



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Lena Vista Elementary School

925 BERKLEY RD

Auburndale, FL 33823

863-965-5464

<http://schools.polk-fl.net/lenavista>

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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> 65%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 47%

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## School Grades History

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

Lena Vista Elementary School

##### Principal

Cheryl Rutenbar

##### School Advisory Council chair

Lynette Gaviola

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

Name	Title
Cheryl Rutenbar	Principal
Suzanne Wickersheim	Assistant Principal
Lyndsy Kulcher	Administrative Intern
Roberta Stinson	Resource Teacher
Linda Rodriguez	Resource Teacher
Erin Larson-Pease	Resource Teacher
Eva Allen	TSA Guidance
Sharon Palmer	Media Specialist
Kristin Thomas	Guidance Counselor
Patricia Williams	Network Manager

#### District-Level Information

##### District

Polk

##### Superintendent

Dr. Kathryn Leroy

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

Pending

### 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

Membership of the SAC is comprised of 53% parents and community members with one serving as the SAC chair. The other 47% of members are teachers and paraprofessionals from Lena Vista.

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

- ? Operate within the boundaries of School Board policy and State legislation
- ? Assist in developing and reviewing school vision statement, goals and objectives
- ? Analyze School Grade and AMO Reports
- ? Solicit input from peer groups regarding school improvement
- ? Vote on the expenditure of SAC Allocation Funds, School Recognition Funds and 5 Star School Award
- ? Review all funds reported in School Improvement Plan
- ? Support school improvement implementation
- ? Provide ongoing evaluations of school improvement progress

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

- Review and provide input of SIP
- Review and analyze school report card and school data
- Review and provide input on the parent involvement plan
- Review and provide input on the business partner plan
- Vote on 5 STAR School Application for the 2013-2014 school year
- Vote on expenditure of Lottery Funds
- Review and comment on Parent involvement surveys provided by Title 1 and School Board
- Review District Strategic Plan

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

N/A

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Cheryl Rutenbar**

Principal

Years as Administrator: 11

Years at Current School: 5

**Credentials**

BS-Elementary Education MS-Educational Leadership

**Performance Record**

Principal of Lena Vista 2012-2013: Grade D, Reading Mastery: 46%, Math Mastery: 57%, Writing Mastery: 22% and Science Mastery: 30%. Reading Learning Gains: 66%, Math Learning Gains: 70%, Lowest 25% Reading Learning Gains: 68%, Lowest 25% Math Learning Gains: 69%. Principal of Lena Vista 2011-2012: Grade C, Reading Mastery: 43%, Math Mastery: 53%, Writing Mastery: 74% and Science Mastery: 41%. Reading Learning Gains: 64%, Math Learning Gains: 71%, Lowest 25% Reading Learning Gains: 74%, Lowest 25% Math Learning Gains: 59%. Principal of Lena Vista 2010-2011: Grade B, Reading Mastery: 65%, Math Mastery: 71%, Writing Mastery: 90% and Science Mastery: 37%. Reading Learning Gains: 60%, Math Learning Gains: 54%, Lowest 25% Reading Learning Gains: 58%, Lowest 25 % Math Learning Gains: 63% AYP: 74% of Cells Proficient, Not Proficient in Math, Not proficient in Reading. Principal of Lena Vista 2009-2010: Grade A, Reading Mastery: 62%, Math Mastery: 74%, Writing Mastery: 81% and Science Mastery: 43%. Reading Learning Gains: 65%, Math Learning Gains: 67%, Lowest 25% Reading Learning Gains: 69%, Lowest 25 % Math Learning Gains: 82% AYP: 92% of Cells Proficient, Proficient in all math cells, Reading proficient Hispanic and SWD, Not proficient in Reading Total, White, Black, ED. Principal of Lena Vista Elementary in 2008-2009: Grade: A, Reading Mastery: 61%, Math Mastery: 73%, Writing Mastery 86% and Science Mastery: 45%. AYP: 82% of all cells, Hispanic and SWD did not make AYP in math. Black, Hispanic, ED, and SWD did not make AYP in reading.



