



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Placid Elementary School

101 GREEN DRAGON DR

Lake Placid, FL 33852

863-699-5070

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 61%

School Grades History

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	13
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Part III: Coordination and Integration	29
Appendix 1: Professional Development Plan to Support Goals	30
Appendix 2: Budget to Support Goals	32

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Lake Placid Elementary School

Principal

Carey L. Conner

School Advisory Council chair

Kym Smoak

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

Name	Title
Andrea Summers	Assistant Principal
Vicki Million	Guidance Counselor/ESE Team Leader
Jennifer Simmons	LCRT K-2
Heather Hollan	Kindergarten Team Leader
Jennifer Raimondi	First Grade Team Leader
Marcy Irwin	Second Grade Team Leader
Amy McClellan	Third Grade Team Leader
Melinda Whitney	Fourth Grade Team Leader
Naisha Henderson	Fifth Grade Team Leader
Laura Sherley	LCRT 3-5

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

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The position titles include a Chairman, Co-Chairman, and Secretary.

Involvement of the SAC in the development of the SIP

Along with the Curriculum Leadership Team the SAC members assist with the development, monitoring, and evaluation of the school improvement plan. Each team member is assigned to a specific content area or other area in which goals are developed to provide support and assistance.

Activities of the SAC for the upcoming school year

In addition to assisting with the development and monitoring of the school improvement plan, the SAC will be involved in preparing and approving the school's budget. Each month SAC members are informed of school events, policies, parent involvement, and student achievement. Any legislative or district policy that affect our school are also discussed with the Council.

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:

Carey L. Conner

Principal

Years as Administrator: 5

Years at Current School: 11

Credentials

B.S. Elementary Education; M.A. Educational Leadership
 Certifications: Educational Leadership/School Principal, Specific Learning Disabilities, Reading/ESOL Endorsed

Performance Record

2012-2013 B; no AYP
 2011-2012 A; no AYP
 2010-2011 A; no AYP
 2009-2010 A; AYP met
 2008-2009 A; no AYP

Andrea Summers		
Asst Principal	Years as Administrator: 1	Years at Current School: 13
Credentials	B.S. Accounting and Finance, Florida Southern College M.S. Educational Leadership, University of South Florida Certifications: Elementary Education; Exceptional Student Education; Business Education; Educational Leadership; ESOL Endorsement; Reading Endorsement National Board Certified Teacher	
Performance Record	2012-2013 B; no AYP 2011-2012 A; no AYP 2010-2011 A; no AYP 2009-2010 A; AYP 2008-2009 A; no AYP	

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Jennifer Simmons		
Full-time / School-based	Years as Coach: 0	Years at Current School: 11
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BS Health Care Admin BS Elementary Education Certifications: Elementary Education, Primary Education Reading Endorsed, Gifted Endorsed	
Performance Record		

Laura Sherley		
Full-time / School-based	Years as Coach: 0	Years at Current School:
Areas	Reading/Literacy, RtI/MTSS	
Credentials	B.A. Elementary Education M.A. Educational Leadership Certifications: Elementary Education, ESOL Reading Endorsed	
Performance Record		

Classroom Teachers

of classroom teachers

52

receiving effective rating or higher

50, 96%

Highly Qualified Teachers

83%

certified in-field

52, 100%

ESOL endorsed

34, 65%

reading endorsed

12, 23%

with advanced degrees

8, 15%

National Board Certified

7, 13%

first-year teachers

2, 4%

with 1-5 years of experience

13, 25%

with 6-14 years of experience

17, 33%

with 15 or more years of experience

20, 38%

Education Paraprofessionals

of paraprofessionals

13

Highly Qualified

13, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Lake Placid Elementary recruits highly qualified teachers through the efforts of the Human Resources Department. On the job posting website, the department indicates whether or not a teacher candidate is highly qualified. Whenever teachers are interviewed, highly qualified teachers are selected whenever possible.

Additionally, LPE encourages internships from local colleges and universities so that potential teacher candidates are trained under the school's highly qualified teachers through their internship. As positions become available, we hope to hire previous successful interns.

New teachers that are hired at LPE receive monthly training provided by the Literacy Curriculum Reading Teachers and the administration to support the implementation of best practices. Each grade level team meets weekly to plan instruction, analyze data, and share best practices.

