



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Imagine Schools At South Lake

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Clermont, FL 34711

352-243-2960

www.imaginesouthlake.org

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate 20%
Alternative/ESE Center No	Charter School Yes	Minority Rate 40%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Imagine Schools At South Lake

Principal

Mary Briggs

School Advisory Council chair

Rob Wozniak

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

Name	Title
Jennifer Osborne	Dean of Students
Kathleen Dial	Academic Coach
Sherry Anderson	RtI Coach
Paisley Uhrich	K-2 Instructional Coach
Korrin Dykhouse	3-5 Instructional Coach
Jennifer Goss	6-8 Instructional Coach

District-Level Information

District

Lake

Superintendent

Dr. Susan Moxley

Date of school board approval of SIP

12/16/2013

School Advisory Council (SAC)

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

Membership of the SAC

Rob Wozniak - Board Chair
 Kevin Trout - Board Co-Chair
 Vertis Lane - Board Secretary
 Bill Decker - Board Member
 Heather Bacon - Board Member

Involvement of the SAC in the development of the SIP

Preliminary review of all components as well as give final approval of the SIP.

Activities of the SAC for the upcoming school year

Our SAC is our school board and will oversee both academic initiatives and financial oversight of the operating budget.

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

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

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mary Briggs

Principal

Years as Administrator: 6

Years at Current School: 3

Credentials

Educational Leadership K-12
Elementary Education K-6
ESOL Endorsement

Performance Record

2007, KCA School Grade of A; 95% AYP
2008, KCA School Grade of C; 95% AYP
2009, PMW School Grade of B; 90% AYP
2010, KCS School Grade of B; 79% AYP
2011, KCA School Grade of A; 90% AYP
2011, ISLC School Grade of A; 90% AYP
2012, ISLC School Grade of A
2013, ISLC School Grade of B

Instructional Coaches

of instructional coaches

5

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kathleen Dial		
Full-time / School-based	Years as Coach: 3	Years at Current School: 5
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	Elementary Education K-6	
Performance Record	2010, School Grade of A; 87% AYP 2011, School Grade of A; 90% AYP 2012, School Grade of A 2013, School Grade of B	
Sherry Anderson		
Full-time / School-based	Years as Coach: 0	Years at Current School: 7
Areas	RtI/MTSS	
Credentials	Elementary Education K-6 Exceptional Student Education K-12 ESOL Endorsement	
Performance Record	2006, School Grade of C; 100% AYP 2007, School Grade of C; 100% AYP 2008, School Grade of B; 100% AYP 2009, School Grade of A; 97% AYP 2010, School Grade of A; 87% AYP 2011, School Grade of A; 90% AYP 2012, School Grade of A 2013, School Grade of B	
Jennifer Goss		
Full-time / School-based	Years as Coach: 0	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Science, RtI/MTSS	
Credentials	Elementary Education Grades K-6 Earth Space Science Grades 5-9	
Performance Record	2013, School Grade of B	

Korrin Dykhouse		
Full-time / School-based	Years as Coach: 3	Years at Current School: 6
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	Elementary Education K-6	
Performance Record	2009, School Grade of A; 97% AYP 2010, School Grade of A; 87% AYP 2011, School Grade of A; 90% AYP 2012, School Grade of A 2013, School Grade of B	

Paisley Uhrich		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	Early Education (PreK-3rd Grade) Masters in Early Childhood Education	
Performance Record	2008, School Grade of B; 100% AYP 2009, School Grade of A; 97% AYP 2010, School Grade of A; 87% AYP 2011, School Grade of A; 90% AYP 2012, School Grade of A 2013, School Grade of B	

Classroom Teachers

# of classroom teachers	57
# receiving effective rating or higher	39, 68%
# Highly Qualified Teachers	88%
# certified in-field	54, 95%
# ESOL endorsed	13, 23%
# reading endorsed	5, 9%
# with advanced degrees	15, 26%
# National Board Certified	0, 0%

first-year teachers

7, 12%

with 1-5 years of experience

22, 39%

with 6-14 years of experience

25, 44%

with 15 or more years of experience

3, 5%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

, 0%

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

We actively recruit energetic, passionate teachers via trade opportunities (i.e. teachers-teachers.com) and also through alternative certification programs (i.e. the EPI at Lake Sumter Community College).

