2013-2014 SCHOOL IMPROVEMENT PLAN

Deltona Lakes Elementary School

2022 ADELIA BLVD
Deltona, FL 32725
386-789-7015
http://myvolusiaschools.org/school/deltonalakes/pages/default.aspx

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	79%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	58%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
B	B	A	C

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.

Table of Contents

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
Deltona Lakes Elementary Schl

Principal
Judith Rivera

School Advisory Council chair
Hope Noga

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

Name	Title
Judith Rivera	Principal
Melviona Thomson	Assistant Principal
Hope Noga	SAC Chair
Kerrie Brown	Reading Coach
Jennie Maldonado	Grade Chair K
Colleen Phillips	Grade Chair 1
Bridget Chappel	Grade Chair 2
Yvette Castro	Grade Chair 3
Kyle Dowdell	Grade Chair 4
Dana Campbell	Grade Chair 5
Cathy Connell	ESE Resource Teacher
David Meredith	ESE Multi VE Teacher
John Pierre	ESOL

District-Level Information

District
Volusia

Superintendent
Dr. Margaret A Smith

Date of school board approval of SIP
12/10/2013

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

DLE's School Advisory Council is in compliance with at least 51% being either parents and/or members of the community. Fifty-six percent of the members are parents or community members and forty-four

percent are teachers or district employees. Hope Noga was appointed the School Advisory Council Chairperson on September 5, 2013. The SAC chairperson is responsible for soliciting topics for the agenda, facilitating the meetings and for the school improvement plan implementation. Linda Stuart is the acting secretary of SAC who is responsible for the minutes. SAC elections were conducted in May for the 2013-2014 SAC council. Kindergarten parents were appointed in September for the current school year.
Judy Brule Teacher 1 yr. Y
Daisy Digioia Parent 2 yrs. N
Dana Hinton Parent 2 yrs. N
#Debbie Johnson Teacher 1 yr. Y
Ashley Jones Parent 2 yrs. N
Kathy Kimball Parent 2 yrs. N
Julie Korfage Teacher 1 yr. Y
*Hope Noga Teacher 1 yr. Y
Elizabeth Rivera Parent 1 yr. N
**Linda Stuart Support Staff 1 yr. Y
Lissette Teresi Parent 1 yr. Y
Judy Tracy Teacher 1 yr. Y
APPOINTED MEMBERS
(Appointed with approval of the SAC Committee and noted in SAC meeting minutes. Principal, community members and business partners are always appointed.)
Name Representative Group Length of Term VCS Employee
Judith Rivera Principal 1 yr. Y
Tiffany Harrison Parent 1 yr. N
Jacqueline Yasurek Parent 1 yr. N
Latara Walker Parent 1 yr. N
Susan Malyska Business Partner/Community Member 2 yr. N
Sandy Polcyn Community Member 2 yr. N

Involvement of the SAC in the development of the SIP

The SAC was involved in reviewing the school grade and data on September 5, 2013. The committee discussed ideas and strategies to improve academics. The ideas and strategies were presented to staff through a faculty meeting. The SAC will finalize the School Improvement Plan on October 3, 2013.

Activities of the SAC for the upcoming school year

September 2013-SAC reviewed school grade and data.
October 2013-SAC will finalize the School Improvement Plan for 2013-2014 school year. SAC will be trained on Shared Decision Making/Collaborative Partnering.
November 2013-SAC will monitor the use of Title I funds for tutoring.
December 2013-SAC will help plan Vocabulary Night for Literacy Week in January 2014. SAC will monitor the SIP.
January 2014-District representative from Parent Involvement Department to present information to parents.
February 2014-SAC will monitor implementation of the SIP.
March 2014-SAC elections information will be given.
April 2014-No Scheduled Meeting
May 2014-End of year successes!

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

SAC funds will be allocated to support the School Improvement Plan as funds become available.