**Suzanne Wickersheim**

Asst Principal

Years as Administrator: 9

Years at Current School: 3

**Credentials**

BS-Elementary Education MS-Educational Leadership

**Performance Record**

Assistant Principal of Lena Vista 2012-2013: Grade D, Reading Mastery: 46%, Math Mastery: 57%, Writing Mastery: 22% and Science Mastery: 30%. Reading Learning Gains: 66%, Math Learning Gains: 70%, Lowest 25% Reading Learning Gains: 68%, Lowest 25% Math Learning Gains: 69%. Assistant Principal of Lena Vista 2011-2012: Grade C, Reading Mastery: 43%, Math Mastery: 53%, Writing Mastery: 74% and Science Mastery: 41%. Reading Learning Gains: 64%, Math Learning Gains: 71%, Lowest 25% Reading Learning Gains: 74%, Lowest 25% Math Learning Gains: 59%. Assistant Principal of Lena Vista 2010-2011: Grade B, Reading Mastery: 65%, Math Mastery: 71%, Writing Mastery: 90% and Science Mastery: 37%. Reading Learning Gains: 60%, Math Learning Gains: 54%, Lowest 25% Reading Learning Gains: 58%, Lowest 25 % Math Learning Gains: 63% AYP: 74% of Cells Proficient, Not Proficient in Math, Not proficient in Reading.

**Instructional Coaches**

# of instructional coaches

# receiving effective rating or higher

**Instructional Coach Information:**

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

**Classroom Teachers**

# of classroom teachers

54

# receiving effective rating or higher

54, 100%

# Highly Qualified Teachers

100%

# certified in-field

54, 100%

# ESOL endorsed

46, 85%

**# reading endorsed**

5, 9%

**# with advanced degrees**

18, 33%

**# National Board Certified**

2, 4%

**# first-year teachers**

0, 0%

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

12, 22%

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

20, 37%

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

28, 52%

**Education Paraprofessionals**

**# of paraprofessionals**

17

**# Highly Qualified**

17, 100%

**Other Instructional Personnel**

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

7

**# 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**

Provide on-going professional development (Resource teachers, administration)

Provide mentor teachers (Grade-chairs, administration)

Assign a resource support teacher to each grade level (resource teachers, administration)

**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**

Teachers will be assigned mentor teachers based on expertise and grade level to help with planning and curriculum delivery. Weekly meetings are held in order to review instructional success and areas

in need of support. Resource teachers also serve as mentors in order to provide support that is available throughout the day.

### **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**

Baseline Data: FAIR, Discovery Learning, LVE Writes, FCAT, Classroom Assessments

Progress Monitoring: FAIR, Discovery Learning, Tier II and Tier III progress Monitoring Tools (Math Probes, Extended Passages, Wonders Assessments, Behavior Charts, etc.)

Midyear: FAIR, Discovery Learning, LVE Writes

End of year: FAIR, Discovery Learning, LVE Writes, FCAT, SAT 10

Frequency of Data Days: FAIR, Discovery and LVE Writes-2 times a year, FCAT and SAT 10-Yearly, Tier II and Tier III (As Defined by Intervention Plan)

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

Members of the RtI Leadership Team assist with the development of the SIP. The team provides strategies, academic data, social/emotional data and data for Tier 1, 2, and 3 targets. They help set clear expectations for instruction (Rigor, Relevance, and Relationship). Information is used to understand barriers, determine the effectiveness of the strategies and determine which evaluation tools should be used

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

Benchmark assessments in reading, mathematics, and science are disaggregated to focus instruction on student weaknesses in each benchmark's content foci (i.e., specific skill) listed in the Content Focus Reports. FCIM mini-assessment data is analyzed during PLCs and used to provide tutorial and enrichment opportunities. Problem Solving/MTSS is seamlessly integrated within the school culture to provide ongoing progress toward functionality of the school. School leadership monitors the fidelity and evaluates the effectiveness of the FCIM mathematics and science processes including FAIR for reading through classroom walkthroughs and regular meetings with grade levels and/or the department teams.

