



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN

Groveland Elementary School

930 PARKWOOD AVE

Groveland, FL 34736

352-429-2472

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 76%
Alternative/ESE Center No	Charter School No	Minority Rate 59%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 B	2009-10 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
Prevent	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Groveland Elementary School

Principal

Kimberly Sneed Jarvis

School Advisory Council chair

Dawn Simons

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

Name	Title
David Meyers	Assistant Principal
Rita Simon	Literacy Coach
Juliet Langer	Curriculum Resource Teacher

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

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

Membership of the SAC

- Kimberly Sneed Jarvis - Principal
- Dawn Simons - President
- Lucretia Waite - Vice President
- ? - Secretary
- Laverne Griffin - Member
- James Gearhart - Community Member
- Luis Rodriguez - Member

Involvement of the SAC in the development of the SIP

After reviewing the school FCAT data from 2012, the committee was asked to give suggestions for improvement and other initiatives that they would like to see implemented.

Activities of the SAC for the upcoming school year

1. School visit during the student day to observe grade levels using Common Core Standards.
2. Participate in our Literacy Week activities on Community Reading Day.
3. Monthly meetings to review, approve and monitor budgetary items and School Improvement Plan progress.

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

Repair of the school marquee - \$2,000.00
Classroom Materials for teachers - \$700.00

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:

Kimberly Sneed Jarvis

Principal

Years as Administrator: 12

Years at Current School: 3

Credentials

Master of Science degree in Educational Leadership from Nova Southeastern University
 Bachelor of Science degree in Elementary Education from Florida A & M University. Certifications include School Principal (All Levels) and Elementary Education grades 1-6.

Performance Record

Principal of Groveland Elementary School 2012-2013. School Grade "B", Reading Mastery 54%, Math Mastery 54%, Writing Mastery 42%, Science Mastery 44%. Fifty percent of the lowest quartile did not make gains in Math but made gains in Reading.
 Principal of Groveland Elementary School 2011-2012. School Grade "A", Reading Mastery 59%, Math Mastery 59%, Writing Mastery 84%, Science Mastery 50%. African American, Hispanic, ELL and SWD did not make AYP.
 Assistant Principal of East Ridge High School 2010-2011, School Grade "B", Reading Mastery 44%, Math Mastery 76%, Science Mastery 33%, Lowest 25% improve in Reading 37%, Lowest 25% improve in Math 58%, AYP:69% No, White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.
 Assistant Principal of East Ridge High School 2009-2010, School Grade "C", Reading Mastery 44%, Math Mastery 75%, Science Mastery 36%, Lowest 25% improve in Reading 47%, Lowest 25% improve in Math 63%, AYP: 77% No, White, Black, Hispanic, Economically Disadvantaged, and Student with Disabilities did not make AYP in Reading . Black, Economically Disadvantaged, and Students with Disabilities did not make AYP in Math.
 Assistant Principal of East Ridge High School 2008-2009, School Grade "B", Reading Mastery 48%, Math Mastery 76%, Science Mastery 36%, Lowest 25% improve in Reading 55%, Lowest 25% improve in Math 72%, AYP: 72% No, White, Black, Hispanic, Economically Disadvantaged, English Language Learners, and Students with Disabilities did not make AYP in Math.
 Assistant Principal of South Lake High School 2007-2008, School Grade "D", Reading Mastery 45%, Math Mastery 75%, Science Mastery 32%, Lowest 25% improve in Reading 55%, Lowest 25% improve in Math 72%, AYP 69% No subgroups made AYP in Reading or Math.

David Meyers		
Asst Principal	Years as Administrator: 10	Years at Current School: 5
Credentials	<p>Master of Education degree in Educational Leadership from Saint Leo University</p> <p>Bachelor of Arts degree in Economics from the University of Georgia.</p> <p>Certifications include School Principal (All Levels), Economics (9-12) and Middle Grades Mathematics</p>	
Performance Record	<p>Assistant Principal of Groveland Elementary School 2012-2013. School Grade "B", Reading Mastery 54%, Math Mastery 54%, Writing Mastery 42%, Science Mastery 44%. Fifty percent of the lowest quartile did not make gains in Math but made gains in Reading.</p> <p>Assistant Principal of Groveland Elementary School 2011-2012. School Grade "A", Reading Mastery 59%, Math Mastery 59%, Writing Mastery 84%, Science Mastery 50%. African American, Hispanic, ELL and SWD did not make AYP.</p> <p>Assistant Principal - Groveland Elementary 2010-2011 School grade – B, School did not demonstrate AYP in reading. Black, Hispanic and Economically disadvantaged subgroups did not demonstrate AYP in reading (63%, 68%, 67% respectively) or in math (77%, 78%, 76% respectively)</p> <p>2009-2010 school grade – A, School demonstrated AYP in reading and math. All subgroups achieved AYP.</p> <p>Assistant Principal of Oak Park Middle School 2004-2009 School grade – B for all years with the exception of 2008 in which the school earned an A and achieved provisional AYP via Safe Harbor standards.</p>	

