

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Lakemont Elementary  
901 N LAKEMONT AVE  
Winter Park, FL 32792  
407-623-1453

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 52%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 48%

### School Grades History

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<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A	<b>2009-10</b> A
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### SIP Authority and Template

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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**

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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.

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### **Part I: Current School Status**

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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.

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### **Part II: Expected Improvements**

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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).

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### **Part III: Coordination and Integration**

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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.

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### **Appendix 1: Professional Development Plan to Support Goals**

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

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### **Appendix 2: Budget to Support Goals**

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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

Lakemont Elementary

##### Principal

Brenda Cunningham

##### School Advisory Council chair

Michelle Clemons

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

Name	Title
Brenda Cunningham	Principal
Evelyn Mieves-Otero	Assistant Principal
Margaret Blackburn	Instructional Coach
Cynthia Clark	Curriculum Resource Teacher
Jan Walls	Staffing Specialist and Curriculum Compliance Teacher

#### 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

The SAC is comprised of 18 members, 9 parents, 8 school employees and 1 business partner. The officers are a chairperson and a secretary.

#### Involvement of the SAC in the development of the SIP

The SAC holds a SIP planning day each spring to discuss progress toward goals and to identify current needs and brainstorm ways to best meet those needs.

#### Activities of the SAC for the upcoming school year

The SAC will hold eight meetings this school year and will discuss the SIP, progress toward the goals and ways the SAC can support academic achievement. The SAC will also update the yearly parent and student surveys and send out the survey in the spring to obtain parent and student opinions on various

school improvement issues. The SAC will also decide, along with the school staff, how best to use the Florida School Recognition Funds, which our school anticipates receiving due to our school grade of "A".

**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**

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**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Brenda Cunningham**

Principal

Years as Administrator: 14

Years at Current School: 3

**Credentials**

Ed.D. in Educational Leadership  
 M.A. in Elementary Education  
 B.A. in Music Education  
 Certification - School Principal/All Levels; Elementary Education/  
 Grades 1-6; Music/Grades K-12

**Performance Record**

Principal "A" school (Lakemont) for 3 years;  
 Principal "A" school (Waterford) for 10 years;  
 Data for 2013: 74% meeting High Standards in Reading; 74% of  
 lowest 25% in Reading making learning gains; 61% meeting High  
 Standardss in Math; 52% of lowest 25% in Math making learning  
 gains; 9 AMO's met; 13 AMO's not met

<b>Evelyn Miele-Otero</b>		
Asst Principal	Years as Administrator: 8	Years at Current School: 2
<b>Credentials</b>	MA in Elementary Education BA in Elementary Education Certification-Educational Leadership/All Elementary Education 1-6 English 5-9 ESOL Endorsement School Principal/All	
<b>Performance Record</b>	Assistant Principal "A" School (Lakemont), 2 years Assistant Principal, Little River, 6 years Data for 2013: 74% meeting High Standards in Reading; 74% of lowest 25% in Reading making learning gains; 61% meeting High Standardss in Math; 52% of lowest 25% in Math making learning gains; 9 AMO's met; 13 AMO's not met	

**Instructional Coaches**

**# of instructional coaches**  
1

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

**Instructional Coach Information:**

<b>Margaret Blackburn</b>		
Full-time / School-based	Years as Coach: 10	Years at Current School: 2
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Degrees: BA in Elementary Education; MA in Reading Education; Certifications: Reading K-12, Primary Education Pre-K-3, Elementary Education, ESOL (K-12), Educational Media Specialist (PreK-12)	
<b>Performance Record</b>	Data for 2013: 74% meting High Standards in Reading; 74% of lowest 25% in Reading making learning gains; 61% meeting High Standards in Math; 52% of lowest 25% in Math making learning gains; 9 AMO's met; 13 AMO's not met.	