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:

Judith Rivera		
Principal	Years as Administrator: 12	Years at Current School: 8

Credentials	Specialist in Educational Leadership Masters in Education (English & Spanish) Certifications Principal K-12 Spanish K-12 ESOL
Performance Record	2013-B School, 57%R/54%M; 58%R/54%M; 61%R/59%M 2012-A School, 58%R/55%M; 68%R/73%M; 63%R/66%M 2011-C School, AYP 74%, 77%R/77%M; 59%R/53%M; 49%R/46%M 2010-B School, AYP 87% (81%R/75%M; 65%R/53%M; 57%R/51%)M* 2009-A School, AYP (79%R/77%M; 70%R/57%M; 66%R/61%)M* 2008-A School, AYP (81%R/81%M; 72%R/73%M; 64%R/79%M)* 2007-A School, AYP (85%R/68%M; 77%R/62%M; 68%R/58%M)* 2006-B School, AYP (80%R/70%M; 59%R/65%M; 51%R) * *Proficient reading/math;learning gains r/m; lowest 25% r/m)

Melviona Thomson		
Asst Principal	Years as Administrator: 13	Years at Current School: 8

Credentials	BS Elementary Education Masters in Elementary Education Specialist in Curriculum and Leadership Certifications ESOL
Performance Record	2013-B School, 57%R/54%M; 58%R/54%M; 61%R/59%M 2012-A School, 58%R/55%M; 68%R/73%M; 63%R/66%M 2011-C School, AYP 74%, 77%R/77%M; 59%R/53%M; 49%R/46%M 2010-B School, AYP 87% (81%R/75%M; 65%R/53%M; 57%R/51%)M* 2009-A School, AYP (79%R/77%M; 70%R/57%M; 66%R/61%)M* 2008-A School, AYP (81%R/81%M; 72%R/73%M; 64%R/79%M)* 2007-A School, AYP (85%R/68%M; 77%R/62%M; 68%R/58%M)* 2006-B School, AYP (80%R/70%M; 59%R/65%M; 51%R) * *Proficient reading/math;learning gains r/m; lowest 25% r/m)

Instructional Coaches

# of instructional coaches
1

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

Instructional Coach Information:

Kerrie Brown		
Full-time / School-based	Years as Coach: 13	Years at Current School: 16

Areas	Reading/Literacy
Credentials	BS Elementary Education
Performance Record	2013-B School, 57%R/54%M; 58%R/54%M; 61%R/59%M 2012-A School, 58%R/55%M; 68%R/73%M; 63%R/66%M 2011-C School, AYP 74%, 77%R/77%M; 59%R/53%M; 49%R/46%M 2010-B School, AYP 87% (81%R/75%M; 65%R/53%M; 57%R/51%)M* 2009-A School, AYP (79%R/77%M; 70%R/57%M; 66%R/61%)M* 2008-A School, AYP (81%R/81%M; 72%R/73%M; 64%R/79%M)* 2007-A School, AYP (85%R/68%M; 77%R/62%M; 68%R/58%M)* 2006-B School, AYP (80%R/70%M; 59%R/65%M; 51%R) * *Proficient reading/math;learning gains r/m; lowest 25% r/m)

Classroom Teachers

# of classroom teachers
59

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
100%

 # certified in-field
, 0%

 # ESOL endorsed
29, 49%

 # reading endorsed
14, 24%

 # with advanced degrees
22, 37%

 # National Board Certified
2, 3%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
10, 17%

 # with 6-14 years of experience
28, 47%

 # with 15 or more years of experience
20, 34%

Education Paraprofessionals

# of paraprofessionals
16

 # Highly Qualified
16, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
1

 # 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

Administration participates in the district job fair and selects from the highly qualified applicants whenever possible. If no applicant is available, a highly qualified candidate is selected to be interviewed by a school based team. Hired applicants are kept informed of all professional development opportunities offered.

Administration works closely with the PAR (Peer Assistance and Review) teacher, which is provided by the district, to assist teachers who are in their first year of teaching. School based mentors are also available for first year teachers as well as new teachers to our school. Staff Development is provided by the Academic Coach for teachers who are new to our school. Continuous support is provided for all teachers throughout the year by the Academic Coach. Administration provides opportunities for classroom teachers to visit other model classrooms in the district. Grade Levels meet with their PLC weekly to provide support and strategies within their team. Administration is responsible for recruiting and maintaining highly qualified educators.