Instructional Coaches

of instructional coaches
5

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

Instructional Coach Information:

Rita Simon		
Full-time / School-based	Years as Coach: 4	Years at Current School: 3
Areas	Reading/Literacy	
Credentials		
Performance Record		

Juliet Langer		
Full-time / School-based	Years as Coach: 8	Years at Current School: 8
Areas	Other	
Credentials	Curriculum Resource Teacher	
Performance Record		

Doreen Elder		
Full-time / School-based	Years as Coach: 2	Years at Current School: 14
Areas	Mathematics	
Credentials		
Performance Record		

Sheri Spivey		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Science	
Credentials		
Performance Record		

Jolisa Byers		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	50
# receiving effective rating or higher	49, 98%
# Highly Qualified Teachers	98%
# certified in-field	50, 100%
# ESOL endorsed	43, 86%
# reading endorsed	3, 6%
# with advanced degrees	10, 20%

National Board Certified

1, 2%

first-year teachers

7, 14%

with 1-5 years of experience

17, 34%

with 6-14 years of experience

22, 44%

with 15 or more years of experience

3, 6%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 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

Groveland Elementary pre-screens potential teachers to ensure they are highly qualified and meet the required certification requirements for a Title 1 school. Rita Simon of the leadership team along with Jolisa Byers are attending new teacher coach academies and are charged with the mentoring of new teachers. Meetings are held on a regular basis with the new teachers to address their needs. Teachers are trained in the TEAM approach with is based on the Marzano model of effective teaching.

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

Rita Simon of the leadership team is charged with the mentoring of new teachers. Meetings are held on a monthly basis with the new teachers to address their needs. Teachers are trained in the TEAM approach which is based on the Marzano model of effective teaching. In addition teachers are paired with their grade chairs for grade level support regarding their daily responsibilities.

Mrs. Simon is a key member of the leadership team who also serves as the school's literacy coach and is the resident expert with regard to the Groveland Elementary's reading and literacy programs.

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

Monthly School Leadership Team meetings will be held to review the SIP goals, analyze school wide data, and formulate plans to ensure that Best Practices are in place to improve student achievement. The Instructional Support Team (Academic Coaches, CRT, Guidance Counselors, and ESE Specialist will meet weekly to ensure that teachers have the necessary resources and ongoing coaching and mentoring. The RTI team will meet with teachers individually, approximately every six weeks based on student needs, to examine the data and discuss the progress of students in RTI. The MTSS/RTI process is a 4-step problem solving process which when implemented with fidelity aligns to the tier 1 intervention process.

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

The Principal monitors the overall effectiveness of the MTSS as well as the completion of the SIP. The Assistant Principal... monitors the fidelity of RTI interventions, participating in RTI meetings and signing off on interventions and protocol paperwork. The assistant principal is also responsible for the formulation and submission of the SIP as well as providing SIP updates throughout the year to the SAC. The CRT and Literacy Coach are members of the RTI Team. They facilitate the meetings and ensure that meeting logs and documentation are done with fidelity. The SBLT also facilitates meeting centered on data analysis to assist teachers in identifying trends. The SBLT in turn contributes to the RTI process by helping to identify support strategies for students while at the tier 1 level.

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

Regular classroom walk-throughs and data chats

Mr. Meyers, the Assistant Principal, monitors the fidelity of the RTI interventions and signs off on the Fidelity Logs

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

Groveland Elementary utilizes multiple sources to diagnose and analyze student learning. The programs include but are not limited to Literacy First diagnostic assessments, Edusoft LBA's, STAR reading and math, FAIR, AS400 and FIDO for behavior and attendance data. In addition, Lake County Schools has begun to implement Decision Ed as part of the data resources available to schools. Additional performance and behavior data will be accessible through Decision Ed.