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

When a first year teacher is hired at Lake Placid Elementary, they are immediately assigned a mentor that has received Clinical Educator training or Mentor Training. These assignments are typically based on grade level. Though we have a few new teachers to LPE this year, they are experienced teachers. They will receive the necessary support from their grade level rather than being assigned a mentor.

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

Members of the Rtl team will meet to review the previous year's data to identify students in each tier so the current teacher could be notified of the students receiving Tier 2 & 3 interventions. The Rtl team will meet weekly with the school psychologist and individual classroom teachers. The purpose of these meetings is to review student performance, success of intervention, and make further instructional decisions. The Rtl team members will work with grade level teams to assist them in analyzing grade level and class data in order to determine the effectiveness of core instruction.

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

The Leadership Team met to analyze school wide and grade-level data to identify student achievement and behavior trends. The Core Rtl team members analyzed disaggregated data in order to identify trends and groups in need of intervention. Data review plans, supports, and instructional focus calendars are being generated as a result of these meetings. Data-based decision making rules and procedures were developed. Processes to ensure intervention fidelity continue to be developed. The school improvement plan will be shared with all major stakeholders including the School Advisory Council (SAC), parents, and teachers..

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

MTSS/SIP will be supported through on-going professional development, weekly meetings for teachers with students in need of interventions, grade level data analysis and quarterly progress monitoring.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources:

Reading: FAIR (PMRN), FCAT, Core Assessments Math: FCAT, Performance Matters, Core Assessments

Science: Performance Matters, Core Assessments Behavior/Attendance: Genesis (school database)

Writing: LPE Writes, Classroom samples

Weekly RtI meetings are held to discuss students receiving Tier 3 interventions with the RtI team and the school psychologist. During these meetings classroom data and individual student data is analyzed and discussed. Individual probing data is shared and interventions are monitored for effectiveness.

At each quarterly Progress Monitoring meeting, assessment data is thoroughly reviewed using data from FAIR, Pinnacle Gradebook, Performance Matters Math and Science, LPE Writes, PAST/Phonics, classroom assessments, AIMS web, and Genesis.

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

Staff will receive refresher training in October to review the MTSS, and documenting interventions. The Guidance Counselor will provide training in A3, developing Progress Monitoring Plans, and updating PMPs. The RtI team members will meet with grade level groups to discuss specific interventions, tracking tools, and to analyze data.

Literacy Leadership Team (LLT)

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

Name	Title
Carey Conner	Principal
Andrea Summers	Assistant Principal
Heather Hollan	Kindergarten Teacher
Jennifer Raimondi	First Grade Teacher
Marcy Irwin	Second Grade Teacher
Melinda Whitney	Fourth Grade Teacher
Naisha Henderson	Fifth Grade Teacher
Jennifer Simmons	Literacy Curriculum/Reading Coach K-2
Laura Sherley	Literacy Curriculum Reading Coach 3-5
Amy McClellan	Third Grade Teacher

How the school-based LLT functions

The LLT met initially to analyze 2012-13 data and determine progress toward previous years' SIP goals. New goals were established based on previous performance, and goals were shared with the Leadership Team and faculty.

The LLT will meet monthly to analyze multiple sources of data, identify and discuss successful reading interventions, share reading resources, research based practices. Each grade level representative will report back the information to their grade level.

Major initiatives of the LLT

The goal of the LLT for the 2013-14 school year is to support the school wide implementation of the CCSS , plan staff development for training teachers in the shift from writing complete essays to writing to sources, share ways to integrate complex text, and to provide time for grade levels to meet to become familiar with our new Reading Street curriculum.

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

Lake Placid Elementary invites all pre-schools in the area to visit the school in May before Kindergarten registration. The following activities are provided for the students: school/bus safety, kindergarten class activities, and a tour of the school provided by our fifth grade ambassadors. Registration packets are given to the daycares in attendance and include a supply list, academic standards, and tips for parents to prepare their children for kindergarten. Pre-registration is held in May for two days, with one day extending into evening hours. The Data Operator communicates with parents prior to registration the required documents required to officially register a student. Parent Orientation Night is provided the Thursday before the start of school to enable students to come see their new classroom and to meet their new teacher.