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

Reading teachers access student data on the Progress Monitoring Resource Network (PMRN) to compare students' rate of progress to rate of progress required to close the current gap to determine if reading intervention plans are effective. Reading teachers use Targeted Diagnostic Inventory (TDI) results of Maze and Word Analysis (WA) to help identify the underlying reasons for reading comprehension problems and assist in intervention planning for students with FSPs below 85%.

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

Teachers are provided with PD on the MTSS process given by the guidance counselor and the Teacher on Assignment at the beginning of each year. Teachers in need of additional training will be given

support in their area of need throughout the year. The teacher on assignment will work with parents whose children go through the MTSS process to ensure that the parents understand the process.

### Increased Learning Time/Extended Learning Opportunities

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

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

**Strategy:** Before or After School Program

**Minutes added to school year:**

After school tutoring for targeted students

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

FAIR, Discovery and ongoing classroom assessments are recorded on spreadsheets and looked at for trends.

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

Teachers

### Literacy Leadership Team (LLT)

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

Name	Title
Cheryl Rutenbar	Principal
Suzanne Wickersheim	Assistant Principal
Eva Allen	Teacher on Assignment
Jackie Bryan	Social Worker
Lyndsy Kulcher	Resource Teacher
Erin Larson-Pease	Resource Teacher
Sharon Palmer	Media Specialist
Linda Rodriguez	Resource Teacher
Roberta Stinson	Resource Teacher
Kristin Thomas	Guidance
Patricia Williams	Title 1, Network Manager

**How the school-based LLT functions**

The LLT meets weekly to report on grade level progression and concerns and to garner information to report back to their grade levels and co-workers. Available data is reviewed and interventions planned.

Members discuss issues and brainstorm remedies for problems, as well as plan for future changes and transitions in curriculum and assessment.

### **Major initiatives of the LLT**

This year, the LLT will focus on curriculum needs as new teaching resources are in place and Common Core is being implemented with new standards. Attendance issues will also be addressed with the leadership team and interventions will put into place for teachers to track chronic students allowing them to communicate with families in an attempt to change the patterns. The social worker will also serve as a support system for the cases that are in need of further intervention.

## **Every Teacher Contributes to Reading Instruction**

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

Each grade level is assigned a resource teacher who helps to ensure that planning and instruction are both focused on targeting each and every student for reading improvement. Weekly meetings include feedback from teachers on student achievement, issues with curriculum, student progress, planning, interventions and enhancement in instruction. Professional Development is provided in areas of need based on data, observation and teacher request. District initiatives and mandates are implemented pervasively with fidelity ensured by daily classroom observations conducted by administration and resource teachers. Reading skills are planned for and taught across the curriculum with work samples shared in grade level meetings.

## **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**

Lena Vista Elementary has numerous activities to assist students in their transition to elementary school. Our school provides two Exceptional Student Education classes and two Early Intervention Pre-K units. Throughout the course of the year, Pre-Kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into kindergarten a smooth process. Using Title 1 funds and materials from United Way, kindergarten round-up will include packets for families, a campus tour, and a school orientation delivered by administration, resource and kindergarten teachers. Materials from Title 1, Success by Six and leadership team members will provide parents information and practical strategies for children from birth to six years of age. Local daycares and other Pre-K programs are invited through the local media, Title 1 newsletters and Connect-Ed will advertise all transition activities. Pre-Kindergarten teachers use various techniques (observation, assessment, parent feedback), in monitoring the students' readiness. Before students are placed in a kindergarten classroom, administrators or resource teachers meet with the incoming kindergarten students to evaluate readiness. FAIR is administered at the onset of the school year. The data is disaggregated and the results aid in creating a target list of students who are labeled as high risk. Students who are found to have low readiness rates, are monitored and evaluated carefully. The district provides support personnel to model best practices, work with teachers in planning lessons that accommodate the learning modalities of the high risk students, as well as assisting in the constant monitoring of students' progress. Parent feedback is another tool used in evaluating the effectiveness of the interventions in place. Kindergarten and Pre-Kindergarten teachers will collaborate with one another to monitor student progress in achieving readiness skills.