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

Deltona Lakes Elementary works closely with the PAR (Peer Assistance and Review) teacher, which is provided by the district, to assist teachers who are in their first year of teaching. The first year teacher meets regularly with the PAR teacher to provide support in the area of lesson planning, classroom management and policies and procedures. DLE also provides a mentor teacher of the same grade level to provide guidance and support with VSET and with school based policies and procedures.

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

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

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

The school improvement plan is data driven and focuses on areas of school- based needs for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/school. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all

teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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

The school-based MTSS leadership team meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and 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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

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

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

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. Before and After school tutoring programs are offered at Deltona Lakes Elementary in the areas of reading, writing and math. The first tutoring sessions begin in Sept. 2013 and finish in Nov. 2013. The second sessions begin in Jan. 2014 and finish in May 2014. The Academic Coach identifies students for the tutoring program and sends home invitations. Planning time is allotted for teachers to prepare explicit and systematic tutoring instruction.
2. The office of Intervention and Tutoring at the district is providing additional tutoring for students who received a 1 on the FCAT in reading or math twice per week called the STAR program. The students will receive 30 intensive tutoring sessions with 30 minutes of instruction on the computer using the iReady program and 30 minutes one on one teacher direct instruction.
3. The ESOL Department also provides before and after school tutoring for identified ESOL students. Students attend tutoring for 2 hours per week. The Brainchild computer program is an integral part of the ESOL tutoring program.

Strategy Purpose(s)

- Instruction in core academic subjects

- Teacher collaboration, planning and professional development

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

Lesson plans are collected from tutoring teachers to ensure skills are being remediated and practiced. Also, reading interim and FAIR data is monitored to ensure ongoing progress.

Who is responsible for monitoring implementation of this strategy?

Academic Coach

Literacy Leadership Team (LLT)

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

Name	Title
Judith Rivera	Principal
Melviona Thomson	Assistant Principal
Hope Noga	SAC Chair
Kerrie Brown	Reading Coach
John Pierre	ESOL Teacher
Cathy Connell	ESE Resource

How the school-based LLT functions

The school's LLT functions as an extension of the school's Problem Solving Team (PST). The School's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade level and school wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, academic coach, intervention teachers, school psychologist, guidance counselor and social worker. In addition, parents' collaboration is essential for the success of PST/RtI meetings around two PLC essential questions: 1) How will we respond when they

don't learn? and 2) How will we respond when they already know know it? The team meets regularly to engage in the following activities: Review screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Major initiatives of the LLT

The major initiative this year will be the implementation and monitoring of the school wide vocabulary initiative during the 2013-2014 school year. The LLT will meet monthly to monitor the progress being made through multiple data sources: reading interims, vocabulary spreadsheets, Scantron Achievement and Pinnacle Gradebook.

Every Teacher Contributes to Reading Instruction

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

Deltona Lakes Elementary ensures every teacher contributes to the reading improvement of every student. Administration reviews lesson plans, Pinnacle Gradebook and multiple data sources including reading interim data, FAIR data and classroom formative and summative data. Administration conducts walk through observations to monitor differentiated instruction in the small group reading block. Administration also looks for appropriate learning centers as well as evidence of our school wide vocabulary initiative. Administration meets quarterly with every teacher to discuss the students in the lowest 30th percentile in their classroom and what steps are being taken to close that gap, such as the PST process. Teachers also submit names of students whose data indicates a need for additional tutoring or intervention. The PST process is monitored by the Principal and Academic Coach to ensure students are referred to that step if data indicates that is what the student needs. Weekly PLC agenda/ minutes are monitored by administration and the academic coach to ensure appropriate planning and data analysis is taking place. The Academic Coach and the Instructional Support teacher are available to support teachers in the area of lesson planning and implementing best practices in the classroom. Also, various professional development will be offered in reading throughout the school year and support for its effective implementation.

