

2013-2014 SCHOOL IMPROVEMENT PLAN

Lockhart Elementary
7500 EDGEWATER DR
Orlando, FL 32810
407-296-6440

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 82%

School Grades History

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

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Lockhart Elementary

Principal

Donna Smith

School Advisory Council chair

Barbara Dodrill

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

Name	Title
Donna Smith	Principal
Barbara Dodrill	Curriculum Resource Teacher
Jessica Powell	Reading Coach
Saralyn Walker	Staffing Specialist
Samuel Davis	Dean of Students

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

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

Our SAC is made up of parents, teachers, staff members, and community members. Members are responsible for advising during development of the school's vision, using state and district goals as a guide for assessing the school's needs, assisting in the preparation, implementation, and evaluation of the School Improvement Plan, and assisting the principal in the preparation of the school's annual budget. Our SAC Chair (Barbara Dodrill) is responsible for presiding at meetings, developing agenda items, notifying members of upcoming meeting dates, and facilitating the election of officers. Our SAC Secretary (Amber Mealey) records minutes, keeps attendance records, and provides previous months' minutes to members at SAC meetings.

Involvement of the SAC in the development of the SIP

Members of the SAC participated in the planning and drafting of the School Improvement Plan. School performance and budget data are shared with members of the SAC at each meeting. The School Improvement Plan draft was presented to the SAC for discussion, review, and approval.

Activities of the SAC for the upcoming school year

The SAC monitors the implementation of the strategies included in the School Improvement Plan during each monthly meeting.

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

N/A

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

In Compliance

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

Highly Qualified Staff

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

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Donna Smith		
Principal	Years as Administrator: 22	Years at Current School: 8

Credentials	Specialist Degree
Performance Record	<p>2010-2011: A school grade; 70% met high standards in reading, 78% met high standards in math, 87% met high standards in writing; 65% made learning gains in reading; 65% made learning gains in math; 63% of the lowest 25% made learning gains in reading; 78% of the lowest 25% made learning gains in math; AYP-No-82%</p> <p>2011-2012: B school grade; 53% met high standards in reading, 49% met high standards in math, 84% met high standards in writing; 45% met high standards in science; 78% made learning gains in reading; 57% made learning gains in math; 80% of the lowest 25% made learning gains in reading; 69% of the lowest 25% made learning gains in math.</p> <p>2012-2013: C school grade; 49% met high standards in reading, 60% met high standards in math, 51% met high standards in writing; 48% met high standards in science; 64% made learning gains in reading; 60% made learning gains in math; 74% of the lowest 25% made learning gains in reading; 58% of the lowest 25% made learning gains in math.</p>

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Jessica Powell		
Full-time / School-based	Years as Coach: 0	Years at Current School: 10
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	Bachelor's Degree	
Performance Record	<p>Our previous reading coach retired after 23 years. This is Jessica's Powell's first year as reading coach. She has been a fourth grade teacher for 9 years and is in the process of earning her Reading Endorsement. She has a history of procuring learning gains with her students.</p> <p>2010-2011: A school grade; 70% met high standards in reading, 78% met high standards in math, 87% met high standards in writing; 65% made learning gains in reading; 65% made learning gains in math; 63% of the lowest 25% made learning gains in reading; 78% of the lowest 25% made learning gains in math; AYP-No-82%</p> <p>2011-2012: B school grade; 53% met high standards in reading, 49% met high standards in math, 84% met high standards in writing; 45% met high standards in science; 78% made learning gains in reading; 57% made learning gains in math; 80% of the lowest 25% made learning gains in reading; 69% of the lowest 25% made learning gains in math.</p> <p>2012-2013: C school grade; 49% met high standards in reading, 60% met high standards in math, 51% met high standards in writing; 48% met high standards in science; 64% made learning gains in reading; 60% made learning gains in math; 74% of the lowest 25% made learning gains in reading; 58% of the lowest 25% made learning gains in math.</p>	

Classroom Teachers

# of classroom teachers	36
# receiving effective rating or higher	36, 100%
# Highly Qualified Teachers	100%
# certified in-field	36, 100%
# ESOL endorsed	29, 81%
# reading endorsed	5, 14%
# with advanced degrees	11, 31%

National Board Certified

3, 8%

first-year teachers

2, 6%

with 1-5 years of experience

14, 39%

with 6-14 years of experience

15, 42%

with 15 or more years of experience

5, 14%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The District requires that we hire highly qualified, effective teachers. Teachers and staff assist in the interviewing and selection of candidates. We operate as a Professional Learning Community and provide mentors for new teachers as well as staff development to ease the transition.

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

We follow OCPS expectations regarding mentoring. The Instructional Coach considers job assignment similarity and geographic and time availability when making pairings. Mentors and mentees will meet at least monthly and will incorporate use of materials provided by the district (i.e., Paula Rutherford's mentoring handbooks).

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 role of the MTSS Leadership Team is to ensure that high quality instruction and interventions are matched to students' needs. We will do this by frequent progress monitoring of data to assist with making decisions for appropriate instruction and intervention. The MTSS Leadership Team is responsible for overseeing the school-wide Tier 1, Tier 2, and Tier 3 curriculum, materials, resources, and interventions in an effort to decrease the disproportionate classification in Special Education and to meet the academic needs of all students. The team reviews both formative and summative assessment data to monitor pupil progression. The MTSS Leadership Team will meet every month to monitor student progress and more often as needed for individual students. The MTSS Coach will meet with grade level PLCs monthly using the problem-solving process to determine appropriate interventions or enhancements for students.

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

MTSS team: Staffing specialist (note taker, helps analyze data and determine next steps); MTSS intervention coach/reading coach (facilitate resources for interventions, assist with data collection, attend monthly data review meetings with grade level teams); school psychologist (assists with analyzing data, completes diagnostic screenings to determine appropriate interventions, liaison to resources in the north learning community); principal (reviews all data and oversees schoolwide implementation of MTSS process and acquisition of needed resources).

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

We have a school wide iii (Tier 2) intervention time. MTSS coach oversees the grouping of students and interventions given. Teams meet monthly to review student progress and determine if progress has been poor or effective and continue/change as needed. Title 1 funds are used to pay for an intervention tutor who will be working with K-3rd grade students as well. Parents are informed about this process and are invited in to meet and review intervention data as well as give consent for screenings and assessments recommended.

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

Data is collected from the following sources: FAIR for reading; Performance Matters Benchmark for reading, math and science; FCAT for reading, math, writing and science; computer based programs (Classworks, FASTT Math, Study Island, MobyMax) for reading, math, and science; formative assessments from the core curriculums in reading, math and science; results from school-wide writing prompts. Data management systems include: PMRN; EDW; IMS; Study Island; Performance Matters; FLDOE-FCAT results; School-based Excel Data Matrices for formative and summative assessments.

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

The MTSS process will be reviewed and discussed with the staff in October 2013 by the MTSS Coach. The Lockhart Elementary School MTSS Coach and other select MTSS Leadership Team members will continue to provide staff training and support. The MTSS team will also evaluate professional development needs during their monthly meetings. The MTSS Coach will meet with grade level PLCs monthly using the problem-solving process to determine appropriate interventions or enhancements for students.

Literacy Leadership Team (LLT)

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

Name	Title
Donna Smith	Principal
Jessica Powell	Reading Coach
Barbara Dodrill	Curriculum Resource Teacher
Teresa Eiland	Fifth Grade Teacher
Amber Mealey	Fourth Grade Teacher
Amber Woozely	Third Grade Teacher
Marla Cranis	Second Grade Teacher
Patricia Crisman	First Grade Teacher
Denise Edwards	Kindergarten Teacher

How the school-based LLT functions

The LLT meets regularly to address literacy issues throughout the school, to monitor reading data, to oversee our school-wide core reading program and our intervention/enrichment procedures, to provide parent literacy activities and a Family Literacy Night, and to increase independent reading through a systematic outside reading program (Accelerated Reader).

