop an Instructional Focus Calendar to include the utilization of standardized assessments.

Facilitator

Curriculum Resource Teacher

Participants

Teachers

Target Dates or Schedule

August 2013

Evidence of Completion

Completed Instructional Focus Calendars

G20. The percentage of students scoring at a level 4 or higher on FCAT Writing will increase from 41% achieved in 2013 to 51% for 2014.

G20.B1 Unclear focus of conventions and grammar when scoring

G20.B1.S1 Teachers will gain a clear understanding of State writing expectations and strategies for effective implementation

PD Opportunity 1

Will designate a fourth grade teacher to be part of the District Lake Writes PLC to share practices with grade level.

Facilitator

District Lake Writes PLC Representative

Participants

Fourth Grade Teachers

Target Dates or Schedule

Grade Level Meetings will take place weekly.

Evidence of Completion

True North Logic Attendance

G21. The percentage of students scoring proficient on the Cella will increase as follows: Listening / Speaking 33% - 43% Reading 27% - 37% Writing 31% - 41%

G21.B1 Not enough Rosetta Stone licenses to accommodate students in need of additional assistance

G21.B1.S1 All LEP students who are 0 - 3 years "in program" will be assigned a given block of time on Rosetta Stone for language instruction to increase student achievement.

PD Opportunity 1

Identify all LEP students who are 0 - 3 years "in program" and report the number to the District ESOL Program Specialist to ensure that each student is assigned a license

Facilitator

Curriculum Resource Teacher

Participants

Curriculum Resource Teacher

Target Dates or Schedule

September 2013

Evidence of Completion

Accurate number of licenses for each ELL student

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 30% achieved in 2013 to 40% for 2014.	\$2,599
G6.	The percentage of students in the Lowest 25% making learning gains on the 2014 Reading FCAT 2.0 will increase from 57% achieved in 2013 to 67% for 2014	\$1,500
Total		\$4,099

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
5100		\$4,099
Total		\$4,099

Budget Details

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

G4. The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 30% achieved in 2013 to 40% for 2014.

G4.B1 Jr. Great Books Professional Development

G4.B1.S1 Teachers will provide enriching reading curriculum, through the use of Jr. Great books, during the STAR Block (Students Targeted to Accelerate in Reading) to students who scored a level 4 or 5 on the 2013 FCAT.

Action Step 1

Schedule Professional Development on Jr. Great Books

Resource Type

Evidence-Based Program

Resource

Professional Development & Materials

Funding Source

5100

Amount Needed

\$2,599

G6. The percentage of students in the Lowest 25% making learning gains on the 2014 Reading FCAT 2.0 will increase from 57% achieved in 2013 to 67% for 2014

G6.B1 Diphonics professional development

G6.B1.S1 Teachers who instruct the lower leveled reading group in the STAR Block (Students Targeted to Accelerate in Reading), will be provided with Diphonics professional development.

Action Step 1

Schedule professional development for Diphonics Instruction

Resource Type

Evidence-Based Program

Resource

Professional Development & Materials

Funding Source

5100

Amount Needed

\$1,500