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

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

N/A

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

N/A

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	64%	57%	No	68%
American Indian				
Asian				
Black/African American	58%	40%	No	63%
Hispanic	61%	52%	No	65%
White	68%	68%	Yes	71%
English language learners	53%	32%	No	58%
Students with disabilities	41%	32%	No	47%
Economically disadvantaged	60%	50%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	175	56%	61%
Students scoring at or above Achievement Level 4	76	24%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		61%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	175	57%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	33	61%	66%

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)	40	53%	58%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	26%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	17%	22%

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.	*[data excluded for privacy reasons]*		0%

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	51	50%	55%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		66%

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	56%	54%	No	60%
American Indian		0%		
Asian		0%		
Black/African American	63%	46%	No	66%
Hispanic	48%	43%	No	53%
White	61%	65%	Yes	65%
English language learners	41%	29%	No	47%
Students with disabilities	30%	34%	Yes	37%
Economically disadvantaged	52%	50%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	166	53%	58%
Students scoring at or above Achievement Level 4	71	23%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	114	54%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	59%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

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	68	62%	67%
Students scoring at or above Achievement Level 4	36	33%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		60%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		20%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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)	6		8
Participation in STEM-related experiences provided for students	400	50%	60%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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			
Students retained, pursuant to s. 1008.25, F.S.	26	4%	3%
Students who are not proficient in reading by third grade	52	48%	45%
Students who receive two or more behavior referrals	71	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	34	4%	3%

Middle School Indicators

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

See PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
See PIP	525	70%	73%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A			

Goals Summary

G1. All teachers including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of vocabulary aligned to the Common Core Standards.

Goals Detail

G1. All teachers including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of vocabulary aligned to the Common Core Standards.

Targets Supported

- All Areas

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

- Writing

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

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Academic Coach Intervention Teacher Title I Budget for materials Weekly PLC time built into the schedule for grade levels PD days and early release days Administrative support

Targeted Barriers to Achieving the Goal

- Students are lacking experiences and the necessary vocabulary to be successful in the areas of reading, writing and math.

- Students are having attendance issues which are impacting academics.

Plan to Monitor Progress Toward the Goal

Administration review of vocabulary assessment, FAIR, and reading interim data to see if students are gaining proficiency in reading.

Person or Persons Responsible
Administration, Academic Coach, Teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Vocabulary data, reading interim data, lesson plans, observation

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of vocabulary aligned to the Common Core Standards.

G1.B1 Students are lacking experiences and the necessary vocabulary to be successful in the areas of reading, writing and math.

G1.B1.S1 Professional Development

Action Step 1

Professional Development in the area of deepening Common Core Standards during classroom instruction.

Person or Persons Responsible

All teachers

Target Dates or Schedule

9/4/13 1:20-3:20, 9/23/13 8:00-3:30, 10/2/13, 11/6/13, 12/4/13, 1/8/14, 2/5/14, 4/5/14

Evidence of Completion

Attendance sign in sheets, implementation follow up

Facilitator:

Academic Coach and Administration

Participants:

All teachers

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

Use of Common Core standards within the classroom

Person or Persons Responsible

Administration

Target Dates or Schedule

After each professional development.

Evidence of Completion

walk throughs, observation, lesson plans

Plan to Monitor Effectiveness of G1.B1.S1

Use of Common Core standards in instruction.

Person or Persons Responsible

Administration, Academic Coach, Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

walk throughs, observation, data

G1.B1.S2 Vocabulary Word of the Week. Primary/Intermediate words will be announced and reinforced weekly. Teachers, resource and special area will plan and implement activities daily to enhance the understanding of the word.

Action Step 1

Vocabulary Word Jar daily

Person or Persons Responsible

Teachers

Target Dates or Schedule

Teachers will pull a word from the word jar daily to reinforce.

Evidence of Completion

Walk throughs, observations, lessons plans

Action Step 2

Vocabulary centers and foldable activities

Person or Persons Responsible

Teachers, Academic coach

Target Dates or Schedule

Weekly PLC meetings, grade levels will create vocabulary centers and foldable activies to use daily in the reading block.

Evidence of Completion

By Oct. 2013, teachers will have a vocabulary center and vocabulary activities.

