



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Flora Ridge Elementary School

2900 DYER BLVD

Kissimmee, FL 34741

407-933-3999

[www.osceola.k12.fl.us](http://www.osceola.k12.fl.us)

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
80%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
86%

## School Grades History

**2013-14**  
C

**2012-13**  
C

**2011-12**  
C

**2010-11**  
C

## SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

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### Part I: Current School Status

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

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### Part II: Expected Improvements

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

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

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

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### Part III: Coordination and Integration

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

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

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

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### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Flora Ridge Elementary School

##### Principal

Sandy Laughrey

##### School Advisory Council chair

Linda Borek

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

Name	Title
Michelle Platzer	Literacy Coach
Christine Campanaro	Learning Resource Specialist
Kiersten Holgash	Math and Science Coach

#### District-Level Information

##### District

Osceola

##### Superintendent

Mrs. Melba Luciano

##### 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

SAC Chair: Linda Borek

Secretary: Wendy Resch

Treasurer: Leyla Reyes

Parent/Community Members:

Vita Rodriguez

Mary Barry

Michelle Lugo

Claudia Ahmadg

Mercedes Rodriguez

Bob Bussiere

Rhonda Butler

Celia Figueroa

Xiomara Gomez

Dunia Aliaga

Yivvy Gonzalez

Sonia Ortega  
 Fredy Molina  
 George White  
 Faculty/Staff Members:  
 Christine Adamo  
 Jeannie Garcia  
 Jennifer Capestany  
 Sandy Laughrey - Principal  
 Yaneth Penaranda - Assistant Principal

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

The SAC was involved in multiple days of reviewing school data, the 2012-2013 SIP, and then utilized the problem solving process to decide on the 2 primary areas for focus in 2013-2014 school year.

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

The SAC will use funds in coordination with the school's Title I funding to support the professional development and implementation of data driven instruction and the Positive Behavior System.

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

At this time there is no specific SAC budget. We will utilize Title I funding to support the school improvement initiatives.

Software/Licenses for Intervention Programs: \$26,545

Professional Development materials (books/supplies): \$1,500

Subs for Professional Development: \$30,426

Professional Development Consultants: \$1,500

### **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:**

**Sandy Laughrey**

Principal

Years as Administrator: 8

Years at Current School: 2

**Credentials**

Bachelor of Arts, Elementary Education  
 Master of Arts, Elementary Education  
 Master of Science, Educational Leadership  
 Certifications: Elementary Education K-6, Educational Leadership,  
 General Science 6-9, ESOL Endorsement

**Performance Record**

Thacker Avenue Elementary  
 2006-07 Grade "C", AYP-No, 82% criteria met,  
 2007-08, Grade "D", AYP-No, 74% criteria met,  
 2008-09 Grade "B", AYP-No, 82% criteria met,  
 2009-10, Grade of "C", APY-No, 85% criteria met,  
 2010-11, Grade "C"  
 Mill Creek Elementary  
 2011-12, Grade "A", AYP - N/A  
 Flora Ridge Elementary  
 2012-2013 Grade "C"

**Yaneth Penaranda**

Asst Principal

Years as Administrator: 9

Years at Current School: 3

**Credentials**

Bachelor of Science, Bilingual Education  
 Master of Arts, Educational Leadership  
 Certifications: Educational Leadership, Elementary Education K-6,  
 ESOL Endorsement

**Performance Record**

Gateway High School  
 2003-04 Grade "C", AYP-No  
 2004-05 Grade "I", AYP-No  
 Poinciana Elementary  
 2005-06 Grade "C", AYP-No  
 2006-07 Grade "C", AYP-No  
 2007-08 Grade "C", AYP-No  
 2008-09 Grade "B", AYP-No  
 Koa Elementary  
 2009-2010 Grade "B", AYP- NO  
 Central Avenue Elementary  
 2010-2011 Grade "B" AYP - No  
 Flora Ridge Elementary  
 2011-2012 Grade "C", AYP N/A  
 2012-2013 Grade "C"