Major initiatives of the LLT

The LLT has three major goals this year. The team will continue to monitor the progress of all students within our school-wide reading series, Journeys. We also will continue to monitor our intervention/enrichment time blocks to assure that all students are learning and achieving. Thirdly, we will continue to implement an independent reading incentive program utilizing Accelerated Reader based on grade-level goals and the Sunshine State Young Readers Award books to increase students' quantity and quality of independent reading. The LLT will also provide a Family Literacy Night to encourage more literacy activities at home and a Parent Reading Training to provide resources and instruction for increased parent involvement in their children's learning.

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

Kindergarten students entering Lockhart Elementary for the first time are invited to attend a kindergarten orientation with their parents in the spring. The parents receive a welcome packet, and a presentation is provided for the parents by selected kindergarten teachers that includes information about the curriculum, a typical day in kindergarten, field trips, how the parents can help, etc. The children enjoy the opportunity to visit a kindergarten classroom. Parents are also invited to the "Meet the Teacher" event where they can meet the classroom teacher and hear about the opportunities to be involved at our school. On the first day of school, the kindergarten parents are again given an opportunity to learn about school procedures and routines during a kindergarten Parent Breakfast provided by our PTA. A teacher from the Early Learning Coalition is housed at Lockhart Elementary. She works collaboratively with selected day care centers that feed into our school. She provides professional development for day care providers, as well as assistance with planning and delivering of curriculum and assessment of students,

to better enable them to prepare preschool-age children for the transition into kindergarten. She also provides training and support to the parents of preschool children.

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	56%	49%	No	60%
American Indian				
Asian				
Black/African American	51%	41%	No	56%
Hispanic	51%	50%	No	56%
White	64%	71%	Yes	68%
English language learners	48%	37%	No	54%
Students with disabilities	30%	12%	No	37%
Economically disadvantaged	51%	47%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	26%	60%
Students scoring at or above Achievement Level 4	45	23%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	76	64%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	21	74%	80%

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)	24	50%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	29%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	23%	29%

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	33	50%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	14	21%	30%

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	65%	60%	No	69%
American Indian				
Asian				
Black/African American	55%	53%	No	60%
Hispanic	79%	59%	No	81%
White	73%	74%	Yes	76%
English language learners	73%	44%	No	76%
Students with disabilities	42%	31%	No	48%
Economically disadvantaged	62%	60%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	59	31%	70%
Students scoring at or above Achievement Level 4	55	29%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	74	60%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	58%	70%

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	17	22%	70%
Students scoring at or above Achievement Level 4	18	23%	25%

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)	12		18
Participation in STEM-related experiences provided for students	280	57%	100%

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	59	12%	6%
Students retained, pursuant to s. 1008.25, F.S.	41	8%	4%
Students who are not proficient in reading by third grade	33	46%	40%
Students who receive two or more behavior referrals	16	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	15	3%	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

The Parent Involvement Plan is in place.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
The Parent Involvement Plan is in place.			

Goals Summary

- G1.** Improve students' writing skills by implementing writing standards at each grade level.
- G2.** Increase students' understanding of math concepts by implementing a reteaching day.
- G3.** Increase students' comprehension during independent reading by implementing the Accelerated Reader Program with fidelity in grades 2-5.
- G4.** Decrease the number of students who receive behavior referrals by implementation of a character education program school wide.

Goals Detail

G1. Improve students' writing skills by implementing writing standards at each grade level.

Targets Supported

- Writing

Resources Available to Support the Goal

- Experience of fourth grade teachers
- Houghton Mifflin Journeys writing component
- Thinking Maps professional development
- Designated Language Arts block of 40 minutes or more at each grade level
- Write Track professional development
- Melissa Forney professional development
- Write Trait professional development
- Conquering the Conventions professional development

Targeted Barriers to Achieving the Goal

- Lack of clarity on expected writing outcomes at each grade level
- Lack of teacher confidence/knowledge in writing instruction
- Lack of focus on Language Arts instruction during designated Language Arts block

Plan to Monitor Progress Toward the Goal

The Leadership Team will review writing samples at all grade levels to monitor progress toward the goal. Writing samples that exhibit the use of grade level standard skills equate to positive results. Questionable or poor results would be shown by writing samples that do not show an improvement of students' writing skills.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Leadership Team meeting agendas/minutes

G2. Increase students' understanding of math concepts by implementing a reteaching day.