Action Step 3

Interactive Vocabulary Word Wall in all classrooms including media.

Person or Persons Responsible

All teachers

Target Dates or Schedule

By 10/13 all teachers will have a vocabulary word wall displayed.

Evidence of Completion

walk through, observation

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

Interactive Vocabulary Word Wall, vocabulary centers and foldable activities and daily vocabulary jar.

Person or Persons Responsible

Administration

Target Dates or Schedule

By Oct. 2013, administration will visit each classroom to view each Interactive Word Wall and its placement. Administration will also identify and observe the vocabulary center. Additional dates for walk thoughs. 1/14, 3/14, 5/14

Evidence of Completion

Walk through, observation

Plan to Monitor Effectiveness of G1.B1.S2

Interactive Vocabulary Word Wall, vocabulary center and foldable activities and daily vocabulary word jar.

Person or Persons Responsible

Administration, PLC

Target Dates or Schedule

10/2013, 1/2014, 3/2014, 5/2014 Administration will visit each classroom to view all words are listed to date and the vocabulary center/activities are being utilized.

Evidence of Completion

Weekly assessments, vocabulary spreadsheets

G1.B1.S4 During weekly PLC time, teachers will create a vocabulary assessment and spreadsheets to use for progress monitoring.

Action Step 1

K-2 spreadsheets for progress monitoring

Person or Persons Responsible

K-2 teachers, Academic Coach

Target Dates or Schedule

Weekly PLC meetings teachers will create a primary spreadsheet to monitor progress. Oct/Nov. 2013

Evidence of Completion

Spreadsheets for K-2

Action Step 2

Vocabulary assessments

Person or Persons Responsible

All teachers within their respective grade levels will create vocabulary assessments.

Target Dates or Schedule

Weekly PLC meetings the assessments will be created. A baseline assessment will be given in 10/2013, progress monitoring assessments will be given in 1/14,3/14,5/14.

Evidence of Completion

PLC minutes, vocabulary assessments Oct. 2013-baseline assessment will be given, additional assessments will be given on 1/14,3/14,5/14

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Vocabulary assessments

Person or Persons Responsible

Administration, Academic Coach

Target Dates or Schedule

10/2013,1/14,3/14,5/14 Progress monitoring of the vocabulary assessments

Evidence of Completion

Vocabulary Assessments

Plan to Monitor Effectiveness of G1.B1.S4

Vocabulary assessment data

Person or Persons Responsible

Administration, Academic Coach

Target Dates or Schedule

During PLC meetings the assessments/strategies/activities will be discussed.

Evidence of Completion

Vocabulary assessments/spreadsheets will be available to administration. 10/13,1/14,3/14,5/14

G1.B1.S8 Intervention, ESE and ESOL teachers will incorporate school wide vocabulary into instruction in small group.

Action Step 1

Explicit vocabulary instruction within Intervention, ESE resource and ESOL small group instruction to support the school wide initiative.

Person or Persons Responsible

Intervention, ESE & ESOL resource teachers

Target Dates or Schedule

Ongoing in small group instruction.

Evidence of Completion

Walk throughs, observations, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S8

Vocabulary instruction in Intervention, ESE & ESOL small groups.

Person or Persons Responsible

Intervention, ESE & ESOL teachers

Target Dates or Schedule

Ongoing daily within small group instruction

Evidence of Completion

Walk throughs, observations, lesson plans, formative assessments

Plan to Monitor Effectiveness of G1.B1.S8

Explicit vocabulary instruction

Person or Persons Responsible

Intervention, ESE & ESOL teachers

Target Dates or Schedule

Monthly data meetings

Evidence of Completion

Walk thorughs, observations, progress monitoring

G1.B1.S9 School will hold a Vocabulary Night for parents and students in conjunction with a school wide Vocabulary Parade.

Action Step 1

Vocabulary Night for Parents/Students in conjunction with a school wide Vocabulary Parade.

Person or Persons Responsible

K-2 students and parents, Teachers, Academic Coach, Administration, Planning Committee

Target Dates or Schedule

January 15, 2014 during Literacy Week.