**Classroom Teachers**

**# of classroom teachers**  
53

**# receiving effective rating or higher**  
53, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

53, 100%

**# ESOL endorsed**

48, 91%

**# reading endorsed**

13, 25%

**# with advanced degrees**

19, 36%

**# National Board Certified**

9, 17%

**# first-year teachers**

1, 2%

**# with 1-5 years of experience**

7, 13%

**# with 6-14 years of experience**

21, 40%

**# with 15 or more years of experience**

24, 45%

**Education Paraprofessionals**

**# of paraprofessionals**

12

**# Highly Qualified**

12, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

We open our campus to college interns and volunteers to promote our school and let pre-service teachers know what our school can offer them as teachers. We have an established teacher mentoring program to provide school specific training and classroom management ideas. Also, we have an established professional development program for all instructional staff and provide many



opportunities to attend professional development at school, at the district, and at outside professional conferences throughout the year.

### **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 have an established teacher mentoring program. Our Instructional Coach meets with new teachers (new to teaching and new to OCPS) once a month (or more often, as needed) to provide school specific training, curriculum training and classroom management ideas. Ideally, grade level or area-specific pairings are made for mentor and mentee. All teachers mentoring meet the minimum requirements of years of experience and training in Clinical Educator.

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

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

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

We utilize an interdisciplinary approach to coordinate Rtl to meet the needs of the whole student in all areas. The Rtl Team is sensitive to individual student differences, and it assumes no given intervention is effective for all students. Members of the Rtl Leadership Team help to coordinate and implement the Rtl process in all K-5 classrooms. In addition, there are planned grade level team data meetings with the members of the Rtl team to discuss ongoing learning goals, student interventions and learning gains.

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

The administration initially analyzes the data and reviews the process in place to identify areas of concern. Along with the coaches, plans are developed and implemented to address the identified concerns, and regularly reviewed to determine effectiveness.

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

The Rtl Leadership Team meets weekly to discuss data and plan coaching sessions. Monthly grade-level data meetings are scheduled to discuss student data and make corrections when necessary. Monthly meetings with in-school intervention teachers are also scheduled to discuss student data and make corrections when necessary.

#### **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**

Reading: FAIR; FAIR Progress Monitoring; Performance Matters Benchmark Assessments; Mini Benchmark Assessments; STAR; PMRN; CELLA; DIBELS ORF Benchmark/Progress Monitoring Assessments; OCPS Common Core ELA Sight Word Lists; Phonics Mastery Surveys  
 Mathematics: Performance Matters Benchmark Assessments; Mini Benchmark Assessments; STAR Mathematics; Go Math Quick Checks  
 Writing: Orange Writes

Science: Performance Matters Benchmark Assessments

Engagement: Behavior Plans, as needed; EDW

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

Rtl Leadership Team will hold school and grade-level team meetings to provide information and training to teachers in the use of various assessment instruments, how to retrieve and use the data to plan and implement Tier 2 and Tier 3 interventions.

Principal will keep parents informed through monthly SAC meetings. Coaches and Teachers will hold various parent information/training nights throughout the school year on Writing, Literacy, Math, Behavior, and various parenting skills.

**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:** 2,160

Various enrichment clubs will be offered to students which will contribute to our school educating the whole child. Offerings include: newspaper club; chess club; mathletes; various physical education clubs including yoga, walking, running, golf; various fine arts clubs including chorus, art, and drama; service clubs including environmental club, patrols, student council, and National Elementary Honor Society. Additionally, students are able to compete in the Oration Contest and Battle of the Books.

**Strategy Purpose(s)**

- Enrichment activities that contribute to a well-rounded education

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

Data will be collected through various means including teacher anecdotal records; student and parent satisfaction surveys.

**Who is responsible for monitoring implementation of this strategy?**

Assistant Principal, Evelyn Mieles-Otero will be responsible for monitoring implementation of this strategy. Data will be analyzed by both administrators.

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 40

Targeted students will be tutored in very small group settings during their special area time, forty minutes, five days a week. Tutoring sessions will be for either reading or math (5x per week). Parents will give special permission to attend small group tutoring as an alternative to special area classes.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Small group teacher will collect data weekly and will analyze data along with Rtl Leadership Team to determine the effectiveness of this strategy.

