2013-2014 SCHOOL IMPROVEMENT PLAN

Cypress Ridge Elementary School

350 EAST AVE

Clermont, FL 34711

352-394-6633

http://lake.k12.fl.us/cre

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	22%

Alternative/ESE Center	Charter School	Minority Rate
No	No	29%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
A	A	A	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Cypress Ridge Elem. School

Principal
Dale Delpit

School Advisory Council chair
Charles White

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

Name	Title
Jan Nappi	Assistant Principal
Beverly Gordon	Curriculum Resource Teacher
Sherrie Smith	Literacy Coach
Liz Mathis	Guidance Counselor
Virginia Schoenthaler	teacher
Patricia Sproule	teacher

District-Level Information

District
Lake

Superintendent
Dr. Susan Moxley

Date of school board approval of SIP
12/16/2013

School Advisory Council (SAC)

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

Membership of the SAC

Charles White, chairman; Chaz Pike, vice-chair; Virginia Schoenthaler, Secretary.
The SAC is made up of twenty-three members who represent the demographics of the school. There are two business partners/ community members, eleven school board employees, and twelve non-employees on the SAC.

Involvement of the SAC in the development of the SIP

The SAC reviews one portion of the plan at each monthly meeting. In addition, they get a mid-year report and a year end report of progress made toward annual goals. The SAC secretary is a member of the School Improvement Plan writing team.

Activities of the SAC for the upcoming school year

The SAC will review and discuss the School Improvement Plan, the Climate Survey, and any issues that arise pertaining to student achievement, parental involvement, campus atmosphere, and student issues including safety, dress code, and calendar.

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

School Improvement Funds are allocated as needed to support classroom and grade level projects. They allocate funds for projects that support the SIP.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dale Delpit		
Principal	Years as Administrator: 24	Years at Current School: 1
Credentials	o Lake Sumter Community College – Associate Degree o University of Central Florida – Bachelor Degree / Science Education o Nova University – Masters Degree – Administration and Supervision o National Louis University – Educational Specialist Degree – Educational Leadership	
Performance Record	Oak Park Middle School school grades 2011 - 2012 B 2012 - 2013 A Groveland Elementary School 2001 - 2010 school grades 8 A's and 2B's	

Jan Nappi		
Asst Principal	Years as Administrator: 18	Years at Current School: 4

Credentials	BS Science/Health Education K-12, ESOL Endorsement, M.Ed. Educational Leadership. Certifications: School Principal, PE K-8, PE 6-12, Health Ed.
Performance Record	2013 School Grade - Grade A: Reading Mastery, 84% of 3-5th graders scored level 3 and above. Math Mastery, 84% of 3-5th graders level 3 and above. Science Mastery, 71% of 5th graders level 3 and above. Writing Mastery, 96% of 4th graders level 3 and above. All subgroups made Annual Yearly Progress.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Sherrie Smith		
Full-time / School-based	Years as Coach: 2	Years at Current School: 18
Areas	Reading/Literacy	

Credentials	BA-Home Economics Education, Certification in El. Ed. (1-6), MA-Curriculum and Instruction, Reading, National Board Certified in Reading/Literacy/Lang. Arts. Reading Endorsement, ESOL Endorsement.
Performance Record	2012 - 2013 School Grade - Grade A: Reading Mastery, 84% of 3-5th graders scored level 3 and above. Math Mastery, 84% of 3-5th graders level 3 and above. Science Mastery, 71% of 5th graders level 3 and above. Writing Mastery, 96% of 4th graders level 3 and above. All subgroups made Annual Yearly Progress.

Classroom Teachers

# of classroom teachers
42

 # receiving effective rating or higher
42, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
42, 100%

 # ESOL endorsed

28, 67%

 # reading endorsed

6, 14%

 # with advanced degrees

18, 43%

 # National Board Certified

8, 19%

 # first-year teachers

3, 7%

 # with 1-5 years of experience

6, 14%

 # with 6-14 years of experience

7, 17%

 # with 15 or more years of experience

27, 64%

Education Paraprofessionals

# of paraprofessionals

5

 # Highly Qualified

5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # 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

1. Administration will provide continuous communication, formal and informal meetings with new teachers to cover any areas of concern or to offer assistance with instructional delivery.
2. NBCT's will provide mentoring on campus and at other school sites in our zone of influence.
3. Adminustrators will bring relevant staff development to the site based on teacher needs survey.
4. New teachers participate in New Beginnings and have instructional coaches to monitor and support success in the classroom.

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

Assistant Principal will insure that all first year and rookie teachers will be partnered with veteran staff members. Mentors and mentees will meet at least weekly. Additional support will be provide through grade level meetings and by the grade level chair.

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

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The role of the MTSS Leadership Team will be to problem solve and find the most effective practices to assist our school, our teachers and our students so that they can achieve at the highest levels.
The team meets once a week to engage in the following common core activities:
1. Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks; and to conduct Tier 2, and 3 meetings with classroom teachers and the rest of the MTSS team.
2. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, adjust current policies and practices to be in line with school outcomes expected.
3. The team interfaces with the school ESE Specialist and IEP team to facilitate staffing of eligible students at case review meetings.