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

- Go Math! curriculum

Targeted Barriers to Achieving the Goal

- Keeping up with mathematics pacing as specified by the district

Plan to Monitor Progress Toward the Goal

Analyze results of retests administered after reteach has taken place to see if reteaching was effective. Students who initially did not master the concept but were successful after reteaching would be considered a positive result. Questionable/poor results would show that students were not given reteach opportunities when needed, or that reteach opportunities did not result in improved performance.

Person or Persons Responsible

Grade Level Teams

Target Dates or Schedule:

At the end of each chapter

Evidence of Completion:

Notes from team meetings

G3. Increase students' comprehension during independent reading by implementing the Accelerated Reader Program with fidelity in grades 2-5.

Targets Supported

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

Resources Available to Support the Goal

- Accelerated Reader Program Subscription
- Media Center, books labeled by AR ATOS Book Level
- Professional Development completed on Accelerated Reader Program, including goal setting and progress monitoring
- Prior use of the Accelerated Reader Program, teacher experience with online components

Targeted Barriers to Achieving the Goal

- Limited access to Media Center for book checkout, not monitoring level of books being checked out, library fines that prevent students from checking out
- Limited access to STAR Enterprise Program to assess students' current reading levels
- Not all teachers are proficient with the utilization of all aspects and features of the Accelerated Reader Program

Plan to Monitor Progress Toward the Goal

Review Accelerated Reader reports by teacher to determine if students are successfully reading independently and passing comprehension quizzes. Positive results would require students to score at 85% or higher on quizzes, and meet their 9-week goals. Questionable/Poor progress would result in students with a low average percent correct, or few students meeting 9-week goals.

Person or Persons Responsible

Jessica Powell

Target Dates or Schedule:

At the end of each 9-week period

Evidence of Completion:

Reports from classrooms demonstrating questionable/poor progress will be submitted to principal. Teachers will work with Reading Coach to identify and eliminate barriers.

G4. Decrease the number of students who receive behavior referrals by implementation of a character education program school wide.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Character Education materials provided by the district
- Positive commitment from teachers concerning character education
- Peace by Piece Curriculum
- Training on classroom meetings
- Established and active behavior council with members representing each grade level and special areas

Targeted Barriers to Achieving the Goal

- Limited parental support due to lack of awareness of character education
- Lack of prior student knowledge of positive character qualities

Plan to Monitor Progress Toward the Goal

Analyze referral data and results from informal teacher surveys regarding student behavior. A positive result would be a reduction in the number of referrals and positive responses from the informal teacher surveys. Questionable/poor results would equate to an increase in referrals or a negative response from surveyed teachers.

Person or Persons Responsible

Behavior Council

Target Dates or Schedule:

May 2014

Evidence of Completion:

Teacher surveys Spreadsheet of referral data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Improve students' writing skills by implementing writing standards at each grade level.

G1.B1 Lack of clarity on expected writing outcomes at each grade level

G1.B1.S1 Develop non-negotiable benchmarks that students must master at each grade level.

Action Step 1

Grade levels will deconstruct ELA standards and develop lists of skills students should have mastered upon completion of grade level.

Person or Persons Responsible

Grade Level PLCs

Target Dates or Schedule

by October 23, 2013

Evidence of Completion

Writing Skills Lists

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

Review grade level Writing Skills Lists; ensure correlation to ELA CCSS; ensure appropriate progression of skills; revise as needed.

Person or Persons Responsible

Vertical Writing Council PLC

Target Dates or Schedule

November 1, 2013

Evidence of Completion

Final draft of grade level Writing Skills Lists

Plan to Monitor Effectiveness of G1.B1.S1

The Leadership Team will review grade level Writing Skills Lists as well as student writing samples to ensure teachers are using the lists to guide instruction. Successful implementation will produce writing samples meeting expectations. Questionable/poor progress will produce writing samples that are not meeting expectations.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly

Evidence of Completion

Leadership Team meeting agendas/minutes

G1.B4 Lack of teacher confidence/knowledge in writing instruction

G1.B4.S1 Increase teacher confidence/knowledge in writing instruction with opportunities for professional development and skill building.

Action Step 1

One teacher from each grade level 1-3, 2 teachers from grade 4, and two ESE teachers will attend Strategic Instruction Model Learning Strategies for Writing 3-day workshop. Those teachers will then provide professional development to the staff on what they have learned.

Person or Persons Responsible

Amanda Wubbena, Lisa Claxton, Christina Hunt, Deedra Derosier, Alexis Munroe, Laura Sherman, Pam Augello

Target Dates or Schedule

September 24, January 14-15

Evidence of Completion

Professional Development points, notes from workshop

Facilitator:

FDLRS

Participants:

Amanda Wubbena, Lisa Claxton, Christina Hunt, Deedra Derosier, Alexis Munroe, Laura Sherman, Pam Augello

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Check for attendance at workshop; collect sign in sheet for schoolwide professional development provided by attendees.

Person or Persons Responsible

Barbara Dodrill

Target Dates or Schedule

May 2014

Evidence of Completion

Professional Development point records, sign-in sheets from schoolwide professional development provided by attendees

Plan to Monitor Effectiveness of G1.B4.S1

Poll teachers regarding their level of confidence in writing instruction.

Person or Persons Responsible

Barbara Dodrill

Target Dates or Schedule

Before and after staff development provided by attendees of SIM Writing Strategies workshop

Evidence of Completion

Surveys

G1.B5 Lack of focus on Language Arts instruction during designated Language Arts block

G1.B5.S1 Monitor Language Arts instructional time to ensure that Language Arts instruction is taking place during designated Language Arts time.

Action Step 1

Principal will conduct periodic classroom walkthroughs at designated Language Arts times looking for direct instruction in Language Arts/Writing.

Person or Persons Responsible

Donna Smith

Target Dates or Schedule

Weekly

Evidence of Completion

Principal will follow up with teachers who are not adhering to their daily schedule.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

The Leadership Team will have a weekly discussion of results of walkthroughs.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly on Mondays

Evidence of Completion

Leadership team meeting agendas/minutes

Plan to Monitor Effectiveness of G1.B5.S1

Notes from classroom walkthroughs will provide data on those teachers in compliance. All teachers teaching Language Arts during Language Arts blocks will be considered successful implementation. Questionable/poor implementation will be evidenced by lack of monitoring and/or lack of teacher adherence to daily schedule.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly on Mondays

Evidence of Completion

Leadership Team meeting minutes

G2. Increase students' understanding of math concepts by implementing a reteaching day.

G2.B1 Keeping up with mathematics pacing as specified by the district

G2.B1.S1 Review mathematics curriculum and deconstructed standards to prioritize lessons and eliminate any lessons not aligned to those standards, allowing for the addition of reteaching days

Action Step 1

Review curriculum and make time for the addition of reteaching days at the end of each chapter.

Person or Persons Responsible

Grade Level Teams

Target Dates or Schedule

Every six weeks at grade level data meetings

Evidence of Completion

Pacing calendars with built in reteaching days

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

Review pacing calendars from each grade level ensuring scheduling of reteaching days at the end of each chapter

Person or Persons Responsible

Vertical Core PLC members

Target Dates or Schedule

Every 9-weeks

Evidence of Completion

Agendas from Vertical Core PLC Meetings

Plan to Monitor Effectiveness of G2.B1.S1

Review of grade level pacing calendars and lesson plans will show the addition of reteaching days. Questionable/Poor implementation would result in the absence of said reteaching days from the schedule.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Every 9 weeks

Evidence of Completion

Agendas from Leadership Team Meetings

G3. Increase students' comprehension during independent reading by implementing the Accelerated Reader Program with fidelity in grades 2-5.

G3.B1 Limited access to Media Center for book checkout, not monitoring level of books being checked out, library fines that prevent students from checking out

G3.B1.S1 Designate open checkout times in the Media Center, staff media center during those open checkout times.

Action Step 1

Develop a schedule specifying open times that teachers may send students or bring their classes for library checkout; ensure Media Center is staffed during those open checkout times.

Person or Persons Responsible

Pete Tamm

Target Dates or Schedule

Schedule will be written by October 1

Evidence of Completion

Schedule of available times

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

Ensure completion/posting of open checkout schedule; monitor usage of open checkout times by classroom teachers during grade level meetings.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

October 1, every 6 weeks

Evidence of Completion

Posted open checkout schedule, teacher reports of Media Center usage/availability

Plan to Monitor Effectiveness of G3.B1.S1

Team Logs will report accessibility to Media Center on a weekly basis. It is expected that the Media Center will be available to all teachers/students during the open checkout times.

Person or Persons Responsible

Donna Smith

Target Dates or Schedule

Weekly

Evidence of Completion

Any issues indicated on Team Logs will be addressed with the team and Media Specialist

G3.B1.S2 Develop and utilize student passes which specify appropriate book levels, allowing checkout monitoring to take place.

Action Step 1

Provide guidelines/template for student passes. Create and monitor usage of student passes.

Person or Persons Responsible

Amber Mealey, classroom teachers

Target Dates or Schedule

Template posted by September 13, Pass creation/usage by October 1

Evidence of Completion

Template posted on SharePoint, Student passes available for student use

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Monitor student use of Media Pass.

Person or Persons Responsible

Pete Tamm

Target Dates or Schedule

Daily during student checkout

Evidence of Completion

Report lack of Media Pass use by students to corresponding classroom teachers.

Plan to Monitor Effectiveness of G3.B1.S2

Monitor appropriateness of book levels checked out by students. If this strategy is effective, students will only be checking out books that fall in their appropriate range. Questionable or poor implementation will result in students checking out books not in their range. Concerns will be addressed with the Media Specialist.

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

After Media Center visits

Evidence of Completion

Issues will be brought to the attention of the Media Specialist.

G3.B2 Limited access to STAR Enterprise Program to assess students' current reading levels

G3.B2.S1 Purchase and implement STAR Reading Enterprise Program to assess student reading levels at the classroom level.

Action Step 1

Purchase STAR Reading Enterprise Program; Utilize STAR Reading Enterprise Program to assess students' reading levels.

Person or Persons Responsible

Donna Smith, Classroom Teachers

Target Dates or Schedule

Purchase and utilize by September 30

Evidence of Completion

Access to STAR Reading Enterprise Program, Usage reports from STAR Reading Enterprise Program

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Review usage reports regarding administration of STAR Reading Assessment.

Person or Persons Responsible

Jessica Powell

Target Dates or Schedule

At the beginning of each 9-week period

Evidence of Completion

Reports will be printed and submitted to the principal.

Plan to Monitor Effectiveness of G3.B2.S1

If the strategy is effective, students will have updated reading levels determined by the STAR Reading Assessment at the beginning of each 9-week period as evidenced by STAR usage reports. If the strategy is questionable or implemented poorly, students will not have updated reading levels.

Person or Persons Responsible

Jessica Powell

Target Dates or Schedule

At the beginning of each 9-week period

Evidence of Completion

Reviewed reports that show lack of use will be addressed with classroom teachers.

G4. Decrease the number of students who receive behavior referrals by implementation of a character education program school wide.

G4.B2 Limited parental support due to lack of awareness of character education

G4.B2.S1 Inform parents of focus character skill through the use of a monthly newsletter.

Action Step 1

Write monthly newsletters that include the school-wide character trait of the month and highlight the grade level students of the month.

Person or Persons Responsible

Grade Level Teams

Target Dates or Schedule

Monthly beginning in September

Evidence of Completion

Monthly grade level newsletters

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

The principal will review monthly grade level newsletters to ensure character education traits have been included and students have been spotlighted in the newsletter.

Person or Persons Responsible

Donna Smith

Target Dates or Schedule

Monthly

Evidence of Completion

Approved distribution of newsletters to parents

Plan to Monitor Effectiveness of G4.B2.S1

Informal parent survey regarding knowledge of school wide character trait of the month. Successful implementation will result in informed parents. Questionable/poor implementation will result in parents informing they are not aware of the character education trait.

Person or Persons Responsible

Barbara Dodrill

Target Dates or Schedule

Monthly at SAC meetings

Evidence of Completion

Survey results

G4.B3 Lack of prior student knowledge of positive character qualities

G4.B3.S1 Provide character education in the classroom

Action Step 1

Direct instruction, modeling and guided practice of the character trait of the month

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans

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

Discuss implementation of character education lessons per teacher at grade level meetings.

Person or Persons Responsible

Behavior Council Grade Level Representative

Target Dates or Schedule

Weekly

Evidence of Completion

Team meeting logs

Plan to Monitor Effectiveness of G4.B3.S1

Teachers will observe students to collect data. Successful implementation will result in students exhibiting character traits of the month on a regular basis. Questionable or poor implementation will result in students unaware of or not exhibiting the character trait of the month.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Observation notes

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 Funds will be used to purchase two instructional support teachers, and a science lab teacher. Staff development funds will be utilized to provide teachers the opportunity to increase knowledge of core content, behavior management, and the technology needed for their core subject areas and progress monitoring. Resources for Parent Involvement will provide our families monthly activities that will build a stronger home-school connection as well as assist parents with strategies to support their child's learning and behavior. Title II funds will be used to send representatives from grades first through fourth to a three day writing training. We support our homeless families by providing school supplies, funds for field trips, social worker services, free breakfast and bus transportation. Families may receive donations from various community groups. SAI funds will be used to purchase an hourly certified teacher. This teacher will teach and monitor selected students in the lowest 30% of students in the areas of writing, mathematics and reading. Violence Prevention Programs: A Behavior Council oversees the school-wide discipline program. Lakeside Service, KidsKonnnect and Horizons provide counseling services for targeted students. A school-based student mentoring program has been established for select students to support their struggling peers. We also utilize the district-based bullying prevention program. Nutrition Programs: As a Title I school with over 90% of our students participating in the free or reduced lunch program, all of our students are eligible for the Provision 2 free Breakfast and Lunch Program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Improve students' writing skills by implementing writing standards at each grade level.

G1.B4 Lack of teacher confidence/knowledge in writing instruction

G1.B4.S1 Increase teacher confidence/knowledge in writing instruction with opportunities for professional development and skill building.

PD Opportunity 1

One teacher from each grade level 1-3, 2 teachers from grade 4, and two ESE teachers will attend Strategic Instruction Model Learning Strategies for Writing 3-day workshop. Those teachers will then provide professional development to the staff on what they have learned.

Facilitator

FDLRS

Participants

Amanda Wubbena, Lisa Claxton, Christina Hunt, Deedra Derosier, Alexis Munroe, Laura Sherman, Pam Augello

Target Dates or Schedule

September 24, January 14-15

Evidence of Completion

Professional Development points, notes from workshop

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Improve students' writing skills by implementing writing standards at each grade level.	\$1,200
G3.	Increase students' comprehension during independent reading by implementing the Accelerated Reader Program with fidelity in grades 2-5.	\$4,460
Total		\$5,660

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Professional Development	Total
General Budget	\$4,460	\$0	\$4,460
Title II	\$0	\$1,200	\$1,200
Total	\$4,460	\$1,200	\$5,660

Budget Details

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

G1. Improve students' writing skills by implementing writing standards at each grade level.

G1.B4 Lack of teacher confidence/knowledge in writing instruction

G1.B4.S1 Increase teacher confidence/knowledge in writing instruction with opportunities for professional development and skill building.

Action Step 1

One teacher from each grade level 1-3, 2 teachers from grade 4, and two ESE teachers will attend Strategic Instruction Model Learning Strategies for Writing 3-day workshop. Those teachers will then provide professional development to the staff on what they have learned.

Resource Type

Professional Development

Resource

Registration fees for four teachers to attend FDLRS SIM Writing Strategies workshop

Funding Source

Title II

Amount Needed

\$1,200

G3. Increase students' comprehension during independent reading by implementing the Accelerated Reader Program with fidelity in grades 2-5.

G3.B2 Limited access to STAR Enterprise Program to assess students' current reading levels

G3.B2.S1 Purchase and implement STAR Reading Enterprise Program to assess student reading levels at the classroom level.

Action Step 1

Purchase STAR Reading Enterprise Program; Utilize STAR Reading Enterprise Program to assess students' reading levels.

Resource Type

Technology

Resource

Subscription to STAR Reading Enterprise Program

Funding Source

General Budget

Amount Needed

\$4,460