## 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%	45%	No	57%
American Indian				
Asian				
Black/African American	38%	32%	No	45%
Hispanic	52%	46%	No	57%
White	56%	48%	No	60%
English language learners	47%	30%	No	52%
Students with disabilities	41%	43%	Yes	47%
Economically disadvantaged	51%	43%	No	56%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	22%	25%
Students scoring at or above Achievement Level 4	76	24%	26%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		35%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		52%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	125	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	30	68%	71%

**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	49%	52%
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>		21%
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>		12%

**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	24	22%	30%
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	58%	57%	No	63%
American Indian				
Asian				
Black/African American	45%	49%	Yes	51%
Hispanic	68%	64%	No	71%
White	56%	54%	No	60%
English language learners	66%	53%	No	69%
Students with disabilities	46%	46%	Yes	51%
Economically disadvantaged	56%	57%	Yes	60%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	28%	30%
Students scoring at or above Achievement Level 4	90	29%	31%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	52%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	35%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	131	70%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	32	69%	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	21	24%	30%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	7%

**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		<i>[data excluded for privacy reasons]</i>	100%

**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		1
Participation in STEM-related experiences provided for students	89	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	151	18%	15%
Students retained, pursuant to s. 1008.25, F.S.	28	19%	17%
Students who are not proficient in reading by third grade	83	56%	53%
Students who receive two or more behavior referrals	43	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	80	9%	7%

**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**

Lena Vista will host grade level family nights in order to provide parents the needed tools to help their children at home, to the extent feasible and appropriate, in order to move students forward in the areas of reading and math.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will attend grade level appropriate family nights.	414	49%	65%

## Goals Summary

- G1.** Teachers will plan and deliver lessons based on the NGSSS and/or Common Core Standards.
- G2.** Students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension.

## Goals Detail

**G1.** Teachers will plan and deliver lessons based on the NGSSS and/or Common Core Standards.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

### Resources Available to Support the Goal

- District Reading, Math, Science and Writing Coaches School Resources Teachers Grade Level NGSSS and Common Core Standards

### Targeted Barriers to Achieving the Goal

- New Reading and Math Series Lack of knowing how to align resources with the standards Blended standards for 3rd-5th grades, but tested on NGSSS

### Plan to Monitor Progress Toward the Goal

Effective implementation of the standards

#### Person or Persons Responsible

Classroom Teachers Resource Teachers Administration

#### Target Dates or Schedule:

Quarterly After Testing

#### Evidence of Completion:

Data from common grade level assessments Ongoing Assessment Data Teacher feedback Informal assessments Unit/Benchmark assessments

**G2. Students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Resource Teachers Relevant Professional Development Professional Learning Communities Collaborative lesson planning facilitated by Resource Teacher District Coaches
- Reading Wonders Series Go Math Series Common Core Streaming Accelerated Reader
- FAIR Discovery Education Assessments/Probes IDEAS

**Targeted Barriers to Achieving the Goal**

- Inconsistent instructional delivery and implementation of curriculum from teacher to teacher.

**Plan to Monitor Progress Toward the Goal**

Effective implementation of strategies Student response to instruction Student learning

**Person or Persons Responsible**

Administration Resource Teachers Classroom Teachers

**Target Dates or Schedule:**

Daily Weekly Monthly

**Evidence of Completion:**

Data from common grade level assessments Ongoing Assessment Data Teacher feedback Informal assessments Unit/Benchmark assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Teachers will plan and deliver lessons based on the NGSSS and/or Common Core Standards.