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	63%	54%	No	67%
American Indian				
Asian				
Black/African American	33%	33%	Yes	40%
Hispanic	58%	46%	No	63%
White	72%	65%	No	75%
English language learners	44%	11%	No	50%
Students with disabilities	38%	28%	No	44%
Economically disadvantaged	54%	46%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	22%	25%
Students scoring at or above Achievement Level 4	101	30%	30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		81%	81%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

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.			

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	45%	50%
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	66%	62%	No	69%
American Indian				
Asian				
Black/African American	48%	33%	No	53%
Hispanic	58%	61%	Yes	63%
White	73%	68%	No	76%
English language learners	52%	78%	Yes	57%
Students with disabilities	35%	28%	No	42%
Economically disadvantaged	58%	58%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	104	31%	32%
Students scoring at or above Achievement Level 4	99	30%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		50%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		35%	35%

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	27	27%	30%
Students scoring at or above Achievement Level 4	27	25%	25%

Florida Alternate Assessment (FAA)

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

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

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		8
Participation in STEM-related experiences provided for students	99	12%	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			
Students retained, pursuant to s. 1008.25, F.S.	3	3%	2%
Students who are not proficient in reading by third grade	57	50%	40%
Students who receive two or more behavior referrals	12	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

Middle School Indicators

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

Area 9: Parent Involvement

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

Parental involvement targets for the school

See Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
--------	---------------	---------------	---------------

Goals Summary

- G1.** The percent of students in grades 3-5 meeting proficiency in reading on the FCAT 2.0 will increase from 54% to 63%
- G2.** The percent of students making learning gains in math on the FCAT 2.0 in grades 4 & 5 will increase from 50% to 60%.
- G3.** The percent of students meeting high standards on the FCAT 2.0 Writing Assessment will increase from 45% to 50%.
- G4.** The percent of students meeting high standards in Science will increase from 53% to 55% on the FCAT 2.0 Science Assessment.
- G5.** The number of students with excessive absences (10 or more) will decrease from 32% to 30%.
- G6.** The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.

Goals Detail

G1. The percent of students in grades 3-5 meeting proficiency in reading on the FCAT 2.0 will increase from 54% to 63%

Targets Supported

Resources Available to Support the Goal

- Reading Street Strategic Intervention Lessons, My Sidewalks Intensive Intervention Materials

Targeted Barriers to Achieving the Goal

- Students are unable to read grade level text.

Plan to Monitor Progress Toward the Goal

Progress Monitoring Meetings

Person or Persons Responsible

Administration, Classroom Teachers, LCRTs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring Log

G2. The percent of students making learning gains in math on the FCAT 2.0 in grades 4 & 5 will increase from 50% to 60%.

Targets Supported

Resources Available to Support the Goal

- Go Math Intervention Materials

Targeted Barriers to Achieving the Goal

- Students lack prerequisite skills to solve complex and multi-step problems.

Plan to Monitor Progress Toward the Goal

Progress Monitoring

Person or Persons Responsible

Administration, Classroom Teacher, LCRTs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring Log

G3. The percent of students meeting high standards on the FCAT 2.0 Writing Assessment will increase from 45% to 50%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Reading Street Writing Lessons

Targeted Barriers to Achieving the Goal

- Students lack the prerequisite skills to compose an essay that meets the scoring demands of the FCAT 2.0 Writing Assessment.

Plan to Monitor Progress Toward the Goal

Progress Monitoring

Person or Persons Responsible

Administration, Classroom Teachers, LCRTs

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring Log

G4. The percent of students meeting high standards in Science will increase from 53% to 55% on the FCAT 2.0 Science Assessment.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Core Science Text

Targeted Barriers to Achieving the Goal

- Students are unable to retain previously taught Science standards from third and fourth grade.

Plan to Monitor Progress Toward the Goal

Progress Monitoring of Performance Matters Science Assessment

Person or Persons Responsible

Administration, Classroom Teachers

Target Dates or Schedule:

3 times per year

Evidence of Completion:

Progress Monitoring Log

G5. The number of students with excessive absences (10 or more) will decrease from 32% to 30%.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Connect Ed Automated Telephone Calling System

Targeted Barriers to Achieving the Goal

- Parents inconsistently follow the district attendance policy.

