



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### East Lake Elementary School

4001 BOGGY CREEK RD

Kissimmee, FL 34744

407-943-8450

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

## School Demographics

**School Type**  
Elementary School

**Title I**  
No

**Free and Reduced Lunch Rate**  
61%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
81%

## School Grades History

**2013-14**  
A

**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.

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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

East Lake Elementary School

##### Principal

Stacy Burdette

##### School Advisory Council chair

Carrie Sassic

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

Name	Title
Nathan DeRight	Assistant Principal
Liz Cooper	Literacy Coach
Kathy Blades	Learning Resource Specialist

#### District-Level Information

##### District

Osceola

##### Superintendent

Mrs. Melba Luciano

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

10/15/2013

### 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

SAC is made up of school staff members and parents. Membership is determined at the beginning of each year. Members need to be present at most meetings (or be excused) to retain their membership. Only members votes count when decision making. Position titles include Chair (Carrie Sassic), CoChair (Mrs. King), Secretary (Jenn Pearson), and Treasurer (Stacy Johnson).

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

The SIP is normally developed by administration and selected staff members. Administration presents the SIP to the SAC committee, suggestions are discussed, and the committee approves the SIP. Administration reviews the SIP with SAC several times throughout the year to review data and discuss our progress towards meeting our goals.

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

The School Advisory Counsel has the responsibility to review and approve school Budget and School Improvement Plan. To provide input on discretionary spending. To review and approve school-based policies, including policies governing school safety and discipline, truancy, and extracurricular activities.

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

The use of SAC funds will be utilized to support teachers and students in accordance to the School Improvement Plan.

### **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:**

#### **Stacy Burdette**

Principal

Years as Administrator: 15

Years at Current School: 3

#### **Credentials**

B.S. in Elementary Education  
M.S. in Education Leadership

#### **Performance Record**

2012-13 B  
2011-12 A  
2010-11 A  
2009-10 C AYP No  
2008-09 A AYP Yes  
2007-08 B AYP No  
2006-07 B AYP No  
2005-06 C AYP No  
2004-05 A  
2003-04 B  
2002-03 C  
2001-02 D  
2000-01 C  
1999-2000 D

**Nathan DeRight**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**B.S. in Elementary Education  
M.S. in Education Leadership**Performance Record****Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Liz Cooper**

Full-time / District-based

Years as Coach: 9

Years at Current School: 3

**Areas**

Reading/Literacy

**Credentials**Elementary Education, (grades 1 - 6)  
English For Speakers Of Other Languages (esol), Endorsement  
Reading, Endorsement**Performance Record**2012-13 B  
2011-12 A  
2010-11 A  
2009-10 C AYP no  
2008-09 A AYP yes  
2007-08 B AYP no  
2006-07 B AYP no  
2005-06 C AYP no  
2004-05 A  
2003-04 B  
2002-03 C  
2001-02 D  
2000-01 C  
1999-2000 D



**William Blake**

Part-time / District-based

Years as Coach: 2

Years at Current School: 3

**Areas**

Data, RtI/MTSS, Other

**Credentials**

Educational Leadership, (all Levels)

Elementary Education, (grades 1 - 6)

English For Speakers Of Other Languages (esol), Endorsement

**Performance Record**

2012-13 B

2011-12 A

2010-11 A

**Classroom Teachers****# of classroom teachers**

62

**# receiving effective rating or higher**

61, 98%

**# Highly Qualified Teachers**

100%

**# certified in-field**

49, 79%

**# ESOL endorsed**

51, 82%

**# reading endorsed**

2, 3%

**# with advanced degrees**

29, 47%

**# National Board Certified**

0, 0%

**# first-year teachers**

5, 8%

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

20, 32%

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

35, 56%

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

7, 11%

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

24

**# Highly Qualified**

24, 100%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

The Principal and Assistant Principal work collaboratively to screen resumes of potential candidates of East Lake Elementary. The Principal and/or Assistant Principal utilize the Winocular computer program to check references, monitor completed applications, and to follow up on any previous interviews at other institutions. The Principal and/or Assistant Principal then contacts Human Resources to check if the candidate is highly qualified for the Job listing posted. Upon completion, the Principal and/or Assistant Principal schedule an interview with the candidate. If the interview is a successful interview, the Principal and/or Assistant Principal contact the most recent supervisor of the candidate to obtain a reference. If the reference is positive, the candidate is contacted by the Principal or Assistant Principal and extended an offer to accept the position.

**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**

All teachers new to East Lake Elementary are assigned a mentor to assist with any questions and share important information that may arise throughout the year. The mentor and mentee should meet with one another daily, weekly, and monthly. The mentors are teachers in the same grade level of the mentee and may be next door for easy access.

