



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Astatula Elementary School

13925 FLORIDA AVE

Astatula, FL 34705

352-343-1334

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 62%
Alternative/ESE Center No	Charter School No	Minority Rate 38%

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

Astatula Elementary School

Principal

Joe Frana

School Advisory Council chair

Bonnie Hart

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

Name	Title
Joe Frana	Principal
Caroline Burnsed	Assistant Principal
Susan Denis	Counselor
Jackie Christianson	ESE Specialist
Marni Kay	Literacy Coach
Amy Marcinkus	CRT

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

1-Principal-Joe Frana

President-Bonnie Hart

Teachers- Ms. Childress, Ms. Goring, Ms. Kay, Ms. Linan, Ms. Mallona, Ms. Roberts, Ms. Sears, Ms. Westphal

Classified-TBD

Business Partners-Randy Stiles, Wally Hoagland

Parents- Bonnie Hart, Cheryl Ecott, Jason Cook, Cathy Stensey, Kelly Stone, Velia Muraga

Involvement of the SAC in the development of the SIP

SAC assists in preparation and evaluation of the School Improvement Plan

Activities of the SAC for the upcoming school year

The School Advisory Council meets monthly to discuss school improvement issues. Annually, the SAC reviews and revises the SIP based on needs. Dress code issues, AMO status, FCAT testing, district procedures for election and appointment of advisory council members, funding expenditures, statement of how the SAC assists in preparation and evaluation of the School Improvement Plan, and other school activities are discussed at SAC meetings throughout the school year.

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

SAC will use the funds to improve academic achievement as outlined in the School Improvement Plan.

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:

Joe Frana

Principal

Years as Administrator: 9

Years at Current School: 2

Credentials

Bachelor of Science from Methodist College Masters in Curriculum and Instruction and Specialist in Educational Leadership from NLU
 Certification in Physical Education, Athletic Coaching and School Principal

Performance Record

Principal Astatula Elementary-2012-2013: School grade B, Reading proficiency 66%, Learning Gains 61%, Lowest 25% Learning Gains 59%, White68%, Hispanic 65%, English Language Learners 63%, Students with Disabilities 28% and Economically Disadvantaged 59%.
 Assistant Principal of South Lake High School 2011-2012: Grade: N/A Reading mastery: 50%, Math mastery: 59 %, Writing mastery: 81%, All subgroups met AMOs in Math. No subgroups met AMOs in Reading.
 Assistant Principal of South Lake High School 2010-2011: Grade: B Reading mastery: 43%, Math mastery: 73%, Science mastery: 36% Writing mastery: 68%, Reading AYP: 40%, Math AYP: 70%, Writing AYP; 92%,Science AYP: 77%, AYP 72%, White, Black, Hispanic, Econ. Disad & SWD did not make AYP in Reading, White, Hispanic and Econ. Disad did not make AYP in math.
 Pine Ridge Elementary Assistant Principal I 2009-2010: Grade A, Reading Mastery-79%, Math Mastery-74%, Science Mastery-59%, Writing 3.5+-83%, AYP Criteria Met-90%
 Pine Ridge Elementary Assistant Principal I 2008-2009: Grade B, Reading Mastery-83%, Math Mastery-69%, Science Mastery-48%, Writing 3.5+-83%, AYP Criteria Met-92%
 Gray Middle School Assistant Principal I 2007-2008: Grade A, Reading Mastery-70%, Math Mastery-73%, Science Mastery- 55%, Writing 3.5+-91%, AYP Criteria Met-92%
 Pine Ridge Elementary Assistant Principal II 2005-2006: Grade B, Reading Mastery-72%, Math Mastery-58%, Science Mastery-51%, Writing 3.5+-79%, AYP Criteria Met-87%

Caroline Burnsed

Asst Principal

Years as Administrator: 14

Years at Current School: 0

Credentials

B.A. Elementary Education
M.S. Educational Leadership

2012-2013: Lost Lake Elementary School, Assistant Principal I, B.
No AMO

2011-2012: Tavares Elementary, Principal, B school, No AYP
6 years at Tavares Elementary

2010-2011

Grade: B

AYP: No

Percent of Criteria Met: 79%

Learning Gains:

