

# Casselberry Elementary School



2014-15 School Improvement Plan

## Casselberry Elementary School

1075 CRYSTAL BOWL CIR, Casselberry, FL 32707

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0202>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
66%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
50%

### School Grades History

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

### School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Through partnership of school, community and family, Casselberry Elementary School will provide a positive, motivating, and safe environment, where the potential of each child is developed; equipping them with the skills to take confident steps toward the future.

##### **Provide the school's vision statement**

At Casselberry Elementary School, our vision is to create a stronger, more self-sustaining community by helping students and families acquire the education, skills, and resources necessary to build self-sufficient prosperous lives.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Casselberry Elementary works very closely with its students and families with the intent to educate one another on each others' cultures, with the end result being to create a well-rounded school culture embracing each others' differences and similarities. Starting in August, we have several community events throughout the year including and Family Fun Nights, Book Fairs, parent Open House nights, and PTA events. Every grade level also creates a "get to know me" student project and presentation which highlights the individual student, their family, and their cultural backgrounds. Casselberry Elementary is also implementing Cultural Relevance Teaching professional Development for teachers with district personnel. This professional development is for an entire school year where the presenter meets with teachers in grades K-5 and implementing different session under the Cultural Relevance Teaching umbrella. Other events, such as Teach In, also gives our students the opportunity to share their culture with peers.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Casselberry is a "Leader In Me" school by Stephen Covey and we practice the "Seven Habits for Highly Effective People" on a daily basis which is the cornerstone of our behavior management program and the key in building a positive, safe culture at Casselberry Elementary. Our school implements PBS (Positive Behavior Support) and this creates a school environment of safety, trust, and support with our students and our staff. Our PBS team, made up of teacher/faculty leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success of our students, rather than negative consequences. We also gather important input from our School Advisory Council and the Student Council as we evolve our program. Casselberry also participate in FOCUS with our local Sheriff's department with 5th grade students.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

All staff is trained on the "Seven Habits of Highly Effective People and our Positive Behavior Support program. These programs are built on empowering students and making right choices, excelling in behavior, sports, arts, and academics; supporting and recognizing students and staff through incentives and positive reinforcement; and celebrating success. Clear expectations are communicated to all stake holders, incentives are put into place, and we focus on doing the right thing. Additionally, great emphasis is placed on engaged instruction and building relationships/trust with students. When disciplinary action is called for, the Student Code of Conduct is followed and adhered to. In the beginning of the year, the assistant principal visits all 5th grade classrooms to discuss leadership, excellence, and expectations.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Casselberry Elementary has established various counseling services for the needs of our students including anger management, peer resolution, social skills, divorce group, and one on one when needed. Casselberry Elementary also participates in the 21st Century Program. We have student mentor programs and our food pantry the "Care Cabin" is set up for those families in need. We have also set up procedures to deal with tragic incidents including the death of a family member of fellow student. Our Guidance Counselors and Empower therapist also serve as resources.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188078>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Casselberry has established strong community relationships through various community events, school events, and business partnerships. Ex. PTA, SAC, Casselberry Task Force, and Casselberry Forum. PTA events, teach in, and other activities help build symbiotic partnerships where Casselberry can acquire funds, supplies/resources, and volunteer support.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

## Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Stanley, Sharon	Principal
Wagner, Rebecca	Assistant Principal
Brillant, Kristin	Instructional Coach
Ellis, Jennifer	Administrative Support
Lowe, Gary	Instructional Coach
Metzger, Pam	Administrative Support
Prather, Sarah	Guidance Counselor

## Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The Leadership Team meets weekly to discuss academic achievement and behavior concerns. Mr. Lowe addresses math, Ms. Brilliant addresses reading, and Ms. Metzger addresses behavior. Mrs. Wagner and Mrs. Prather address the MTSS process and interventions to meet the needs of Tier 2 and 3 students. Mrs. Ellis our .5 SAM works with new teachers on Marzano Best practices and indicator expectations. She also works with K-5 teachers with Writing. Our Reading and Math Coaches provide support to teachers in the areas of lesson planning, instructional support and data analyzing.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process. The implementation and monitoring process of our MTSS and SIP starts with multiple data sources. The Leadership Team meets weekly with administration to discuss the effectiveness of core instruction, small group instruction, and individual student needs. Teachers meet weekly with their team members to discuss student data and effective teaching strategies to facilitate learning. Casselberry Elementary will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

Federal, state, and local funds incorporated into our school include the following:

Title I grants to fund Parent Involvement Nights,  
 Title III for ESOL support,

Backpack Readers Parent/Family Involvement,  
 21st Century grants for before school and after school services,  
 Supplemental Academic Instruction for tutorial services before, during, and after school,  
 FOCUS for violence prevention with 5th grade students,  
 Care Cabin (Food Pantry),  
 Fuel Up to Play 60 to focus on health and wellness, and  
 Steven Covey's 7 Habits of Highly Effective People/The Leader in Me grant to promote lifelong skills for the 21st century learner

**School Advisory Council (SAC)**

**Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sharon Stanley	Principal
Rebecca Wagner	Principal
Debra Philby	Parent
Andy Searles	Parent
Cynthia Judski	Parent
Carrene Campbell	Teacher
Martha Stauffer	Parent
Laurie VanSchaick	Education Support Employee
Sara Castro	Teacher
Kristin Pennington	Teacher
Sandi Simon	Teacher
Felicity Daigle	Parent
	Student

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The SAC met in September and totally broke down 2013-14 FCAT scores as they correlated with the SIP. Reading, Math, Science, and Writing in various subgroups were focused on in regards to growth or regression, and if we achieved our SIP goals. Handouts, reports and budget were distributed and discussed. All information was published in newsletter and other communication venues.

*Development of this school improvement plan*

SAC is involved with the SIP beginning during the prior year (2013-14). SAC works with the principal to break down FCAT data and other student performance data to identify strengths, areas of focus, and the development of the action plan. After we received our 2013-14 FCAT data, the findings were presented to SAC. Areas identified as significant need of support were reading and Writing proficiency. SAC also wanted to keep focused on our other areas of accountability measurements even though we met our objectives. These areas were Math Proficiency, Science Proficiency, and LGs in Reading and Math. Of emphasis, SAC fully focused on the implementation of the new Florida Standards and the FSA that

will be administered in spring that takes the place of FCAT. As the format and evaluation of this test will be quite different, SAC focused on ensuring we made the transition to the new standards and assessment.

*Preparation of the school's annual budget and plan*

The SAC met in September to discuss and pass the School Improvement budget. Funds were allocated to supplies that will directly correlate with the instructional goals of the SIP.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

SI funds have been allocated to purchase student planners for communication between school and home.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Brillant, Kristin	Instructional Coach
Ellis, Jennifer	Administrative Support
Wagner, Rebecca	Assistant Principal
Prather, Sarah	Guidance Counselor

**Duties**

***Describe how the LLT promotes literacy within the school***

The new reading series adoption Reading Street, interventions, differentiated instruction, Accelerated Reader, and acceleration. Other initiatives and continued initiatives include:

- To promote the love of reading for ALL students, parents and staff.
- To implement an Accelerated Reader (AR) continuum for all grades.
- To assist with scheduling for assessments (DE, SRI, I-Ready, FLKRS).
- To provide materials and resources needed for monitoring student's progress such as Ongoing Progress Monitoring (OPM) assessments.
- To promote reading through the use of technology (I-Ready and Accelerated Reader Program).
- To support intervention for students in the lowest quartile for reading or writing.
- To support intervention for students needing an accelerated focus in reading or writing.
- To communicate to the staff school initiatives and/ or concerns in relation to reading and writing.
- To initiate a summer reading program as outlined by Seminole County Public School District.
- To develop incentives for promoting reading.
- To create and monitor a Literacy web site to be used as a resource for teachers and parents.
- To keep the staff up to date on the latest trends and updates in literacy education.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers at Casselberry Elementary meet in PLC (Professional Learning Communities) on a weekly basis. During these meetings teachers discuss student data, plan lessons and plan for interventions and differentiated instruction. Teachers also have meaningful conversations and make instructional decisions for students in our lowest quartile and students tiered through the MTSS process.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Our strategies to recruit and retain highly qualified teachers include networking and mentoring current interns.

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. We also have a school mentor who mentors new teachers to the school by conducting monthly meetings and activities.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Casselberry Elementary follows the core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards. All SCPS instructional plans are aligned to Florida Standards and specific to each grade level.

## Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

At Casselberry Elementary teachers have weekly Data meetings to discuss student individual needs, differentiated instruction, interventions and plan for data driven instruction. During our intervention block (Panda Express) Tier 2 and 3 students walk to their specific intervention. At Casselberry we also offer Reader's Club Tier 2 students receive interventions as well. During these intervention times students are in I-Ready Labs (Reading and Math) or in My Sidewalks (Reading) lessons.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 14

During the 21st Century Program 125 students are given 30 minutes of homework help, 30 minutes of reading and math utilizing SuccessMaker, and 30 minutes of enrichment activities.

### **Strategy Rationale**

We will strategically focus on the identified students in Reading and Math. This will not only hit our overall proficiency goals, but also our LQ's making learning gains.

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

- Core Academic Instruction
- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Metzger, Pam, [pamela\\_metzger@scps.k12.fl.us](mailto:pamela_metzger@scps.k12.fl.us)

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teachers collect data utilizing SuccessMaker, I-Ready, Discovery Education, and attendance to determine the effectiveness of given strategy.

**Strategy:** Summer Program

**Minutes added to school year:** 4,800

Summer Learning Camp

**Strategy Rationale**

Level 1 and 2 students will be given intensive intervention services with the goal to improve reading skills and to earn Good Cause Exemption.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Wagner, Rebecca, rebecca\_wagner@scps.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

SAT-10, Success Maker and I-ready data is collected.

**Strategy:** Summer Program

**Minutes added to school year:** 9,000

Casselberry Elementary also offers 21st Century Summer Camp.

**Strategy Rationale**

This camp is offered to the 125 students who are part of the 21st Century Program throughout the school year.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Metzger, Pam, pamela\_metzger@scps.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Success Maker reporting Data in Reading and Math is shared with school administration.

**Strategy: After School Program**

**Minutes added to school year: 14,000**

Casselberry Extended Day Program

**Strategy Rationale**

While in Extended Day students work on Core Academic Instruction as well as Enrichment activities.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Stanley, Sharon, sharon\_stanley@scps.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Success Maker reporting Data in Reading and Math is shared with school administration.

**Strategy: Before School Program**

**Minutes added to school year: 4,890**

Casselberry offers AM tutoring opportunities to students who are considered to be in our Lowest Quartile.

**Strategy Rationale**

We will strategically focus on the identified students in Reading and Math. This will not only hit our overall proficiency goals, but also our LQ's making learning gains.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Lowe, Gary, gary\_lowe@scps.ki12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Teachers collect data utilizing SuccessMaker, I-Ready, Discovery Education, and attendance to determine the effectiveness of given strategy

**Strategy:** Summer Program

**Minutes added to school year:** 8,820

Casselberry Elementary students have the opportunity to attend Camp Casselberry. While at Camp Casselberry students work on Core Academic Instruction as well as Enrichment activities.

**Strategy Rationale**

All students that attend Casselberry Elementary are given the option to attend.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Stanley, Sharon, sharon\_stanley@scps.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Program director shares data information with the school once the program has ended.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering Kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in Kindergarten. Schools offer an Open House before school starts and Kindergarten teachers are available for individual conferences. Our school provides Voluntary Pre Kindergarten to ensure a smooth transition from early childhood to Kindergarten. We encourage that all incoming Kindergarten students attend Kinder Camp.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All teachers will implement effective teaching instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** All teachers will implement effective teaching instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing. 1a

G053257

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	71.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	77.0
AMO Reading - African American	62.0
AMO Reading - Hispanic	75.0
AMO Reading - SWD	45.0
AMO Math - African American	57.0
AMO Math - Hispanic	72.0
AMO Math - SWD	51.0
Math Gains	69.0
Math Lowest 25% Gains	79.0
FCAT 2.0 Science Proficiency	65.0

**Resources Available to Support the Goal** 2

- Reading Coach, Professional Development, Tutorial, Reading Street Series, Go Math Series, Fusion Series, District Writing Instructional Plans, Think Central, I-Ready, Common Planning, Intervention Time Block, PLC's, Administrative Support, Common Assessments, Leadership Team, MTSS Team, Accelerated Reader Program and OPM's through I-Ready and DE.

**Targeted Barriers to Achieving the Goal** 3

- Lack of teacher knowledge in best practices, differentiated instruction in Reading, Math and Writing, appropriate accommodations, intervention strategies, understanding of inter-rater reliability, and understanding of the new Florida Standards.

**Plan to Monitor Progress Toward G1.** 8

Assessments: Discovery Education, I-Ready, Benchmark Assessments and Writing PMA's

**Person Responsible**

Rebecca Wagner

**Schedule**

Quarterly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Increase in student academic achievement.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** All teachers will implement effective teaching instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing. **1**

 G053257

**G1.B1** Lack of teacher knowledge in best practices, differentiated instruction in Reading, Math and Writing, appropriate accommodations, intervention strategies, understanding of inter-rater reliability, and understanding of the new Florida Standards. **2**

 B134242

**G1.B1.S1** Implement Lesson Study and Instructional Rounds **4**

 S146093

### Strategy Rationale

This will allow teachers to observe colleagues and exemplary lessons within their grade level and vertically throughout the grade levels.

### Action Step 1 **5**

Implementation of Lesson Studies

#### Person Responsible

Rebecca Wagner

#### Schedule

Semiannually, from 10/1/2014 to 5/29/2015

#### Evidence of Completion

Reflection Logs and Teacher Observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Lesson Study Meetings and Classroom observations

**Person Responsible**

Rebecca Wagner

**Schedule**

Semiannually, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Reflection Logs, Teacher Observations and Professional Development Points

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Assessments: DE, I-Ready and Benchmark Assessments and Writing PMA's

**Person Responsible**

Rebecca Wagner

**Schedule**

Quarterly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

DE Growth Reports, I-Ready Growth Reports, Benchmark Assessment Growth and Writing PMA Growth

**G1.B1.S2 Implement Differentiated Instructional Strategies** 4

S146094

**Strategy Rationale**

This will allow teachers to target students' instructional needs and provide need based instruction.

**Action Step 1** 5

Differentiated instructional strategies will be implemented in Reading, Math and Writing in grades K-5

**Person Responsible**

Rebecca Wagner

**Schedule**

Daily, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

OPM's include I-Ready and DE and will be administered according to set dates by the district or assessment guidelines

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Classroom Walk-through's, PLC's, MTSS Meetings with Administration.

**Person Responsible**

Rebecca Wagner

**Schedule**

Monthly, from 8/1/2014 to 5/29/2015

**Evidence of Completion**

PLC's Reflections, Walk-through feedback in IObservation, MTSS notes in EdInsight

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Classroom Walk-through's, PLC's, MTSS Meetings with Administration.

**Person Responsible**

Rebecca Wagner

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Analyze DE and I-Ready Report Data

**G1.B1.S3 Implement Panda Express Intervention Block** 4

 S146095

**Strategy Rationale**

This provides an additional Reading intervention block each day to focus on our struggling students.

**Action Step 1** 5

Daily 30 minute intervention block outside the reading block will be scheduled for students

**Person Responsible**

Sharon Stanley

**Schedule**

Daily, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

OPM's include DE, I-Ready, Benchmark Assessments

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Classroom Observations, PLC's and Master Schedule

**Person Responsible**

Kristin Brilliant

**Schedule**

Daily, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

IObservation, PLC Reflections, and School Master Schedule

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

DE, I-Ready, Curriculum Based Assessments, FSA

**Person Responsible**

Kristin Brilliant

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

DE reports, I-Ready reports, Curriculum Based Assessment Data, FSA Data

**G1.B1.S4 Implement Tutorial** 4

S146096

**Strategy Rationale**

This provides before school and during the school day to focus on reading and math instruction with our Lowest Quartile , Tier 2 and Tier 3 students.

**Action Step 1** 5

Before school and "within the day" tutorial will be scheduled for Lowest Quartile, Tier 2 and 3 students.

**Person Responsible**

Kristin Brilliant

**Schedule**

Daily, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

OPM's include DE and I-Ready and will be administered according to set dates by the district or assessment guidelines.

**Plan to Monitor Fidelity of Implementation of G1.B1.S4** 6

Before School Tutorial Schedule, Within the Day Tutorial Schedule, Tutorial Planning Sheet

**Person Responsible**

Kristin Brilliant

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Schedules, Tutorial Attendance, Tutorial Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4** 7

Assessments: DE, I-Ready, Curriculum Based Assessments and FSA

**Person Responsible**

Kristin Brilliant

**Schedule**

***Evidence of Completion***

DE Reports, I-Ready Reports, Curriculum Based Assessment Data and FSA Data

**G1.B1.S5 Implement PLC's and Professional Development** 4

 S146097

**Strategy Rationale**

This provides peer support and PD to develop teachers' instructional skills to address our students.

**Action Step 1** 5

Regularly scheduled PLC's and Professional Development will be conducted focused on Lesson Study, Intervention/differentiation strategies, Florida Standards, working with LQ and Tier 2/3 students.

**Person Responsible**

Rebecca Wagner

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

OPM's include DE, I-ready, Writing PMA's

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Leadership Team (Admin, Team Leaders, Instructional Coaches), SAC, and PTSA Board will meet monthly to review and evaluate progress of SIP Goals.

**Person Responsible**

Sharon Stanley

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Team Leader Summaries, SAC and PTSA Minutes.

**Plan to Monitor Fidelity of Implementation of G1.B1.S5** 6

Leadership Team (Admin, Team Leaders, Instructional Coaches), SAC, and PTSA Board will meet monthly to review and evaluate progress of SIP Goals.

**Person Responsible**

Sharon Stanley

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Team Leader Summaries, SAC and PTSA Minutes.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S5** 7

PLC Schedule and Professional Development Schedule

**Person Responsible**

Rebecca Wagner

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

PLC Reflections and PD Learning Logs

**G1.B1.S6 Implement School-Wide Writing Initiative** 4

S146098

**Strategy Rationale**

This will provide teachers the opportunity to implement Writing across the curriculum and new Writing Standards in grades 4-5 to align to the new Florida Standards.

**Action Step 1** 5

Writing support will be provided to K-5 teachers using district and school personnel to ensure Writing is applied in all core subjects and 4th and 5th grade teachers are developed in the new Writing test item specifications for FSA through PLC's and PD.

**Person Responsible**

Jennifer Ellis

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Learning Logs and Writing Samples

**Plan to Monitor Fidelity of Implementation of G1.B1.S6** 6

Analyzing PMA Data

**Person Responsible**

Jennifer Ellis

**Schedule**

Monthly, from 9/1/2014 to 5/22/2015

**Evidence of Completion**

Writing PMA Data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S6** 7

Analyze and discuss Writing PMA Data with district and school personnel.

**Person Responsible**

Rebecca Wagner

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

PMA Data

**G1.B1.S7 Implement "The Leader In Me"** 4

 S146099

**Strategy Rationale**

This will empower students to be leaders in their learning.

**Action Step 1** 5

Implement "The Leader In Me" Program

**Person Responsible**

Sharon Stanley

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Light House Team Meeting Minutes

**Plan to Monitor Fidelity of Implementation of G1.B1.S7** 6

Leadership Lounge, Action Teams and Professional Development

**Person Responsible**

Sharon Stanley

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Light House Team Meeting Minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S7 7**

**Person Responsible**

Sharon Stanley

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Implementation of Lesson Studies	Wagner, Rebecca	10/1/2014	Reflection Logs and Teacher Observations	5/29/2015 semiannually
G1.B1.S2.A1	Differentiated instructional strategies will be implemented in Reading, Math and Writing in grades K-5	Wagner, Rebecca	9/1/2014	OPM's include I-Ready and DE and will be administered according to set dates by the district or assessment guidelines	5/29/2015 daily
G1.B1.S3.A1	Daily 30 minute intervention block outside the reading block will be scheduled for students	Stanley, Sharon	9/1/2014	OPM's include DE, I-Ready, Benchmark Assessments	5/29/2015 daily
G1.B1.S4.A1	Before school and "within the day" tutorial will be scheduled for Lowest Quartile, Tier 2 and 3 students.	Brillant, Kristin	9/1/2014	OPM's include DE and I-Ready and will be administered according to set dates by the district or assessment guidelines.	5/29/2015 daily
G1.B1.S5.A1	Regularly scheduled PLC's and Professional Development will be conducted focused on Lesson Study, Intervention/differentiation strategies, Florida Standards, working with LQ and Tier 2/3 students.	Wagner, Rebecca	9/1/2014	OPM's include DE, I-ready, Writing PMA's	5/29/2015 weekly
G1.B1.S6.A1	Writing support will be provided to K-5 teachers using district and school personnel to ensure Writing is applied in all core subjects and 4th and 5th grade teachers are developed in the new Writing test item specifications for FSA through PLC's and PD.	Ellis, Jennifer	9/1/2014	Learning Logs and Writing Samples	5/29/2015 weekly
G1.B1.S7.A1	Implement "The Leader In Me" Program	Stanley, Sharon	9/1/2014	Light House Team Meeting Minutes	5/29/2015 monthly
G1.MA1	Assessments: Discovery Education, I-Ready, Benchmark Assessments and Writing PMA's	Wagner, Rebecca	10/1/2014	Increase in student academic achievement.	5/29/2015 quarterly
G1.B1.S1.MA1	Assessments: DE, I-Ready and Benchmark Assessments and Writing PMA's	Wagner, Rebecca	10/1/2014	DE Growth Reports, I-Ready Growth Reports, Benchmark Assessment Growth and Writing PMA Growth	5/29/2015 quarterly
G1.B1.S1.MA1	Lesson Study Meetings and Classroom observations	Wagner, Rebecca	10/1/2014	Reflection Logs, Teacher Observations and Professional Development Points	5/29/2015 semiannually
G1.B1.S2.MA1	Classroom Walk-through's, PLC's, MTSS Meetings with Administration.	Wagner, Rebecca	9/1/2014	Analyze DE and I-Ready Report Data	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Classroom Walk-through's, PLC's, MTSS Meetings with Administration.	Wagner, Rebecca	8/1/2014	PLC's Reflections, Walk-through feedback in IObservation, MTSS notes in EdInsight	5/29/2015 monthly
G1.B1.S3.MA1	DE, I-Ready, Curriculum Based Assessments, FSA	Brillant, Kristin	9/1/2014	DE reports, I-Ready reports, Curriculum Based Assessment Data, FSA Data	5/29/2015 quarterly
G1.B1.S3.MA1	Classroom Observations, PLC's and Master Schedule	Brillant, Kristin	9/1/2014	IObservation, PLC Reflections, and School Master Schedule	5/29/2015 daily
G1.B1.S4.MA1	Assessments: DE, I-Ready, Curriculum Based Assessments and FSA	Brillant, Kristin		quarterly	
G1.B1.S4.MA1	Before School Tutorial Schedule, Within the Day Tutorial Schedule, Tutorial Planning Sheet	Brillant, Kristin	9/1/2014	Schedules, Tutorial Attendance, Tutorial Lesson Plans	5/29/2015 quarterly
G1.B1.S5.MA1	PLC Schedule and Professional Development Schedule	Wagner, Rebecca	9/1/2014	PLC Reflections and PD Learning Logs	5/29/2015 monthly
G1.B1.S5.MA1	Leadership Team (Admin, Team Leaders, Instructional Coaches), SAC, and PTSA Board will meet monthly to review and evaluate progress of SIP Goals.	Stanley, Sharon	9/1/2014	Team Leader Summaries, SAC and PTSA Minutes.	5/29/2015 monthly
G1.B1.S5.MA1	Leadership Team (Admin, Team Leaders, Instructional Coaches), SAC, and PTSA Board will meet monthly to review and evaluate progress of SIP Goals.	Stanley, Sharon	9/1/2014	Team Leader Summaries, SAC and PTSA Minutes.	5/29/2015 monthly
G1.B1.S6.MA1	Analyze and discuss Writing PMA Data with district and school personnel.	Wagner, Rebecca	9/1/2014	PMA Data	5/29/2015 monthly
G1.B1.S6.MA1	Analyzing PMA Data	Ellis, Jennifer	9/1/2014	Writing PMA Data	5/22/2015 monthly
G1.B1.S7.MA1	[no content entered]	Stanley, Sharon	9/1/2014		5/29/2015 monthly
G1.B1.S7.MA1	Leadership Lounge, Action Teams and Professional Development	Stanley, Sharon	9/1/2014	Light House Team Meeting Minutes	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** All teachers will implement effective teaching instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing.

**G1.B1** Lack of teacher knowledge in best practices, differentiated instruction in Reading, Math and Writing, appropriate accommodations, intervention strategies, understanding of inter-rater reliability, and understanding of the new Florida Standards.

### **G1.B1.S1** Implement Lesson Study and Instructional Rounds

#### **PD Opportunity 1**

Implementation of Lesson Studies

##### **Facilitator**

Assistant Principal

##### **Participants**

Teachers

##### **Schedule**

Semiannually, from 10/1/2014 to 5/29/2015

### **G1.B1.S5** Implement PLC's and Professional Development

#### **PD Opportunity 1**

Regularly scheduled PLC's and Professional Development will be conducted focused on Lesson Study, Intervention/differentiation strategies, Florida Standards, working with LQ and Tier 2/3 students.

##### **Facilitator**

Rebecca Wagner

##### **Participants**

Instructional Staff

##### **Schedule**

Weekly, from 9/1/2014 to 5/29/2015

### G1.B1.S6 Implement School-Wide Writing Initiative

#### PD Opportunity 1

Writing support will be provided to K-5 teachers using district and school personnel to ensure Writing is applied in all core subjects and 4th and 5th grade teachers are developed in the new Writing test item specifications for FSA through PLC's and PD.

##### Facilitator

Jennifer Ellis

##### Participants

Teachers

##### Schedule

Weekly, from 9/1/2014 to 5/29/2015

### G1.B1.S7 Implement "The Leader In Me"

#### PD Opportunity 1

Implement "The Leader In Me" Program

##### Facilitator

Sharon Stanley

##### Participants

All Staff

##### Schedule

Monthly, from 9/1/2014 to 5/29/2015

## Technical Assistance Items

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

**G1.** All teachers will implement effective teaching instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing.

**G1.B1** Lack of teacher knowledge in best practices, differentiated instruction in Reading, Math and Writing, appropriate accommodations, intervention strategies, understanding of inter-rater reliability, and understanding of the new Florida Standards.

### **G1.B1.S2** Implement Differentiated Instructional Strategies

#### **PD Opportunity 1**

Differentiated instructional strategies will be implemented in Reading, Math and Writing in grades K-5

#### **Facilitator**

Rebecca Wagner

#### **Participants**

Teachers

#### **Schedule**

Daily, from 9/1/2014 to 5/29/2015

### **G1.B1.S3** Implement Panda Express Intervention Block

#### **PD Opportunity 1**

Daily 30 minute intervention block outside the reading block will be scheduled for students

#### **Facilitator**

Kristin Brilliant

#### **Participants**

Teachers and Students

#### **Schedule**

Daily, from 9/1/2014 to 5/29/2015

**G1.B1.S4 Implement Tutorial**

**PD Opportunity 1**

Before school and "within the day" tutorial will be scheduled for Lowest Quartile, Tier 2 and 3 students.

**Facilitator**

Kristin Brilliant

**Participants**

Students

**Schedule**

Daily, from 9/1/2014 to 5/29/2015

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> All teachers will implement effective teaching instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing.	15,088
<b>Grand Total</b>	<b>15,088</b>

Goal 1: All teachers will implement effective teaching instruction, intervention strategies, differentiated instruction aligned to Florida Standards for Reading, Math, Science and Writing.		
Description	Source	Total
<b>B1.S4.A1</b> - Tutorial Funds for "within" the school day tutorial	Other	9,131
<b>B1.S7.A1</b> - Funding source is Millage Funds through Choices and POE (Programs of Enrichment).	Other	5,957
<b>Total Goal 1</b>		<b>15,088</b>