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

Professional development will be provided by the guidance counselors to assist teachers in developing understanding of the new electronic documentation process through MTSS STAR. The RTI Team will provide ongoing support and coaching during meetings. Parents will be invited to RTI meetings. Teachers receive ongoing training and coaching on data and assessment programs such as STAR and Decision Ed during regularly scheduled staff development days on campus. Trainings are facilitated by content area coaches and district ILS personnel.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2

Groveland Elementary provides extended day opportunities for students that encompasses schedule time for small group tutoring. ELC provides tutoring and homework assistance for 1 1/2 hours each day after school.

After school tutoring is provided by certified Groveland instructional staff. Tutoring will take place on Monday, Tuesday and Thursday from 3:00 - 5:30 p.m.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Certified Groveland Elementary staff. STAR and FAIR data is used to select students who will potentially benefit the most for the program. Students are given a pre and post test using the county's adopted curriculum resources in Reading and Math to assess both academic growth and effectiveness of the program. Data on the program effectiveness will be submitted to Title 1

Who is responsible for monitoring implementation of this strategy?

Literacy Coach Rita Simon is the primary facilitator of the after school tutoring program. Mrs. Simon will oversee the fidelity of the instruction as well as the staff. Curriculum Resource teacher, Juliet Langer will provide the Title 1 Service department with the data on the program.

Literacy Leadership Team (LLT)

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

Name	Title
Kimberly Jarvis	Principal
Dave Meyers	Assistant Principal
Rita Simon	Literacy Coach
Juliet Langer	Curriculum Resource Teacher
JoLisa Byers	Reading Coach
Catherine Lewis	Media Specialist
Bunny Merrit	Teacher Assistant
Tiffany Forsyth	Teacher (4th Grade Chair)
Micaella Glenn	Teacher (2nd grade)

How the school-based LLT functions

The team will meet quarterly to review the data and plan school-wide literacy activities. Rita Simon, Literacy Coach, will conduct the meetings, facilitate data discussion and the planned activities.

Major initiatives of the LLT

Ongoing data analysis to accurately identify students' remediation and enrichment needs. Focus instruction to meet those needs in order to improve student achievement. Assist teachers in tailoring instruction to meet/move toward Common Core Standards. Increase cognitive complexity of instruction and assessment.

Every Teacher Contributes to Reading Instruction

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

All teachers on campus use the Literacy First program and assessments to instruct and monitor progress toward reading goals. The school utilizes exemplars and anchor sets to not only compare to student work but to model the standard for students. Progress toward school-wide and individual reading goals is achieved through the use of various assessment that include, but are not limited to Literacy First assessments, Edusoft mini benchmark assessments, FAIR and STAR reading assessments. The school's Literacy Committee analyzed trend data and collaborates on best practices. The information is relayed back to the grade level teams so that it may be utilized to differentiate instruction within the classrooms.

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

Pre-school students given screen testing to determine their level of kindergarten readiness. They are provided instruction that is differentiated to address their needs. Students are periodically assessed through standards based progress monitoring to determine the level of accomplishment toward the goal of kindergarten readiness. Students also participate in enrichment classes to prepare them for the routine associated with the higher grade level.

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

NA

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

NA

Strategies for improving student readiness for the public postsecondary level

NA

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	63%	54%	No	66%
American Indian				
Asian	60%	75%	Yes	64%
Black/African American	56%	37%	No	60%
Hispanic	62%	47%	No	66%
White	67%	65%	No	70%
English language learners	43%	27%	No	49%
Students with disabilities	32%	27%	No	39%
Economically disadvantaged	58%	49%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	218	54%	66%
Students scoring at or above Achievement Level 4	101	25%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	154	62%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	35	56%	68%

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)	29	50%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	12	21%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	22	37%	

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.		<i>[data excluded for privacy reasons]</i>	

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	59	42%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	54%	No	68%
American Indian				
Asian	69%	75%	Yes	72%
Black/African American	58%	35%	No	63%
Hispanic	63%	52%	No	66%
White	68%	63%	No	71%
English language learners	52%	33%	No	57%
Students with disabilities	37%	28%	No	43%
Economically disadvantaged	60%	49%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	218	54%	68%
Students scoring at or above Achievement Level 4	95	24%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	11	52%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		57%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	44%	60%
Students scoring at or above Achievement Level 4	30	21%	35%