Evidence of Completion

Parent sign in sheets, Agenda, Exit slips

Plan to Monitor Fidelity of Implementation of G1.B1.S9

Vocabulary Night for Parents/Students and Vocabulary Parade

Person or Persons Responsible

Parents, students, teachers

Target Dates or Schedule

January 15, 2014 during Literacy Week

Evidence of Completion

Parents sign in sheets, Agenda, Exit slips

Plan to Monitor Effectiveness of G1.B1.S9

Vocabulary activities for parents to use at home with students

Person or Persons Responsible

Parents, students

Target Dates or Schedule

January 15, 2014

Evidence of Completion

Make and Take vocabulary activities

G1.B1.S10 Academic Coach will investigate vocabulary materials to enhance daily vocabulary instruction.

Action Step 1

Academic Coach and administration will investigate vocabulary materials to enhance our school wide initiative of vocabulary instruction.

Person or Persons Responsible

Academic Coach, Administration

Target Dates or Schedule

Nov. 2013 and Jan. 2014.

Evidence of Completion

Any additional materials will be purchased.

Plan to Monitor Fidelity of Implementation of G1.B1.S10

Additional vocabulary materials

Person or Persons Responsible

Academic Coach, Administration

Target Dates or Schedule

Nov. 2013 & Jan. 2014

Evidence of Completion

Additional materials will be purchased

Plan to Monitor Effectiveness of G1.B1.S10

Additional Vocabulary materials

Person or Persons Responsible

Academic Coach, Administration

Target Dates or Schedule

Nov. 2013 & Jan. 2014

Evidence of Completion

Monitoring of effectiveness of new materials will take place during weekly grade level PLC's.

G1.B2 Students are having attendance issues which are impacting academics.

G1.B2.S1 Various school wide initiatives will be implemented to improve attendance and tardy issues.

Action Step 1

Reinforcements/Rewards for good attendance

Person or Persons Responsible

Attendance clerk, Teachers

Target Dates or Schedule

Quarterly the students will be rewarded for have good attendance/tardies

Evidence of Completion

Quarterly Attendance Reports

Action Step 2

Improve communication with parents/students regarding absences and tardies.

Person or Persons Responsible

Attendance clerk, Administration, Teachers, Social Worker, Guidance Counselor

Target Dates or Schedule

After 3 absences direct contact will be made by phone to find out how we can help. Phone calls and letters will be sent after 5 days. Meetings will take place after 10 absences or tardies.

Evidence of Completion

Daily attendance reports, good news postcards

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

Communication with parents and reinforcements for good attendance.

Person or Persons Responsible

Attendance clerk, Administration, Teachers

Target Dates or Schedule

After 3 days, 5 days and 10 days of absences or tardies.

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G1.B2.S1

Communication and reinforcements for good attendance.

Person or Persons Responsible

Attendance Clerk, Administration, Teachers

Target Dates or Schedule

3 days, 5 days and 10 days of absences, reinforcements quarterly

Evidence of Completion

Attendance reports

Coordination and Integration

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

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

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Deltona Lakes Elementary include:
• Reading Coach for the purpose of comprehensive staff development
• Family Center Para-professional who facilitates our extensive parent involvement program
• Reading Intervention Teacher to provide interventions for students in need via a push-in model
• Supplemental Tutoring before or after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C-Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X, Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs
The school offers the following non-violence and anti-drug programs:
• Student Mentoring Program
• Peer Mediation Program
• Bullying Assemblies
Nutrition Programs
Deltona Lakes Elementary offers a variety of nutrition programs including: (Add/Delete from suggested list
below – must be specific to your school)
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Nutrition and Wellness classes
• Health classes
• Personal Fitness classes
• Girls on the Run program
Housing Programs
N/A
Head Start
The District, in conjunction with the Head Start agency serving the community, coordinates efforts to
promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination
of programs and for shared expectations for children's learning and development as the children transition
to elementary school.
• Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start
program records, for each participating child to the school in which such child will enroll.
• Collaborating and participating in joint Professional Development, including transition-related training for
school staff and Head Start staff when feasible.
• Coordinating the services being provided by Head Start with services in elementary schools.
• Providing to the Head Start agency local public school policies, kindergarten registration and other
relevant information to ease the transition of children and families from Head Start.
Adult Education
N/A
Career and Technical Education
Elementary Schools: N/A
Job Training
Deltona Lakes Elementary offers students' career awareness opportunities through Jr. Achievement
programs, job shadowing opportunities, guest speakers from business and industry, and field trips to
business and industry locations.

