2013-2014 SCHOOL IMPROVEMENT PLAN

Lost Lake Elementary School

1901 JOHNS LAKE RD
Clermont, FL 34711
352-243-2433
http://lake.k12.fl.us/loe

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	44%

Alternative/ESE Center	Charter School	Minority Rate
No	No	52%

School Grades History

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Lost Lake Elementary School

Principal
Rhonda Hunt

School Advisory Council chair
Tracy Everett

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

Name	Title
Rhonda Hunt	Principal
Tricia Murphy	Assistant Principal I
Chad Frazier	Assistant Principal II
Kimberley Dos Santos	Curriculum Resource Teacher
Susan Emrick	Literacy Coach
Jenny Hill	ESE School Specialist
Sheri Chen	Guidance Counselor
Kristin Svenson	Guidance Counselor

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

SAC membership is as follows: LCSB Members 4 Non-LCSB members
Tracy Everett, Nadia Kooma, Becky Davis,Lina Grieshaver, Elana Morales, Simone Seaton, Gwen Levy,Teri Velada

Involvement of the SAC in the development of the SIP

SAC members make recommendations to the Administrations related to meeting the goals of the current school year and give monetary support. The SAC has funded additional vocabulary and math programs

for classroom use. The SAC committee has supported Tuesday Media nights with funding and setting up volunteer high school students.

Activities of the SAC for the upcoming school year

SAC meets monthly on the second Tuesday at 6:00p.m. in the Media Center
SAC reviews and discusses the duties of the SAC members and bi-laws
SAC will support both academic classroom programs as well as school events.

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

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

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

N/A

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
3

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

Administrator Information:

Rhonda Hunt		
Principal	Years as Administrator: 24	Years at Current School: 2
Credentials	Bachelor of Arts in Elementary Education M.S. Early Childhood Ed. Leadership Certification: Elementary Education (K-6) Educational Leadership (all levels)	
Performance Record	2012-2013: Lost Lake Elementary, Principal, B school, Met target in reading, math, and writing. 75% scored satisfactory in reading, 74% scored satisfactory in math, 65% scored satisfactory in writing. 2011-2012: Lost Lake Elementary, Principal, A school, No AYP, 73% scored satisfactory in reading, 70% scored satisfactory in math, 55% scored satisfactory using 2013 standards. 2008-2010: Sawgrass Bay Elementary Principal, A School 2004-2008: Lost Lake Elementary, Principal, A School	

Tricia Murphy		
Asst Principal	Years as Administrator: 9	Years at Current School: 0

Credentials	Bachelor of Science in Mathematics Master of Education in Educational Leadership Certification: Mathematics 6-12 Educational Leadership (all levels) School Principal (all levels)
Performance Record	2012-13: Clermont Middle School, Assistant Principal, B School. Met Target in Writing. 59% scored satisfactory in reading, 62% scored satisfactory in math, and 50% scored satisfactory in writing. 2011-2012: Clermont Middle School, Assistant Principal, A School. No AYP. 62% scored satisfactory in reading, 59% scored satisfactory in math, and 48% scored satisfactory in writing. 2010-2011: Clermont Middle School, Assistant Principal, A School. No AYP. 59% scored satisfactory in reading, 61% scored satisfactory in math. 2008-2010: Clermont Middle School, Assistant Principal, A School. No AYP.

Chad Frazier		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Master's Degree in Educational Leadership at Nova Southeastern University Bachelor of Arts in Elementary Education at Coastal Carolina University State Certifications: Elementary Grades K-6 Middle Grade Intergrated Curriculum Educational Leadership
Performance Record	Instructional Dean- Leesburg Elementary 2013 School Grade D 47% Meeting High Standards in Reading 47% Meeting High Standards in Math 41% Meeting High Standards in Writing 35% Meeting High Standards in Science 56% Making High Learning Gains in Reading 60% Making High Learning Gains in Math 55% of Lowest 25% Making Learning Gains in Reading 67% of Lowest 25% Making Learning Gains in Math

Instructional Coaches

of instructional coaches
2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Susan Emrick		
Full-time / School-based	Years as Coach: 0	Years at Current School: 14

Areas	Reading/Literacy
Credentials	Bachelor of Arts in Elementary Education, Master's of Education in Elementary Education, National Board Certified, ESOL Endorsed
Performance Record	N/A

Kimberley Dos Santos		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2

Areas	Other
Credentials	Bachelor of Science in Elementary Education (BS), Master of Education in Educational Leadership (M.Ed.), Doctor of Education (Ed.D.) in Educational Leadership and Management, Reading Endorsement, ESOL Endorsement
Performance Record	2012-2013: Lost Lake Elementary, Curriculum Resource Teacher, B school, Met target in reading, math, and writing. 75% scored satisfactory in reading, 74% scored satisfactory in math, 65% scored satisfactory in writing. 2011-2012: Lost Lake Elementary, Teacher, A school, No AYP, 73% scored satisfactory in reading, 70% scored satisfactory in math, 55% scored satisfactory in writing using 2013 standards.

Classroom Teachers

# of classroom teachers

64

 # receiving effective rating or higher

64, 100%

 # Highly Qualified Teachers

97%

 # certified in-field

62, 97%

 # ESOL endorsed

55, 86%

 # reading endorsed

12, 19%

 # with advanced degrees

21, 33%

 # National Board Certified

4, 6%

 # first-year teachers

2, 3%

 # with 1-5 years of experience

33, 52%

 # with 6-14 years of experience

24, 38%

 # with 15 or more years of experience

5, 8%

Education Paraprofessionals

# of paraprofessionals

17

 # Highly Qualified

17, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # 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

To support teachers through the use of professional development, coaching and a school-wide mentoring program. In addition, we will hold regular celebrations for teachers including an ECET2 Lost Lake Celebration.

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

Each new teacher will be assigned two mentors, including the literacy coach and an experienced teacher on their grade level. Planned activities will include weekly meetings, professional learning communities. We will also create a school wide mentoring program to support and encourage teachers within our school.

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

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-based MTSS leadership team will meet with the School Advisory Council to review school-wide academic and behavioral data. School-wide goals were set and a detailed plan was outlined. The MTSS Problem-solving process is utilized to develop and implement the SIP, to help focus on the needs of students and identify the resources necessary to improve student achievement. Administration provides a common planning time and allocates funding for resources.

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

Curriculum Resource Teacher/Literacy Coach/Guidance Counselor research existing literature on academic/behavior interventions to be implemented with students exhibiting specific need. The MTSS Team provides professional development to promote the implementation of evidence based instructional strategies in the classroom and assists with the collection of progress monitoring data and assessment. The MTSS Team meets each week to review student data and identify students in need of academic or behavioral intervention. Working cooperatively, the team will plan instructional strategies, determine the effectiveness of interventions and create a system for continued monitoring of student progress.

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

The leadership team schedules quarterly teacher talks meeting with all teachers regarding their current students. The teacher brings current data on academics, attendance and behavior. Administration and coaches do Classroom Walk Throughs weekly to ensure that all students are engaged and curriculum is followed. MTSS meetings are scheduled on a weekly basis where teachers are required to fill out the required fidelity forms and graphs (data) regarding interventions and progress for individual students. Because of the intensive level of involvement with at-risk students, the leadership team is able to offer strategies, focus, resources, helpful suggestions, and assistance to be considered.

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 leadership team schedules quarterly teacher talk meetings with all teachers regarding their current students. The teacher brings current data on academics, attendance and behavior. The leadership team identifies trends in the effectiveness of support programs and makes recommendations to the problem solving team. The team analyzes and implements resources based on needs for individual students or entire class. Throughout the year, when a teacher has individual concerns regarding students, tier 1; the teacher will bring his/her data to the MTSS team to review and develop an individual plan of support for that student.

Students in Tier 2 of the MTSS process recieve research-based interventions that are implemented by the classroom teacher and/or support staff. Progress moitoring is implemented at regular intervals for students as determinded by the MTSS/RTI Team. The data collected is reported back to the MTSS ream in the form of graphs and charts. This data is used to record student progress and re-evaluate the interventions provided. Students in Tier 3 of the MTSS process are provided intensive interventions that include weekly monitoring pieces. Progress moitoring is implemented at regular intervals for students as determinded by the MTSS/RTI Team. The data collected is reported back to the MTSS ream in the form of graphs and charts. This data is used to record student progress and re-evaluate the interventions provided. In addition, the MTSS committee may utilize the assistance of the school psychologist, social

worker, resource teachers, and ESE teachers.
Baseline Data & End of year data:
The Progress Monitoring and Reporting Network (PMRN)
The Assessment and Information Management System (AIMS Web)
Florida Comprehensive Assessment Test (FCAT)
Florida Assessment for Instruction in Reading (FAIR)
Harcourt Math Inventory
Scholastic Reading Inventory
Benchmark Assessments in Reading, Math, and Science
SAT 10
Disciplinary code data
Action Code data
Mid year data:
The Progress Monitoring and Reporting Network (PMRN)
The Assessment and Information Management System (AIMS Web)
Florida Assessment for Instruction in Reading (FAIR)
Harcourt Math Inventory
Scholastic Reading Inventory
Benchmark Assessments in Reading, Math, and Science
Disciplinary code data
Action Code data
Progress monitoring:
The Progress Monitoring and Reporting Network (PMRN)
The Assessment and Information Management System (AIMS Web)
Florida Assessment for Instruction in Reading (FAIR)
Harcourt Math Inventory
Scholastic Reading Inventory
Benchmark Assessments in Reading, Math, and Science
Disciplinary code data
Action Code data

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

Professional development will be provided by district and school staff on-site during early release Wednesdays, planning periods, and after school. The MTSS team will also determine professional development needs during weekly MTSS meetings.
The MTSS facilitators will attend district trainings/cohorts regarding the MTSS process. Administration will attend the MTSS meetings to support the MTSS process. PBS is developed school-wide to help support the behavioral interventions. School wide expections for students: Positive attitude, act responsible, work hard, and safety first.
When teachers are concerned about a student's academic/behavioral performance, a parent conference is scheduled. At that meeting, parents are given information regarding the MTSS process and invited to join future MTSS meetings regarding their child. If parent is not able to attend floow-up meetings the MTSS team sends home a letter regarding the meeting and data (graphs) collected.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 2,505

Tuesday school, held twice per month, will provide quiet time for students to read, complete classroom assignments, and/or study for classroom assessments.

An after school individualized tutoring program based on benchmark deficiencies will be provided to our 5th grade lowest quartile students on the FCAT 2.0 in reading and math on Tuesday and Thursdays from January 14th to March 20, 2014.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Classroom grades will be collected and analyzed to determine if Tuesday school is effective. Informal observations will be made during Tuesday school to be sure students are utilizing the time to read, complete classroom assignments, and/or study for classroom assessments.

FCAT 2.0 Developmental Scale Scores and Achievement Levels in Reading and Math in 2014 will be collected and analyzed to determine if tutoring is effective.

Who is responsible for monitoring implementation of this strategy?

Tricia Murphy, Assistant Principal

Literacy Leadership Team (LLT)

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

Name	Title
Rhonda Hunt Principal	Tricia Murphy Assistant Principal
Chad Frazier Assistant Principal	Susan Emrick Literacy Coach
Kim Dos Santos Curriculum Resource Teacher	Sheri Chen Guidance Counselor
Kristin Svenson Guidance Counselor	

How the school-based LLT functions

The school-based LLT will meet during scheduled leadership meetings. The primary role is to support teachers and to provide assistance with FAIR, ROAR interventions and MTSS.

Major initiatives of the LLT

The LLT will focus on ifentifying the needs of the students by analyzing data and trends. The LLT will develop and implement a plan for intervention and enrichment for every grade level. Junior Great Books will be used to enrich those student who qualify for an accelerated curriculum. SIPPs will be used to remdiate those student who are identified as struggling through data analysis. The LLT will create initiatives to promote independent reading. Those initatives include participating in Celebrate Literacy Week, Read Across America and the Superintendent Reading Challenge.

Every Teacher Contributes to Reading Instruction

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

Every teacher at Lost Lake Elementary contributes to the reading improvement of every student as documented in weekly lesson plans. Teachers will focus on ifentifying the needs of their students by analyzing data and trends. Junior Great Books will be used to enrich those student who qualify for an accelerated curriculum. SIPPs will be used to remdiate those student who are identified as struggling through data analysis.

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

Preschool children in transition from early childhood programs to local elementary school programs are assisted though the following activities:
Cub Club - Orients parents and students to the school.
Meet The Teacher - Orients parents and students to the teacher and classroom procedures.
Curriclum Night - Orients parents to the curriculum in the classroom.
Pre-K/ESE Articulation and IEP Meetings - Provides time for teacher communication in order to meet the social and academic needs of students.
VPK-K/ Articulation Meetings - Provides time for teacher communication in order to meet the social and academic needs of students.
Pre-K/K Reading Buddies - Helps acclimate pre-k students to the school by allowing pre-k students time to build relationships with kindergarten students through reading.
Pre-K attendance at school-wide events and field trips - Helps acclimate pre-k students to the school and specific kindgarten activities.

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

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	74%	75%	Yes	77%
American Indian				
Asian	83%	89%	Yes	84%
Black/African American	67%	68%	Yes	70%
Hispanic	68%	73%	Yes	71%
White	78%	76%	No	81%
English language learners	37%	50%	Yes	43%
Students with disabilities	32%	17%	No	39%
Economically disadvantaged	65%	68%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	143	28%	31%
Students scoring at or above Achievement Level 4	238	47%	49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	216	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	45	60%	65%

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)	32	56%	61%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	26%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	26%	31%

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	91	65%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	74%	Yes	75%
American Indian				
Asian	83%	87%	Yes	84%
Black/African American	68%	63%	No	72%
Hispanic	65%	71%	Yes	69%
White	75%	78%	Yes	78%
English language learners	54%	56%	Yes	59%
Students with disabilities	39%	29%	No	45%
Economically disadvantaged	65%	67%	Yes	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	157	42%	46%
Students scoring at or above Achievement Level 4	133	32%	34%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	192	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	49%	56%

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	50	27%	30%
Students scoring at or above Achievement Level 4	55	32%	35%

Florida Alternate Assessment (FAA)

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

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)	10		100
Participation in STEM-related experiences provided for students	1838	80%	85%

Area 6: Career and Technical Education (CTE)

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

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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	90	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	18	1%	1%
Students who are not proficient in reading by third grade	35	22%	15%
Students who receive two or more behavior referrals	36	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	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

Parent involvement will include: Meet the teacher, Curriuclum nights, parent conferences quarterly using student data notebooks, parent conferences in September for 10 students who dropped a number grade on previous FCAT and students who scored level 1 on FCAT, monthly parent newsletter, parent volunteers, and mentors.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
%85 parent participation	816	80%	85%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Improving reading achievement for all levels of reading to meet AMO targets

G2. Student will keep data notebooks with their Covey Goals and AR Goals for improvement achievement

G3. The percentage of students in the lowest 25% making learning gains on the 2013 Math FCAT 2.0 will increase from 49% achieved in 2013 to 59% for 2014.

G4. The percentage of students scoring proficient and above on the 2014 Science FCAT 2.0 will increase from 59% achieved in 2013 to 65% for 2014.

G5. The percentage of students scoring at a level 3.5 or higher on the FCAT Writing will increase from 65% achieved in 2013 to 70% in 2014.

G6. The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 47% achieved in 2013 to 49% for 2014.

Goals Detail

G1. Improving reading achievement for all levels of reading to meet AMO targets

Targets Supported

Resources Available to Support the Goal
- Building Academic Vocabulary Marzano for staff PLC, How to Teach Thinking Skills within the Common Core: Bellanca Using Common Core Standards to Enhance Classroom Instruction and Assessment: Marzano for staff PLC

Targeted Barriers to Achieving the Goal
- Students lack of higher level vocabulary skills

Plan to Monitor Progress Toward the Goal

FCAT Reading Assessemnts

Person or Persons Responsible
Students

Target Dates or Schedule:
Weekly

Evidence of Completion:
School Grades

G2. Student will keep data notebooks with their Covey Goals and AR Goals for improvement achievement

Targets Supported

Resources Available to Support the Goal
- Reading Assessments, AR, Time for Kids

Targeted Barriers to Achieving the Goal
- Students not on target with their goals

Plan to Monitor Progress Toward the Goal

Student data notebooks

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
On-going

Evidence of Completion:
Up to date student data notebooks evidenced during classroom walk throughs

G3. The percentage of students in the lowest 25% making learning gains on the 2013 Math FCAT 2.0 will increase from 49% achieved in 2013 to 59% for 2014.

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

Resources Available to Support the Goal
- Curriculum Resource Teacher, A Math, Orchard, FCAT Explorer, District Blueprints, District LBAs, District Task Cards, District Mini Assessments.

Targeted Barriers to Achieving the Goal
- Effective and continuous progress monitoring of lowest 25% in Math.

Plan to Monitor Progress Toward the Goal

Will progress monitor assigned students to ensure that academic success is being made. Give corrective action (student conferences, parent conference or teacher conference) when needed

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Lowest quartile data reports on standardized assessment

G4. The percentage of students scoring proficient and above on the 2014 Science FCAT 2.0 will increase from 59% achieved in 2013 to 65% for 2014.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Science Enrichment, Science bootcamp, District Blueprints, District Mini Assessments, Science Fair, STEM activities, Curriculum Resource Teacher, Program Specialist, Weekly hands-on labs

Targeted Barriers to Achieving the Goal

- Lack of uniformed utilization of ongoing Science progress monitoring assessments

Plan to Monitor Progress Toward the Goal

Will review the results of the standard based Science assessments to note trends of successes and deficits

Person or Persons Responsible

Grade Level Teachers, Administration, Curriculum Resource Teacher

Target Dates or Schedule:

Monthly

Evidence of Completion:

Sign-in sheets

G5. The percentage of students scoring at a level 3.5 or higher on the FCAT Writing will increase from 65% achieved in 2013 to 70% in 2014.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writing Prompts, State practice scoring CD, District blueprints

Targeted Barriers to Achieving the Goal

- Unclear focus of conventions and grammar when scoring

Plan to Monitor Progress Toward the Goal

Will review the achievement results of classroom and district writing prompts

Person or Persons Responsible

Grade chair, Administration, Currirulum Resource Teacher

Target Dates or Schedule:

Monthly

Evidence of Completion:

Meeting agenda & Sign-in sheet

G6. The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 47% achieved in 2013 to 49% for 2014.

Targets Supported

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

Resources Available to Support the Goal

- Literacy Coach, Curriculum Resource Reacher, Accelerated Reader, Orchard, McGraw Hill Text & Online Components, District Blueprints, District Task Cards, District LBAs, District Mini Assessments, FCAT Explorer, & Reading A-Z.

Targeted Barriers to Achieving the Goal

- Purchasing supplement materials to increase rigor.

Plan to Monitor Progress Toward the Goal

Conduct Classroom Walkthroughs to ensure the incorporation of Jr. Great Books into the high group during STAR block.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Teacher lesson plans match what is observed during the Classroom Walkthroughs.

Action Plan for Improvement

Problem Solving Key

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

G1. Improving reading achievement for all levels of reading to meet AMO targets

G1.B1 Students lack of higher level vocabulary skills

G1.B1.S1 Utilize high-yield instructional strategies school-wide to increase student academic vocabulary.

Action Step 1

Marazno vocabulary PLC

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheets

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

Marzano Vocabulary PLC

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade level presentations at faculty meetings

Plan to Monitor Effectiveness of G1.B1.S1

Marzano Vocabulay PLC

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Grade level presentations

G2. Student will keep data notebooks with their Covey Goals and AR Goals for improvement achievement

G2.B1 Students not on target with their goals

G2.B1.S1 Utilize student data notebooks to increase student accountability and discourse.

Action Step 1

Students will maintain data notebooks tracking progress through out the year

Person or Persons Responsible

Students

Target Dates or Schedule

On-going

Evidence of Completion

Completed student data notebooks

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

Student data notebooks

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Student data chart forms; Teacher talk forms; Student data notebooks

Plan to Monitor Effectiveness of G2.B1.S1

Student data notebooks

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Teacher talk forms; Student data notebooks

G3. The percentage of students in the lowest 25% making learning gains on the 2013 Math FCAT 2.0 will increase from 49% achieved in 2013 to 59% for 2014.

G3.B1 Effective and continuous progress monitoring of lowest 25% in Math.

G3.B1.S1 The lowest 25% in Math will be progress monitored to ensure academic success.

Action Step 1

Disaggregate the lowest quartile data into individual grade level data Identifying individaul students. Daily math journals in all classrooms that support weekly teaching strategy

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

August 2013

Evidence of Completion

Disaggregated report

Action Step 2

Thinking Maps PD using Thinking Maps web based maps

Person or Persons Responsible

Thinking Maps Representative

Target Dates or Schedule

September 2013

Evidence of Completion

Sign-in sheets Classroom demonstration of student map usage and improvement of student achievement

Facilitator:

Thinking Maps Representative: James Dean

Participants:

All instructional staff

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

Will progress monitor assigned students, conference with individual students/parents to provide resources and support

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

September 2013

Evidence of Completion

Distributed quartile lists to members

Plan to Monitor Effectiveness of G3.B1.S1

Will progress monitor assigned students to ensure that academic success is being made. Give corrective action (student conferences, parent conference or teacher conference) when needed

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lowest quartile data reports on standardized assessment

G4. The percentage of students scoring proficient and above on the 2014 Science FCAT 2.0 will increase from 59% achieved in 2013 to 65% for 2014.

G4.B1 Lack of uniformed utilization of ongoing Science progress monitoring assessments

G4.B1.S1 Teachers will include unified ongoing progress monitoring of hands-on Science labs in Instructional Focus Calendars

Action Step 1

Science Boot Camp training-Lee Morgan

Person or Persons Responsible

Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Sign-in Sheets; Edusoft reports

Facilitator:

Science Boot Camp Representative

Participants:

Kaveen Bryan; Leah Caines; Joseph Sanders (All 5th grade Science teachers)

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

Will review school wide achievement trends in growth and cirricular needs

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in student achievement on classroom and district assessments

Plan to Monitor Effectiveness of G4.B1.S1

Will monitor teachers' uploaded Instructional Focus Calendars

Person or Persons Responsible

Grade Level Teachers, Administration, Curriculum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Completed Instructional Focus Calendars

G5. The percentage of students scoring at a level 3.5 or higher on the FCAT Writing will increase from 65% achieved in 2013 to 70% in 2014.

G5.B1 Unclear focus of conventions and grammar when scoring

G5.B1.S1 Teachers will gain a clear understanding of State writing expectations and strategies for effective implementation. Teachers will be given a professional development day as a team to collaborate using their first baselilne prompt to score together for reliability. They will review the state writing anchor sets together, teachers will review their Writing Focus Calendar, and plan their next steps as a team. They will use their weekly common planning to monitor these strategies and progams used for teaching writing.

Action Step 1

Will designate a fourth grade teacher to be part of Lake Writies PLC

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

True North Logic Attendance

Facilitator:

Lake County Schools

Participants:

Kacy Wolfe; Susan Emrick

Action Step 2

Being a writer

Person or Persons Responsible

Literacy Coach

Target Dates or Schedule

November 2013

Evidence of Completion

Sign-in sheets

Facilitator:

Literacy Coach

Participants:

4th grade teachers

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

Will conduct classroom walkthroughs to ensure classroom writing implementation

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom obervations & uploaded lesson plans

Plan to Monitor Effectiveness of G5.B1.S1

Will review the achievement results of classroom and district writing prompts

Person or Persons Responsible

Grade chair, Administration, Currirulum Resource Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting agenda & Sign-in sheet

G6. The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 47% achieved in 2013 to 49% for 2014.

G6.B1 Purchasing supplement materials to increase rigor.

G6.B1.S1 Using uniformed weekly assessments to monitor the academic progress.

Action Step 1

Purchasing McGraw Hill weekly assessment books for each student in grades 1-5.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Arrival of assessment guides

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

Fidelity of uniformed reading assessments

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Results of 2014 FCAT

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Lost Lake uses the following funds to support the goals stated:

School Operating and Internal

Support from Title III for ELL Students

Support from Title X for Homeless for school eldgibility and parent support

SAI for Tutoring

Titel I Part C Migrant for Tutoring and parent support

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.

G3. The percentage of students in the lowest 25% making learning gains on the 2013 Math FCAT 2.0 will increase from 49% achieved in 2013 to 59% for 2014.

G3.B1 Effective and continuous progress monitoring of lowest 25% in Math.

G3.B1.S1 The lowest 25% in Math will be progress monitored to ensure academic success.

PD Opportunity 1

Thinking Maps PD using Thinking Maps web based maps

Facilitator

Thinking Maps Representative: James Dean

Participants

All instructional staff

Target Dates or Schedule

September 2013

Evidence of Completion

Sign-in sheets Classroom demonstration of student map usage and improvement of student achievement

G4. The percentage of students scoring proficient and above on the 2014 Science FCAT 2.0 will increase from 59% achieved in 2013 to 65% for 2014.

G4.B1 Lack of uniformed utilization of ongoing Science progress monitoring assessments

G4.B1.S1 Teachers will include unified ongoing progress monitoring of hands-on Science labs in Instructional Focus Calendars

PD Opportunity 1

Science Boot Camp training-Lee Morgan

Facilitator

Science Boot Camp Representative

Participants

Kaveen Bryan; Leah Caines; Joseph Sanders (All 5th grade Science teachers)

Target Dates or Schedule

September 2013

Evidence of Completion

Sign-in Sheets; Edusoft reports

G5. The percentage of students scoring at a level 3.5 or higher on the FCAT Writing will increase from 65% achieved in 2013 to 70% in 2014.

G5.B1 Unclear focus of conventions and grammar when scoring

G5.B1.S1 Teachers will gain a clear understanding of State writing expectations and strategies for effective implementation. Teachers will be given a professional development day as a team to collaborate using their first baselilne prompt to score together for reliability. They will review the state writing anchor sets together, teachers will review their Writing Focus Calendar, and plan their next steps as a team. They will use their weekly common planning to monitor these strategies and progams used for teaching writing.

PD Opportunity 1

Will designate a fourth grade teacher to be part of Lake Writies PLC

Facilitator

Lake County Schools

Participants

Kacy Wolfe; Susan Emrick

Target Dates or Schedule

August 2013

Evidence of Completion

True North Logic Attendance

PD Opportunity 2

Being a writer

Facilitator

Literacy Coach

Participants

4th grade teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Sign-in sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improving reading achievement for all levels of reading to meet AMO targets	$855
G3.	The percentage of students in the lowest 25% making learning gains on the 2013 Math FCAT 2.0 will increase from 49% achieved in 2013 to 59% for 2014.	$9,170
G4.	The percentage of students scoring proficient and above on the 2014 Science FCAT 2.0 will increase from 59% achieved in 2013 to 65% for 2014.	$4,430
G6.	The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 47% achieved in 2013 to 49% for 2014.	$5,492
	Total	$19,947

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Total
School operating & Internal operating	$4,880	$0	$4,880
School Operating	$4,430	$0	$4,430
SAI	$5,492	$0	$5,492
Operating	$0	$855	$855
Internal operating account	$4,290	$0	$4,290
Total	$19,092	$855	$19,947

Budget Details

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

G1. Improving reading achievement for all levels of reading to meet AMO targets

G1.B1 Students lack of higher level vocabulary skills

G1.B1.S1 Utilize high-yield instructional strategies school-wide to increase student academic vocabulary.

Action Step 1

Marazno vocabulary PLC

Resource Type

Evidence-Based Program

Resource

Marazno Vocabulary Workbooks

Funding Source

Operating

Amount Needed

$855

G3. The percentage of students in the lowest 25% making learning gains on the 2013 Math FCAT 2.0 will increase from 49% achieved in 2013 to 59% for 2014.

G3.B1 Effective and continuous progress monitoring of lowest 25% in Math.

G3.B1.S1 The lowest 25% in Math will be progress monitored to ensure academic success.

Action Step 1

Disaggregate the lowest quartile data into individual grade level data Identifying individaul students. Daily math journals in all classrooms that support weekly teaching strategy

Resource Type

Evidence-Based Materials

Resource

FCAT Student Assessment Books

Funding Source

School operating & Internal operating

Amount Needed

$4,880

Action Step 2

Thinking Maps PD using Thinking Maps web based maps

Resource Type

Evidence-Based Materials

Resource

Science Boot Camp

Funding Source

Internal operating account

Amount Needed

$4,290

G4. The percentage of students scoring proficient and above on the 2014 Science FCAT 2.0 will increase from 59% achieved in 2013 to 65% for 2014.

G4.B1 Lack of uniformed utilization of ongoing Science progress monitoring assessments

G4.B1.S1 Teachers will include unified ongoing progress monitoring of hands-on Science labs in Instructional Focus Calendars

Action Step 1

Science Boot Camp training-Lee Morgan

Resource Type

Evidence-Based Materials

Resource

Funding Source

School Operating

Amount Needed

$4,430

G6. The percentage of students scoring at a level 4 or 5 on the 2014 Reading FCAT 2.0 will increase from 47% achieved in 2013 to 49% for 2014.

G6.B1 Purchasing supplement materials to increase rigor.

G6.B1.S1 Using uniformed weekly assessments to monitor the academic progress.

Action Step 1

Purchasing McGraw Hill weekly assessment books for each student in grades 1-5.

Resource Type

Evidence-Based Materials

Resource

Go-Math Assessments, A Math, School-wide daily Math journals

Funding Source

SAI

Amount Needed

$5,492