**Who is responsible for monitoring implementation of this strategy?**

Small group teacher is responsible for monitoring implementation along with: Instructional Coach (Margaret Blackburn) and CRT/Math Coach (Cynthia Clark).

**Literacy Leadership Team (LLT)**

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

Name	Title
Brenda Cunningham	Principal
Evelyn Mieles-Otero	Assistant Principal
Margaret Blackburn	Instructional Coach
Julie Clausen	Kindergarten Teacher
Marta Garcia	First Grade Teacher
Maggie Lundgren	Second Grade Teacher
Pamela Brown	Third Grade Teacher
Emily Thompson	Fourth Grade Teacher
Christa Caldwell	Fifth Grade Teacher
Melissa Ramadan	ASD Teacher
Evangeline Scivally	Media Specialist

**How the school-based LLT functions**

The LLT meets once per month. Its role is to be a liaison to the faculty at large and to disseminate information on literacy issues, as well as, analyze data and provide guidance to the faculty at large on literacy.

**Major initiatives of the LLT**

The major initiatives of the LLT this year are to fully implement the Common Core Standards in K-5, including training and resources; and to implement the new reading series and new Rtl series, Voyager Passport, with fidelity along with training and coaching, as needed, to targeted faculty members.

## Every Teacher Contributes to Reading Instruction

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

N/A

## 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**

Our school holds a kindergarten registration and orientation day. Students and parents take a tour of the school campus and answers are given about school expectations, policies, etc.

Kindergarten teachers conduct home visits to share school expectations and available community resources.

## 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	76%	74%	No	78%
American Indian				
Asian	70%	85%	Yes	73%
Black/African American	67%	71%	Yes	70%
Hispanic	66%	60%	No	69%
White	82%	82%	Yes	84%
English language learners	62%	55%	No	66%
Students with disabilities	48%	28%	No	54%
Economically disadvantaged	67%	60%	No	70%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	91	27%	30%
Students scoring at or above Achievement Level 4	163	48%	51%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	160	74%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	39	74%	77%

**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)	36	53%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	26	38%	41%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	27%	30%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	83	65%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		50%

**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%	66%	No	75%
American Indian				
Asian	82%	77%	No	83%
Black/African American	69%	58%	No	72%
Hispanic	54%	50%	No	59%
White	82%	77%	No	84%
English language learners	46%	52%	Yes	51%
Students with disabilities	55%	44%	No	60%
Economically disadvantaged	58%	53%	No	63%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	31%	34%
Students scoring at or above Achievement Level 4	119	35%	38%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		50%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	133	61%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	52%	55%

**Middle School Acceleration**

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

**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	30	26%	32%
Students scoring at or above Achievement Level 4	46	40%	46%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	21		25
Participation in STEM-related experiences provided for students	21	100%	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	74	10%	7%
Students retained, pursuant to s. 1008.25, F.S.	21	3%	2%
Students who are not proficient in reading by third grade	32	27%	22%
Students who receive two or more behavior referrals	14	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	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**

During our 2013-2014 school year, we would like to develop an active line of communication that includes the parents and community to create the optimal learning environment for students.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Meet the Teacher	612	85%	88%
Open House	468	65%	68%
Conference Night	552	77%	80%
Parent Education Night	125	17%	25%



## Goals Summary

- G1.** Decrease the learning gap in the area of reading by each identified subgroup by 3%.
- G2.** Provide an opportunity for teachers to implement professional learning strategies that increase student achievement.

## Goals Detail

**G1.** Decrease the learning gap in the area of reading by each identified subgroup by 3%.

### Targets Supported

### Resources Available to Support the Goal

- School CHILL Counselor to meet with targeted groups to discuss reading goals.

### Targeted Barriers to Achieving the Goal

- Targeted students are significantly below grade level and are often disengaged with the learning process.

### Plan to Monitor Progress Toward the Goal

Monitor progress of targeted students in Reading achievement and classroom engagement in Reading.

### Person or Persons Responsible

Administration; Literacy Coach; CHILL Counselor; Fifth grade teachers

### Target Dates or Schedule:

Monthly data meetings

### Evidence of Completion:

Progress on grade-level Reading benchmarks and classroom engagement as measured by teacher anecdotal data.

**G2. Provide an opportunity for teachers to implement professional learning strategies that increase student achievement.**

**Targets Supported**

**Resources Available to Support the Goal**

- Teacher(s) available for small group instruction and extra tutoring during the school day.
- Resources available in "Journeys" and "Go Math".
- Common planning time per grade level (PLCs)

**Targeted Barriers to Achieving the Goal**

- Scheduling and coordinating services for Students with Disabilities.
- Teachers ensuring a viable reading and mathematics curriculum across each grade level and implementing the reading and mathematics program with fidelity.
- Students who are significantly below grade level in reading and/or mathematics and lack basic skills.

**Plan to Monitor Progress Toward the Goal**

Student growth on grade level Reading and Mathematics skills..

**Person or Persons Responsible**

Administration; Coaches; Tutors; Classroom Teachers

**Target Dates or Schedule:**

Monthly data meetings.

**Evidence of Completion:**

Growth on grade level skills measured by benchmark assessments and mini assessments..

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Decrease the learning gap in the area of reading by each identified subgroup by 3%.

**G1.B1** Targeted students are significantly below grade level and are often disengaged with the learning process.

**G1.B1.S1** Provide in-school tutoring during special area time.

#### Action Step 1

In-school reading instruction in a small-group setting for targeted students delivered during scheduled special area time.

##### Person or Persons Responsible

Targeted students in grades three through five working below grade level and members of school subgroups.

##### Target Dates or Schedule

Daily during scheduled special area time.

##### Evidence of Completion

Data from progress monitoring on program (Passport or Triumphs) which aligns skills with those tested on FCAT.

#### Action Step 2

In-school reading instruction in a small-group setting for targeted students delivered during scheduled special area time.

##### Person or Persons Responsible

Targeted students in grades three through five working below grade level and members of school subgroups.

##### Target Dates or Schedule

Daily during scheduled special area time.

##### Evidence of Completion

Data from progress monitoring on program (Passport or Triumphs) which aligns skills with those tested on FCAT.

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

Monitor in-school Reading tutoring sessions.

#### Person or Persons Responsible

Administration; Literacy Coach

#### Target Dates or Schedule

Weekly classroom visits and weekly data sheets.

#### Evidence of Completion

iObservation data; Lesson plan checklist data.

### Plan to Monitor Effectiveness of G1.B1.S1

Monitor progress of students on grade-level benchmarks.

#### Person or Persons Responsible

Administration; Literacy Coach

#### Target Dates or Schedule

Monthly data meetings.

#### Evidence of Completion

Progress on grade-level benchmarks as measured by Passport and Triumphs assessments.

### G1.B1.S2 Provide group time with CHILL Counselor to discuss reading goals and ways to reach goals.

#### Action Step 1

CHILL Counselor group sessions with targeted students to discuss their reading goals and ways to attain them.

#### Person or Persons Responsible

Targeted subgroup students in grade five working below grade level in Reading.

#### Target Dates or Schedule

Every other week (three to four times per grading period)

#### Evidence of Completion

Student progress on grade-level benchmarks.

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

Monitor small group meetings with CHILL Counselor

**Person or Persons Responsible**

Administrators, Literacy Coach, and CHILL Counselor

**Target Dates or Schedule**

Monthly meetings

**Evidence of Completion**

Data from progress monitoring on Reading program(s)

### Plan to Monitor Effectiveness of G1.B1.S2

Monitor progress of students on grade-level benchmarks and classroom engagement in Reading.

**Person or Persons Responsible**

Administration; Literacy Coach; CHILL Counselor

**Target Dates or Schedule**

Monthly data meetings

**Evidence of Completion**

Progress on grade-level benchmarks; Anecdotal records/observations of CHILL Counselor and fifth-grade teachers.

**G2.** Provide an opportunity for teachers to implement professional learning strategies that increase student achievement.

**G2.B1** Scheduling and coordinating services for Students with Disabilities.

**G2.B1.S1** Students with Disabilities will work on Reading and/or Math skills in resource setting with the ESE teacher during grade-level intervention time. This allows Students with Disabilities to stay in the general education classroom during all instruction AND provides a dedicated time for practice in a small group setting on same skills presented in general education classroom.

**Action Step 1**

Plan small group reading and/or mathematics instruction for ESE classroom that aligns to instruction in general education.

**Person or Persons Responsible**

Tutoring Teachers; Coaches

**Target Dates or Schedule**

Scheduled PLC time

**Evidence of Completion**

Growth on grade level skills measured by benchmark assessments and mini assessments.

**Facilitator:**

Cynthia Clark, Mathematics Coach/CRT; Margaret Blackburn, Instructional Coach; Jan Walls, ESE Coach

**Participants:**

Teachers in grades 3-5 and ESE teacher. PD on implementation of "Journeys" and "Go Math" and all small group components.

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

Alignment of skills presented in both general education classroom and ESE classroom via use of grade level focus calendars.

**Person or Persons Responsible**

Classroom and ESE teachers; Coaches; Administration

**Target Dates or Schedule**

Monthly PLC meetings and lesson plan checks.

**Evidence of Completion**

PLC meeting notes and lesson plan checklist documentation.

## Plan to Monitor Effectiveness of G2.B1.S1

Student growth on grade level skills as presented in the grade level and ESE classrooms.

### Person or Persons Responsible

Classroom and ESE teachers; Coaches; Administration

### Target Dates or Schedule

Monthly data meetings with classroom teachers K-5; ESE teacher; Coaches; and Administration

### Evidence of Completion

Student achievement/growth on grade level skills as measured by benchmark assessments and mini assessments.

**G2.B2** Teachers ensuring a viable reading and mathematics curriculum across each grade level and implementing the reading and mathematics program with fidelity.

**G2.B2.S1** Teachers will work together in PLCs using a Common Core Standards-based focus calendar to plan lessons and common assessments.

### Action Step 1

Teachers will plan Reading and Mathematics lessons together and follow the Reading and Mathematics plans with fidelity.

### Person or Persons Responsible

All grade level Reading and Mathematics teachers.

### Target Dates or Schedule

Designated planning times available daily. Grade level teams will meet at least twice per week for planning both Reading and Mathematics instruction.

### Evidence of Completion

Lesson plan checklist; PLC meeting notes

### Facilitator:

Instructional Coach; Math Coach

### Participants:

Reading and Mathematics teachers

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

Monitor that grade level teams are planning Reading and Mathematics together weekly and are implementing the Reading and Mathematics plans with fidelity.

#### **Person or Persons Responsible**

Administration; Coaches

#### **Target Dates or Schedule**

Monthly lesson plan checks; Attendance of administration or coaches at grade level meetings 2x per month.

#### **Evidence of Completion**

Lesson plan checklist; PLC meeting notes

### **Plan to Monitor Effectiveness of G2.B2.S1**

Common Reading and Mathematics lesson plans and implementation of Reading and Mathematics lesson plans with fidelity.

#### **Person or Persons Responsible**

Administration; Coaches

#### **Target Dates or Schedule**

Monthly data meetings; Weekly Leadership Team meetings

#### **Evidence of Completion**

Student progress toward acquisition of grade level Reading and Mathematics skills



**G2.B3** Students who are significantly below grade level in reading and/or mathematics and lack basic skills.

**G2.B3.S1** Provide in-school tutoring during special area time.

**Action Step 1**

In-school mathematics or reading instruction in a small-group setting for targeted students delivered during scheduled special area time.

**Person or Persons Responsible**

Targeted students in grades three through five working below grade level.

**Target Dates or Schedule**

Daily during scheduled special area time.

**Evidence of Completion**

Data from progress monitoring on program, Florida Ready, Passport, and Triumphs which aligns skills with those tested on FCAT.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1**

Monitor in-school Reading and Mathematics tutoring sessions.

**Person or Persons Responsible**

Administration; Coaches

**Target Dates or Schedule**

Weekly classroom visits and weekly data sheets.

**Evidence of Completion**

iObservation data; Lesson plan checklist data.

**Plan to Monitor Effectiveness of G2.B3.S1**

Monitor progress of students on grade-level benchmarks.

**Person or Persons Responsible**

Administration; Coaches

**Target Dates or Schedule**

Monthly data meetings.

**Evidence of Completion**

Progress on grade-level benchmarks as measured by Florida Ready, Passport, and Triumphs assessments.

## 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 II funds will provide professional development for mathematics teachers. The selected teachers will attend the Florida Council of Teachers of Mathematics for two days. Funds will be used to provide substitutes and conference registration fees. Based on the 2012-2013 FCAT Math Scores, Lakemont did not meet our AMO goals. The selected teachers will gain more expertise in the instruction of mathematics in order to decrease or eliminate the AMO gap. Supplemental Academic Instruction (SAI) funds have been used to add a resource teacher to the staff for the purpose of providing supplemental instruction for Tier 2 and Tier 3 Intervention groups for our bottom 30th percentile in reading and mathematics.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G2.** Provide an opportunity for teachers to implement professional learning strategies that increase student achievement.

**G2.B1** Scheduling and coordinating services for Students with Disabilities.

**G2.B1.S1** Students with Disabilities will work on Reading and/or Math skills in resource setting with the ESE teacher during grade-level intervention time. This allows Students with Disabilities to stay in the general education classroom during all instruction AND provides a dedicated time for practice in a small group setting on same skills presented in general education classroom.

### PD Opportunity 1

Plan small group reading and/or mathematics instruction for ESE classroom that aligns to instruction in general education.

#### Facilitator

Cynthia Clark, Mathematics Coach/CRT; Margaret Blackburn, Instructional Coach; Jan Walls, ESE Coach

#### Participants

Teachers in grades 3-5 and ESE teacher. PD on implementation of "Journeys" and "Go Math" and all small group components.

#### Target Dates or Schedule

Scheduled PLC time

#### Evidence of Completion

Growth on grade level skills measured by benchmark assessments and mini assessments.

**G2.B2** Teachers ensuring a viable reading and mathematics curriculum across each grade level and implementing the reading and mathematics program with fidelity.

**G2.B2.S1** Teachers will work together in PLCs using a Common Core Standards-based focus calendar to plan lessons and common assessments.

### **PD Opportunity 1**

Teachers will plan Reading and Mathematics lessons together and follow the Reading and Mathematics plans with fidelity.

#### **Facilitator**

Instructional Coach; Math Coach

#### **Participants**

Reading and Mathematics teachers

#### **Target Dates or Schedule**

Designated planning times available daily. Grade level teams will meet at least twice per week for planning both Reading and Mathematics instruction.

#### **Evidence of Completion**

Lesson plan checklist; PLC meeting notes

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Provide an opportunity for teachers to implement professional learning strategies that increase student achievement.	\$4,000
Total		\$4,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Total
Internal school accounts	\$4,000	\$4,000
Total	\$4,000	\$4,000

### Budget Details

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

**G2.** Provide an opportunity for teachers to implement professional learning strategies that increase student achievement.

**G2.B3** Students who are significantly below grade level in reading and/or mathematics and lack basic skills.

**G2.B3.S1** Provide in-school tutoring during special area time.

#### **Action Step 1**

In-school mathematics or reading instruction in a small-group setting for targeted students delivered during scheduled special area time.

#### **Resource Type**

Evidence-Based Materials

#### **Resource**

Teacher led small-group sources targeting reading or mathematics skills (Reading - Passport; Triumphs; Mathematics - Florida Ready)

#### **Funding Source**

Internal school accounts

#### **Amount Needed**

\$4,000