**G1.B1** New Reading and Math Series Lack of knowing how to align resources with the standards Blended standards for 3rd-5th grades, but tested on NGSSS

**G1.B1.S1** Post the weekly standards in the classroom and in the office Monitor teaching of the standards during classroom walk throughs

#### **Action Step 1**

Assist teachers with identifying and teaching the NGSSS and Common Core Standards

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

District Reading, Writing, Math and Science Coaches Resource Teachers Administration

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

Weekly Grade Level PLCs Weekly Staff PLCs

#### **Evidence of Completion**

Lesson Plans Anecdotal Records Classroom Visits Classroom Observations

#### **Facilitator:**

District Coaches Resource Teachers Administration

#### **Participants:**

Classroom Teachers

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

Teaching of the State Standards, both NGSSS and Common Core

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

Resource Teachers Administration District Coaches

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

Classroom Visits Walk-thoughts Weekly Grade Level Meetings

#### **Evidence of Completion**

Lesson Plans Journey Feedback Student Artifacts Observation

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

Teaching of the State Standards, both NGSSS and Common Core

### Person or Persons Responsible

Resource Teachers Administration District Coaches

### Target Dates or Schedule

Classroom Visits Walk-thoughts Weekly Grade Level Meetings After the completion of FAIR and Discovery After STAR Testing

### Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Observation FAIR and Discovery Data STAR Data Benchmark Data in Google Apps

**G2.** Students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension.

**G2.B1** Inconsistent instructional delivery and implementation of curriculum from teacher to teacher.

**G2.B1.S1** Grade specific resource teachers and administration will facilitate collaborative lesson planning, maintain high presence in classrooms, provide constructive feedback, and offer relevant, content-based professional development. Professional Development Topics: Think-a-louds, Higher Order Questioning Techniques, Authentic Writing across the Curriculum, Accountable Student Talk, Common Core Expectations. Weekly PLCs will focus on effective teaching strategies with follow-up identifying teachers needing additional support. Develop content area expertise in fifth grade teachers.

### Action Step 1

Assist teachers in lesson planning, higher order questioning and authentic writing during PLC time.

### Person or Persons Responsible

Administration Resource teacher Classroom teacher

### Target Dates or Schedule

Weekly grade level PLCs Weekly staff PLCs

### Evidence of Completion

Lesson plans Anecdotal records Classroom Visits Classroom Observations Student work samples

### Facilitator:

Administration Resource Teachers

### Participants:

Administration Resource teacher Classroom teacher

## **Action Step 2**

Provide Professional Development on: Think-a-louds Authentic cross-curricular writing Extended responses Student accountability talk Common Core expectations

### **Person or Persons Responsible**

Administration Resource Teachers Classroom Teachers

### **Target Dates or Schedule**

Weekly PLCs Following PLC

### **Evidence of Completion**

Student samples Lesson Plans Classroom Visits Walk-through observations

### **Facilitator:**

Administration Resource Teachers

### **Participants:**

Administration Resource Teachers Classroom Teachers

## **Action Step 3**

Departmentalization Content-specific professional development provided by Resource Teachers

### **Person or Persons Responsible**

Fifth grade teachers

### **Target Dates or Schedule**

Beginning of year

### **Evidence of Completion**

Master Schedule

### **Facilitator:**

Administration Resource Teachers

### **Participants:**

Fifth grade teachers

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

Instructional delivery Questioning techniques Authentic Writing Collaborative Pairs

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

Administration Resource Teachers

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

Classroom Visits Walk-throughs with feedback Weekly grade level meetings After FAIR and Discovery After STAR After Benchmark Testing

#### **Evidence of Completion**

Lesson plans Student artifacts Observations Teacher feedback FAIR and Discovery Data STAR Data Benchmark Data in Google Apps

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

Instructional delivery consistent throughout grade level Questioning techniques Student response to instruction Student learning Student Writing

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

Administration Resource Teachers

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

Classroom Visits Walk-throughs Administrative observations Weekly grade level meetings After FAIR and Discovery After STAR After Benchmark Testing

#### **Evidence of Completion**

Lesson plans Student artifacts Observations Teacher Feedback

## 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, funds school-wide services to Lena Vista. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Migrant students enrolled in Lena Vista will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Lena Vista are used to purchase additional professional development in the areas of math, reading and Common Core.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

SAI unit(s) provided to Lena Vista enhances student achievement by providing summer school for Level 1 readers.