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**Planned Mentor Activities -**

Mentors and mentees are involved in our new teacher mentoring program that meets monthly. We have group discussions, webinars and professional development exercises where the group shares experiences. In addition, our staff participates in peer observations and peer walk throughs to enhance their classroom instruction. Mentors are guided monthly by a Mentor Handbook for ideas of how to follow up on professional development with their mentee.

Rationale -

All of our mentors and mentees were paired by what subject or grade level they teach as well as their strengths and weaknesses as listed in the first meeting. Each mentor also had the opportunity to meet mentees prior to the selection process to ensure they were a functional pair.

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

Leadership team meets monthly with each grade level team to check for effectiveness of interventions, check fidelity of interventions and small groups and problem solve areas where growth is not being made. Rtl Coach supports classroom intervention groups on a weekly basis.

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

MTSS/Rtl team meets with the leadership of the school to coordinate the efforts and ensure the accountability on behalf of the teachers. The Rtl coach, specifically monitors student learning trends and achievement toward Rtl goals.

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

The Rtl Coach will meet weekly with individual teachers to plan weekly interventions and will meet monthly with grade level teams to monitor data and progress being made. In addition, the Rtl Coach will personally perform intensive interventions with those students needing Tier 3 interventions.

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

Stanford 10 - (Fall Grades 1-8) (Spring Grades K-8)
AIMS Web
FCAT
FCAT Explorer
Math Symphony
Cold Reads
Math Fluency
Fountas and Pinnell Running Records Grades K-2

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

The Rtl Coach completed on site professional development to aid teachers in identifying their lowest quartiles in reading and math and continues to offer support via grade level team meetings or one on one coaching meetings.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year:

Teachers meet twice monthly to partake in vertical team planning and professional development in implementing and enriched and accelerated curriculum.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Data points, specific to each grade level, are collected and due the last Wednesday every month. Teams meet to track student progress toward mastery and advanced mastery of grade level standards on a monthly basis.

Who is responsible for monitoring implementation of this strategy?

School leader, Academic Coach, Academy Instructional Coaches

Literacy Leadership Team (LLT)

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

Name	Title
Kathleen Dial	Academic Coach
Joanna Dorak	Teacher, Grade 2, Team Leader
Nancy Stewart	Teacher, Grade 3
Jennifer Goss	Teacher, Grade 6, Education Director
Alli Chamberlin	Teacher, Grade 1
Lori Naegele	Teacher, Kindergarten, Team Leader
Sherry Anderson	RTI Coach
Beth Keough	Teacher, Grade 2
Rachel Moore	Teacher, Grade 1, Team Leader
Jessica Thomas	Teacher, Grade 4
Angela Hansen	Teacher, Kindergarten
Sylvanna Orenzow	Teacher, Grade 2

How the school-based LLT functions

This team will meet monthly to monitor the reading data collected monthly through benchmark testing, Fountas and Pinnell Running Records and progress monitoring efforts. This team will also organize book fairs and family reading nights throughout the school year to encourage a parent/teacher partnership with academic success as a focus.

Major initiatives of the LLT

The literacy leadership team will organize a fall family reading night and one in the spring to support parents in choosing books for their child and model effective reading strategies.

The team will also organize a data and desserts night in the spring for students to share their growth throughout the school year with their parents.

The team will use book fair funds to support the campus effort to grow teacher libraries, Common Core Text Exemplars and provide a balance of literary and informational text in our media center.

Members of this team will lead the efforts in grades 3-8 for students to participate in the Advanced Reading Challenge, an Imagine Schools Initiative.

Grade level teams will plan using the C2 Ready Connection Cards and curriculum maps and blueprints provided by Lake County.

Every Teacher Contributes to Reading Instruction

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

Professional Learning Communities have been established within grade level teams K-8 and vertical department teams in middle school as well.

These PLCs will focus on the following questions:

What do we want each student to learn?

How will we know when each student has learned it?

How will we respond when a student experiences difficulty in learning?

These teams will focus on results and compare data. Answers to the questions above will vary from class to class and month to month.

Grade level teams have created pacing guides for the year and will integrate literacy and informational text standards into content knowledge instruction through the use of concept based ELA maps. In the middle school grades, content area teachers will identify which literacy standards they will focus on in addition to their content area standards.

PLCs will use reading benchmarks and running record levels using the Fountas and Pinnell system, to make decisions about instruction.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

We provided kindergarten screenings prior to the beginning of the school year and gave new students and parents a tour of the school.