Reading: 78% of students reading at or above grade level; 64% of students making a year's worth of progress; 61 % of struggling students making a year's worth of progress; 61% in the lowest 25% improved; all subgroups did not meet their goals

Math: 74% of student at o above grade level; 58% of student making a year's worth of progress; 59% of struggling students making a year's worth of progress; 59% in the lowest 25% improved; all subgroups did not meet their goals for math

Writing: 80% of students are meeting state standards

Science: 46% of students at or above grade level

2009-2010

Grade: A

AYP: No

Percent of Criteria Met: 95%

Learning Gains:

Reading: 79% of students reading at or above grade level; 63% of students making a year's worth of progress; 56% of struggling students making a year's worth of progress; 56% in the lowest 25% improved; all subgroups met their goals for reading except Economically Disadvantaged students

Math: 81% of student at or above grade level; 63% of student making a year's worth of progress; 58% of struggling students making a year's worth of progress; 58% in the lowest 25% improved; all subgroups met their goals for math except Economically Disadvantaged students

Writing: 88% of students are meeting state standards

Science: 59% of students at or above grade level

2008-2009

Grade: A

AYP: No

Percent of Criteria Met: 95%

Learning Gains:

Reading: 80% of students reading at or above grade level; 72% of students making a year's worth of progress; 74% of struggling students making a year's worth of progress; 74% in the lowest 25% improved; all subgroups met their goals

Performance Record

Math: 81% of student at or above grade level; 64% of student making a year's worth of progress; 58% of struggling students making a year's worth of progress; 58% in the lowest 25% improved; all subgroups met their goals for math except Black and Economically Disadvantaged students

Writing: 87% of students are meeting state standards

Science: 43% of students at or above grade level

2007-2008

Grade: A

AYP: No

Percent of Criteria Met: 92%

Learning Gains:

Reading: 77% of students reading at or above grade level; 63% of students making a year's worth of progress; 58% of struggling students making a year's worth of progress; 58% in the lowest 25% improved; all subgroups met their goals for reading except Black students and Students with Disabilities

Math: 76% of student at or above grade level; 73% of student making a year's worth of progress; 75% of struggling students making a year's worth of progress; 75% in the lowest 25% improved; all subgroups met their goals for math except Black students

Writing: 86% of students are meeting state standards

Science: 43% of students at or above grade level

2006-2007

Grade: B

AYP: No

Percent of Criteria Met: 92%

Learning Gains:

Reading: 68% of students reading at or above grade level; 73% of students making a year's worth of progress; 76% of struggling students making a year's worth of progress; all subgroups met their goals for reading except Black and Economically Disadvantaged students

Math: 71% of student at or above grade level; 58% of student making a year's worth of progress; 61% of struggling students making a year's worth of progress; all subgroups met their goals for math except Economically Disadvantaged students

Writing: 67% of students are meeting state standards

Science: 44% of students at or above grade level

3 years Beverly Shores Elementary

2005-2006 Grade C

AYP No 90%

2004-2005 Grade C

AYP No 83%

2003-2004 Grade B

AYP No 97%

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

Instructional Coaches

of instructional coaches
1

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

Instructional Coach Information:

Marni Kay		
Part-time / District-based	Years as Coach: 3	Years at Current School: 14

Areas Reading/Literacy

Credentials BS in Elementary Education,
Certified Gr. 1-6,
National Board Certification,
ESOL Endorsement
M.Ed Reading K-12

Performance Record 2012-2013: School grade B, Reading proficiency 66%, Learning Gains 61%, Lowest 25% Learning Gains 59%, White 68%, Hispanic 65%, English Language Learners 63%, Students with Disabilities 28% and Economically Disadvantaged 59%.
2011-2012: School grade A, Reading proficiency 70%, Learning Gains 76%, Lowest 25% Learning Gains 75%, White 70%, Hispanic 63%, English Language Learners 48%, Students with Disabilities 29% and Economically Disadvantaged 64%.
2010-2011 Astatula Elementary: School grade A, Reading proficiency 82%, Learning Gains 77%, Lowest 25% Learning Gains 69%, White 82%, Hispanic 67%, Economically Disadvantaged 74%