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		[data excluded for privacy reasons]	
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	

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)	4		6
Participation in STEM-related experiences provided for students	400	48%	60%

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	128	15%	10%
Students retained, pursuant to s. 1008.25, F.S.	30	4%	3%
Students who are not proficient in reading by third grade	12	10%	5%
Students who receive two or more behavior referrals	149	18%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	48	6%	4%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	
Students who fail a mathematics course	0	0%	
Students who fail an English Language Arts course	0	0%	
Students who fail two or more courses in any subject	0	0%	
Students who receive two or more behavior referrals	0	0%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	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

Ways to involve parents:

COMMUNICATION: teacher conferences and phone calls, monthly school newsletter, daily student agendas, website, weekly phone call-out system

EVENTS: Family Reading Night- Open Library twice a month from 5:00 to 7:00 p.m.

Orlando Science Center Events- twice scheduled, in the evenings

Terrific Kid- Monthly incentive and reward for positive character traits- parents invited to ceremony
9 Week Award presentation, Surveys are provided at events for parents to share their input and suggestions.

We wish to target the families of our lower-quartile students to assist them in providing resources, skills and tools to assist their child in achieving academic success.

We will offer academic parent nights to inform them about Common Core, FCAT, PARCC.

Utilize our website to be a source of consolidated information to provide tools and resources.

We have a Family School Liaison and a Parent Resource Center for parents to check out free materials.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
50% of families utilize PRC	400	75%	80%
80% attendance for activities, school overall	400	75%	80%
Orlando Science Center	300	65%	80%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

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

- G1.** Improve students' ability to interact with text through the use of analytical strategies. The use of previously unknown analytical strategies will contribute to raising the learning gains of the general student population from 62% in 2013 to 67% in 2014,
- G2.** Provide students more opportunities to get hands on experience with scientific concepts to re-enforce conceptual knowledge. Hands on application and concrete examples of scientific methods and concepts will translate to an increase of student proficiency
- G3.** Students will utilize tools and strategies to more effectively plan and execute writing assignments. Student achievement at 3.5+ level will increase from 42% to 70% on FCAT Writes.
- G4.** Increase students' ability to comprehend and apply mathematical concepts. The ability to transfer conceptual knowledge to practical application will translate into an increase in student learning gains for the general student population from 52% in 2013 to 5

Goals Detail

G1. Improve students' ability to interact with text through the use of analytical strategies. The use of previously unknown analytical strategies will contribute to raising the learning gains of the general student population from 62% in 2013 to 67% in 2014,

Targets Supported

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

Resources Available to Support the Goal

- Instructional coaches, Thinking Maps manuals, My Access, LBA's

Targeted Barriers to Achieving the Goal

- Students in the low quartile do not possess the foundation skills required to perform text analysis tasks on grade level.

Plan to Monitor Progress Toward the Goal

Determine if students acquisition of new skills translates to increased student achievement

Person or Persons Responsible

Administration and instructional coaches

Target Dates or Schedule:

weekly and twice per grading period

Evidence of Completion:

LBA's, Star data, Data chats

G2. Provide students more opportunities to get hands on experience with scientific concepts to re-enforce conceptual knowledge. Hands on application and concrete examples of scientific methods and concepts will translate to an increase of student proficiency

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Coach, Science Lab, Funding for field trip to Trout Lake

Targeted Barriers to Achieving the Goal

- Lack of opportunities for application of Nature science principles

Plan to Monitor Progress Toward the Goal

Are the enrichment opportunities providing the desired re-enforcement of concepts

Person or Persons Responsible

Admin., Science coach, classroom teacher

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student grades, pre and post benchmark assessments, FCAT,

G3. Students will utilize tools and strategies to more effectively plan and execute writing assignments. Student achievement at 3.5+ level will increase from 42% to 70% on FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- Literacy Coach and faculty capacity builders, My Access writing analysis program. District provided 4-step problem solving writing strategies

Targeted Barriers to Achieving the Goal

- Inconsistent implementation of best practice strategies by classroom teachers.
- Lack of consistent instructional practices and diagnostic programs to be used by all classroom teachers for the purpose of writing analysis.

Plan to Monitor Progress Toward the Goal

quality of student work will improve and compared to exemplars and state provided rubric.