Prior to the start of school, we hosted a "Meet Your Teacher" open house and invited all of our kindergarten families to come to the campus and acclimate to our school.

All new kindergartners are welcomed to school with a "Welcome Aboard, Skipper" sign placed in their front yard.

Our curriculum provides support for student expectations as they transition from preschool standards to kindergarten standards.

Kindergarten parents are invited to a Common Core Night in the fall to introduce grade level expectations and standards based grading.

All kindergartners are screened using FLKRS.

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	70%	65%	No	73%
American Indian				
Asian	74%	70%	No	77%
Black/African American	58%	53%	No	62%
Hispanic	67%	59%	No	70%
White	72%	67%	No	75%
English language learners				
Students with disabilities	48%	30%	No	54%
Economically disadvantaged	51%	57%	Yes	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	194	30%	35%
Students scoring at or above Achievement Level 4	225	35%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	443	69%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	106	66%	70%

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	126	63%	66%
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	60%	55%	No	64%
American Indian				
Asian	79%	75%	No	81%
Black/African American	49%	31%	No	54%
Hispanic	55%	43%	No	60%
White	61%	60%	No	65%
English language learners				
Students with disabilities	41%	25%	No	47%
Economically disadvantaged	47%	45%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	188	32%	38%
Students scoring at or above Achievement Level 4	123	20%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	411	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	101	67%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	36	39%	39%
Middle school performance on high school EOC and industry certifications	36	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	47%	50%
Students scoring at or above Achievement Level 4	21	53%	50%

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	21	20%	25%
Students scoring at or above Achievement Level 4	17	16%	20%

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	26	28%	35%
Students scoring at or above Achievement Level 4	25	27%	30%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	57	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	16	2%	1%
Students who are not proficient in reading by third grade	49	43%	25%
Students who receive two or more behavior referrals	5	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	10%	5%
Students who fail a mathematics course	4	1%	0%
Students who fail an English Language Arts course	3	0%	0%
Students who fail two or more courses in any subject	4	1%	0%
Students who receive two or more behavior referrals	7	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	3	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

As a school of choice, Imagine South Lake is the embodiment of Parent Involvement, so much so that it is one of the ways we measure the success of our school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will respond positively that they are given opportunities to get involved in their child's education.	300	93%	95%
Parents will respond positively that they volunteer at our school.	190	57%	60%
Parents will respond positively that they will recommend our school to others.	269	81%	85%

Goals Summary

- G1.** It is desirable that the percentage of students proficient in mathematics increase using state testing results and that the school mean math learning gain using Fall to Spring Stanford 10 data is 1.05 or higher.
- G2.** It is desirable to see the percentage of students who score proficient in reading on state tests increase from 65% to 75% and to increase the mean learning gain of the school from 1.0 to 1.05 using Fall to Spring Stanford 10 data.

Goals Detail

G1. It is desirable that the percentage of students proficient in mathematics increase using state testing results and that the school mean math learning gain using Fall to Spring Stanford 10 data is 1.05 or higher.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC

Resources Available to Support the Goal

- Math Symphony
- Math Fluency Practice
- CCSS Aligned Curriculum
- K-2 CCSS Pacing Guides
- Benchmark Assessments
- 3-8 Blended Pacing Guides
- Imagine Schools Curriculum Guides
- Academic Framework - Using the decision cycle of Establish, Equip, Engage, Evaluate
- C2 Connection Cards, Benchmark Task Cards

Targeted Barriers to Achieving the Goal

- Our students show a gap in their knowledge of basic math fluencies and number sense and operations.
- FCAT 2.0 online testing for mathematics presents a challenge for our students who are not digitally literate.

Plan to Monitor Progress Toward the Goal

Inspect student data by class, grade level and academy Classroom walkthroughs to look for evidence in the environment and in student work samples of fluency mastery Monitor monthly student data that measures mastery of fluency

Person or Persons Responsible

School Leader Academic Coach Academy Instructional Coaches Rtl Coach

Target Dates or Schedule:

Monthly

Evidence of Completion:

AIMS Web math benchmarks Progress monitor using fluency probes Monitor progress of mastery of grade level standards

G2. It is desirable to see the percentage of students who score proficient in reading on state tests increase from 65% to 75% and to increase the mean learning gain of the school from 1.0 to 1.05 using Fall to Spring Stanford 10 data.