Plan to Monitor Progress Toward the Goal

Review of SARC Meeting Notes

Person or Persons Responsible

Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

G6. The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Leader In Me Training

Targeted Barriers to Achieving the Goal

- Students do not enter school with appropriate social/emotional skills.

Plan to Monitor Progress Toward the Goal

Progress Monitoring

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Progress Monitoring Log

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The percent of students in grades 3-5 meeting proficiency in reading on the FCAT 2.0 will increase from 54% to 63%

G1.B1 Students are unable to read grade level text.

G1.B1.S1 Identified students will receive systematic, explicit instruction in the areas necessary to improve overall reading.

Action Step 1

Provide Tier 2 and Tier 3 interventions

Person or Persons Responsible

Classroom teachers, trained remediation paraprofessionals, and Literacy Curriculum Resource Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Rtl tracking documentation, AIMS Web probing data

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

Classroom Walk-Throughs

Person or Persons Responsible

Administration, LCRTs

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through Forms

Plan to Monitor Effectiveness of G1.B1.S1

Data Analysis of AIMS Web Probing Data, Weekly and Unit Assessments

Person or Persons Responsible

MTSS Team

Target Dates or Schedule

Weekly

Evidence of Completion

MTSS Meeting Notes

G2. The percent of students making learning gains in math on the FCAT 2.0 in grades 4 & 5 will increase from 50% to 60%.

G2.B1 Students lack prerequisite skills to solve complex and multi-step problems.

G2.B1.S1 Students identified as lacking prerequisite skills will receive targeted instruction, focusing on the areas of deficiency.

Action Step 1

Provide small group targeted instruction

Person or Persons Responsible

Classroom teacher, trained grade level paraprofessional

Target Dates or Schedule

Daily

Evidence of Completion

MTSS Tracking Sheets

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

Classroom Walk-Throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through Forms

Plan to Monitor Effectiveness of G2.B1.S1

Data Analysis of Performance Matters, Timed Drills, and Chapter Tests

Person or Persons Responsible

Administration, Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Math PLC Log

G3. The percent of students meeting high standards on the FCAT 2.0 Writing Assessment will increase from 45% to 50%.

G3.B1 Students lack the prerequisite skills to compose an essay that meets the scoring demands of the FCAT 2.0 Writing Assessment.

G3.B1.S1 Teachers will increase the amount of time spent instructing writing.

Action Step 1

60 Minute Writing Block

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, Classroom Walk-throughs

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

Classroom Walk-throughs

Person or Persons Responsible

Administration, LCRTs

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through Forms

Plan to Monitor Effectiveness of G3.B1.S1

Analysis of Writing Samples

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Grade level meeting notes

G4. The percent of students meeting high standards in Science will increase from 53% to 55% on the FCAT 2.0 Science Assessment.

G4.B1 Students are unable to retain previously taught Science standards from third and fourth grade.

G4.B1.S1 Fifth grade teachers will identify areas of deficiency and remediate.

Action Step 1

Analyze Performance Matters Baseline Data

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

September

Evidence of Completion

Grade Level Meeting Notes

Facilitator:

Cathy Hardesty, District Science Curriculum Resource Teacher

Participants:

Classroom Teachers

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

Classroom Walk-Throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Walk-through Forms

Plan to Monitor Effectiveness of G4.B1.S1

Data Analysis

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Grade level meeting notes

G5. The number of students with excessive absences (10 or more) will decrease from 32% to 30%.

G5.B1 Parents inconsistently follow the district attendance policy.

G5.B1.S1 Conduct monthly Student Attendance Review Committee Meetings.

Action Step 1

Identify students that with excessive absences

Person or Persons Responsible

Data Operator

Target Dates or Schedule

Monthly

Evidence of Completion

Gensis Reports

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

SARC Meetings

Person or Persons Responsible

Assistant Principal, Guidance Counselor, Data Operator

Target Dates or Schedule

Monthly

Evidence of Completion

SARC Meeting Notes

Plan to Monitor Effectiveness of G5.B1.S1

Review of Attendance Data

Person or Persons Responsible

Administration, Data Operator

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance Record

G6. The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.