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

Principal, Dale Delpit: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Assistant Principal, Jan Nappi: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Selected General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction and interventions, collaborates with other staff to implement Tier 2 interventions, and integrates materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
Curriculum Resource Teacher, Beverly Gordon: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidenced-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection,

and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Literacy Coach, Sherrie Smith: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

School Psychologist, Rebecca Dargis and Guidance Counselor, Liz Mathis: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist, Tonya Carson: Educates the team in the role language plays on curriculum, assessment and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

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

The MTSS Leadership Team reviews data from Tiers 1, 2 and 3; targets academic and behavioral areas that need to be addressed; helps set clear expectations for instruction (rigor, relevance and relationship).

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

Cypress Ridge Elementary uses a variety of resources such as FCAT 2.0, FAIR, Edusoft, and STAR reading/math to establish a baseline of performance for students in academic areas. AS400/FIDO is used to monitor behavior and attendance data. As interventions are implemented in the MTSS process, student performance measures are gathered and compared monthly to baseline and growth patterns are evaluated.

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

The MTSS team will plan for a faculty update to cover any changes in policies and procedures for the 2012/13 school year and refresh the current process. Additional and more detailed training will be offered to new teachers and any veteran teacher that wishes to participate. District personnel will offer district-wide training to select staff and offer ongoing support. The MTSS team will conduct data chats and analyze data by grade level. Teachers will maintain data notebooks and will attend an in-service to learn how to use them effectively for student evaluation and to guide students to understand their own data. There will be regular (at least quarterly) communication between the MTSS team and the leadership team.

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: 22,350

tutoring, after school clubs, professional development for teachers

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Beginning, middle and end of the year testing, progress monitoring, student participation, teacher feedback and implementation in the classroom

Who is responsible for monitoring implementation of this strategy?

Leadership Team 1

Literacy Leadership Team (LLT)

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

Name	Title
Sherrie Smith	Literacy Coach
Debbie Thomas	Kindergarten Teacher
Sandy Blackburn	First Grade Teacher
Anne Harris	First Grade Teacher
Kelly Rayburn	Second Grade Teacher
Nicole Fullton	Second Grade Teacher
Dana Vaughan	Third Grade Teacher
Star Olson	Fourth Grade Teacher
Gary Locuson	Fourth Grade Teacher
Jennifer Johnston	Fifth Grade Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to discuss assessment data, proficiency development and literacy events. The team also reviews programs that may support the MTSS process as evidence-based interventions. Creates and monitors Professional Learning Communities provided to the school based upon teacher needs cited in deliberate practice reflection page and surveys.

Major initiatives of the LLT

The main initiatives of this year for cyhe team will be to 1) continue to increase on-sight professional development opportunities; 2) develop a third grade writing plan; 3) create a text dependent questioning model for grades K-5 4) train all classroom teachers to use Thinking Maps

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

Kindergarten Round Up in the spring, "Getting Ready for Kindergarten" packet with suggestions, book lists, and information.

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	83%	84%	Yes	85%
American Indian				
Asian				
Black/African American	71%	81%	Yes	74%
Hispanic	83%	74%	No	84%
White	86%	86%	Yes	87%
English language learners				
Students with disabilities	48%	27%	No	53%
Economically disadvantaged	75%	74%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	22%	24%
Students scoring at or above Achievement Level 4	168	55%	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	224	74%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	55	73%	75%

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)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%

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	75	74%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	77%	79%	Yes	79%
American Indian				
Asian				
Black/African American	55%	58%	Yes	60%
Hispanic	73%	74%	Yes	75%
White	79%	81%	Yes	81%
English language learners				
Students with disabilities	48%	45%	No	53%
Economically disadvantaged	73%	69%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	35%	37%
Students scoring at or above Achievement Level 4	148	49%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	230	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	55	72%	74%

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	30	29%	31%
Students scoring at or above Achievement Level 4	44	42%	44%

Florida Alternate Assessment (FAA)

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

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	20		100
Participation in STEM-related experiences provided for students	500	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	18	3%	2%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	2%
Students who are not proficient in reading by third grade	1	0%	0%
Students who receive two or more behavior referrals	17	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

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

Parent Involvement guidelines will be maintained to insure that all families fulfill 10 hour volunteer obligation. Parents can be involved by assisting in the classroom on task assigned by the teacher, participating in after school activities, including Family Walk, Reading, and Learning Nights, completing

classroom support tasks at home such as colating and stapling papers, cutting, etc. and by attending week-end family events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% Participation	17K	100%	100%

Area 10: Additional Targets

Additional targets for the school

Cypress Ridge teachers and staff will strive to educate the whole child, including emphasis on personal health and fitness, improving technology school-wide and and emphasizing anti-bullying policies.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Students will participate in physical fitness testing and activities to prevent childhood obesity. Prepare students to make educated fitness and dietary choices to enhance their quality of life in the 21st century	603	100%	100%
Maintain Anti- Bullying emphasis school-wide and continue Project Wisom, cyber cullying education and Bully Blockers students group.	603	100%	100%
		%	%

Goals Summary

G1.   Increase the percentage of students scoring a level 2 and above in reading.