Person or Persons Responsible

administration, instructional coaches will review progress toward goal.

Target Dates or Schedule:

ongoing

Evidence of Completion:

Progress toward goal will be evident through classroom walkthroughs, data chats with teachers, and an increase in the percentage of students writing at level 3.5 and above on FCAT Writes from 42% to 70%.

G4. Increase students' ability to comprehend and apply mathematical concepts. The ability to transfer conceptual knowledge to practical application will translate into an increase in student learning gains for the general student population from 52% in 2013 to 5

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Content area coaches to provide support to teachers, LBA's, Star Math diagnostics assessment programs, after school tutoring program, remediation block built into the master schedule, C2 connection cards, benchmark task cards.
- LBA, Star Math diagnostic assessment programs
- Ancillary after school tutoring program
- Remediation block built into master schedule

Targeted Barriers to Achieving the Goal

- Create a Master Schedule that will provide remediation time while meeting all other mandates.
- Logistics of providing personnel to meet student needs

Plan to Monitor Progress Toward the Goal

Monitor how the schedule and practices as a result of the schedule are affecting student achievement.

Person or Persons Responsible

Admin and content area coaches

Target Dates or Schedule:

each grading period

Evidence of Completion:

Observation and progress monitoring of student achievement, TEAM observations, student achievement data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve students' ability to interact with text through the use of analytical strategies. The use of previously unknown analytical strategies will contribute to raising the learning gains of the general student population from 62% in 2013 to 67% in 2014,

G1.B1 Students in the low quartile do not possess the foundation skills required to perform text analysis tasks on grade level.

G1.B1.S2 Provide students with engaging and effective strategies to bolster their skill in analyzing text and interacting with it.

Action Step 1

Students need strategies that are easy to understand, engaging and effective to assist them in acquiring skill at analyzing text. Staff to participate in Thinking Maps school-wide training initiative.

Person or Persons Responsible

District Teaching and Learning Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Think Maps sign in sheets, use of thinking maps and kagan strategies in the classroom evidenced by lesson plans and classroom walkthrough data.

Facilitator:

District Teaching and Learning Dept

Participants:

Instructional staff

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

Monitor to determine if new strategies are being taught in the classroom

Person or Persons Responsible

Admin and instructional coaches

Target Dates or Schedule

weekly

Evidence of Completion

TEAM and informal Classroom Walkthrough observations, targeted feedback to instructional staff regarding implementation with fidelity.

Plan to Monitor Effectiveness of G1.B1.S2

Determine if the new strategies are proving effective with regard to student achievement.

Person or Persons Responsible

Admin and instructional coaches

Target Dates or Schedule

weekly and twice per grading period

Evidence of Completion

Minutes from grade level meetings, TEAM observations, classroom walk-throughs, Data chats and student artifacts.

G2. Provide students more opportunities to get hands on experience with scientific concepts to re-enforce conceptual knowledge. Hands on application and concrete examples of scientific methods and concepts will translate to an increase of student proficiency

G2.B1 Lack of opportunities for application of Nature science principles

G2.B1.S1 Collaborate with media center to enhance student learning by doing abbreviated projects during the enrichment block which emphasize reliable resources and research at grades K-5.

Action Step 1

Establish benchmark focus and schedule for activities

Person or Persons Responsible

Science coach and media specialist

Target Dates or Schedule

quarterly

Evidence of Completion

pre and post benchmark test results through Edusoft. Activity schedule for enrichment science opportunities

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

Students at each grade level will have equal opportunities for science enrichment activities. Enrichment activities would be separate opportunities beyond science labs that are conducted during the science block during the regular school day.

Person or Persons Responsible

Science coach and media specialist.

Target Dates or Schedule

bi-weekly

Evidence of Completion

Enrichment schedule, interactive science logs, Lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

The science enrichment opportunities will increase the students retention of conceptual knowledge.

Person or Persons Responsible

Science Coach and media specialist

Target Dates or Schedule

End of grading period

Evidence of Completion

LBA's, school based assessments, FCAT, student grades, Edusoft mini benchmark assessments

G3. Students will utilize tools and strategies to more effectively plan and execute writing assignments. Student achievement at 3.5+ level will increase from 42% to 70% on FCAT Writes.

G3.B3 Lack of consistent instructional practices and diagnostic programs to be used by all classroom teachers for the purpose of writing analysis.