G6.B1 Students do not enter school with appropriate social/emotional skills.

G6.B1.S1 Students will be taught the 7 Habits of Highly Effective Kids.

Action Step 1

School Wide Implementation of Leader in Me (7 Habits)

Person or Persons Responsible

Administration, Classroom Teachers, Staff

Target Dates or Schedule

November 2013

Evidence of Completion

Lesson Plans

Facilitator:

Paula Farnsworth

Participants:

Faculty

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

Classroom Walk-Throughs

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom Walk-through forms

Plan to Monitor Effectiveness of G6.B1.S1

Review of Discipline Data

Person or Persons Responsible

Administration, Lighthouse Team

Target Dates or Schedule

Monthly

Evidence of Completion

Lighthouse Team Meeting Notes

Coordination and Integration

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

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

Title I, Part A: Provides funds to all district elementary schools and one middle school in a school-wide project format, to target academic assistance to all students, professional development for teachers, and parent involvement activities. Monies also 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.

Title I, Part C- Migrant: Provides services to migrant students (Pre-K-12th grade) and their families. The primary goal of the Migrant Program is to improve academic performance of migrant students, and provide health/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: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III: Supports activities to assist students in becoming proficient in English, supports teacher professional development in ELL strategies, and parent involvement/education.

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 Reading Camp for students that score a Level 1 on FCAT.

Violence Prevention Program: 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 provides services in summer for breakfast and lunch for all schools and the community.

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.

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.

G4. The percent of students meeting high standards in Science will increase from 53% to 55% on the FCAT 2.0 Science Assessment.

G4.B1 Students are unable to retain previously taught Science standards from third and fourth grade.

G4.B1.S1 Fifth grade teachers will identify areas of deficiency and remediate.

PD Opportunity 1

Analyze Performance Matters Baseline Data

Facilitator

Cathy Hardesty, District Science Curriculum Resource Teacher

Participants

Classroom Teachers

Target Dates or Schedule

September

Evidence of Completion

Grade Level Meeting Notes

G6. The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.

G6.B1 Students do not enter school with appropriate social/emotional skills.

G6.B1.S1 Students will be taught the 7 Habits of Highly Effective Kids.

PD Opportunity 1

School Wide Implementation of Leader in Me (7 Habits)

Facilitator

Paula Farnsworth

Participants

Faculty

Target Dates or Schedule

November 2013

Evidence of Completion

Lesson Plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percent of students in grades 3-5 meeting proficiency in reading on the FCAT 2.0 will increase from 54% to 63%	\$1,000
G6.	The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.	\$5,000
Total		\$6,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Total
	\$1,000	\$0	\$1,000
Title 1	\$0	\$5,000	\$5,000
Total	\$1,000	\$5,000	\$6,000

Budget Details

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

G1. The percent of students in grades 3-5 meeting proficiency in reading on the FCAT 2.0 will increase from 54% to 63%

G1.B1 Students are unable to read grade level text.

G1.B1.S1 Identified students will receive systematic, explicit instruction in the areas necessary to improve overall reading.

Action Step 1

Provide Tier 2 and Tier 3 interventions

Resource Type

Evidence-Based Materials

Resource

My Sidewalks Intensive Intervention Kit

Funding Source

Amount Needed

\$1,000

G4. The percent of students meeting high standards in Science will increase from 53% to 55% on the FCAT 2.0 Science Assessment.

G4.B1 Students are unable to retain previously taught Science standards from third and fourth grade.

G4.B1.S1 Fifth grade teachers will identify areas of deficiency and remediate.

Action Step 1

Analyze Performance Matters Baseline Data

Resource Type

Evidence-Based Materials

Resource

Funding Source

Amount Needed

G6. The number of students receiving 2 or more discipline referrals will decrease from 1.5% to 1%.

G6.B1 Students do not enter school with appropriate social/emotional skills.

G6.B1.S1 Students will be taught the 7 Habits of Highly Effective Kids.

Action Step 1

School Wide Implementation of Leader in Me (7 Habits)

Resource Type

Professional Development

Resource

Vision Training, Implementation Training

Funding Source

Title 1

Amount Needed

\$5,000