Classroom Teachers

of classroom teachers
41

receiving effective rating or higher
39, 95%

Highly Qualified Teachers
98%

certified in-field
40, 98%

ESOL endorsed

36, 88%

reading endorsed

12, 29%

with advanced degrees

21, 51%

National Board Certified

4, 10%

first-year teachers

1, 2%

with 1-5 years of experience

7, 17%

with 6-14 years of experience

23, 56%

with 15 or more years of experience

10, 24%

Education Paraprofessionals

of paraprofessionals

17

Highly Qualified

17, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

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

TQR will continue attending district meetings to provide information and support for newer teachers
 Literacy Coach and CRT will provide training to new teachers regarding all aspects of curriculum and assessment

Professional Learning Communities provide education and support for all teachers

Grade level meetings provide ongoing training, data analysis and support services for teachers

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

Participate in the Teacher Orientation Program, each new teacher is paired with a mentor who teaches in his/her grade level or area of expertise to provide ongoing support. Collaborative Planning and Peer Coaching are also utilized.

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

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

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

The Leadership Team assists in the identification of student who are possible candidates for the MTSS/Rtl process by analyzing data throughout the year. The MTSS/Rtl Team meets with teachers who refer students for MTSS/Rtl and assists them in developing and implementing and monitoring interventions based on specific student needs according to data. The MTSS/Rtl team provides ongoing support during the MTSS/Rtl process. Every 2nd and 4th Thursday of the month will be designated for MTSS/Rtl meetings to ensure that need are addressed in a timely manner.

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

Each member of the leadership team work as needed to fulfill the responsibilities of the MTSS and SIP. They analyze the data of students to provide supplemental and/or targeted intervention supports to assist in closing gaps in order to increase mastery of grade level standards. In Tier 1, the process is aided by the problem solving model that uses school wide and class wide data to monitor the success and difficulties of groups of students and provides for the development of academic and behavioral interventions for individuals, whole classes or school wide issues.

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

Use of county form to track teacher's implementation of supplemental and targeted instruction which is then signed by administration completing the accountability process. Use of walkthroughs, observations, coach/peer assistance are supports provided for implementation of fidelity in Tier 1. The leadership team provides a problem solving support system by holding grade level data sorts in collaboration with the teams. The team uses data analysis, problem identification, problem analysis and goal setting to lead in the development and implementation of individual and class intervention plans.

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

The Progress Monitoring and Reporting Network (PMRN) will be used to analyze data from the FAIR assessments which are given 3 times per year. AES database will be utilized to analyze data from the Literacy First assessments. FCAT Star will be used to analyze prior FCAT performance. Edusoft is used to analyze reading, math, science and writing benchmarks. FIDO will be used to gather data pertaining to attendance and discipline. Cummulative review data sheets are utilized to track student data throughout their elementary school careers. The student data from FAIR and Literacy First will be analyzed following each assessment. The students in MTSS/Rtl will be assessed using progress monitoring tools following this schedule- Tier 2 students will be assessed every other week and Tier 3 students will be assessed each week.

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

The leadership team assists teachers through training and implementation. When students need extra assistance we use parent communication via face to face meetings, parent conferences and MTSS/Rtl committee meetings to ensure participation and understanding of the MTSS process. MTSS/Rtl training is provided throughout the year for all instructional staff. In addition an MTSS/Rtl folder has been created to help teachers access interventions, forms and progress monitoring tools. In Tier 1 the leadership team holds training meetings to increase staff understanding of MTSS. Our PAWS groups are explained to parents via newsletters, conferencing, and other forms of direct communication to increase their understanding of Tier 1's function.

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: 1,980

All students scoring level 1 and level 2 on FCAT Reading and/or Math will be invited to attend after school tutoring for 1.5 hours on Tuesdays and Thursdays. Read About/FCAT Explorer, FAIR ToolKit and fluid small group instruction which will target benchmarks in need of remediation will be used for reading tutoring. The remediation online component for Think Central, FASTT Math, and fluid small group instruction which will target benchmarks in need of remediation will be used for math tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Pre, Mid and Post tests will be given for both Reading and Math to progress monitor student progress and the effectiveness of the materials being used for remediation.