**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**

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and our students?

The team meets once a month to engage in the following activities:

Review universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and

skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

**Administration:** Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing RtI, conduct assessment of RtI of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

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

**RtI Coach:** Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development ; and provides support for assessment and implementation monitoring.

**Reading Instructional Specialist:** Provides guidance on K-12 Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans.

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

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

**Student Services Personnel:** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Administration and the RtI Leadership team Review universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

### **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 Rtl Leadership team will monitor the Renaissance STAR Reading, STAR Mathematics, STAR Early Literacy on a weekly basis. Weekly running records must be maintained by the teachers and turned in on set dates for review.

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

Continue to meet with teachers and staff monthly to discuss progress of students in Rtl. Observe intervention groups for fidelity and delivery of curriculum utilized to assist in small group learning. Seek conferences and professional development opportunities that focus on MTSS for stakeholders of East Lake Elementary.

### **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:** Extended Day for All Students

**Minutes added to school year:** 1,080

Students that are in the lowest quartile and scored a Level 1 on FCAT Reading or Mathematics and/or Tier 3 in the Rtl process will receive intervention in reading and mathematics for 30 minutes a day/4 days a week. The intervention will be taught by highly qualified teachers during essential time.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Data from STAR reading and math will be collected on a weekly, monthly, and quarterly basis to determine if students are progressing or need to continue with intervention.

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

Classroom Teacher  
Assistant Principal  
Learning Resource Specialist  
Literacy Coach

### **Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Stacy Burdette	Principal
Liz Cooper	Literacy Coach
Jennifer Glasheen	Media Specialist

Name	Title
Kathleen Sciortino	Pre-K Teacher
Stacy Johnson	Kindergarten Teacher
Nydia Torres	Kindergarten Teacher
Kodie Rogers	Second Grade Teacher
Carrie Sassic	Second Grade Teacher
Sue Madewell	Third Grade Teacher
Elizabeth Colon	Fourth Grade Teacher
Melissa Fisher	Fourth Grade Teacher
Jessica Priester	Fifth Grade Teacher
Rachel Barenie	Second Grade Teacher

### **How the school-based LLT functions**

The Literacy Leadership Team will meet on a monthly basis or more if needed. The meetings will consist of analyzing data, determining the needs of students, and create a course of action needed to benefit East Lake and students. Based on the data analyzed, the team will adjust the activities and professional development toward improving and refining reading instruction across all grade levels. The Literacy Leadership Team will also be responsible for presenting data and information to grade levels and at PLC meetings..

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

To increase the percentage of students meeting proficiency in Reading and making learning gains in reading.

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

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

Administration is committed to in-field days (3 Days a week) to visit and observe classrooms. Feedback will be provided to the teacher to help guide instruction.

Wednesday afternoons are committed to Professional Learning Communities. During this sacred time, teachers utilize their data to not only drive their instruction, but to target students that are in need of extra intervention.

STAR testing has been set up and can be monitored on a daily, weekly, and quarterly basis.

Voluntary Opportunities to attend Professional Development are available on Friday during essential time.

## **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**

East Lake provides two units of Voluntary Pre-Kindergarten in the morning and the afternoon. This services 80 students in the community. East Lake also houses three ESE Pre-K units for students ages 3 to 5 for our students with disabilities. All units follow a set curriculum for their students. Both VPK and ESE Pre-K meet weekly during Professional Learning Communities. The District Level supervisor makes monthly or quarterly visits to the units and provides feedback to Administration. Professional

Development opportunities for our teachers are also offered in-house or within the District to help our instructors grow in their field.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## 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	70%	60%	No	73%
American Indian				
Asian	75%	75%	Yes	78%
Black/African American	72%	55%	No	75%
Hispanic	65%	56%	No	69%
White	81%	70%	No	83%
English language learners	51%	42%	No	56%
Students with disabilities	42%	16%	No	48%
Economically disadvantaged	65%	54%	No	69%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	18%	65%
Students scoring at or above Achievement Level 4	98	23%	45%

### 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			

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	153	53%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	53	70%	100%

**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)	109	58%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	63	34%	70%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	58	31%	70%

**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	53	69%	80%
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%	55%	No	69%
American Indian				
Asian	92%	81%	No	93%
Black/African American	63%	55%	No	67%
Hispanic	63%	49%	No	67%
White	70%	66%	No	73%
English language learners	57%	44%	No	61%
Students with disabilities	31%	11%	No	38%
Economically disadvantaged	64%	51%	No	68%



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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	20%	60%
Students scoring at or above Achievement Level 4	79	18%	40%

**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			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	183	64%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	31	42%	100%

**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	22	14%	45%
Students scoring at or above Achievement Level 4	27	17%	65%