Targets Supported

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

Resources Available to Support the Goal

- Literacy Standards Integrated into Content Areas
- Novel studies organized by grade level to ensure students receive instruction on grade level and with complex text
- Concept/Essential Question based units of study using literary and informational text around a central theme
- Leveled reading lab created on site to ensure students receive daily instruction on their instructional level
- Tracking student reading level 3 times per year using AIMSWEB benchmarking data.
- C2 Connction and Task Cards provided by Lake County.

Targeted Barriers to Achieving the Goal

- Teachers in all grade levels will need to master strategies in differentiated instruction to meet the needs of all reading levels in their classroom.
- Teachers will need to closely monitor all levels of readers' to make more than one year's growth in reading in order to meet the text complexity required in each grade level.

Plan to Monitor Progress Toward the Goal

Monitor student data for growth spurts in independent reading levels Compare against expected growth (Fountas and Pinnell chart by month) and adapt Rtl groups for intervention as necessary Fluency for primary ELA team planning notes and implementation as is evidenced in classroom environment and authentic student work

Person or Persons Responsible

School Leader Academic Coach Academy Instructional Coaches Rtl Coach

Target Dates or Schedule:

September, January and May - reading levels and benchmarks Fluency checked monthly Cold reads monthly ELA unit implemented and inspected as unit time frames demand

Evidence of Completion:

Student data collection forms Independent running record levels Increased comprehension percentage in cold reads Growth toward mastery of ELA standards

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. It is desirable that the percentage of students proficient in mathematics increase using state testing results and that the school mean math learning gain using Fall to Spring Stanford 10 data is 1.05 or higher.

G1.B1 Our students show a gap in their knowledge of basic math fluencies and number sense and operations.

G1.B1.S1 Daily fluency practice in grades K-5 to build stamina, precision and speed. Fluency built into daily concept development for 6-8 to build stamina, precision and speed.

Action Step 1

Fluency 'sprints' built into daily instruction and use of best teaching practices for number sense using the Imagine Schools Curriculum Guides.

Person or Persons Responsible

K-8 Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Monthly Data Chats

Facilitator:

PCG CCSS PD Support, Academic Coach, Academy Instructional Coach, Lake County Mathematical Content Workshops, C2 Lake County Cohort

Participants:

K-8 Math Teachers

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

End of month data collection points Students and teachers track progress toward mastery through data

Person or Persons Responsible

School Leader Academic Coach Academy Instructional Coaches Rtl Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in comparative data scores

Plan to Monitor Effectiveness of G1.B1.S1

End of month data points measuring fluency accuracy will show student growth over time

Person or Persons Responsible

School Leader Academic Coach Academy Instructional Coach Rtl Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Student/Teacher data collection pages and reflections, students showing growth on a monthly basis in math fluencies, progress toward mastery of grade level standards

G1.B2 FCAT 2.0 online testing for mathematics presents a challenge for our students who are not digitally literate.

G1.B2.S1 The school will purchase Math Symphony, a web based mathematics screener and instructional support/intervention program.

Action Step 1

Math Symphony is a web based math program that provides a screening and helps students build fluencies in 18 math concepts. It will also provide our students more practice in using a computer to manipulate math concepts and practice working problems on paper and transferring answers or using the digital work space provided.

Person or Persons Responsible

K-8 Math Teachers

Target Dates or Schedule

Daily for Rtl math students and students on the verge of proficiency Available daily in school and at home for all students

Evidence of Completion

Math Symphony benchmark data, FCAT math scores, Rtl fidelity records, class data charts

Facilitator:

Math Symphony on site training, Rtl Coach, Academic Coach

Participants:

K-8 Math Teachers

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

Math Symphony can measure student progress.

Person or Persons Responsible

School Leader Academic Coach Rtl Coach

Target Dates or Schedule

Weekly for Rtl, monthly for data chats

Evidence of Completion

Student's progressing through the program.

Plan to Monitor Effectiveness of G1.B2.S1

Data chats to compare student data and student learning trends.

Person or Persons Responsible

School Leader Academic Coach Rtl Coach

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Student progress toward grade level mastery of standards. Increased proficiencies in State and SAT10 testing.

G2. It is desirable to see the percentage of students who score proficient in reading on state tests increase from 65% to 75% and to increase the mean learning gain of the school from 1.0 to 1.05 using Fall to Spring Stanford 10 data.

G2.B1 Teachers in all grade levels will need to master strategies in differentiated instruction to meet the needs of all reading levels in their classroom.