**Instructional Coaches****# of instructional coaches**

3



**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Michelle Platzer**

Full-time / School-based

Years as Coach: 5

Years at Current School: 6

**Areas**

Reading/Literacy

**Credentials**

Bachelor of Science - Elementary and Middle School Education  
 Master of Science - Educational Leadership  
 Certifications: Elementary Education 1-6, Educational Leadership  
 K-12, ESOL Endorsement, Reading Endorsement

**Performance Record**

Discovery Intermediate School: 1999-2001;  
 Grades and AYP: '00-NA, '01- "D"  
 Celebration School K-8: 2001 - 2007;  
 Grades and AYP: '02-"A", AYP-No; '03-"A", AYP-No; '04-"A", AYP-  
 No; '05-"A", AYP-No; '06-"A", AYP-Yes; '07 "A"- AYP Yes  
 Flora Ridge Elementary: 2007-Present  
 Grades and AYP: '08- "D", AYP-No; '09-"C", AYP-Yes; '11-"D",  
 AYP- No; '12-"C"; '13-"C"

**Kiersten Holgash**

Full-time / School-based

Years as Coach: 0

Years at Current School: 0

**Areas**

Mathematics, Science

**Credentials**

Bachelor of Science - Health, Science, Society and Policy  
 Master of Science - Education: Focus on Students with Disability  
 Certifications: Elementary Education K-6, Special Education K-12

**Performance Record**

M.S. 322: 2008-2012  
 Grades: '09-"B", '10-"B", '11-"B", '12-"B"  
 Molly Rae Elementary School: 2012-2013  
 Grade: '13 - "D"

<b>Christine Campanaro</b>		
Full-time / School-based	Years as Coach: 7	Years at Current School: 4
<b>Areas</b>	Data, RtI/MTSS	
<b>Credentials</b>	Bachelor of Arts - German (1st major), Advertising (2nd major) Master of Science - Educational Leadership Certifications: Elementary Education (PK-3), Educational Leadership (K-12), English Language Arts (6-12), Reading Endorsement, ESOL Endorsement	
<b>Performance Record</b>	Austin High School: 2003-2005 Grades: '04-Excellent, '05-Excellent Celebration School K-8: 2005-2007 Grades: '06-"A", AYP- Yes; '07-"A", AYP-Yes Poinciana Elementary: 2007-2010 Grades: '08-"C", AYP-No; '09-"B", AYP-No; '10-"C", AYP-No Flora Ridge Elementary: 2010-Present Grades: '11-"C", AYP- No; '12-"C", '13-"C"	

### Classroom Teachers

#### # of classroom teachers

72

#### # receiving effective rating or higher

0%

#### # Highly Qualified Teachers

99%

#### # certified in-field

71, 99%

#### # ESOL endorsed

57, 79%

#### # reading endorsed

15, 21%

#### # with advanced degrees

24, 33%

#### # National Board Certified

1, 1%

#### # first-year teachers

4, 6%

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

28, 39%

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

27, 38%

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

11, 15%

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

14

**# Highly Qualified**

14, 100%

**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**

Professional development opportunities provided, New teacher Mentor Program, Math/Science and Reading coaching assistance offered to all teachers including modeling lessons and co-teaching.

**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**

New teachers will be provided with a one on one mentor, and will be offered monthly meetings to support instructional practices, curriculum, and classroom management.  
Shantrel Shelton - Christine Campanaro (Learning Resource Specialist)  
Raquel Capalooza - Michelle Platzer and Kiersten Holgash (Curriculum Coaches)

**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**

Leadership team and grade levels meet monthly to review whole school data and determine the needs of individual students. These meetings include discussions of specific student interventions and any additions or changes that need to be made to the core curriculum. Common formative assessments are provided weekly for students receiving Tier 3 interventions, bi-monthly for students receiving Tier 2, and quarterly for the entire school. Data from these assessments are reviewed at the weekly MTSS meetings and interventions are adapted as necessary. School funding provides for substitutes to cover classroom teachers to have in depth data and curriculum conversations with the MTSS/Leadership Team.

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

The Problem Solving Team (PST) team meets once a week to assist the teachers with developing strategies for meeting individual student's learning needs. The PST team identifies students that need supplementary support in any of the identified areas in addition to what they are receiving in the regular education classroom. The PST team analyzes the areas of need of the students and researches evidenced-based programs or approaches (i.e. interventions) that may be used to help remediate those

areas or weakness.

The PST team plans for the delivery of the interventions to the selected students. Issues that need to be addressed for successful delivery include: identification of the interventionists, scheduling, make-up of groups based on individual student needs, location for the intervention, frequency and duration of the intervention, and support for the interventionist. The PST team frequently monitors the interventionists to determine if the interventions are being implemented with fidelity.

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

The leadership will meet weekly and decisions and updates from the MTSS team and progress on the SIP goals will be addressed. Changes and updates will be made accordingly.

### **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**

The PST team makes sure that all teachers and students are familiar with the school-wide behavior plan and expectations.

All student data obtained from universal screening measures, as well as from the 3 Rtl Tiers, is collected and managed at the classroom and school level. The data is displayed in various formats to allow for easy analysis and interpretation. Classroom teachers, as well as the PST team review the effectiveness of the interventions and make modifications as necessary. The data is also updated frequently to allow for progress monitoring and comparisons. All data is shared and discussed with every grade level team. Data sources include STAR Reading, STAR Math, Fountas and Pinnell, and Oral Reading Fluency assessments.

School Wide Florida's Continuous Improvement Model is implemented throughout the school year.

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

The MTSS will provide multiple professional developments through inservice days and grade level meetings. The focus will be for teachers to better understand how to implement data driven instruction. Teachers will be versed and educated in the 3 Tiers of Rtl and progress monitoring. The MTSS will be available to help teachers and interventionists create a plan for the Rtl students.

## **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:** 300

Flora Ridge will be providing Extended Learning Opportunities to all those students who scored level 1 in the FCAT in Reading and Math. We also extend remediation services to all those students who are currently being served in the MTSS and who are not meeting State Standards. We will be providing remediation during block, before school tutoring and Saturday school during the year. ELO is provided in Reading, Math, Science and Writing for grades K- 5.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

All students at Flora Ridge will be evaluated and assessed in Reading and Math via the use of STAR Enterprise for Reading and Math. We will also use formative assessments provided within the remediation curriculum.

Student assessments will take place every 2 weeks and the data collected will be used to evaluate the students' progress and effectiveness of the program.

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

Administration and Coaches.

**Literacy Leadership Team (LLT)****Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Michelle Platzer	Literacy Coach
Kim Yatsko	Teacher
Katie Torres	Teacher
Paula Bronson	Teacher
Connie Stenuis	Teacher
Melody Maloney	Teacher
Beth Bullock	Teacher
Carolina Kay	Teacher
Jennifer Capestany	Teacher
Peggy Ferris	Teacher
Linda Borek	Teacher

**How the school-based LLT functions**

The Flora Ridge Elementary Literacy Leadership Team meets a minimum of once a month. The team consists of at least one member from each grade level, administration, literacy coach, media specialist, Title I MTSS teachers and the math/science coach.

## **Major initiatives of the LLT**

The LLT will be organizing and coordinating literacy based parent involvement nights. The parents will be invited to come to the school and learn strategies for working with their child in reading and writing, while participating in a fun activity. Parents will be given strategies as well as materials to use at home with their child. The LLT will also be working closely with the MTSS team to evaluate the effectiveness of our intervention programs and individual student progress. The LLT will analyze data to determine school wide literacy needs and formulate student, parent, and teacher activities to increase achievement in reading and writing.

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

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

Teachers have a 90 minutes ELA block that is uninterrupted. This year the writing is combined making a total of 120 minutes of uninterrupted reading and writing instruction. Within this lesson teachers use the gradual release model and work to differentiate instruction through small groups in order to deliver the most direct and explicit instruction possible. Teachers work together in PLC's to create interim assessments that target all standards within the ELA CCSS. The school Literacy Coach is readily available to conference with individual teachers and grade levels to plan instruction as well as model lessons for teachers.

## **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**

The school will provide a yearly Kindergarten Round Up program to inform parents and acquaint students with kindergarten. All area pre-schools will be notified of the event as well as shared with the local press. In additions, kindergarten teachers will utilize the FLKRS assessment to gather data on the specific skill levels of the students prior to entering kindergarten.

## 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	58%	51%	No	62%
American Indian				
Asian	71%	65%	No	74%
Black/African American	61%	54%	No	65%
Hispanic	55%	46%	No	60%
White	68%	68%	Yes	71%
English language learners	44%	40%	No	50%
Students with disabilities	28%	18%	No	36%
Economically disadvantaged	57%	47%	No	61%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	51%	62%
Students scoring at or above Achievement Level 4	84	15%	20%

### 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>		70%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	278	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	136	75%	80%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	211	48%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	117	27%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	117	27%	50%

**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	90	64%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		90%

**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	45%	40%	No	51%
American Indian				
Asian	64%	61%	No	68%
Black/African American	44%	44%	Yes	50%
Hispanic	42%	37%	No	48%
White	58%	47%	No	63%
English language learners	37%	33%	No	43%
Students with disabilities	26%	27%	Yes	33%
Economically disadvantaged	43%	38%	No	49%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	24%	51%
Students scoring at or above Achievement Level 4	56	10%	15%



**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>		80%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		20%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	336	62%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	336	62%	67%

**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	31	17%	41%
Students scoring at or above Achievement Level 4	29	16%	32%

**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>		70%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		70%

**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	187	16%	8%
Students retained, pursuant to s. 1008.25, F.S.	18	9%	4%
Students who are not proficient in reading by third grade	51	26%	13%
Students who receive two or more behavior referrals	82	7%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	44	3%	2%

**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**

Parent involvement at Flora Ridge has been high for student events but not as high in receiving input on school improvement. For this reason, we have decided upon 3 separate involvement targets: registered volunteers, participation in curriculum nights, and participation in the school improvement process.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Volunteers	750	75%	80%
Parent Participation in Curriculum Nights	300	30%	50%
Parent Participation in School Improvement Process	75	7.5%	20%

## Goals Summary

- G1.** All students will be engaged in and master grade level standards.
- G2.** Build positive student culture through implementation of the Positive Behavior Support System (PBS).

## Goals Detail

**G1.** All students will be engaged in and master grade level standards.

### Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0)

### Resources Available to Support the Goal

- The Learning Resource Specialist, Literacy Coach and Math/Science Coach are continuous supports in multiple areas.
- Professional Learning Communities
- Professional Developments on Data (Driven By Data book study)
- Professional Developments on aligning assessments to standards.
- Creation of Common Assessments
- Flexibility of planning
- Making substitutes available for professional development and follow-up.
- Common planning time.
- Triple iii for Reading and Math
- Administration prioritizes data driven assessments.
- Community volunteers

### Targeted Barriers to Achieving the Goal

- Teachers are in the process of learning the Common Core State Standards.

### Plan to Monitor Progress Toward the Goal

Data Chats

#### Person or Persons Responsible

Administration, coaches, and teachers

#### Target Dates or Schedule:

Quarterly

#### Evidence of Completion:

Student data on STAR and correlation to interim assessment data

## **G2. Build positive student culture through implementation of the Positive Behavior Support System (PBS).**

### **Targets Supported**

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

- PBS
- School Safety Patrols
- MTSS Team
- Positive Reinforcement
- Implementation of school wide procedures.
- BEP Program and Mentors
- Character Education
- Award Ceremonies
- Teacher Sunshine calls

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

- Teachers are in various stages of implementation of the Positive Behavior Support System.

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

Will monitor monthly data and communicate with faculty

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

PBS Team

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

Monthly

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

End of year data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All students will be engaged in and master grade level standards.

**G1.B1** Teachers are in the process of learning the Common Core State Standards.

**G1.B1.S1** Review of NGSS/Common Core Standards K-5

#### Action Step 1

Half Day Driven by Data Workshops

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Sign In Sheets, Teacher created assessments, lesson plans

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

Teacher created common assessments

#### Person or Persons Responsible

Teachers, administration, coaches

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Sign in sheets, common assessment review, walk-throughs of implementation of common assessments

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

Rigor displayed in lesson plans and walk-throughs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plan review and Marzano rubric data

### **G1.B1.S2 Learning Goal Expectation in CBC**

**Action Step 1**

Calendar specific focus strategies for walk-throughs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-through data collection

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

Classroom Walkthroughs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Sign In sheets from professional development and classroom walk-through data

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

Common Board Configuration will have the rigor and alignment to standards

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Walk-through data

### G1.B1.S3 Components of Lesson Plan

**Action Step 1**

Calendar specific focus strategies for walk-throughs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plan reviews when turned in and during walk-throughs

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

Lesson plans will be turned in weekly

**Person or Persons Responsible**

Teachers and Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plan review by administration

### **Plan to Monitor Effectiveness of G1.B1.S3**

Lesson plans will have alignment to standards

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

Administration

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

Ongoing

#### **Evidence of Completion**

Lesson plan review, conversations with teachers, and walk-through data

### **G1.B1.S4 Common Assessments**

#### **Action Step 1**

Reading common assessments will have data trackers

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

Reading Coach

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

Beginning in November and ongoing

#### **Evidence of Completion**

Common assessments and data trackers

#### **Action Step 2**

Math and 5th grade science common assessments and data trackers

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

Math and Science Coach

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

Ongoing

#### **Evidence of Completion**

Common assessments and data trackers



### Plan to Monitor Fidelity of Implementation of G1.B1.S4

Coach will review assessments

**Person or Persons Responsible**

Academic Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Assessment creation with teachers and review by coaches

### Plan to Monitor Effectiveness of G1.B1.S4

Teachers create assessments independently

**Person or Persons Responsible**

Teachers and coaches

**Target Dates or Schedule**

January

**Evidence of Completion**

Submission of assessments, and review of assessments by coaches

### G1.B1.S5 Model classrooms for differentiated instruction with ELLs and SWDs

**Action Step 1**

Knowledge of differentiated strategies for ELL and SWD students to access the standards

**Person or Persons Responsible**

Core Cohort teachers and Academic Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Classroom walk-throughs, lesson plans, ELL and SWD subgroup data

### **Plan to Monitor Fidelity of Implementation of G1.B1.S5**

Lesson plans will include one to two strategies that are provided by specific dates.

**Person or Persons Responsible**

Administration, Teachers, and Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plan review

### **Plan to Monitor Effectiveness of G1.B1.S5**

Differentiated strategies for ELL and SWD students will be executed from lesson plan in classroom

**Person or Persons Responsible**

Teachers and administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Walk-throughs from classroom

### **G1.B1.S6 Awareness of students' academic history**

**Action Step 1**

Individual teacher data chats

**Person or Persons Responsible**

Administration and teachers

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Schedule, notes from chats

## **Action Step 2**

Set targets and goals by grade level

### **Person or Persons Responsible**

Teachers, principal, Dr. Akes

### **Target Dates or Schedule**

October 23, 2013

### **Evidence of Completion**

Targets and goals

## **Plan to Monitor Fidelity of Implementation of G1.B1.S6**

Teachers will participate in data chats to set targets and evaluate progress

### **Person or Persons Responsible**

Teachers, administration, and coaches

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Sign in sheets, minutes from discussions