Who is responsible for monitoring implementation of this strategy?

The assistant principal, literacy coach and curriculum resource teacher as well as the teachers who are instructing these students will be responsible for monitoring the implementation of the after school instruction and the progress monitoring component.

Literacy Leadership Team (LLT)

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

Name	Title
Principal-Joe Frana, Assistant Principal-Caroline Burnsed, Literacy Coach-Marni Kay, CRT-Amy Marcinkus, Media Specialist-Jean Salomon, and grade level representatives	

How the school-based LLT functions

Literacy Leadership Team will meet monthly to address the literacy needs and concerns of the school

Major initiatives of the LLT

Text complexity and Common Core State Standards, comprehension strategies, implementation of intervention/enrichment groups (PAWS groups), and the school-wide AR program

Every Teacher Contributes to Reading Instruction

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

All teachers attended a full day of training on the schools' newly adopted reading program, DSC.

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

Local Headstart programs are invited to bring their preschool students for an open house and tour of the campus.

Classes are offered in the spring by our literacy coach and curriculum resource teacher for parents who have a child(ren) entering kindergarten in 2014.

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

Career presentations/assemblies by police, fire department, authors, Career Day, Transportation Day, JA in a Day.

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

N/A

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	66%	No	75%
American Indian				
Asian				
Black/African American				
Hispanic	67%	65%	No	70%
White	75%	68%	No	78%
English language learners	48%	63%	Yes	54%
Students with disabilities	37%	28%	No	43%
Economically disadvantaged	68%	59%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	33%	38%
Students scoring at or above Achievement Level 4	65	21%	26%

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	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	182	61%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	31	57%	62%

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)	26	45%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	23%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	21%	26%

Postsecondary Readiness

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

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	56	60%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	62%	56%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic	58%	50%	No	63%
White	63%	60%	No	67%
English language learners	53%	42%	No	57%
Students with disabilities	29%	30%	Yes	36%
Economically disadvantaged	58%	48%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	29%	34%
Students scoring at or above Achievement Level 4	52	17%	22%

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	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	200	65%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	42	58%	

Middle School Acceleration

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

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	40	35%	40%
Students scoring at or above Achievement Level 4	14	12%	17%

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)	5		8
Participation in STEM-related experiences provided for students	5	60%	65%

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	51	8%	4%
Students retained, pursuant to s. 1008.25, F.S.	22	4%	2%
Students who are not proficient in reading by third grade	8	7%	4%
Students who receive two or more behavior referrals	19	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	2%	1%

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

- *Provide written information for parents in English and Spanish as well as utilization of bilingual call out system
- *Have interpreter available at all events to interpret for Spanish Speaking and DHH families.
- *Continue to educate parents and teachers regarding available materials and services.
- *Schedule events on a flexible schedule to meet the needs of working parents

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents attending at least one school event per year.	552	90%	92%

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.** To increase STEM activities throughout all grade levels as evidenced by STEM school criteria.
- G2.** The percentage of students scoring level 3.5 or higher will increase by 5% on FCAT writing.
- G3.** The percentage of students scoring level 3 or higher will increase by 5% on FCAT Science.
- G4.** The percentage of students scoring level 3 or higher will increase by 5% on FCAT reading.
- G5.** The percentage of students scoring level 3 or higher will increase by 5% on FCAT Math

Goals Detail

G1. To increase STEM activities throughout all grade levels as evidenced by STEM school criteria.

Targets Supported

- STEM - All Levels

Resources Available to Support the Goal

- *Hands on Science labs *DSC Kidz Science kits *AIMS activities *FCAT Explorer

Targeted Barriers to Achieving the Goal

- New teachers

Plan to Monitor Progress Toward the Goal

Walkthroughs lesson plan checks Math/Science benchmark data

Person or Persons Responsible

Administration CRT Literacy Coach

Target Dates or Schedule:

ongoing throughout the year

Evidence of Completion:

Math/Science benchmark data FCAT scores STEM school portfolio Science Fair and STEM night

G2. The percentage of students scoring level 3.5 or higher will increase by 5% on FCAT writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Developmental Studies Center writing program - Being a Writer Lake Writes

Targeted Barriers to Achieving the Goal

- Being a Writer is new for 4th grade teachers this year.