G3.B3.S1 Teachers will bring student writing samples to analyze and discuss in PLC.

Action Step 1

Teachers will use student work as examples to adjust instructional practice that will set standard by comparison and collaborate best practices with their team.

Person or Persons Responsible

classroom teachers, instructional coaches

Target Dates or Schedule

Weekly PLC meetings

Evidence of Completion

Meeting minutes, student work exemplars, Lake Writes prompts and responses.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Student work used to provide support for best practices through collaboration

Person or Persons Responsible

Instructional coaches will lead the meeting with the grade level teams.

Target Dates or Schedule

weekly PLC meetings

Evidence of Completion

Meeting minutes provide to administration.

Plan to Monitor Effectiveness of G3.B3.S1

Teachers will adjust instructional practices based on examples of student work and contributions from team members.

Person or Persons Responsible

instructional coaches, administration

Target Dates or Schedule

weekly PLC meetings with grade level teams

Evidence of Completion

increased continuity between team members based on adjustment of instructional practice as discussed in PLC and Lesson plans reflected in PLC meeting notes and lesson plans submitted to administration.

G3.B3.S2 Utilize FCAT exemplars to post examples of student writing .expectations

Action Step 1

Students are provided exemplars of their own work. Submissions posted with feedback for student view.

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

Continuous as assignments submitted.

Evidence of Completion

Actual student work posted and visible to students and other visitors to the classroom. Progress toward goal evident through comparison of student work against exemplars/anchor sets.

Plan to Monitor Fidelity of Implementation of G3.B3.S2

Student work posted with feedback to provide exemplars for guidance and review by students

Person or Persons Responsible

instructional coaches, administration

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom walkthrough and observation data.

Plan to Monitor Effectiveness of G3.B3.S2

Student work will improve in quality as a result of the posting of exemplars to facilitate the quality expectation.

Person or Persons Responsible

classroom teacher, instructional coaches

Target Dates or Schedule

ongoing, PLC

Evidence of Completion

progress regarding the effectiveness of the goal will be evident through the student work and grades as well as information provided to team during PLC meeting and documented on meeting minutes.

G3.B3.S3 Capacity builder team to bring district recommended best practices back to the school for implementation.

Action Step 1

4-Step problem solving based writing initiative.

Person or Persons Responsible

Capacity builder team, classroom teachers

Target Dates or Schedule

Capacity builders will attend the district training on September 19. Will train staff following week. Selected teachers added to capacity building team will also attend trainings such as Lake Writes in order to bring back information and strategies to the rest of the staff.

Evidence of Completion

Attendance at district training.

Facilitator:

District level Teaching Learning team

Participants:

Capacity Builder team, training to be brought back to the school and provided for all 3rd and 4th grade teachers.

Plan to Monitor Fidelity of Implementation of G3.B3.S3

Inservice will be provided to teachers and implemented in the classroom.

Person or Persons Responsible

Capacity builder team, instructional coaches

Target Dates or Schedule

Inservice to take place September 19. Grade level inservice to follow within two weeks.

Evidence of Completion

Inservice sign in sheets, classroom walkthrough

Plan to Monitor Effectiveness of G3.B3.S3

Student Writing submissions will improve in rigor and quality as compared to FCAT and student exemplars

Person or Persons Responsible

instructional coaches and administration

Target Dates or Schedule

ongoing

Evidence of Completion

Classroom walkthrough and TEAM observation data as well as Coach-led PLC meeting minutes.

G4. Increase students' ability to comprehend and apply mathematical concepts. The ability to transfer conceptual knowledge to practical application will translate into an increase in student learning gains for the general student population from 52% in 2013 to 5

G4.B1 Create a Master Schedule that will provide remediation time while meeting all other mandates.

G4.B1.S1 Master schedule will be altered so that content area coach and VE teachers are able to schedule their day to provide classroom support. The schedule will have dedicated remediation blocks for teachers to provide targeted instruction for those students who need additional assistance.

