

# Lake Country Elementary School



2014-15 School Improvement Plan

## Lake Country Elementary School

516 COUNTY ROAD 29, Lake Placid, FL 33852

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
83%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
61%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Highlands County School Board.

### 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	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Lake Country Elementary School's Mission Statement:  
Lake Country is a place where leaders are nurtured,  
Excellence is encouraged,  
Academics are achieved, and  
Dreams become realities.

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

"Growing Leaders, One Child at a Time"

#### School Environment

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

a. The school and teachers learn about the students' cultures and build relationships by doing interest surveys/inventories at the beginning of the year; family nights; open house; and reviewing student demographic data.

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

b. The school creates an environment where students feel safe and respected before, during, and after school by providing supervision on campus before, during, and after school hours. During school hours, classroom doors are locked. After school hours students can attend the after school daycare program or they can opt to have district-provided transportation to their residence.

##### 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

c. Lake Country has implemented the Leader in Me program school-wide which empowers students to take control of their learning environment which has drastically reduced the disciplinary incidents at our school. Throughout the year, the school personnel attend professional development trainings to ensure the Leader in Me program is fairly and consistently implemented.

##### 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

d. Lake Country ensures the social-emotional needs of all students are being met by providing monthly class meetings focused on social-emotional skills; student mentoring programs; student tutoring programs; and after school tutoring programs.

#### Early Warning Systems

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



**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ii. One or more suspensions, whether in school or out of school
- iii. Course failure in English Language Arts or mathematics
- iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- v. Scores from the I-Ready program
- vi. Teacher observations

K: 2 3rd: 4

1st: 3 4th: 2

2nd: 2 5th: 9

- iii. Course failure in English Language Arts or mathematics (retentions)

K: 20 3rd: 10

1st: 15 4th: 0

2nd: 5 5th: 1

- iv. Level 1 score on the statewide, standardized assessments in LA or mathematics

3rd: 20

4th: 19

5th: 26

Number of students identified by the system as having two or more early warning indicators

K: 9 3rd: 2

1st: 1 4th: 1

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	7	8	8	4	4	46
One or more suspensions	2	3	2	4	2	9	22
Course failure in ELA or Math	20	15	5	10	0	1	51
Level 1 on statewide assessment	0	0	0	20	19	26	65

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	K	1	3	4	
Students exhibiting two or more indicators	9	1	2	1	13

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

- i. Quarterly progress monitoring meetings with each teacher to discuss the progress and status of each child academically and to identify any concerns the teacher may have beyond academics.
- ii. Data chats by grade level every 6 weeks. Data chats are to review results of previous targets, identify academic needs grade level wide, target strategies for meeting those needs, and discuss the progress of students receiving Tier 2 services.
- iii. Weekly MTSS meetings to review students receiving Tier 3 services.

- iv. Grade level planning and coordination of standards based skill groups for students needing Tier 2 services provided by classroom teachers.
- v. Students identified as needing Tier 3 services will be pulled out of the classroom to receive an additional 30 minutes of intensive intervention given by a certified teacher, on top of the extra 30 minutes of intervention given by the classroom teacher inside the reading block.
- vi. Additional support is given to struggling ELL students by providing time for them to participate in small groups for 30 minutes working on Reading or Math skills that are needed.
- vii. Rosetta Stone is provided for ELL students on a daily basis to help in mastering the English language.
- viii. Students will use the iReady program daily to practice Reading and Math skills on the student's current working level.
- ix. Students receiving Tier 2 services will be monitored with the appropriate grade level probe every 20 days using the Aimsweb program.
- x. Students receiving Tier 3 services will be monitored weekly using the appropriate probe for their current working level using the Aimsweb program.
- xi. Additional intervention groups will be provided by available teachers and paraprofessionals 3 times a week in Reading, Math and Science.
- xii. Professional developments are given throughout the year to help teachers hone and expand their repertoire of strategies to use in the classroom.