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. All teachers including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of vocabulary aligned to the Common Core Standards.

G1.B1 Students are lacking experiences and the necessary vocabulary to be successful in the areas of reading, writing and math.

G1.B1.S1 Professional Development

PD Opportunity 1

Professional Development in the area of deepening Common Core Standards during classroom instruction.

Facilitator

Academic Coach and Administration

Participants

All teachers

Target Dates or Schedule

9/4/13 1:20-3:20, 9/23/13 8:00-3:30, 10/2/13, 11/6/13, 12/4/13, 1/8/14, 2/5/14, 4/5/14

Evidence of Completion

Attendance sign in sheets, implementation follow up

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of vocabulary aligned to the Common Core Standards.	$12,700
	Total	$12,700

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
Title I	$10,000	$0	$500	$10,500
Title I /SAC	$0	$500	$0	$500
Title I/SAC	$0	$1,400	$0	$1,400
SAC	$0	$300	$0	$300
Total	$10,000	$2,200	$500	$12,700

Budget Details

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

G1. All teachers including Special Area, ESOL, Intervention and ESE, will implement effective teaching instruction and strategies in the area of vocabulary aligned to the Common Core Standards.

G1.B1 Students are lacking experiences and the necessary vocabulary to be successful in the areas of reading, writing and math.

G1.B1.S1 Professional Development

Action Step 1

Professional Development in the area of deepening Common Core Standards during classroom instruction.

Resource Type

Professional Development

Resource

Professional Development in the area of deepening Common Core Standards during classroom instruction.

Funding Source

Title I

Amount Needed

$10,000

G1.B1.S2 Vocabulary Word of the Week. Primary/Intermediate words will be announced and reinforced weekly. Teachers, resource and special area will plan and implement activities daily to enhance the understanding of the word.

Action Step 1

Vocabulary Word Jar daily

Resource Type

Evidence-Based Materials

Resource

Purchase word jars for each classroom teacher.

Funding Source

Title I/SAC

Amount Needed

$300

Action Step 2

Vocabulary centers and foldable activities

Resource Type

Evidence-Based Materials

Resource

Materials necessary to implement the vocabulary centers and foldable activities.

Funding Source

Title I/SAC

Amount Needed

$1,000

Action Step 3

Interactive Vocabulary Word Wall in all classrooms including media.

Resource Type

Evidence-Based Materials

Resource

Purchase materials necessary to implement the word walls in each classroom.

Funding Source

Title I/SAC

Amount Needed

$100

G1.B1.S9 School will hold a Vocabulary Night for parents and students in conjunction with a school wide Vocabulary Parade.

Action Step 1

Vocabulary Night for Parents/Students in conjunction with a school wide Vocabulary Parade.

Resource Type

Evidence-Based Materials

Resource

Make and Take vocabulary activities for parents to make and take home to practice vocabulary skills at home.

Funding Source

Title I /SAC

Amount Needed

$500

G1.B1.S10 Academic Coach will investigate vocabulary materials to enhance daily vocabulary instruction.

Action Step 1

Academic Coach and administration will investigate vocabulary materials to enhance our school wide initiative of vocabulary instruction.

Resource Type

Evidence-Based Program

Resource

Additional vocabulary program or materials as needed.

Funding Source

Title I

Amount Needed

$500

G1.B2 Students are having attendance issues which are impacting academics.

G1.B2.S1 Various school wide initiatives will be implemented to improve attendance and tardy issues.

Action Step 1

Reinforcements/Rewards for good attendance

Resource Type

Evidence-Based Materials

Resource

Rewards for improved attendance.

Funding Source

SAC

Amount Needed

$300