Lena Vista provides violence and drug prevention programs in school in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Students with housing needs are referred to the Homeless Student Advocate.



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

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

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

**G1.** Teachers will plan and deliver lessons based on the NGSSS and/or Common Core Standards.

**G1.B1** New Reading and Math Series Lack of knowing how to align resources with the standards Blended standards for 3rd-5th grades, but tested on NGSSS

**G1.B1.S1** Post the weekly standards in the classroom and in the office Monitor teaching of the standards during classroom walk throughs

### **PD Opportunity 1**

Assist teachers with identifying and teaching the NGSSS and Common Core Standards

#### **Facilitator**

District Coaches Resource Teachers Administration

#### **Participants**

Classroom Teachers

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

Weekly Grade Level PLCs Weekly Staff PLCs

#### **Evidence of Completion**

Lesson Plans Anecdotal Records Classroom Visits Classroom Observations

**G2.** Students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension.

**G2.B1** Inconsistent instructional delivery and implementation of curriculum from teacher to teacher.

**G2.B1.S1** Grade specific resource teachers and administration will facilitate collaborative lesson planning, maintain high presence in classrooms, provide constructive feedback, and offer relevant, content-based professional development. Professional Development Topics: Think-a-louds, Higher Order Questioning Techniques, Authentic Writing across the Curriculum, Accountable Student Talk, Common Core Expectations. Weekly PLCs will focus on effective teaching strategies with follow-up identifying teachers needing additional support. Develop content area expertise in fifth grade teachers.

### **PD Opportunity 1**

Assist teachers in lesson planning, higher order questioning and authentic writing during PLC time.

#### **Facilitator**

Administration Resource Teachers

#### **Participants**

Administration Resource teacher Classroom teacher

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

Weekly grade level PLCs Weekly staff PLCs

#### **Evidence of Completion**

Lesson plans Anecdotal records Classroom Visits Classroom Observations Student work samples

### **PD Opportunity 2**

Provide Professional Development on: Think-a-louds Authentic cross-curricular writing Extended responses Student accountability talk Common Core expectations

#### **Facilitator**

Administration Resource Teachers

#### **Participants**

Administration Resource Teachers Classroom Teachers

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

Weekly PLCs Following PLC

#### **Evidence of Completion**

Student samples Lesson Plans Classroom Visits Walk-through observations

**PD Opportunity 3**

Departmentalization Content-specific professional development provided by Resource Teachers

**Facilitator**

Administration Resource Teachers

**Participants**

Fifth grade teachers

**Target Dates or Schedule**

Beginning of year

**Evidence of Completion**

Master Schedule

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G2.	Students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension.	\$180,479
Total		\$180,479

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title I	\$180,479	\$180,479
Total	\$180,479	\$180,479

### Budget Details

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

**G2.** Students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic writing to demonstrate comprehension.

**G2.B1** Inconsistent instructional delivery and implementation of curriculum from teacher to teacher.

**G2.B1.S1** Grade specific resource teachers and administration will facilitate collaborative lesson planning, maintain high presence in classrooms, provide constructive feedback, and offer relevant, content-based professional development. Professional Development Topics: Think-a-louds, Higher Order Questioning Techniques, Authentic Writing across the Curriculum, Accountable Student Talk, Common Core Expectations. Weekly PLCs will focus on effective teaching strategies with follow-up identifying teachers needing additional support. Develop content area expertise in fifth grade teachers.

#### Action Step 1

Assist teachers in lesson planning, higher order questioning and authentic writing during PLC time.

#### Resource Type

Personnel

#### Resource

Resource Teachers

#### Funding Source

Title I

#### Amount Needed

**Action Step 2**

Provide Professional Development on: Think-a-louds Authentic cross-curricular writing Extended responses Student accountability talk Common Core expectations

**Resource Type**

Personnel

**Resource**

Resource Teachers

**Funding Source**

Title I

**Amount Needed**

\$180,479