## **Plan to Monitor Effectiveness of G1.B1.S6**

Teachers will make targeted teaching decisions based on student data

### **Person or Persons Responsible**

Teachers and administration

### **Target Dates or Schedule**

Ongoing

### **Evidence of Completion**

Classroom walk-throughs, student data

**G2. Build positive student culture through implementation of the Positive Behavior Support System (PBS).**

**G2.B1 Teachers are in various stages of implementation of the Positive Behavior Support System.**

**G2.B1.S1 Involve teachers in the process of school wide expectations.**

**Action Step 1**

PD on Student Culture

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Preplanning

**Evidence of Completion**

Teacher created expectations

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

Professional development on the school wide expectations

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Preplanning

**Evidence of Completion**

Created expectations

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

Review of the individual teacher PBS plans within the classrooms and monitoring of the students' understanding of the school wide expectations.

**Person or Persons Responsible**

Administration and PBS Coach

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Decrease in referrals

**G2.B1.S2** Monthly review of behavior data.

**Action Step 1**

Collect school wide data.

**Person or Persons Responsible**

PBS Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Nothes

**Action Step 2**

Review and create presentation

**Person or Persons Responsible**

PBS Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

completed presentation

**Action Step 3**

Present data to the faculty

**Person or Persons Responsible**

PBS Coach

**Target Dates or Schedule**

monthly

**Evidence of Completion**

Agenda

### Plan to Monitor Fidelity of Implementation of G2.B1.S2

Monitored lack/decrease of referrals

**Person or Persons Responsible**

PBS Coach

**Target Dates or Schedule**

Monthly Faculty Meetings

**Evidence of Completion**

Agendas and sign in sheets

### Plan to Monitor Effectiveness of G2.B1.S2

Review data with teachers to see where expectations are being met by the students and not being met by the students.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Decrease of Referrals

### G2.B1.S3 Monthly grade level representative meetings.

**Action Step 1**

Create schedule for meetings.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Schedule

## **Action Step 2**

Create an agenda

### **Person or Persons Responsible**

PBS Representatives

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Agenda

## **Action Step 3**

Meeting with all grade level PBS representatives

### **Person or Persons Responsible**

PBS Representatives

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Agenda

## **Plan to Monitor Fidelity of Implementation of G2.B1.S3**

Minutes and agendas from meetings sent to Mrs. Laughrey

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Minutes of the meeting

### **Plan to Monitor Effectiveness of G2.B1.S3**

Administration and PBS Coach will monitor meetings to review behavior data and strategies to help keep procedures and expectations in place.

**Person or Persons Responsible**

Administration and PBS Coach

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Decrease of referrals

### **G2.B1.S4 Teacher created plans for individual students and whole classes.**

**Action Step 1**

Request PBS Plan from teachers

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

1 week after preplanning

**Evidence of Completion**

Email request sent

**Action Step 2**

Brainstorm individually and as a grade level on PBS plans

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Week 1 after preplanning

**Evidence of Completion**

Agenda



### **Action Step 3**

Created plan for PBS within classroom

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

Teachers

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

Week 2 after preplanning

#### **Evidence of Completion**

Completed plan sent to administration

### **Plan to Monitor Fidelity of Implementation of G2.B1.S4**

Teachers will be given a template and discuss within their grade level how they will create a PBS Plan for their classroom and individual students.

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

Administration

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

Week 1 after preplanning

#### **Evidence of Completion**

Administration check off

### **Plan to Monitor Effectiveness of G2.B1.S4**

Teachers will report on the effectiveness of the individual classroom expectations to administration.

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

Administration and PBS Coach

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

Monthly

#### **Evidence of Completion**

Decrease of referrals

## 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

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

#### Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

#### Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

#### Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

#### Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

## 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.*

## Appendix 2: Budget to Support School Improvement Goals