Action Step 1

Customization of the Master Schedule

Person or Persons Responsible

Leadership team and academic coaches

Target Dates or Schedule

immediately, monitor effectiveness and re-evaluate based on student achievement data

Evidence of Completion

Observation, LBA and FAIR data, classroom assessments, report cards

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

Monitor the instructional practices during dedicated time periods

Person or Persons Responsible

Administration and Content area coaches

Target Dates or Schedule

continuous

Evidence of Completion

Observation and progress monitoring of student achievement, TEAM observations

Plan to Monitor Effectiveness of G4.B1.S1

Monitor effectiveness of schedule on student achievement

Person or Persons Responsible

Admin and content area coaches

Target Dates or Schedule

four times per semester

Evidence of Completion

Observation and progress monitoring of student achievement, TEAM observations, Data chats

G4.B3 Logistics of providing personnel to meet student needs

G4.B3.S1 Weekly instructional support team meetings, Instructional coaches meet with grade level teams, conduct Admin/teacher and teacher/student data chats.

Action Step 1

provide scheduled opportunities for support staff to interact with teachers

Person or Persons Responsible

Content area coaches and administration

Target Dates or Schedule

weekly

Evidence of Completion

instructional support meeting minutes

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Consistent support is being provided to teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

Meeting minutes are provided for administration review

Plan to Monitor Effectiveness of G4.B3.S1

Determine if the instructional support provided the teachers is benefitting them with regard to their instructional practices in the classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

TEAM observations, targeted feedback to teachers, Data Chats.

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Funds provided for additional resource teachers, paraprofessionals and a Family liaison. We provide remediation, preparation, tutoring; through GEL and professional development components.

Title I, Part CMigrant

Migrant Liaison provides services and support to students and parents on an asneeded basis. The district based liaison coordinates with all Title 1 services to ensure student needs are met.

Title I, Part D

District receives funds for Neglected and Delinquent services for students in need. Services are coordinated with dropout prevention programs

Title II

District receives funds for technology to increase instructional strategies. Also, funding is provided for professional development and is coordinated with the curriculum dept.

Title III

Services are provided through the district's curriculum department for educational materials and support for E.L.L. students.

Title XHomeless

Social worker provides resources (clothing, supplies, referrals) for students identified as homeless under the McKinneyVento

Act to eliminate barriers for a free, appropriate ed. Title I district homeless advocate provided for additional assistance to both school and family.

Supplemental Academic Instruction (SAI)

SAI funds provides afterschool tutoring for level 1 students. SAI funds are utilized to purchase supplies for the Level 1 students.

Violence Prevention Programs

The school offers "Too Good for Drugs" curriculum. Positive Behavior Support will be continued this year as well as the district's Bullyproofing Your School initiative. I'm not aware that we do Too Good for Violence.

Adult Education

The Family School Liaison along with the Parent Involvement Resource Center will provide information pertaining to adult education opportunities. Funds provided for additional resource teachers, paraprofessionals and a Family liaison.

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. Improve students' ability to interact with text through the use of analytical strategies. The use of previously unknown analytical strategies will contribute to raising the learning gains of the general student population from 62% in 2013 to 67% in 2014,

G1.B1 Students in the low quartile do not possess the foundation skills required to perform text analysis tasks on grade level.

G1.B1.S2 Provide students with engaging and effective strategies to bolster their skill in analyzing text and interacting with it.

PD Opportunity 1

Students need strategies that are easy to understand, engaging and effective to assist them in acquiring skill at analyzing text. Staff to participate in Thinking Maps school-wide training initiative.

Facilitator

District Teaching and Learning Dept

Participants

Instructional staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Think Maps sign in sheets, use of thinking maps and kagan strategies in the classroom evidenced by lesson plans and classroom walkthrough data.

G3. Students will utilize tools and strategies to more effectively plan and execute writing assignments. Student achievement at 3.5+ level will increase from 42% to 70% on FCAT Writes.

G3.B3 Lack of consistent instructional practices and diagnostic programs to be used by all classroom teachers for the purpose of writing analysis.

G3.B3.S3 Capacity builder team to bring district recommended best practices back to the school for implementation.

PD Opportunity 1

4-Step problem solving based writing initiative.

Facilitator

District level Teaching Learning team

Participants

Capacity Builder team, training to be brought back to the school and provided for all 3rd and 4th grade teachers.

Target Dates or Schedule

Capacity builders will attend the district training on September 19. Will train staff following week. Selected teachers added to capacity building team will also attend trainings such as Lake Writes in order to bring back information and strategies to the rest of the staff.

Evidence of Completion

Attendance at district training.

Appendix 2: Budget to Support School Improvement Goals