Plan to Monitor Progress Toward the Goal

Mid Year Benchmark data Edusoft "minis" FCAT data Lesson plans

Person or Persons Responsible

Administration Literacy Coach CRT DSC consultants

Target Dates or Schedule:

Beginning/Middle/End of Year data

Evidence of Completion:

Mid Year Benchmark data Edusoft "minis" FCAT data Lesson plans classroom walkthrough observations

G3. The percentage of students scoring level 3 or higher will increase by 5% on FCAT Science.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- *Hands on Science labs *DSC Kidz Science kits *AIMS activities *FCAT Explorer

Targeted Barriers to Achieving the Goal

- New teachers

Plan to Monitor Progress Toward the Goal

Mid Year Benchmark data FCAT data Lesson plans classroom walkthrough observations

Person or Persons Responsible

Administration CRT Literacy Coach

Target Dates or Schedule:

Beginning/Middle/End of Year data

Evidence of Completion:

Mid Year Benchmark data FCAT data Lesson plans classroom walkthrough observations

G4. The percentage of students scoring level 3 or higher will increase by 5% on FCAT reading.

Targets Supported

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

Resources Available to Support the Goal

- *Developmental Studies Center's (DSC) programs including, Making Meaning (comprehension), Making Meaning Vocabulary (Vocabulary) and SIPPS (Systematic Instruction in Phonological Awareness, Sight Words and Phonics). *FCAT Explorer *Literacy First Comprehension Kits *Read About

Targeted Barriers to Achieving the Goal

- DSC materials are new to some of our teachers.
- Unique needs of all learners.

Plan to Monitor Progress Toward the Goal

Mid Year Benchmark data Mid Year FAIR data Edusoft "minis" FCAT data Lesson plans classroom walkthrough observations

Person or Persons Responsible

Administration Literacy Coach CRT DSC consultants

Target Dates or Schedule:

Beginning/Middle/End of Year data

Evidence of Completion:

Mid Year Benchmark data Mid Year FAIR data Edusoft "minis" FCAT data Lesson plans classroom walkthrough observations

G5. The percentage of students scoring level 3 or higher will increase by 5% on FCAT Math

Targets Supported

Resources Available to Support the Goal

- Go Math Thinking Math Common Core Bellringers FCAT Explorer Fast Math

Targeted Barriers to Achieving the Goal

- Full implementation of Common Core (CCSS)
- Unique Needs of all learners

Plan to Monitor Progress Toward the Goal

Mid Year Benchmark data Mid Year FAIR data Edusoft "minis" FCAT data Lesson plans classroom walkthrough observations

Person or Persons Responsible

Administration Literacy Coach CRT

Target Dates or Schedule:

Beginning/Middle/End of Year data

Evidence of Completion:

Mid Year Benchmark data Edusoft "minis" FCAT data Lesson plans classroom walkthrough observations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase STEM activities throughout all grade levels as evidenced by STEM school criteria.

G1.B1 New teachers

G1.B1.S1 STEM PLC Science Fair training

Action Step 1

STEM PLC - analyze Science and Math data. Implement hands on lab and STEM and AIMS activities.

Person or Persons Responsible

Administration CRT Math/Science Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Math/Science ebncamrks FCAT scores STEM schooll portfolio

Action Step 2

STEM PLC - analyze Science and Math data. Implement hands on lab and STEM and AIMS activities.

Person or Persons Responsible

Administration CRT Math/Science Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Math/Science ebncamrks FCAT scores STEM schooll portfolio

Action Step 3

STEM PLC - analyze Science and Math data. Implement hands on lab and STEM and AIMS activities.