G2.B1.S1 Team PLC meetings with a focus on "Who is learning the intended curriculum?" and other reflective questions will engage teachers in discussions on how to support student learning at all levels. The academic coach will attend team meetings to guide differentiated instruction planning.

Action Step 1

PLC team meetings with a focus on learning and results. Guiding reflective questions and student data comparison will guide planning.

Person or Persons Responsible

Grade Level Team Members Academic Coach Academy Instructional Coach

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

PLC team meeting notes, comparative data, lesson planning

Facilitator:

Academic Coach Academy Instructional Coach

Participants:

Grade Level Team Members Academic Coach Academy Instructional Coach

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

Inspect data and data comparisons Inspect lesson planning for differentiated strategies Classroom walk throughs Team planning with Academic Coach

Person or Persons Responsible

School Leader Academic Coach Academy Instructional Coach

Target Dates or Schedule

During PLC team meetings Examination of PLC meeting notes Examination of lesson planning

Evidence of Completion

Student data will prove effective results Individual progress toward grade level mastery of standards

Plan to Monitor Effectiveness of G2.B1.S1

Data Collection using monthly benchmarks Running records Walk throughs Lesson plans Team collaboration reflection Data chats Cold Reads Primary Fluency Probes

Person or Persons Responsible

School Leader Rtl Coach Academic Coach Academy Instructional Coach

Target Dates or Schedule

Monthly for some targets September, January and May for reading levels

Evidence of Completion

Increase in reading levels using quarterly targets Increase in comprehension shown through cold reads Increase in AIMS Web benchmarking proficiencies Increase in fluency wpm Student mastery of grade level standards

G2.B2 Teachers will need to closely monitor all levels of readers' to make more than one year's growth in reading in order to meet the text complexity required in each grade level.

G2.B2.S1 Tracking Student Reading Levels 3x per year using AIMSWEB Benchmarking data that reports out a student lexile, leveled reading lab, informational text at FCAT 2.0 level, integrating literacy into the content areas, classroom novel studies to support complex text for all students.

Action Step 1

Running Records or Lexile benchmark test using AIMSWEB or Fountas and Pinnell Running Records.

Person or Persons Responsible

All K-8 ELA Teachers

Target Dates or Schedule

September, January and May

Evidence of Completion

Scores

Facilitator:

AIMS Web training, running records training, Academic Coach support

Participants:

All K-8 ELA Teachers

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

Teacher data collection spreadsheets, AIMSWEB data

Person or Persons Responsible

School Leader Academic Coach Academy Instructional Coaches RtI Coach

Target Dates or Schedule

September, January and May

Evidence of Completion

Data collected and turned into Academic Coach

Plan to Monitor Effectiveness of G2.B2.S1

Inspection of data to reveal student growth spurts as compared to new grade level expectations as defined in the band scales from the Common Core State Standards

Person or Persons Responsible

School Leader Academic Coach Academy Instructional Coaches RtI Coach

Target Dates or Schedule

September, January and May

Evidence of Completion

1-1+ year's growth using the CCSS lexile bands per grade level.

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. It is desirable that the percentage of students proficient in mathematics increase using state testing results and that the school mean math learning gain using Fall to Spring Stanford 10 data is 1.05 or higher.

G1.B1 Our students show a gap in their knowledge of basic math fluencies and number sense and operations.

G1.B1.S1 Daily fluency practice in grades K-5 to build stamina, precision and speed. Fluency built into daily concept development for 6-8 to build stamina, precision and speed.

PD Opportunity 1

Fluency 'sprints' built into daily instruction and use of best teaching practices for number sense using the Imagine Schools Curriculum Guides.

Facilitator

PCG CCSS PD Support, Academic Coach, Academy Instructional Coach, Lake County Mathematical Content Workshops, C2 Lake County Cohort

Participants

K-8 Math Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Monthly Data Chats

G1.B2 FCAT 2.0 online testing for mathematics presents a challenge for our students who are not digitally literate.

G1.B2.S1 The school will purchase Math Symphony, a web based mathematics screener and instructional support/intervention program.

PD Opportunity 1

Math Symphony is a web based math program that provides a screening and helps students build fluencies in 18 math concepts. It will also provide our students more practice in using a computer to manipulate math concepts and practice working problems on paper and transferring answers or using the digital work space provided.