G2.   Students in lowest 25% in reading will show an increase of 2% gains (from 78% - 80%). The number of students scoring satisfactory in reading in 2017 will increase by 9% in white, 7% in Hispanic, and 12% in black subgroups.

G3.   We will increase our percentages of students scoring a level 2 and above in math.

G4.   Percentage of students in the lowest 25% making learning gains in math will increase by 2%. Students in all subgroups will make gains in mathematics. Additional resources and time will be committed to reducing the achievement gap between subgroups by 2017

G5.   We will increase the percentage of students achieving proficiency (FCAT Level 3) in science.

G6.   In 2014, administration of the FCAT Writing Test, 80%, will achieve Level 3.5 or higher.

G7.   Increase experiments and hands-on lessons that build student knowledge base of STEM concepts and skills.

G8.   Implement the technology plan that will direct the school training of technology. The plan will include instruction on how to use current programs, how to engage students with using 21st century skills, and how to prepare for Common Core.

G9.   Students will participate in physical fitness testing and activities to prevent childhood obesity. Prepare students to make educated fitness and dietary choices to enhance their quality of life in the 21st century.

Goals Detail

G1. Increase the percentage of students scoring a level 2 and above in reading.

Targets Supported

Resources Available to Support the Goal
- CRES groups and classroom stations, literacy coach model lessons, extended day tutoring, parent education opportunities and communication.
- virtual resources and print material for non-fiction and informational text
- Common Core Standards training K - 5 teachers

Targeted Barriers to Achieving the Goal
- 3rd grade students continue to struggle with reading application and decoding multi-syllable words. 4th grade students need to focus on making inferences and understanding text structures. 5th grade students need to imporve in reading informational text, research, and literary analysis.
- Increase all student achievement in non-fiction/ informational text including text structure. Increase students' ability to use perseverance to reach mastery of skills.
- Encourage students who lack confidence or exhibit test anxiety.

Plan to Monitor Progress Toward the Goal

grade level teams will have data chats to determine the needs of our students

Person or Persons Responsible
CRT, Literacy Coach

Target Dates or Schedule:
quarterly

Evidence of Completion:
data notebooks

G2. Students in lowest 25% in reading will show an increase of 2% gains (from 78% - 80%). The number of students scoring satisfactory in reading in 2017 will increase by 9% in white, 7% in Hispanic, and 12% in black subgroups.

Targets Supported

Resources Available to Support the Goal
- CRES groups and classroom stations, literacy coach model lessons, before school tutoring, parent education opportunities and communication
- virtual resources and print non-fiction materials
- Common Core Training for K - 5 teachers

Targeted Barriers to Achieving the Goal
- Subgroup students' families are less likely to participate in at home and after school reading programs which leads to students' lack of self-esteem and confidence in their reading abilities.

Plan to Monitor Progress Toward the Goal

evaluate attendance data

Person or Persons Responsible
Leaderhip Team 1

Target Dates or Schedule:
quarterly

Evidence of Completion:
increased participation

G3. We will increase our percentages of students scoring a level 2 and above in math.

Targets Supported

Resources Available to Support the Goal
- Classroom stations, extended day tutoring, parent education opportunities and communication, STEM Vertical Team

Targeted Barriers to Achieving the Goal
- Students show weakness in numbers: operations, problems and statistics, and geometry and measurement. Students need real world experience with number sense, operations, and measurement. Students are required to learn too many items to be able to master basic skills.

Plan to Monitor Progress Toward the Goal

collection of data to address differentiated instruction and Common Core standards

Person or Persons Responsible
Leadership Team 1

Target Dates or Schedule:
quarterly

Evidence of Completion:
mini assessments on targeted skills

G4. Percentage of students in the lowest 25% making learning gains in math will increase by 2%. Students in all subgroups will make gains in mathematics. Additional resources and time will be committed to reducing the achievement gap between subgroups by 2017

Targets Supported

Resources Available to Support the Goal
- extended day tutoring, small group remediation, technology programs, classroom and ESE teachers, guidance counsellor

Targeted Barriers to Achieving the Goal
- Subgroup students lack basic skills and background knowledge to move into more advanced mathematical concepts. Students lack self-esteem and confidence in their reading ability which impacts their ability to show what they know in math.

Plan to Monitor Progress Toward the Goal

evaluate data

Person or Persons Responsible
MTSS team, Leadership Team 1, classroom teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
improvement in test scores for students in the lowest 25% and sub groups.

G5. We will increase the percentage of students achieving proficiency (FCAT Level 3) in science.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- STEM PLC, LCSB Blueprints,

Targeted Barriers to Achieving the Goal
- There are gaps in the knowledge across the grade level curriculum. Students lack of experience with integrating science and reading strategies.

Plan to Monitor Progress Toward the Goal

evaluate data

Person or Persons Responsible
LT 1, science enrichment teacher and classroom teachers

Target Dates or Schedule:
annually

Evidence of Completion:
FCAT data

G6. In 2014, administration of the FCAT Writing Test, 80%, will achieve Level 3.5 or higher.