Person or Persons Responsible

Administration CRT Math/Science Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Math/Science ebncnamrks FCAT scores STEM schooll portfolio

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

Walkthroughs lesson plan checks Math/Science benchmark data

Person or Persons Responsible

Administration CRT Litearcy Coach

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Math/Science benchamark data FCAT scores STEM school portfolio Science Fair and STEM night

Plan to Monitor Effectiveness of G1.B1.S1

Walkthroughs lesson plan checks Math/Science benchmark data

Person or Persons Responsible

Adminstration CRT Literacy Coach

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Math/Science benchamark data FCAT scores STEM school portfolio Science Fair and STEM night

G2. The percentage of students scoring level 3.5 or higher will increase by 5% on FCAT writing.

G2.B1 Being a Writer is new for 4th grade teachers this year.

G2.B1.S1 DSC professional development sessions. DSC PLC DSC coaching and modeling

Action Step 1

DSC professional development sessions DSC PLC DSC coaching and modeling Lake Writes

Person or Persons Responsible

Administration Literacy Coach CRT

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Sign in sheets meeting notes PLC notes classroom observations

Facilitator:

Literacy Coach CRT DSC consultants Lake Writes facilitators

Participants:

K-5 teachers

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

Classroom walkthroughs Lesson Plan checks TEAM evaluations Writing portfolios

Person or Persons Responsible

Administration Literacy Coach CRT DSC consultants

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Writing LBA's FCAT data

Plan to Monitor Effectiveness of G2.B1.S1

Classroom walkthroughs Lesson Plan checks TEAM evaluations

Person or Persons Responsible

Administration Literacy Coach CRT

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Writing Benchmark data FCAT data TEAM scores School grade

G3. The percentage of students scoring level 3 or higher will increase by 5% on FCAT Science.

G3.B1 New teachers

G3.B1.S1 STEM PLC Science Fair training

Action Step 1

STEM PLC Analyze Science Benchmark data Implement hands on labs and AIMS activities

Person or Persons Responsible

Administration CRT Science teachers

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Analyze Science Benchmark data FCAT scores

Facilitator:

Matt Burris and Phil Gamain

Participants:

K-5 teachers

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

walk throughs lesson plan checks science benchmark data

Person or Persons Responsible

Administration CRT Literacy Coach

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

LBA science scores FCAT scores TEAM scores

Plan to Monitor Effectiveness of G3.B1.S1

classroom walk throughs Benchmark data FCAT data TEAM scores School grade

Person or Persons Responsible

Administration CRT Literacy Coach

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Benchmark data FCAT data TEAM scores School grade

G4. The percentage of students scoring level 3 or higher will increase by 5% on FCAT reading.

G4.B1 DSC materials are new to some of our teachers.

G4.B1.S1 DSC professional development sessions. DSC PLC DSC coaching and modeling

Action Step 1

DSC professional development sessions DSC PLC DSC coaching and modeling

Person or Persons Responsible

DSC consultants Literacy Coach/CRT School Literacy Leadership Team

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Sign in sheets meeting notes PLC notes classroom observations

Facilitator:

Literacy Coach

Participants:

K-5 teachers

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

Classroom walkthroughs Lesson Plan checks TEAM evaluations

Person or Persons Responsible

Administration Literacy Coach CRT DSC consultants

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

FCAT data LBA data FAIR data Literacy First data

Plan to Monitor Effectiveness of G4.B1.S1

Benchmark data FAIR data FCAT data Lesson plans classroom walkthrough observations

Person or Persons Responsible

Administration Literacy Coach CRT DSC consultants

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Benchmark data FAIR data FCAT data TEAM scores School grade

G4.B2 Unique needs of all learners.

G4.B2.S1 Breakfast Club for students falling into the categories: ELL and Hispanic subgroups - to use Rosetta Stone FCAT tutoring PAWS walk to intervention time address the needs of all students based on data Small differentiated groups during the Literacy Block

Action Step 1

Data analysis Training of the Breakfast Club teacher Data Sorts

Person or Persons Responsible

Administrators CRT Literacy Coach

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Data Spreadsheets Lesson Plans Observations FCAT data

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Classroom walkthroughs Lesson plan checks Data analysis

Person or Persons Responsible

Administrators Literacy Coach CRT

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

LBA scores FAIR scores FCAT

Plan to Monitor Effectiveness of G4.B2.S1

Progress monitoring data walk throughs LBA scores FAIR

Person or Persons Responsible

Administrators Literacy Coach CRT

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Progress monitoring data walk throughs LBA scores FAIR