**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 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.	19	2%	1%
Students who are not proficient in reading by third grade	10	6%	1%
Students who receive two or more behavior referrals	15	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	1%	1%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

100% of the parents at East Lake Elementary will be involved with their student education by communicating with the teacher on a regular basis via agenda, email, phone or parent conferences. Parents will become involved by volunteering and attending school functions.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of East Lake parents will communicate with teachers using agendas, e-mail, phone, or physical conferences.			100%
Parents will be informed of East Lake events by reading the school website on a weekly basis.			100%

Goals Summary

- G1. Standards-based instruction will occur amongst all subject areas within every grade level.
- G2. Students will be highly engaged in standards-based instruction in all classrooms.

Goals Detail

**G1. Standards-based instruction will occur amongst all subject areas within every grade level.**

**Targets Supported**

- All Areas
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Extended Learning Opportunities
- PLC's
- Personnel- Admins, Literacy Coach, LRS, media specialist

**Targeted Barriers to Achieving the Goal**

- Increase support for teachers to teach ALL standards to proficiency
- Increase the number of training/professional development opportunities

### Plan to Monitor Progress Toward the Goal

Classroom Walk-throughs Data Analysis

**Person or Persons Responsible**

Stacy Burdette Nathan DeRight

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Data Chats Monitor data for learning gains

**G2. Students will be highly engaged in standards-based instruction in all classrooms.**

**Targets Supported**

- All Areas
- 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, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

**Resources Available to Support the Goal**

- Personnel- Admins, Literacy Coach, LRS, Media Specialist, Computer Tech
- Classroom Teachers
- Various technological opportunities and devices

**Targeted Barriers to Achieving the Goal**

- Increase a community of cooperative learners that positively interact

### Plan to Monitor Progress Toward the Goal

STAR reports

**Person or Persons Responsible**

Administration

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

Student engagement in class. Assessment scores show student growth.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Standards-based instruction will occur amongst all subject areas within every grade level.

**G1.B1** Increase support for teachers to teach ALL standards to proficiency

**G1.B1.S1** PLC's will collaborate to create both common lesson plans and common assessments. In addition to the PLC lead teacher, each PLC group was designated a School-Based Leadership Team member as a designee.

#### **Action Step 1**

PLC leaders will send agendas prior to meetings. PLC leads will also review and send out standards for upcoming units based on pacing guides.

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

All Teachers

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

Weekly/Monthly

#### **Evidence of Completion**

Minutes from PLC meetings

#### **Action Step 2**

East Lake will target FCAT Level 2 students through the use of small group instruction and extended learning opportunities.

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

All Teachers

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

Weekly

#### **Evidence of Completion**

Tutoring attendance, Assessment data, PLC minutes



### **Action Step 3**

Teacher will create common assessments during PLC's

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

All Teachers

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

Weekly

#### **Evidence of Completion**

PLC Minutes

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

PLC leads/Captains will oversee PLC meetings via walkthroughs. PLC leads will also monitor task expectations based on data from minutes/agendas.

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

PLC leads

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

Weekly

#### **Evidence of Completion**

Lesson Plans PLC minutes/agendas

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

1. Compare teachers averages on common formative assessments by finding the range between teachers in a PLC. 2. Analyze level of proficiency demonstrated by students in relation to assessment findings. 3. Identify outliers and make adjustments.

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

PLC's PLC leads

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

Weekly

#### **Evidence of Completion**

In relation to the range for assessments, a good range is less than or equal to 10 percentage points. A poor range is 20 percentage points or more.

**G2.** Students will be highly engaged in standards-based instruction in all classrooms.

**G2.B2** Increase a community of cooperative learners that positively interact

**G2.B2.S1** Staff and classroom teachers will identify any students that are showing early warning system signs during vertical planning. Once those students have been identified, the students will be given ELO.

**Action Step 1**

Identify students and implement a plan

**Person or Persons Responsible**

Administration PLC groups

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

ELO plan/opportunities STAR/Assessment Data

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

Attend PLC meetings regularly

**Person or Persons Responsible**

School-Based Leadership Team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Meeting Notes Various classroom data

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

Revisit student scores after 6 week tutoring program has completed

**Person or Persons Responsible**

Administration PLC's

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Increased assessment data

## 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

Local funds help support SIP targets by providing professional development, coaching support, and access to research-based resources for teachers. Supplemental Academic Instruction (SAI) funds provide extended learning opportunities for students in math, reading, writing, and science. The extended instruction is targeted and based upon students' needs. All other funding sources are strategically distributed to address students' learning needs that vary over the course of the school year. Through the coordination of the various funding sources, we provide students at all levels with targeted instruction.

## 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**