Targets Supported
- Writing

Resources Available to Support the Goal
- Daily Language Review, Thinking Maps

Targeted Barriers to Achieving the Goal
- Weakness in conventions, elaboration, and organizational structure.

Plan to Monitor Progress Toward the Goal

evaluate data using writing rubrics

Person or Persons Responsible
classroom teachers and administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
improvement in students' writing skills

G7. Increase experiments and hands-on lessons that build student knowledge base of STEM concepts and skills.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- Textbook, AIMS books, Science Lab, STEM Vertical Team

Targeted Barriers to Achieving the Goal
- Lack of time in the academic day

Plan to Monitor Progress Toward the Goal

increased test scores

Person or Persons Responsible
LT 1, administration

Target Dates or Schedule:
quarterly

Evidence of Completion:
test results

G8. Implement the technology plan that will direct the school training of technology. The plan will include instruction on how to use current programs, how to engage students with using 21st century skills, and how to prepare for Common Core.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- General fund, fundraisers, grants, and business partners

Targeted Barriers to Achieving the Goal
- Aging technology and shortage of space for student and teacher access to technology.

Plan to Monitor Progress Toward the Goal

increased time using technolgy

Person or Persons Responsible
LT1

Target Dates or Schedule:
ongoing

Evidence of Completion:
student engagement

G9. Students will participate in physical fitness testing and activities to prevent childhood obesity. Prepare students to make educated fitness and dietary choices to enhance their quality of life in the 21st century.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Daily fitness time, Wonderful Wednesday, Fitness Gram

Targeted Barriers to Achieving the Goal
- Student Illness and Student Diet

Plan to Monitor Progress Toward the Goal

improved student fitness

Person or Persons Responsible
LT1

Target Dates or Schedule:
beginning of the year and end of the year fitness test data

Evidence of Completion:
increased fitness test scores

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase the percentage of students scoring a level 2 and above in reading.

G1.B1 3rd grade students continue to struggle with reading application and decoding multi-syllable words. 4th grade students need to focus on making inferences and understanding text structures. 5th grade students need to imporve in reading informational text, research, and literary analysis.

G1.B1.S1 literacy groups, literacy coach model lessons, 45 minutes literacy centers daily, 45 minutes whole group reading instruction, extended day tutoring, inclusion

Action Step 1

Literacy Centers training and lesson modeling

Person or Persons Responsible

Classroom Teachers, ESE teachers, Literacy Coach, Curriculum Resource Teacher

Target Dates or Schedule

daily

Evidence of Completion

Beginning, middle and end of the year testing and weekly assessments

Facilitator:

Sherrie Smith, literacy coach

Participants:

classroom teachers

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

Classroom walk throughs, TEAM observations

Person or Persons Responsible

Leadership Team 1

Target Dates or Schedule

ongoing

Evidence of Completion

MTSS data, CWT data, TEAM data, beginning, middle and end of the year testing

Plan to Monitor Effectiveness of G1.B1.S1

FAIR, benchmark testing, Literacy First testing, STAR reading, FCAT

Person or Persons Responsible

Literacy Coach, Curriculum Resource Teacher

Target Dates or Schedule

beginning, middle and end of the year

Evidence of Completion

Data will be analyzed and evaluated at the end of each testing cycle to determine future needs of the students.

G1.B2 Increase all student achievement in non-fiction/ informational text including text structure. Increase students' ability to use perseverance to reach mastery of skills.

G1.B2.S1 Implement school-wide integration of science and social studies curriculum with reading/ language arts instruction. Consistent teacher think aloud and modeling to help students build strategies. Teachers will use think alouds, model reading how to identify key details in non-fiction text.

Action Step 1

Professional developement to show teacher how to do think alouds and how to model reading to identify key details in non-fiction text

Person or Persons Responsible

classroom teachers, literacy coach, ESE teachers, Science Enrichment teacher

Target Dates or Schedule

ongoing

Evidence of Completion

beginning, middle and end of the year testing, content area testing

Facilitator:

Sherrie Smith, literacy coach

Participants:

instructional personnel

Plan to Monitor Fidelity of Implementation of G1.B2.S1

classroom walk throughs, lesson plan evaluation

Person or Persons Responsible

Leadership Team 1

Target Dates or Schedule

ongoing

Evidence of Completion

CWT data

Plan to Monitor Effectiveness of G1.B2.S1

weekly reading, science and social students test results, TEAM, CWT

Person or Persons Responsible

Leadership Team 1

Target Dates or Schedule

ongoing

Evidence of Completion

increase in becnhmarks testing scores and weekly exams

G1.B3 Encourage students who lack confidence or exhibit test anxiety.

G1.B3.S1 parent education meetings and newsletter tips

Action Step 1

newsletter tips and parent meetings

Person or Persons Responsible

Literacy Team and classroom teachers

Target Dates or Schedule

monthly parenting tips, parent meeting prior to FCAT

Evidence of Completion

beginnning, middle, and end of the year testing

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

Tips in the newsletter, parent meeting attendance and feedback, consistency of information in newsletter

Person or Persons Responsible

Literacy Coach, Curriculum Resource Teacher

Target Dates or Schedule

monthly newsletter

Evidence of Completion

parent attendance and feedback, beginning, middle and end of the year testing

Plan to Monitor Effectiveness of G1.B3.S1

attendance and evaluation of website hits

Person or Persons Responsible

CRT or Literacy Coach

Target Dates or Schedule

annual survey

Evidence of Completion

data collected from testing and surveys

G2. Students in lowest 25% in reading will show an increase of 2% gains (from 78% - 80%). The number of students scoring satisfactory in reading in 2017 will increase by 9% in white, 7% in Hispanic, and 12% in black subgroups.

G2.B1 Subgroup students' families are less likely to participate in at home and after school reading programs which leads to students' lack of self-esteem and confidence in their reading abilities.

G2.B1.S1 Include subgroup parents, staff, and community members in planning and advertising of reading programs to try to increase participation. Literacy Centers, extended day tutoring, Positive Behavior Support program, Classroom teacher incentives, Guidance Groups

Action Step 1

extended day tutoring, Family Reading Nights, parent help tips in newsletter and website, parent night

Person or Persons Responsible

Classroom Teachers, literacy coach and team, CRT, Administration, Media Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Attendance and participation records, Student reading awards, FCAT, Benchmark testing

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

Person or Persons Responsible

Leadership Team 1

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

attendance records

Person or Persons Responsible

Leadership Team 1

Target Dates or Schedule

quarterly

Evidence of Completion

increased participation

G3. We will increase our percentages of students scoring a level 2 and above in math.

G3.B1 Students show weakness in numbers: operations, problems and statistics, and geometry and measurement. Students need real world experience with number sense, operations, and measurement. Students are required to learn too many items to be able to master basic skills.

G3.B1.S1 Differentiated instruction and small groups; use technology programs (i.e.MOBY Math and Accelerated Math) for remediation and enrichment; STEM Club, teachers will incorporate eight mathematic standards for mathematical practice from Common Core, small groups, hands on activities, engineering activities in classroom and science lab, integrated cross curricular activities, Family Learning Night, Science Fair, extended day tutoring, School to Work activities.

Action Step 1

STEM PD group will focus on developing hands on lessons, engineering activites, and ways to implement STEM integration across the curriclum

Person or Persons Responsible

classroom teachers; ESE teachers; Tricia Sproule, technology teacher; Virginia Schoenthaler, science enrichment teacher; STEM Vertical team, STEM team coaches

Target Dates or Schedule

ongoing

Evidence of Completion

beginning, middle, and end of the year testing, skills tests, participation

Facilitator:

CRT; Beverly Gordon; Science Enrichment teacher, VIrginia Schoenthaler

Participants:

instructional personnel

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

Beginning, middle and end of the year testing, MTSS data chats

Person or Persons Responsible

Beverly Gordon, CRT

Target Dates or Schedule

ongoing

Evidence of Completion

increased scores

Plan to Monitor Effectiveness of G3.B1.S1

test data, TEAM assessment, Classroom Walk Throughs

Person or Persons Responsible

Leadership Team 1

Target Dates or Schedule

quarterly

Evidence of Completion

improvement in weekly student evaluation, increased test scores

G4. Percentage of students in the lowest 25% making learning gains in math will increase by 2%. Students in all subgroups will make gains in mathematics. Additional resources and time will be committed to reducing the achievement gap between subgroups by 2017

G4.B1 Subgroup students lack basic skills and background knowledge to move into more advanced mathematical concepts. Students lack self-esteem and confidence in their reading ability which impacts their ability to show what they know in math.

G4.B1.S1 Extended Day tutoring, provide parent education opportunities, MOBY Math, Family Math Night, School to Work, differentiated instruction

Action Step 1

Extended day tutoring, classroom incentives, guidance groups, parent meetings and newsletter tips

Person or Persons Responsible

classroom teachers, ESE teachers, administration, Tricia Sproule (technology teacher), Liz Mathis (guidance counselor)

Target Dates or Schedule

ongoing

Evidence of Completion

beginning, middle, and end of the year testing, teacher observation, PBS participation

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

Evaluate progress of students in lowest 25% and sub groups

Person or Persons Responsible

LT 1, classroom teachers

Target Dates or Schedule

quarterly

Evidence of Completion

beginning, middle, and end of the year testing

Plan to Monitor Effectiveness of G4.B1.S1

monitor data and adjust accordingly

Person or Persons Responsible

Leadership 1

Target Dates or Schedule

quarterly

Evidence of Completion

improvement of scores on beginning, middle and end of of the year testing, benchmark assessments, and FCAT

G5. We will increase the percentage of students achieving proficiency (FCAT Level 3) in science.

G5.B1 There are gaps in the knowledge across the grade level curriculum. Students lack of experience with integrating science and reading strategies.

G5.B1.S1 STEM PLC team will re-evaluate the grade level benchmarks. Second through fifth grade science teachers will evaluate LCSB task cards for consistency in vocabluary and for overlapping skills and information. Administrators will work to ensure science is being taught in the classrooms. Teachers will teach key word indicators and process of elimination and be intentional in teaching reading strategies using the science textbook and other non-fiction resources.

Action Step 1

integrated non-fiction and informational text reading, classroom walk throughs, task card evaluation meeting

Person or Persons Responsible

STEM Vertical team, second - fifth grade teachers, science enrichment teacher

Target Dates or Schedule

ongoing

Evidence of Completion

benchmark testing, classroom walk though data, end of the year testing

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

Monitor progress toward increased science proficiency

Person or Persons Responsible

LT 1

Target Dates or Schedule

quarterly

Evidence of Completion

beginning, middle, and end of the year testing

Plan to Monitor Effectiveness of G5.B1.S1

evaluate data

Person or Persons Responsible

LT 1

Target Dates or Schedule

quarterly

Evidence of Completion

beginning, middle and end of the year testing

G6. In 2014, administration of the FCAT Writing Test, 80%, will achieve Level 3.5 or higher.

G6.B1 Weakness in conventions, elaboration, and organizational structure.

G6.B1.S1 Develop extended writing daily in content areas in all grade levels. Daily language review. Implement Thinking Maps and writing across the curriculum.

Action Step 1

Lake Writes training, quarterly meetings for Lake Writes

Person or Persons Responsible

classroom teachers, literacy coach

Target Dates or Schedule

Daily writing, Lake Writes training in September

Evidence of Completion

Classroom walkthroughs, lesson plan evaluation, benchmark testing for 4th grade

Facilitator:

Sherrie Smith

Participants:

instructional personnel

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

teacher training, classroom implementation

Person or Persons Responsible

Leadership Team 1, Literacy Coach, classroom teachers

Target Dates or Schedule

quarterly

Evidence of Completion

improvement in writing skills as shown on benchmark testing

Plan to Monitor Effectiveness of G6.B1.S1

evaluate student writing using rubrics and adjust instruction accordingly

Person or Persons Responsible

Leadership Team 1, classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

improvement in writing skills

G7. Increase experiments and hands-on lessons that build student knowledge base of STEM concepts and skills.

G7.B1 Lack of time in the academic day

G7.B1.S1 Integrate STEM lessons within reading, math, and language arts. Integrate STEM activities in special area classes. Participate in county STEM school initiative.

Action Step 1

Integrated STEM lessons, grade level sharing of lessons and resources

Person or Persons Responsible

STEM vertical team, classroom teachers, enrichment teachers, administrators

Target Dates or Schedule

ongoing. STEM vertical teams will meet monthly

Evidence of Completion

classroom walkthroughs, end of the year testing

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

Increase time spent on experiments and problem solving activities.

Person or Persons Responsible

classroom teachers, science enrichment teacher

Target Dates or Schedule

ongoing

Evidence of Completion

classroom walk throughs and lesson plan evaluation

Plan to Monitor Effectiveness of G7.B1.S1

Evaluate time sepnt on integrated, hands on science activities

Person or Persons Responsible

LT1

Target Dates or Schedule

quarterly

Evidence of Completion

beginning, middle and end of the year testing, lesson plans

G8. Implement the technology plan that will direct the school training of technology. The plan will include instruction on how to use current programs, how to engage students with using 21st century skills, and how to prepare for Common Core.

G8.B1 Aging technology and shortage of space for student and teacher access to technology.

G8.B1.S1 Continue school-wide tech committee, replace aging technology, older CPU's, projectors, document cameras, and audio enhancement hardware as needed.

Action Step 1

replace aging technology, purchase new hardware, increase student use of technology in the regular classroom

Person or Persons Responsible

Tricia Sproule, technology teacher, technology committee, administration

Target Dates or Schedule

ongoing

Evidence of Completion

classroom walkthroughs

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

replace and add to technology

Person or Persons Responsible

administrationt,ech team

Target Dates or Schedule

ongoing

Evidence of Completion

presense of new equipment

Plan to Monitor Effectiveness of G8.B1.S1

increased time and engagement of students and technology

Person or Persons Responsible

classroom teachers, tech team, LT1

Target Dates or Schedule

ongoing

Evidence of Completion

observation

G9. Students will participate in physical fitness testing and activities to prevent childhood obesity. Prepare students to make educated fitness and dietary choices to enhance their quality of life in the 21st century.

G9.B1 Student Illness and Student Diet

G9.B1.S1 Develop physical fitness activities to inform students on proper eating through the "Food Plate" utilizing iPads and other technology. Develop additional physical fitness and nutrition activities. Increase proper use of fitness circuit

Action Step 1

Fitness testing and education, increased structured fitness time, classroom fitness and nutrition lessons, Wonderful Wednesday

Person or Persons Responsible

Becky Parks (physical education teacher); classroom teachers, administration

Target Dates or Schedule

ongoing

Evidence of Completion

beginning and end of the year fitness testing

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

improved student fitness

Person or Persons Responsible

Becky Parks, PE instructor; LT1

Target Dates or Schedule

quarterly

Evidence of Completion

Fitness test data

Plan to Monitor Effectiveness of G9.B1.S1

improved student fitness

Person or Persons Responsible

PE teacher, LT1

Target Dates or Schedule

quarterly

Evidence of Completion

fitness data

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

SAI money will be used for extended day tutoring and to enhance school technology

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Increase the percentage of students scoring a level 2 and above in reading.

G1.B1 3rd grade students continue to struggle with reading application and decoding multi-syllable words. 4th grade students need to focus on making inferences and understanding text structures. 5th grade students need to imporve in reading informational text, research, and literary analysis.

G1.B1.S1 literacy groups, literacy coach model lessons, 45 minutes literacy centers daily, 45 minutes whole group reading instruction, extended day tutoring, inclusion

PD Opportunity 1

Literacy Centers training and lesson modeling

Facilitator

Sherrie Smith, literacy coach

Participants

classroom teachers

Target Dates or Schedule

daily

Evidence of Completion

Beginning, middle and end of the year testing and weekly assessments

G1.B2 Increase all student achievement in non-fiction/ informational text including text structure. Increase students' ability to use perseverance to reach mastery of skills.

G1.B2.S1 Implement school-wide integration of science and social studies curriculum with reading/ language arts instruction. Consistent teacher think aloud and modeling to help students build strategies. Teachers will use think alouds, model reading how to identify key details in non-fiction text.

PD Opportunity 1

Professional developement to show teacher how to do think alouds and how to model reading to identify key details in non-fiction text

Facilitator

Sherrie Smith, literacy coach

Participants

instructional personnel

Target Dates or Schedule

ongoing

Evidence of Completion

beginning, middle and end of the year testing, content area testing

G3. We will increase our percentages of students scoring a level 2 and above in math.

G3.B1 Students show weakness in numbers: operations, problems and statistics, and geometry and measurement. Students need real world experience with number sense, operations, and measurement. Students are required to learn too many items to be able to master basic skills.

G3.B1.S1 Differentiated instruction and small groups; use technology programs (i.e.MOBY Math and Accelerated Math) for remediation and enrichment; STEM Club, teachers will incorporate eight mathematic standards for mathematical practice from Common Core, small groups, hands on activities, engineering activities in classroom and science lab, integrated cross curricular activities, Family Learning Night, Science Fair, extended day tutoring, School to Work activities.

PD Opportunity 1

STEM PD group will focus on developing hands on lessons, engineering activites, and ways to implement STEM integration across the curriclum

Facilitator

CRT; Beverly Gordon; Science Enrichment teacher, VIrginia Schoenthaler

Participants

instructional personnel

Target Dates or Schedule

ongoing

Evidence of Completion

beginning, middle, and end of the year testing, skills tests, participation

G6. In 2014, administration of the FCAT Writing Test, 80%, will achieve Level 3.5 or higher.

G6.B1 Weakness in conventions, elaboration, and organizational structure.

G6.B1.S1 Develop extended writing daily in content areas in all grade levels. Daily language review. Implement Thinking Maps and writing across the curriculum.

PD Opportunity 1

Lake Writes training, quarterly meetings for Lake Writes

Facilitator

Sherrie Smith

Participants

instructional personnel

Target Dates or Schedule

Daily writing, Lake Writes training in September

Evidence of Completion

Classroom walkthroughs, lesson plan evaluation, benchmark testing for 4th grade

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the percentage of students scoring a level 2 and above in reading.	$6,200
G2.	Students in lowest 25% in reading will show an increase of 2% gains (from 78% - 80%). The number of students scoring satisfactory in reading in 2017 will increase by 9% in white, 7% in Hispanic, and 12% in black subgroups.	$1,200
G3.	We will increase our percentages of students scoring a level 2 and above in math.	$1,200
G4.	Percentage of students in the lowest 25% making learning gains in math will increase by 2%. Students in all subgroups will make gains in mathematics. Additional resources and time will be committed to reducing the achievement gap between subgroups by 2017	$600
G5.	We will increase the percentage of students achieving proficiency (FCAT Level 3) in science.	$600
G8.	Implement the technology plan that will direct the school training of technology. The plan will include instruction on how to use current programs, how to engage students with using 21st century skills, and how to prepare for Common Core.	$20,000
G9.	Students will participate in physical fitness testing and activities to prevent childhood obesity. Prepare students to make educated fitness and dietary choices to enhance their quality of life in the 21st century.	$500
	Total	$30,300

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Other	Total
general fund; internal; other	$5,000	$0	$0	$5,000
general; internal; other	$0	$1,200	$1,800	$3,000
media center funds	$0	$0	$1,200	$1,200
other	$0	$0	$600	$600
internal; general; FFE if available	$20,000	$0	$0	$20,000
internal	$0	$500	$0	$500
Total	$25,000	$1,700	$3,600	$30,300

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

G1. Increase the percentage of students scoring a level 2 and above in reading.

> **G1.B1** 3rd grade students continue to struggle with reading application and decoding multi-syllable words. 4th grade students need to focus on making inferences and understanding text structures. 5th grade students need to imporve in reading informational text, research, and literary analysis.

> > **G1.B1.S1** literacy groups, literacy coach model lessons, 45 minutes literacy centers daily, 45 minutes whole group reading instruction, extended day tutoring, inclusion

Action Step 1

Literacy Centers training and lesson modeling

Resource Type

Technology

Resource

Accelerated Reading

Funding Source

general fund; internal; other

Amount Needed

$5,000

G1.B2 Increase all student achievement in non-fiction/ informational text including text structure. Increase students' ability to use perseverance to reach mastery of skills.

G1.B2.S1 Implement school-wide integration of science and social studies curriculum with reading/ language arts instruction. Consistent teacher think aloud and modeling to help students build strategies. Teachers will use think alouds, model reading how to identify key details in non-fiction text.

Action Step 1

Professional developement to show teacher how to do think alouds and how to model reading to identify key details in non-fiction text

Resource Type

Other

Resource

non-fiction and informational texts

Funding Source

media center funds

Amount Needed

$1,200

G2. Students in lowest 25% in reading will show an increase of 2% gains (from 78% - 80%). The number of students scoring satisfactory in reading in 2017 will increase by 9% in white, 7% in Hispanic, and 12% in black subgroups.

G2.B1 Subgroup students' families are less likely to participate in at home and after school reading programs which leads to students' lack of self-esteem and confidence in their reading abilities.

G2.B1.S1 Include subgroup parents, staff, and community members in planning and advertising of reading programs to try to increase participation. Literacy Centers, extended day tutoring, Positive Behavior Support program, Classroom teacher incentives, Guidance Groups

Action Step 1

extended day tutoring, Family Reading Nights, parent help tips in newsletter and website, parent night

Resource Type

Evidence-Based Program

Resource

extended day tutoring

Funding Source

general; internal; other

Amount Needed

$1,200

G3. We will increase our percentages of students scoring a level 2 and above in math.

G3.B1 Students show weakness in numbers: operations, problems and statistics, and geometry and measurement. Students need real world experience with number sense, operations, and measurement. Students are required to learn too many items to be able to master basic skills.

G3.B1.S1 Differentiated instruction and small groups; use technology programs (i.e.MOBY Math and Accelerated Math) for remediation and enrichment; STEM Club, teachers will incorporate eight mathematic standards for mathematical practice from Common Core, small groups, hands on activities, engineering activities in classroom and science lab, integrated cross curricular activities, Family Learning Night, Science Fair, extended day tutoring, School to Work activities.

Action Step 1

STEM PD group will focus on developing hands on lessons, engineering activites, and ways to implement STEM integration across the curriclum

Resource Type

Other

Resource

materials, equipment and supplies

Funding Source

general; internal; other

Amount Needed

$1,200

G4. Percentage of students in the lowest 25% making learning gains in math will increase by 2%. Students in all subgroups will make gains in mathematics. Additional resources and time will be committed to reducing the achievement gap between subgroups by 2017

G4.B1 Subgroup students lack basic skills and background knowledge to move into more advanced mathematical concepts. Students lack self-esteem and confidence in their reading ability which impacts their ability to show what they know in math.

G4.B1.S1 Extended Day tutoring, provide parent education opportunities, MOBY Math, Family Math Night, School to Work, differentiated instruction

Action Step 1

Extended day tutoring, classroom incentives, guidance groups, parent meetings and newsletter tips

Resource Type

Other

Resource

extended day tutoring; available personnel

Funding Source

other

Amount Needed

$600

G5. We will increase the percentage of students achieving proficiency (FCAT Level 3) in science.

G5.B1 There are gaps in the knowledge across the grade level curriculum. Students lack of experience with integrating science and reading strategies.

G5.B1.S1 STEM PLC team will re-evaluate the grade level benchmarks. Second through fifth grade science teachers will evaluate LCSB task cards for consistency in vocabluary and for overlapping skills and information. Administrators will work to ensure science is being taught in the classrooms. Teachers will teach key word indicators and process of elimination and be intentional in teaching reading strategies using the science textbook and other non-fiction resources.

Action Step 1

integrated non-fiction and informational text reading, classroom walk throughs, task card evaluation meeting

Resource Type

Other

Resource

materials, text, or technology based materials

Funding Source

general; internal; other

Amount Needed

$600

G8. Implement the technology plan that will direct the school training of technology. The plan will include instruction on how to use current programs, how to engage students with using 21st century skills, and how to prepare for Common Core.

G8.B1 Aging technology and shortage of space for student and teacher access to technology.

G8.B1.S1 Continue school-wide tech committee, replace aging technology, older CPU's, projectors, document cameras, and audio enhancement hardware as needed.

Action Step 1

replace aging technology, purchase new hardware, increase student use of technology in the regular classroom

Resource Type

Technology

Resource

Funding Source

internal; general; FFE if available

Amount Needed

$20,000

G9. Students will participate in physical fitness testing and activities to prevent childhood obesity. Prepare students to make educated fitness and dietary choices to enhance their quality of life in the 21st century.

G9.B1 Student Illness and Student Diet

G9.B1.S1 Develop physical fitness activities to inform students on proper eating through the "Food Plate" utilizing iPads and other technology. Develop additional physical fitness and nutrition activities. Increase proper use of fitness circuit

Action Step 1

Fitness testing and education, increased structured fitness time, classroom fitness and nutrition lessons, Wonderful Wednesday

Resource Type

Evidence-Based Program

Resource

Funding Source

internal

Amount Needed

$500