## 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/175741>.

#### **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**

To increase parent involvement and build positive relationships with families, as well as increase communication to inform parents of their child's progress, we host:

- Math Curriculum Night
- Literacy Curriculum Night
- STEM Curriculum Night
- Leadership Night (Stephen Covey Leader in Me School)
- Student-Led Conferences with Parents (minimum 2x's per year)
- Leadership Day
- Campus-Wide Beautification Days

In addition we communicate with families through:

- School Website
- School Facebook Page

- Monthly School Newsletters
- Weekly Classroom Newsletters
- Call-Outs to Families (to communicate important information/reminders)

We invite and involve local community members in a variety of ways to support student achievement. Community stakeholders partner with us to contribute to students' learning:

- Sebring International Raceway
  - o Family Reading Night
- Lake Placid Art League
  - o Mural Design & Painting
- TD Bank
  - o Integrate students' current learning with future life skills

In addition, we have been proactive in seeking out programs which businesses or non-profit organizations offer to support student learning.

- United Way
  - o Reading Pals
- Noon Rotary
  - o Distribute Free Dictionaries to Students
- 4H Master Gardeners
  - o STEM Hands-On Educational Experiences
- Monthly Service Projects:
  - o Ronald McDonald House
  - o Heartland Food Bank
  - o St. Jude's Research Hospital

Other ways we learn about the local community for the purpose of utilizing available resources to support student achievement include:

- Educational Field Trips:
  - o Archbold Biological Station
  - o Lake Placid Historical Museum
  - o Lake Placid Mural Tour
  - o Lake Placid Chamber of Commerce
- Integrating the local newspaper into instruction across content areas
- Inviting stakeholders to contribute to and take part in our annual Stephen Covey Leadership Day
- Participating in Relay for Life

## 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
Ashley, Erica	Principal
Brooker, Sarah	Assistant Principal
Veley, Linda	Teacher, K-12
Wirick, Jennifer	Teacher, K-12
Ridgeway, Elizabeth	Instructional Coach
Nitz, Donna	Teacher, K-12
Barajas, Elvia	Teacher, K-12
Duncan, Katherine	Teacher, K-12
McGee, Whitney	Teacher, K-12
Perry, LaDonna	Teacher, K-12
Culverhouse, Ashley	Instructional Coach

**Duties**

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

The MTSS leadership team roles include:

**Principal:** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the 4-step problem solving process, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation, and communicates with parents regarding school-based Rtl plans and activities. The principal also communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1. The principal schedules “Data Days” throughout the year to ensure that instruction/interventions are informed by student data, facilitates the development of instructional schedules based upon student needs, ensures that instructional/intervention support is provided to all staff, and creates frequent opportunities to celebrate and communicate success.

**Assistant Principal:** 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies.

**Select General Education Teachers (Primary and Intermediate):** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaboration with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 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.

**Reading Coach and Intervention Resource Teacher:** Assists with whole-school screening programs that provide early intervening services for children considered to be “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.

**Guidance Counselor:** Supports data collection activities, assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional support and documentation; 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 systematic patterns of student need with respect to language skills.

The MTSS leadership team will meet every second and third week of each month to engage in the following activities:

Review universal screening data and link it to instructional practices to ensure a healthy core curriculum and plan for targeted supplemental interventions.

Review and analyze progress monitoring data, including school-wide and content-wide trends at grade levels and classroom levels, to identify students who are meeting or exceeding benchmarks as well as students who are at moderate to high risk for not meeting benchmarks.

On the second and third week of each month, the team will meet to use the problem-solving method to analyze data and develop researched-based interventions for students struggling with core instruction. Roles for implementation, monitoring and data management will be assigned during this process. Team members will also monitor the fidelity of the intervention through direct observation, and analyze the success or lack of success of the intervention based on appropriate assessments. General education teachers will be included in the process and coverage provided for classrooms to ensure their full participation. The general education teachers will also attend RtI data meetings on the third week of each month at 2:30 in grade-level groups. During this time, the team members will discuss the data collected the week prior, assist in creating new strategies, assess previous strategies, and update PMPs on the A3 system.

In order to build consensus with all stakeholders, other school teams, parents and paraprofessionals will be included in the process whenever possible. Professional development on the RtI process will be done throughout the year, and staff will be asked to assess the success of the implementation as well as their own skills through discussion and surveys.

Professional development activities and resources for teachers and staff will include areas such as data analysis and data collection.

Throughout the year, the MTSS team will continue to collaborate with the Curriculum Leadership Team, Vertical Articulation Team, as well as grade level teams to ensure a fully coordinated and implemented RtI process. Because members of the MTSS Leadership Team are also members of other school teams, efforts to address identified issues will be streamlined and the RtI process implemented within all school groups and PLCs.

***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***

Lake Country Elementary utilizes the 4-step problem-solving model to implement and monitor the MTSS and SIP structures:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

The MTSS Leadership Team meets on a monthly basis and reviews student data at least four times per year. The MTSS Leadership team also shares graphic visuals of student data with whole staff and

individual teachers. The team also monitors and provides support to teachers making instructional changes in the classroom. Through these small group meetings, the team also provides support through problem solving, resources, and mentoring.

**Title I, Part A**

Will provide funds to all district schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB.

**Title I, Part C- Migrant**

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

**Title I, Part D**

Provides services to children who are delinquent or neglected.

**Title II, Part A**

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

**Title III**

Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education.

**Title VI, Part B**

**Career and Technical Education**

Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring.

**Title X- Homeless**

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

**Supplemental Academic Instruction (SAI)**

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

**Violence Prevention Programs**

The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

**Nutrition Programs**

District food service department participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for after school care and after school tutoring programs. Summer food programs are provided at various school sites and community locations.

**Job Training**

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

## **School Advisory Council (SAC)**

### **Membership**

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



Name	Stakeholder Group
Leticia Washington	Teacher
Yadira Barajas	Teacher
Linda Veley	Teacher
Sarah Brooker	Principal
Lourdes Celaya	Education Support Employee
Elvia Barajas	Teacher
Virgina Fuentes	Education Support Employee
Luz Vazquez	Parent
LaJoy Callahan-Madison	Parent
Vanessa Diaz	Parent
Patricia Oyola	Parent
Shawn Cruse	Parent
Reese Martin	Parent
Sylvia Swaford	Parent
Jennifer Zunig	Parent
Betsy Canevari	Business/Community
Sandi Holmes	Parent
Kelly Frey	Education Support Employee
Sherri Griffin	Business/Community
James Swaford	Parent

### 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*

Evaluation of last year's school improvement plan: The School Advisory Council (SAC) plays an active role in the review and evaluation of last year's school improvement plan by deciding what was effective and ineffective. The School Advisory Council conducts needs assessments, analyzes results, and identifies needs when evaluating the school improvement plan.

*Development of this school improvement plan*

The School Advisory Council (SAC) plays an active role in the development and evaluation of the school improvement plan and assist with the annual school budget. The SAC reviews relevant data, identifies areas for improvement, develops improvement strategies, and monitors the implementation of the strategies. This is an on-going process. Data is constantly being analyzed and adjustments made to ensure the strategies we are implementing are positively impacting student achievement. Funds are allocated to provide resources for the implementation of research based strategies.

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

Preparation of the school's annual budget and plan: The School Advisory Council (SAC) assists with the annual school budget. Funds are allocated to provide resources for the implementation of research based strategies. The School Advisory Council provides advisory input on the school's annual budget and use of school improvement funds.

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

N/A

**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
Ashley, Erica	Principal
Culverhouse, Ashley	Instructional Coach
Ming, Tera	Other
Lieske, Pam	Instructional Media
Lopes, Deborah	Paraprofessional
Summerall, Beverly	Paraprofessional
Prescott, Kelli	Teacher, K-12
Holden, Celeste	Teacher, K-12
Wilson, Shirley	Teacher, K-12
Perry, LaDonna	Teacher, K-12
Polk, Elizabeth	Teacher, K-12
Harris, Michelle	Teacher, K-12
Sweat, Julie	Paraprofessional

**Duties**

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

The major initiatives of the Literacy Leadership Team for the 2014-2015 school year are to:

- Support the full implementation of the new Florida Standards
- