



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Lake Country Elementary School**

516 COUNTY ROAD 29

Lake Placid, FL 33852

863-699-5050

<http://www.highlands.k12.fl.us/~lce/>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 83%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 61%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> D
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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.

### **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.

### **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).

### **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.

### **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.

### **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

Lake Country Elementary School

##### Principal

Carla Ball

##### School Advisory Council chair

Linda Veley

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

Name	Title
Carla Ball	Principal
Erica Ashley	Assistant Principal
Ashley Culverhouse	LCRT
Wendy Walker	Teacher Kindergarten
Jennifer Wirick	Teacher 1st Grade
Elvia Barajas	Teacher 2nd Grade
Gitona Rogers	Teacher 3rd Grade
Whitney McGee	Teacher 4th Grade
Linda Veley	Teacher 5th Grade
Donna Nitz	Teacher
Annamarie Grimes	Guidance Counselor

#### District-Level Information

##### District

Highlands

##### Superintendent

Mr. Wallace P Cox

##### Date of school board approval of SIP

10/8/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

Carla Ball, Administration  
 Erica Ashley, Administration  
 Linda Veley, Teacher (Chair)  
 Maria Manjarres, Teacher

Elvia Barajas, Teacher  
Leticia Washington. Teacher,  
Brenda Welch, Teacher  
Yadira Barajas, Non-Instructional  
Lourdes Celaya, Non-Instructional  
Virginia Fuentes, Non-Instructional  
Jean Gaslein, Parent  
LaJoy Callahan, Parent  
Lisa Beal, Parent  
Vanessa Diaz, Parent  
Araceli Avila, Parent  
Shawn Cruse, Parent  
Reese Martin, Parent  
Sylvia Swaford, Parent  
Suzanne Saccente, Parent  
Mia Saccente, Student  
Isabella Saccente, Student

55% of our SAC is not employed by the district ~ 45% are Parents and 10% are Students  
The racial composition of our SAC is ~ 45% White, 10% Black, and 40% Hispanic

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

The School Advisory Council (SAC) plays an active role in the development and evaluation of the school improvement plan and assist with the annual school budget. The SAC reviews relevant data, identifies areas for improvement, develops improvement strategies, and monitors the implementation of the strategies. This is an on-going process. Data is constantly being analyzed and adjustments made to ensure the strategies we are implementing are positively impacting student achievement. Funds are allocated to provide resources for the implementation of research based strategies.

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

- A. Conduct needs assessments, analyze results, and identify needs.
- B. Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as, goals of the school, indicators of school and student progress, and strategies and evaluation procedures to measure student performance.
- C. Monitor students' and the school's progress in attaining goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance.
- D. Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.
- E. Provide advisory input on the use of school funds.

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

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

In Compliance

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

### **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:**

**Carla Ball**

Principal

Years as Administrator: 8

Years at Current School: 0

**Credentials**

B.S.- Business Management;  
 M.Ed.– Educational Leadership;  
 Ed.S.- Curriculum and Instruction  
 Certification: Elementary Education (1-6)  
 ESOL Endorsement  
 Reading Endorsement  
 School Principal (All Levels)

**Performance Record**

Memorial Elementary ~ Assistant Principal  
 2012-2013 ~ F  
 2011-2012 ~ D  
 2010-2011 ~ C  
 2009-2010 ~ B  
 2008-2009 ~ C  
 Ben Hill Griffin Jr. Elementary ~ Assistant Principal  
 2007-2008 ~ C  
 Alturas Elementary ~ Assistant Principal  
 2006-2007 ~ A  
 2005-2006 ~ B

**Erica Ashley**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

B.S.- Education  
 M.Ed.– Educational Leadership.  
 Elementary Education (1-6)  
 ESOL Endorsement  
 School Principal (All Levels)

**Performance Record**

Lake Country Elementary  
 2013-2014 ~ B  
 2012-2013 ~ A

**Instructional Coaches**

**# of instructional coaches**

1



**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Ashley Culverhouse**

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

**Areas**

Reading/Literacy

**Credentials**

Elementary Ed. K-6

ESOL Endorsed

National Board Elementary Generalist 22

**Performance Record**

Cracker Trail Elementary ~ Classroom Teacher

2013-2014 ~ A

Memorial Elementary ~ Classroom Teacher

2012-2013 ~ D

2011-2010 ~ C

2010-2009 ~ B

2009-2010 ~ C

**Classroom Teachers**

**# of classroom teachers**

36

**# receiving effective rating or higher**

36, 100%

**# Highly Qualified Teachers**

83%

**# certified in-field**

36, 100%

**# ESOL endorsed**

27, 75%

**# reading endorsed**

6, 17%

**# with advanced degrees**

5, 14%

**# National Board Certified**

3, 8%

**# first-year teachers**

5, 14%

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

5, 14%

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

8, 22%

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

18, 50%

**Education Paraprofessionals****# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Lake Country Elementary utilizes the Human Resources Recruitment and Professional Development (HRRPD) department at the district office. This department posts all vacancies on the website, as well as attending college/university recruitment fairs throughout the state. The Teach-In Florida.com and Teacher-Teacher.com websites are also used to locate potential applicants who will meet the criteria to be highly qualified. An interview team consisting of the administration, literacy/curriculum resource teacher, grade level appropriate teacher leader and other staff members, as needed, interviews each applicant who meets the criteria to be interviewed and considered for the vacancy. References are checked via the telephone. The HRRPD department performs the critical duty of screening interested applicants for verification of professional preparation and certification. This department is crucial to hiring highly qualified teachers.

New teachers are assigned grade level/job-alike mentors to assist and support the transition to Lake Country Elementary. Under the guidance and direction of the Curriculum Leadership team members, each grade level/department meets weekly to plan together, share successes, and problem solve. In addition to the support provided by the team leader and administration, first year teachers are assigned a Peer Evaluator. Using Charlotte Danielson's Frameworks for Teaching model, teachers are trained on the content of the 4 Domains, the Rubrics and the Evidence to be observed. Peer Evaluators also serve to coach new teachers on areas of need.

**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**

Lake Country Elementary provides mentoring for beginning teachers and teachers in need of improvement in a variety of methods. Highlands County School District Human Resources, Recruitment and Professional Development department is instrumental in verifying certification, highly

qualified, and other requirements that determine the teachers who are in need of the Professional Education Competence (PEC) program. Once those teachers who are determined to be eligible for this support program is identified, a qualified mentor/peer teacher is chosen. The criteria for selection of the mentor/peer teacher is: an experienced teacher who has the necessary skills and competencies to provide support for the beginning teacher; must be at the same grade level or subject level; be Clinical Educator trained; participate in a peer teacher training; and attend a workshop relating to the Peer-Mentor Teacher Program Notebook. Each beginning teacher who is eligible for the PEC program has a support team that meets quarterly to provide support and resources for the development of the beginning teacher.

Another strategy that is used at Lake Country Elementary to mentor beginning and/or teachers in need of improvement is through those teachers who are Nationally Board Certified. The NBCT teachers are identified and called upon for mentoring/support on an "as needed" basis.

Each Curriculum Leadership Team member also has the responsibility to mentor and support those beginning and/or teachers in need of improvement who are on their grade level team.

The Literacy/Curriculum Resource Teacher also provides guidance and support for beginning and/or teachers in need of improvement.

### **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**

Lake Country Elementary utilizes the 4-step problem-solving model to implement and monitor the MTSS and SIP structures:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

The MTSS Leadership Team meets on a monthly basis and reviews student data at least four times per year. The MTSS Leadership team also shares graphic visuals of student data with whole staff and individual teachers. The team also monitors and provides support to teachers making instructional changes in the classroom. Through these small group meetings, the team also provides support through problem solving, resources, and mentoring.

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

The MTSS leadership team roles include:

**Principal:** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the 4-step problem solving process, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation, and communicates with parents regarding school-based Rti plans and activities. The principal also communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1. The principal schedules "Data Days" throughout the year to ensure that instruction/interventions are informed by student data, facilitates the development of instructional schedules based upon student needs, ensures that instructional/intervention support is provided to all staff, and creates frequent opportunities to celebrate and communicate success.

**Assistant Principal:** Develops, leads and evaluates school core content standards/programs, identifies

and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaboration with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach and Intervention Resource Teacher: Assists with whole-school screening programs that provide early intervening services for children considered to be "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Guidance Counselor: Supports data collection activities, assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional support and documentation; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

The MTSS leadership team will meet every second and third week of each month to engage in the following activities:

Review universal screening data and link it to instructional practices to ensure a healthy core curriculum and plan for targeted supplemental interventions.

Review and analyze progress monitoring data, including school-wide and content-wide trends at grade levels and classroom levels, to identify students who are meeting or exceeding benchmarks as well as students who are at moderate to high risk for not meeting benchmarks.

On the second and third week of each month, the team will meet to use the problem-solving method to analyze data and develop researched-based interventions for students struggling with core instruction. Roles for implementation, monitoring and data management will be assigned during this process. Team members will also monitor the fidelity of the intervention through direct observation, and analyze the success or lack of success of the intervention based on appropriate assessments. General education teachers will be included in the process and coverage provided for classrooms to ensure their full participation. The general education teachers will also attend Rtl data meetings on the third week of each month at 2:30 in grade-level groups. During this time, the team members will discuss the data collected the week prior, assist in creating new strategies, assess previous strategies, and update PMPs on the A3 system.

In order to build consensus with all stakeholders, other school teams, parents and paraprofessionals will be included in the process whenever possible. Professional development on the Rtl process will be done throughout the year, and staff will be asked to assess the success of the implementation as well as their own skills through discussion and surveys.

Professional development activities and resources for teachers and staff will include areas such as data analysis and data collection.

Throughout the year, the MTSS team will continue to collaborate with the Curriculum Leadership Team, Vertical Articulation Team, as well as grade level teams to ensure a fully coordinated and implemented Rtl process. Because members of the MTSS Leadership Team are also members of other school teams,

efforts to address identified issues will be streamlined and the RtI process implemented within all school groups and PLCs.

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

The MTSS Leadership Team at Lake Country Elementary monitor's the fidelity of the MTSS process and SIP by providing professional development and support (technical assistance/coaching), data support (data sources and technology), leadership support (policies, expectations and evaluation) and program evaluation (on-going data collection to ensure integrity of implementation and support). Assessment tools have been developed in Florida to assess levels of implementation and educator perceptions of the fidelity of the MTSS system. These tools include the Self-Assessment of Problem-Solving Implementation (SAPSI), the Benchmarks of Quality (BOQ), the PBS Implementation Checklist (PIC), and the Benchmarks of Advanced Tiers (BAT).

When looking at the 4-step problem solving process the fidelity of Tier 1 is assessed through the use of walkthroughs by principals and peers and/or direct observation of the critical elements of the instructional process. Tools such as the Benchmarks of Quality and PBS Implementation Checklist allow for measurement of the fidelity of Tier 1 behavior supports and instruction. In Tiers 2 and 3, fidelity is assessed through regular meetings to determine student response to the intervention, barriers to the delivery of the intervention, and technical assistance to deliver the intervention as intended.

**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**

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment in Instruction and Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Florida Kindergarten Readiness Screener (FLKRS), AIMSweb

Progress Monitoring- PMRN, Curriculum Based Measurement (CBM), Performance Matters, AIMSweb, Easycbm

Midyear: FAIR, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT

Frequency of Data Days: monthly for data analysis

Data Management Systems: A3 Academic Achievement, Performance Matters, AIMSweb, Easycbm

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

MTSS will be supported school wide, through constant and consistent dialog as well as professional development throughout the year. The school will use a team approach for decision-making and planning for student academic success. Teachers will be encouraged by the MTSS leadership team to meet individually or in groups to facilitate problem-solving when the need arises This includes the school-wide MTSS, the RTI process, and all data management systems.

**Literacy Leadership Team (LLT)**

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

Name	Title
Carla Ball	Principal
Erica Ashley	Assistant Principal
Ashley Culverhouse	LCRT

Name	Title
Wendy Walker	Teacher, 1st Grade
Elvia Barajas	Teacher, 2nd Grade
Gitona Rogers	Teacher, 3rd Grade
Whitney McGee	Teacher, 4th Grade
Linda Veley	Teacher, 5th Grade
Brenda Welch	Teacher, ESE

### How the school-based LLT functions

The function of Lake Country Elementary's Literacy Leadership Team (LLT) is to build a culture of academic rigor through ongoing professional learning for teachers. The LLT will meet monthly to assess the school's literacy needs, establish goals and priorities for literacy, and develop a professional development agenda to meet the established goals. The Literacy Leadership Team also serve as liaisons to the rest of the staff, bringing messages and information to grade-level teams, as well as to other school committees, such as parent groups. The primary goal is to increase literacy learning and student achievement for all students.

### Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team for the 2013-2014 school year are to:

- Support the full implementation of the Common Core State Standards for K-2
- Support the blended implementation of the NGSSS and the Common Core State Standards in 3rd-5th
- Lead and support PLC's and study groups
- Analyze data to determine the effectiveness of literacy instruction
- Redesign instruction to meet student learning and intervention needs
- Monitor and support the implementation of the new core reading program ~ Reading Street.
- Support or participate in classroom demonstrations and modeling of research based literacy standards.
- Mentor and support new teachers and teachers identified as in need of improvement

### 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

To ensure a smooth transition into kindergarten, teachers and administrators from Lake Country Elementary communicate often with the community's early childhood programs. Expectations are communicated back and forth across both levels. Information about the Kindergarten Common Core State Standards is provided to the preschools so they are aware of where students need to be academically when they make the transition. In May, parent meetings are held at the preschools when elementary staff can attend and answer any questions parents have. Each preschool is also invited to bring their 4 year old students to spend a morning in the Kindergarten classrooms in May. Open House is held the week before school starts in August where students can meet their teachers and become comfortable with their surroundings. At the start of the school year, The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. At Lake Country Elementary we have also established "Dream Teams" where we partner up our kindergarten classrooms with intermediate classrooms to form a mentoring relationship.

## 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	53%		No	57%
American Indian				
Asian				
Black/African American	43%		No	49%
Hispanic	46%		No	51%
White	63%		No	66%
English language learners	37%		No	43%
Students with disabilities	31%		No	38%
Economically disadvantaged	48%		No	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	128	46%	56%
Students scoring at or above Achievement Level 4	56	20%	25%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	168	60%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	46	65%	75%

#### 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)	22	44%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		36%



**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	54	57%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%		No	54%
American Indian				
Asian				
Black/African American	32%		No	39%
Hispanic	48%		No	54%
White	52%		No	57%
English language learners	37%		No	43%
Students with disabilities	28%		No	35%
Economically disadvantaged	45%		No	51%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	143	51%	61%
Students scoring at or above Achievement Level 4	59	21%	25%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	55	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	71%	72%

**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	26	33%	51%
Students scoring at or above Achievement Level 4	26	33%	51%

**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)	19		19
Participation in STEM-related experiences provided for students	594	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	44	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	44	7%	5%
Students who are not proficient in reading by third grade	47	51%	40%
Students who receive two or more behavior referrals	6	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

By June 2013, 95% of parents will have participated in their child's' education as determined by attendance at parent meetings, workshops and quarterly parent/ teacher conferences.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Our target is to have 95% of parents participating in their child's education.	563	93%	95%

## Goals Summary

- G1.** (50%) 66 out 133 ELL students will be proficient in reading based on the 2013-14 CELLA test. Our goal is to increase our ELL students' comprehension of text through the Rosetta Stone program.
- G2.** The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading
- G3.** Increase students' writing skills through the Write Bright curriculum and Writing to Sources.
- G4.** The percentage of grade 4 & 5 students making Learning Gains in reading on the 2013 FCAT will increase from 60% (112/187) in 2013 to 62% (113/189) in 2014. Increase students ownership of learning through data notebooks and feedback from classroom teacher
- G5.** In grades 3-5, 64% of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test. Our goal is to increase students' math problem solving abilities.
- G6.** In grades 4-5, 71% of students will demonstrate learning gains on the 2014 administration of the FCAT Mathematics Test. Our goal is to increase students concrete understanding of the Math standards.
- G7.** The percentage of students achieving FCAT Level 3 in reading will increase from 46% in 2013 to 56% in 2014. This will achieve 25% (10%) per year of the achievement gap from 45% to 85% by 2017. Increase students' comprehension of rigorous text.
- G8.** The percentage of students scoring level 3 or higher on the 2014 FCAT Science Test will increase from 38% (33/88) to 51% (45/88). We will increase students' understanding of the scientific method through science investigations and hands on experiments.
- G9.** Every early release day will be designated for school-wide STEM activities and projects.

## Goals Detail

**G1.** (50%) 66 out 133 ELL students will be proficient in reading based on the 2013-14 CELLA test. Our goal is to increase our ELL students' comprehension of text through the Rosetta Stone program.

### Targets Supported

### Resources Available to Support the Goal

- Rosetta Stone

### Targeted Barriers to Achieving the Goal

- Our ELL students do not have the background knowledge and vocabulary necessary to comprehend many levels of text.

### Plan to Monitor Progress Toward the Goal

Rosetta Stone reports will be collected to monitor student growth in the program.

**Person or Persons Responsible**

Administrators and ESOL para

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Rosetta Stone report

**G2.** The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading

**Targets Supported**

**Resources Available to Support the Goal**

- Pearson Reading Street Curriculum Pearson Science Leveled Readers Close Reading lessons Higher Order Questioning Professional Development Kagan Cooperative Structures

**Targeted Barriers to Achieving the Goal**

- Students who score below level 4 or 5 do not receive sufficient acceleration interventions specific to higher order questioning and responding.
- Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.

### Plan to Monitor Progress Toward the Goal

We will monitoring the increase in Reading levels through Successmaker, STAR, and FAIR data.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Data provided in Successmaker, STAR, and FAIR data.

**G3.** Increase students' writing skills through the Write Bright curriculum and Writing to Sources.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Write Bright Curriculum Pearson Reading Street- Writing to Sources section

**Targeted Barriers to Achieving the Goal**

- Implementing consistent, effective writing strategies in the classroom across the grade levels.

### Plan to Monitor Progress Toward the Goal

We will monitor progress based on the percentage of students who are on and off grade level in writing based on the district adopted Grade Level Writing indicators.

**Person or Persons Responsible**

Administrators and Progress Monitoring Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

88% of students will be on grade level in Writing based on the Writing Grade Level Indicators.

**G4.** The percentage of grade 4 & 5 students making Learning Gains in reading on the 2013 FCAT will increase from 60% (112/187) in 2013 to 62% (113/189) in 2014. Increase students ownership of learning through data notebooks and feedback from classroom teacher

**Targets Supported**

**Resources Available to Support the Goal**

- Kagan Cooperative Structures Pearson Reading Street Curriculum

**Targeted Barriers to Achieving the Goal**

- Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.

### Plan to Monitor Progress Toward the Goal

Based on the evidence collected during Progress Monitoring meetings, administration will make necessary adjustments in order to ensure the use of Student Data Notebooks.

**Person or Persons Responsible**

Administrators

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Progress Monitoring meetings

**G5.** In grades 3-5, 64% of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test. Our goal is to increase students' math problem solving abilities.

**Targets Supported**

**Resources Available to Support the Goal**

- Go Math Singapore Math Strategies Supplemental- Connect Ed program Successmaker

**Targeted Barriers to Achieving the Goal**

- Lack of concrete understanding of math concepts and perseverance through problem solving.

### Plan to Monitor Progress Toward the Goal

Administration will review Pinnacle grades, Successmaker Math data, and % of students meeting grade level indicators.

**Person or Persons Responsible**

Administrators and Progress Monitoring Team

**Target Dates or Schedule:**

Monthly/Quarterly

**Evidence of Completion:**

Obtaining the amount of students currently on grade level in Math.

**G6.** In grades 4-5, 71% of students will demonstrate learning gains on the 2014 administration of the FCAT Mathematics Test. Our goal is to increase students concrete understanding of the Math standards.

**Targets Supported**

**Resources Available to Support the Goal**

- Go Math Singapore Math strategies Manipulatives

**Targeted Barriers to Achieving the Goal**

- The lack of students' concrete understanding of math concepts.

### Plan to Monitor Progress Toward the Goal

Data will be shared during CLTs meeting- Successmaker and Class Average on Chapter tests.

**Person or Persons Responsible**

Administration and CLT

**Target Dates or Schedule:**

Monthly

**Evidence of Completion:**

Team meeting notes

**G7.** The percentage of students achieving FCAT Level 3 in reading will increase from 46% in 2013 to 56% in 2014. This will achieve 25% (10%) per year of the achievement gap from 45% to 85% by 2017. Increase students' comprehension of rigorous text.

### **Targets Supported**

#### **Resources Available to Support the Goal**

- Master Schedule- Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.
- Pearson Reading Street Series- Students will receive specific, rigorous, direct instruction through Close Reading lessons with high complexity text through the implementation of the new Common Core Reading series- Reading Street with the focus of 50% Fiction and 50% Non-Fiction.
- Pearson Reading Street Series- Teachers will increase academic vocabulary through academic vocabulary, Greek and Latin roots study, content area vocabulary, and new Common Core Reading series phonics/vocabulary instruction.
- Rosetta Stone program for our ELL student population
- Successmaker Computer Program- Our subgroups who have scored a Level 1 or 2 will receive Successmaker twice a day.
- Professional Development with Pearson Reading Street Representative

#### **Targeted Barriers to Achieving the Goal**

- Instruction in reading is systematic and explicit. However, students have not developed stamina to demonstrate proficiency on reading assessments.
- Instruction in reading is systematic and explicit. However, students have not been consistently exposed to complex text in their grade level.
- Instruction in reading is systematic and explicit. However, students have not developed knowledge of vocabulary needed for the content area.

#### **Plan to Monitor Progress Toward the Goal**

FAIR comprehension cluster, SME data, and STAR Reading report will be analyzed to determine the growth of students in Reading.

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

Administrators, Reading coach, and Progress Monitoring Team

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

Every nine weeks during Progress Monitoring Meetings and quarterly data meeting days.

#### **Evidence of Completion:**

FAIR assessments for AP1, AP2, and AP3, SME data, and STAR Reading report.

**G8.** The percentage of students scoring level 3 or higher on the 2014 FCAT Science Test will increase from 38% (33/88) to 51% (45/88). We will increase students' understanding of the scientific method through science investigations and hands on experiments.

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Pearson Science and STEM Curriculum Science Level Readers Science Connection Materials and PD

**Targeted Barriers to Achieving the Goal**

- Students do not have an in depth understanding of the scientific method.

**Plan to Monitor Progress Toward the Goal**

Teachers will provide the Progress Monitoring team data on the students' chapter test scores.

**Person or Persons Responsible**

Administration, Progress Monitoring Team, and Classroom Teachers

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

70% of students will pass the Science Chapter tests.

**G9.** Every early release day will be designated for school-wide STEM activities and projects.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Pearson Interactive Science Curriculum Science Connection Committee Meeting Share Out

**Targeted Barriers to Achieving the Goal**

- Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technology, Engineering, and Math.

**Plan to Monitor Progress Toward the Goal**

During Progress Monitoring meetings, we will monitor progress towards our goal through sharing of lesson plans and students' Reading, Writing, Math, and Science grade level indicators.

**Person or Persons Responsible**

Administration and Progress Monitoring Team

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Grade level indicators- % on grade level in all subject areas



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** (50%) 66 out 133 ELL students will be proficient in reading based on the 2013-14 CELLA test. Our goal is to increase our ELL students' comprehension of text through the Rosetta Stone program.

**G1.B1** Our ELL students do not have the background knowledge and vocabulary necessary to comprehend many levels of text.

**G1.B1.S1** Our ELL students who scored lower on CELLA will complete the Rosetta Stone program each morning for 30 minutes.

#### **Action Step 1**

ELL students will be identified and Rosetta Stone licenses will be issued to students. A Rosetta Stone Schedule will be set in place to begin the 2nd week of school.

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

Administrators and ESOL para

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

August 2013

#### **Evidence of Completion**

Rosetta Stone licenses and schedule

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

Administration and our ESOL para will take attendance daily to make sure students are coming to complete the 30 minutes of Rosetta Stone.

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

Administrators and ESOL Para

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

Daily

#### **Evidence of Completion**

Attendance log and activity log from Rosetta Stone Program

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

During Progress Monitoring, we will see if students are making learning gains in Reading as well as in the Rosetta Stone program.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Progress Monitoring data collection

**G2.** The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading

**G2.B1** Students who score below level 4 or 5 do not receive sufficient acceleration interventions specific to higher order questioning and responding.

**G2.B1.S1** Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.

### Action Step 1

Monitored Independent Reading will take place everyday in the Acceleration schedule. Students will be reading books based on their AR levels and taking quizzes on a weekly basis.

### Person or Persons Responsible

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

### Target Dates or Schedule

Monitored Independent Reading will take place everyday in the Acceleration schedule.

### Evidence of Completion

Improvement in STAR Reading Test levels and points earned in AR.

### Facilitator:

Ashley Culverhouse- Reading Coach

### Participants:

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

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

Administrators and Reading Coach will observe teachers' higher order questioning and student responses. Feedback will be given after observation.

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

Administrators and Reading Coach

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

Weekly walk throughs and classroom observation

#### **Evidence of Completion**

Effective ratings in Domain 3: Questioning and Discussion Techniques

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

Teachers will be provided with specific feedback on their questioning techniques and student engagement piece on a monthly basis.

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

Administrators and Reading Coach

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

Monthly

#### **Evidence of Completion**

Informal and Formal Observation results

**G2.B2** Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.

**G2.B2.S1** Close Reading lessons will be implemented through the Pearson Reading Street curriculum. Teachers will use Kagan Cooperative Structure strategies to increase student engagement and interest in the higher level text.

**Action Step 1**

Close Reading lessons will be planned each week to ensure exposure to higher level text and Kagan Cooperative Structures will be included in plans to create higher student engagement.

**Person or Persons Responsible**

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans will indicate Close Reading lessons, differentiation, and Kagan Cooperative structures.

**Facilitator:**

Kagan Cooperative Structures representative.

**Participants:**

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

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

Lesson plans will be checked weekly to ensure Close Reading lessons and Kagan Cooperative structures are in place. Classroom observations by administrators will be made on a weekly basis. Team planning will occur weekly where fidelity can be assessed.

**Person or Persons Responsible**

Administrators, Reading Coach, and Curriculum Leadership team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Informal and Formal Observations by Administration, Lesson plans, and collaborative planning.

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

Curriculum Leadership Team will meet monthly to determine the effectiveness of the Kagan Cooperative Structures and Close Reading Lessons.

#### Person or Persons Responsible

Administrators, Reading Coach, and Curriculum Leadership team

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Team Meeting discussion, feedback, minutes from the meeting.

### G3. Increase students' writing skills through the Write Bright curriculum and Writing to Sources.

#### G3.B1 Implementing consistent, effective writing strategies in the classroom across the grade levels.

**G3.B1.S1** PLCs – Teachers in grades 3-5 will implement balanced practice in argument/opinion, informative/explanatory, and narrative writing. Complete writing tasks in response to multiple text and cite text-based evidence. Connect weekly writing tasks to unit writing projects.

#### Action Step 1

Professional Learning Communities will collaborate and plan writing lessons using the Reading Street curriculum and Write Bright Station.

#### Person or Persons Responsible

Administrators and Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans and classroom observations by Administration.

#### Facilitator:

Erica Ashley- Write Bright Pearson Reading Street Representative

#### Participants:

Administrators and Teachers

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

We will monitor fidelity through participation in PLCs each week. Administration, CLTs, and Reading Coach will be able to provide feedback and observe teams planning.

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

Administration, CLTs, and Reading Coach

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

Weekly

#### **Evidence of Completion**

Team Meeting Notes and Lesson Plans

### **Plan to Monitor Effectiveness of G3.B1.S1**

During Progress Monitoring meetings, we will use the percentage of students who met the grade level indicators to determine effectiveness.

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

Administrators, CLTs, and Classroom Teachers

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

Monthly

#### **Evidence of Completion**

Writing Grade Level Indicators- % of on and off grade level

**G4.** The percentage of grade 4 & 5 students making Learning Gains in reading on the 2013 FCAT will increase from 60% (112/187) in 2013 to 62% (113/189) in 2014. Increase students ownership of learning through data notebooks and feedback from classroom teacher

**G4.B1** Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.

**G4.B1.S1** Teachers will implement Visible Learning strategies in the Reading instruction through students setting personal Reading goals, recording their achievement in data notebooks, and frequent conferencing/feedback sessions.

### **Action Step 1**

Teachers will implement data notebooks in their classroom. Data will be entered by students each week based on their classroom assessments.

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

Administrators and Classroom Teachers

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

Weekly

#### **Evidence of Completion**

Student Data Notebooks

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

Administration will meet with grades 3-5 students individual to have student data notebook chats.

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

Administrators

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

Quarterly

#### **Evidence of Completion**

Data Notebooks and Student Data Chats completed by Administration.

### Plan to Monitor Effectiveness of G4.B1.S1

During Progress Monitoring meetings classroom data will be shared and student data notebooks will be viewed.

#### Person or Persons Responsible

Administration, Progress Monitoring Team, and Classroom Teacher

#### Target Dates or Schedule

Quarterly

#### Evidence of Completion

Data for Progress Monitoring, Data Notebooks, and Student Data Chats completed by Administration.

**G5.** In grades 3-5, 64% of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test. Our goal is to increase students' math problem solving abilities.

**G5.B1** Lack of concrete understanding of math concepts and perseverance through problem solving.

**G5.B1.S1** We will continue to use the Singapore Math strategies of introducing Math concepts through concrete, pictorial, and abstract problem solving.

#### Action Step 1

During Team Meetings, Administration and Team Leaders will plan Math lessons using the Singapore Math strategies.

#### Person or Persons Responsible

Administration and CLTs

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans and Classroom Observations

#### Facilitator:

Erica Ashley- Singapore Math Strategies

#### Participants:

Administration and CLTs



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

Team Meeting notes and lesson plans will be checked every week for indication of Singapore Math strategies implementation.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Team Meeting notes, Informal Observations, and Lesson Plans checked weekly

### Plan to Monitor Effectiveness of G5.B1.S1

Teachers will share the number of students who met the Math Grade Level Indicators adopted by the District.

**Person or Persons Responsible**

Administration and Progress Monitoring Team

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

64% of students will meet the Math Grade Level Indicators.

**G6.** In grades 4-5, 71% of students will demonstrate learning gains on the 2014 administration of the FCAT Mathematics Test. Our goal is to increase students concrete understanding of the Math standards.

**G6.B1** The lack of students' concrete understanding of math concepts.

**G6.B1.S1** Teachers will incorporate hands-on activities in every Math lesson.

**Action Step 1**

During Team Planning, teachers will create hands-on Math activities that promote exploration and concrete understanding of the Math standard.

**Person or Persons Responsible**

Administrators, CLT, and Classroom Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans and classroom observation by Administration.

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

Administration and CLTs will monitor the fidelity of implementation through discussion and collaboration during team planning.

**Person or Persons Responsible**

Administration and CLTs

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson Plans and Classroom Observation

## Plan to Monitor Effectiveness of G6.B1.S1

During Progress Monitoring, we will monitor effectiveness through the percentage of students who are meeting the Math Grade Level indicators and making learning gains in Successmaker Math.

### Person or Persons Responsible

Administration and Progress Monitoring Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

71% of students will be on grade level in Math and making learning gains in Successmaker.

**G7.** The percentage of students achieving FCAT Level 3 in reading will increase from 46% in 2013 to 56% in 2014. This will achieve 25% (10%) per year of the achievement gap from 45% to 85% by 2017. Increase students' comprehension of rigorous text.

**G7.B1** Instruction in reading is systematic and explicit. However, students have not developed stamina to demonstrate proficiency on reading assessments.

**G7.B1.S1** Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.

### Action Step 1

Literacy Leadership Team reviews FAIR OPM in comprehension to determine the percent of students scoring medium or high within specific cluster areas every nine weeks.

### Person or Persons Responsible

Administrators, reading coaches, curriculum leader team members, and classroom teachers

### Target Dates or Schedule

Progress Monitoring Team reviews FAIR OPM in comprehension to determine the percent of students scoring medium or high within specific cluster areas every nine weeks.

### Evidence of Completion

The evidence of completion will be the percent of students scoring medium or high within the comprehension cluster in FAIR. This will be determined every nine weeks during Progress Monitoring Meetings.

### Facilitator:

Reading Coach

### Participants:

Administrators, reading coaches, curriculum leader team members, and classroom teachers

### **Plan to Monitor Fidelity of Implementation of G7.B1.S1**

FAIR comprehension cluster, Successmaker data, and STAR Reading level will be analyzed to determine the growth of students in Reading.

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

Administrators, Reading coach, MTSS team, Curriculum leader team members.

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

Every nine weeks for progress monitoring.

#### **Evidence of Completion**

Data from FAIR AP1, AP2, and AP3, Successmaker, and STAR Reading

### **Plan to Monitor Effectiveness of G7.B1.S1**

FAIR comprehension cluster, SME data, and STAR Reading report will be analyzed to determine the growth of students in Reading.

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

Administrators, Reading coach, and Progress Monitoring Team

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

Every nine weeks during Progress Monitoring Meetings and quarterly data meeting days.

#### **Evidence of Completion**

FAIR assessments for AP1, AP2, and AP3, SME data, and STAR reading report

**G7.B2** Instruction in reading is systematic and explicit. However, students have not been consistently exposed to complex text in their grade level.

**G7.B2.S1** Classroom teachers will assess student responses to high complexity text through the weekly tests given in the Scott Foresman Reading Street series

**Action Step 1**

Classroom teachers will assess student responses to high complexity text through the weekly tests given in the Scott Foresman Reading Street series

**Person or Persons Responsible**

Administrators, Reading Coach, and Curriculum Leadership Team

**Target Dates or Schedule**

This will be done every week during team planning.

**Evidence of Completion**

Data Notebook entries and Pinnacle grade book.

**Facilitator:**

Pearson Reading Street Representative and Reading Coach

**Participants:**

Administrators, Reading Coach, and Curriculum Leadership Team

**Plan to Monitor Fidelity of Implementation of G7.B2.S1**

Administrator, Reading Coach, and MTSS team will participate in team meetings and planning.

**Person or Persons Responsible**

Administrators, Reading Coach, MTSS team, and Classroom Teachers

**Target Dates or Schedule**

During Progress Monitoring Meetings and Data Team Days (quarterly) and weekly during team planning.

**Evidence of Completion**

Student Data Notebooks and Pinnacle Grade book

## Plan to Monitor Effectiveness of G7.B2.S1

During progress monitoring meetings, we will evaluate student learning and growth through the average weekly test score.

### Person or Persons Responsible

Administrators and Progress Monitoring Team

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Progress Monitoring Data

**G7.B3** Instruction in reading is systematic and explicit. However, students have not developed knowledge of vocabulary needed for the content area.

**G7.B3.S1** Teachers will increase academic vocabulary through BEAR Word Sorts, academic vocabulary, Greek and Latin roots study, content area vocabulary, and new Common Core Reading series phonics/ vocabulary instruction.

### Action Step 1

Teachers will increase academic vocabulary through BEAR Word Sorts, academic vocabulary, Greek and Latin roots study, content area vocabulary, and new Common Core Reading series phonics/ vocabulary instruction/

### Person or Persons Responsible

Administrators, Reading Coach, MTSS team, and Curriculum Leadership Team

### Target Dates or Schedule

Quarterly during Progress Monitoring Meetings and weekly team meetings.

### Evidence of Completion

Team Meeting notes, Lesson plans, and Pinnacle Grade book.

### **Plan to Monitor Fidelity of Implementation of G7.B3.S1**

Teachers will increase academic vocabulary through BEAR Word Sorts, Greek and Latin roots study, content area vocabulary, and new Common Core Reading series phonics/vocabulary instruction.

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

Administrators, Reading Coach, MTSS team, and Classroom teachers

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

Weekly

#### **Evidence of Completion**

Weekly tests, Pinnacle Grade Book

### **Plan to Monitor Effectiveness of G7.B3.S1**

We will discuss and evaluate the implementation of the new Reading Street series and review data provided through the weekly tests.

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

Administrators, Curriculum Leadership Team, and Reading Coach

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

Curriculum Leadership Team meetings- monthly.

#### **Evidence of Completion**

70% or higher on Weekly Reading Tests and Spelling tests

**G8.** The percentage of students scoring level 3 or higher on the 2014 FCAT Science Test will increase from 38% (33/88) to 51% (45/88). We will increase students' understanding of the scientific method through science investigations and hands on experiments.

**G8.B1** Students do not have an in depth understanding of the scientific method.

**G8.B1.S1** Teachers will incorporate hands on science investigations tied to our NGSSS Science Standards on a weekly basis.

**Action Step 1**

Team meetings will occur weekly to plan hands on science investigations.

**Person or Persons Responsible**

Administrators, CLTs, and Classroom Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans, Team Meeting notes, and Classroom Observations by Administration

**Plan to Monitor Fidelity of Implementation of G8.B1.S1**

During Curriculum Leadership Team Meetings, we will assess the implementation of the hands-on science investigations through discussion of best practices.

**Person or Persons Responsible**

Administrators and CLTs

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Team Meeting notes



### Plan to Monitor Effectiveness of G8.B1.S1

Teachers will gather data based on the Chapter Science tests. Their goal is to have 70% of students pass the Chapter Science tests.

#### Person or Persons Responsible

Administration and Classroom Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Data provided by teachers

**G9.** Every early release day will be designated for school-wide STEM activities and projects.

**G9.B1** Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technology, Engineering, and Math.

**G9.B1.S1** Incorporate Active Learning Strategies- -Engage in higher-order thinking tasks as analysis, synthesis and evaluation; -Study ideas, solve problems and apply what they have learned; -Construct hypotheses and make decisions; -Provide meaning and organization to experiences; -Work collaboratively with others; -Connect real-life work between school and what will take place in the rest of their lives -Address cultural influences and individual learning styles

#### Action Step 1

Conduct STEM activities on every Early Release Day

#### Person or Persons Responsible

Administration, Science Connection Committee, and Classroom Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Completion of STEM activities on every Early Release Day

### **Plan to Monitor Fidelity of Implementation of G9.B1.S1**

During the Curriculum Leadership Team meeting, we will discuss the implementation of the STEM days and revisit any areas we need to reevaluate.

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

Administration, CLT, and Science Connection Committee

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

Monthly

#### **Evidence of Completion**

Team Meeting notes

### **Plan to Monitor Effectiveness of G9.B1.S1**

We will monitor effectiveness through teacher feedback from STEM lessons.

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

Administration and CLTS

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

Monthly

#### **Evidence of Completion**

Feedback from Teachers

## Coordination and Integration

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

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

#### Title I, Part A

Will provide funds to all district schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB.

#### Title I, Part C- Migrant

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

#### Title I, Part D

Provides services to children who are delinquent or neglected.

#### Title II, Part A

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

#### Title III

Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education.

#### Title VI, Part B

##### Career and Technical Education

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring.

#### Title X- Homeless

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

#### Violence Prevention Programs

The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

#### Nutrition Programs

District food service department participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.

#### Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

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

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

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

**G2.** The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading

**G2.B1** Students who score below level 4 or 5 do not receive sufficient acceleration interventions specific to higher order questioning and responding.

**G2.B1.S1** Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.

### PD Opportunity 1

Monitored Independent Reading will take place everyday in the Acceleration schedule. Students will be reading books based on their AR levels and taking quizzes on a weekly basis.

#### Facilitator

Ashley Culverhouse- Reading Coach

#### Participants

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

#### Target Dates or Schedule

Monitored Independent Reading will take place everyday in the Acceleration schedule.

#### Evidence of Completion

Improvement in STAR Reading Test levels and points earned in AR.

**G2.B2** Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.

**G2.B2.S1** Close Reading lessons will be implemented through the Pearson Reading Street curriculum. Teachers will use Kagan Cooperative Structure strategies to increase student engagement and interest in the higher level text.

### **PD Opportunity 1**

Close Reading lessons will be planned each week to ensure exposure to higher level text and Kagan Cooperative Structures will be included in plans to create higher student engagement.

#### **Facilitator**

Kagan Cooperative Structures representative.

#### **Participants**

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

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

Weekly

#### **Evidence of Completion**

Lesson plans will indicate Close Reading lessons, differentiation, and Kagan Cooperative structures.

**G3.** Increase students' writing skills through the Write Bright curriculum and Writing to Sources.

**G3.B1** Implementing consistent, effective writing strategies in the classroom across the grade levels.

**G3.B1.S1** PLCs – Teachers in grades 3-5 will implement balanced practice in argument/opinion, informative/explanatory, and narrative writing. Complete writing tasks in response to multiple text and cite text-based evidence. Connect weekly writing tasks to unit writing projects.

**PD Opportunity 1**

Professional Learning Communities will collaborate and plan writing lessons using the Reading Street curriculum and Write Bright Station.

**Facilitator**

Erica Ashley- Write Bright Pearson Reading Street Representative

**Participants**

Administrators and Teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans and classroom observations by Administration.

**G5.** In grades 3-5, 64% of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test. Our goal is to increase students' math problem solving abilities.

**G5.B1** Lack of concrete understanding of math concepts and perseverance through problem solving.

**G5.B1.S1** We will continue to use the Singapore Math strategies of introducing Math concepts through concrete, pictorial, and abstract problem solving.

### **PD Opportunity 1**

During Team Meetings, Administration and Team Leaders will plan Math lessons using the Singapore Math strategies.

#### **Facilitator**

Erica Ashley- Singapore Math Strategies

#### **Participants**

Administration and CLTs

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

Weekly

#### **Evidence of Completion**

Lesson plans and Classroom Observations

**G7.** The percentage of students achieving FCAT Level 3 in reading will increase from 46% in 2013 to 56% in 2014. This will achieve 25% (10%) per year of the achievement gap from 45% to 85% by 2017. Increase students' comprehension of rigorous text.

**G7.B1** Instruction in reading is systematic and explicit. However, students have not developed stamina to demonstrate proficiency on reading assessments.

**G7.B1.S1** Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.

### **PD Opportunity 1**

Literacy Leadership Team reviews FAIR OPM in comprehension to determine the percent of students scoring medium or high within specific cluster areas every nine weeks.

#### **Facilitator**

Reading Coach

#### **Participants**

Administrators, reading coaches, curriculum leader team members, and classroom teachers

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

Progress Monitoring Team reviews FAIR OPM in comprehension to determine the percent of students scoring medium or high within specific cluster areas every nine weeks.

#### **Evidence of Completion**

The evidence of completion will be the percent of students scoring medium or high within the comprehension cluster in FAIR. This will be determined every nine weeks during Progress Monitoring Meetings.



**G7.B2** Instruction in reading is systematic and explicit. However, students have not been consistently exposed to complex text in their grade level.

**G7.B2.S1** Classroom teachers will assess student responses to high complexity text through the weekly tests given in the Scott Foresman Reading Street series

### **PD Opportunity 1**

Classroom teachers will assess student responses to high complexity text through the weekly tests given in the Scott Foresman Reading Street series

#### **Facilitator**

Pearson Reading Street Representative and Reading Coach

#### **Participants**

Administrators, Reading Coach, and Curriculum Leadership Team

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

This will be done every week during team planning.

#### **Evidence of Completion**

Data Notebook entries and Pinnacle grade book.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading	\$756
G9.	Every early release day will be designated for school-wide STEM activities and projects.	\$250
Total		\$1,006

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Total
Title I	\$756	\$250	\$1,006
Total	\$756	\$250	\$1,006

### Budget Details

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

**G2.** The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 20% in 2013 to 25% in 2014. We will increase student engagement during instructional delivery through Kagan Cooperative Structures and Close Reading

**G2.B2** Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.

**G2.B2.S1** Close Reading lessons will be implemented through the Pearson Reading Street curriculum. Teachers will use Kagan Cooperative Structure strategies to increase student engagement and interest in the higher level text.

#### Action Step 1

Close Reading lessons will be planned each week to ensure exposure to higher level text and Kagan Cooperative Structures will be included in plans to create higher student engagement.

#### Resource Type

Professional Development

#### Resource

Professional Development in Kagan Cooperative Structures for new teachers

#### Funding Source

Title I

#### Amount Needed

\$756

**G9.** Every early release day will be designated for school-wide STEM activities and projects.

**G9.B1** Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technology, Engineering, and Math.

**G9.B1.S1** Incorporate Active Learning Strategies- -Engage in higher-order thinking tasks as analysis, synthesis and evaluation; -Study ideas, solve problems and apply what they have learned; -Construct hypotheses and make decisions; -Provide meaning and organization to experiences; -Work collaboratively with others; -Connect real-life work between school and what will take place in the rest of their lives -Address cultural influences and individual learning styles

**Action Step 1**

Conduct STEM activities on every Early Release Day

**Resource Type**

Evidence-Based Materials

**Resource**

Research based science materials to support early release STEM day activities

**Funding Source**

Title I

**Amount Needed**

\$250