Facilitator

Math Symphony on site training, Rtl Coach, Academic Coach

Participants

K-8 Math Teachers

Target Dates or Schedule

Daily for Rtl math students and students on the verge of proficiency Available daily in school and at home for all students

Evidence of Completion

Math Symphony benchmark data, FCAT math scores, Rtl fidelity records, class data charts

G2. It is desirable to see the percentage of students who score proficient in reading on state tests increase from 65% to 75% and to increase the mean learning gain of the school from 1.0 to 1.05 using Fall to Spring Stanford 10 data.

G2.B1 Teachers in all grade levels will need to master strategies in differentiated instruction to meet the needs of all reading levels in their classroom.

G2.B1.S1 Team PLC meetings with a focus on "Who is learning the intended curriculum?" and other reflective questions will engage teachers in discussions on how to support student learning at all levels. The academic coach will attend team meetings to guide differentiated instruction planning.

PD Opportunity 1

PLC team meetings with a focus on learning and results. Guiding reflective questions and student data comparison will guide planning.

Facilitator

Academic Coach Academy Instructional Coach

Participants

Grade Level Team Members Academic Coach Academy Instructional Coach

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

PLC team meeting notes, comparative data, lesson planning

G2.B2 Teachers will need to closely monitor all levels of readers' to make more than one year's growth in reading in order to meet the text complexity required in each grade level.

G2.B2.S1 Tracking Student Reading Levels 3x per year using AIMSWEB Benchmarking data that reports out a student lexile, leveled reading lab, informational text at FCAT 2.0 level, integrating literacy into the content areas, classroom novel studies to support complex text for all students.

PD Opportunity 1

Running Records or Lexile benchmark test using AIMSWEB or Fountas and Pinnell Running Records.

Facilitator

AIMS Web training, running records training, Academic Coach support

Participants

All K-8 ELA Teachers

Target Dates or Schedule

September, January and May

Evidence of Completion

Scores

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	It is desirable that the percentage of students proficient in mathematics increase using state testing results and that the school mean math learning gain using Fall to Spring Stanford 10 data is 1.05 or higher.	\$7
G2.	It is desirable to see the percentage of students who score proficient in reading on state tests increase from 65% to 75% and to increase the mean learning gain of the school from 1.0 to 1.05 using Fall to Spring Stanford 10 data.	\$6
Total		\$13

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
School Based Curriculum Budget	\$13	\$13
Total	\$13	\$13

Budget Details

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

G1. It is desirable that the percentage of students proficient in mathematics increase using state testing results and that the school mean math learning gain using Fall to Spring Stanford 10 data is 1.05 or higher.

G1.B2 FCAT 2.0 online testing for mathematics presents a challenge for our students who are not digitally literate.

G1.B2.S1 The school will purchase Math Symphony, a web based mathematics screener and instructional support/intervention program.

Action Step 1

Math Symphony is a web based math program that provides a screening and helps students build fluencies in 18 math concepts. It will also provide our students more practice in using a computer to manipulate math concepts and practice working problems on paper and transferring answers or using the digital work space provided.

Resource Type

Evidence-Based Program

Resource

Math Symphony is a digital learning tool that gives corrective feedback and instruction to students as they progress through math fluencies with accuracy and speed.

Funding Source

School Based Curriculum Budget

Amount Needed

\$7

G2. It is desirable to see the percentage of students who score proficient in reading on state tests increase from 65% to 75% and to increase the mean learning gain of the school from 1.0 to 1.05 using Fall to Spring Stanford 10 data.

G2.B2 Teachers will need to closely monitor all levels of readers' to make more than one year's growth in reading in order to meet the text complexity required in each grade level.

G2.B2.S1 Tracking Student Reading Levels 3x per year using AIMSWEB Benchmarking data that reports out a student lexile, leveled reading lab, informational text at FCAT 2.0 level, integrating literacy into the content areas, classroom novel studies to support complex text for all students.

Action Step 1

Running Records or Lexile benchmark test using AIMSWEB or Fountas and Pinnell Running Records.

Resource Type

Evidence-Based Program

Resource

AIMSWEB provides benchmarking and data tracking for our K-8 students in reading and math. For reading benchmarks, AIMSWEB also provides a reliable lexile score for each student that allows teachers to carefully track growth and monitor progress toward grade level proficiency and beyond. Additionally, AIMSWEB provides probes for progress monitoring student progress in reading and math.

Funding Source

School Based Curriculum Budget

Amount Needed

\$6