G5. The percentage of students scoring level 3 or higher will increase by 5% on FCAT Math

G5.B1 Full implementation of Common Core (CCSS)

G5.B1.S1 *Thinking Math professional development *Thinking Math PLC *STEM PLC *Math Vertical Team *District Math Content training

Action Step 1

*Thinking Math professional development *Thinking Math PLC *STEM PLC *Math Vertical Team
*District Math Content training

Person or Persons Responsible

Administration CRT Literacy Coach Math Vertical Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Math LBA data FCAT scores Edusoft mini assessments

Facilitator:

CRT Math Vertical Team members

Participants:

K-5 teachers

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

Classroom walkthroughs Lesson Plan checks TEAM evaluations

Person or Persons Responsible

Administration Literacy Coach CRT

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

FCAT data LBA data

Plan to Monitor Effectiveness of G5.B1.S1

Classroom walkthroughs Lesson Plan checks TEAM evaluations

Person or Persons Responsible

Administration Literacy Coach CRT

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Benchmark data FCAT data TEAM scores School grade

G5.B2 Unique Needs of all learners

G5.B2.S1 Breakfast Club for students falling into the categories: ELL and Hispanic subgroups FCAT tutoring Small differentiated groups during the Math Block ELL assistant

Action Step 1

Analyze AMO data Analyze FCAT data Analyze LBA data

Person or Persons Responsible

Administrators CRT Literacy Coach

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

LBA FCAT scores

Plan to Monitor Fidelity of Implementation of G5.B2.S1

classroom walkthroughs Lesson Plan checks TEAM observations

Person or Persons Responsible

Administrators Literacy Coach CRT

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

classroom walkthroughs Lesson Plan checks TEAM observations FCAT scores LBA's

Plan to Monitor Effectiveness of G5.B2.S1

Mid Year Benchmark data Edusoft "minis" FCAT data Lesson plans classroom walkthrough observations

Person or Persons Responsible

Administrators CRT Literacy Coach

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Mid Year Benchmark data Edusoft "minis" FCAT data Lesson plans classroom walkthrough observations

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G2. The percentage of students scoring level 3.5 or higher will increase by 5% on FCAT writing.

G2.B1 Being a Writer is new for 4th grade teachers this year.

G2.B1.S1 DSC professional development sessions. DSC PLC DSC coaching and modeling

PD Opportunity 1

DSC professional development sessions DSC PLC DSC coaching and modeling Lake Writes

Facilitator

Literacy Coach CRT DSC consultants Lake Writes facilitators

Participants

K-5 teachers

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Sign in sheets meeting notes PLC notes classroom observations

G3. The percentage of students scoring level 3 or higher will increase by 5% on FCAT Science.

G3.B1 New teachers

G3.B1.S1 STEM PLC Science Fair training

PD Opportunity 1

STEM PLC Analyze Science Benchmark data Implement hands on labs and AIMS activities

Facilitator

Matt Burris and Phil Gamain

Participants

K-5 teachers

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Analyze Science Benchmark data FCAT scores

G4. The percentage of students scoring level 3 or higher will increase by 5% on FCAT reading.

G4.B1 DSC materials are new to some of our teachers.

G4.B1.S1 DSC professional development sessions. DSC PLC DSC coaching and modeling

PD Opportunity 1

DSC professional development sessions DSC PLC DSC coaching and modeling

Facilitator

Literacy Coach

Participants

K-5 teachers

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

Sign in sheets meeting notes PLC notes classroom observations

G5. The percentage of students scoring level 3 or higher will increase by 5% on FCAT Math

G5.B1 Full implementation of Common Core (CCSS)

G5.B1.S1 *Thinking Math professional development *Thinking Math PLC *STEM PLC *Math Vertical Team *District Math Content training

PD Opportunity 1

*Thinking Math professional development *Thinking Math PLC *STEM PLC *Math Vertical Team
*District Math Content training

Facilitator

CRT Math Vertical Team members

Participants

K-5 teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Math LBA data FCAT scores Edusoft mini assessments

Appendix 2: Budget to Support School Improvement Goals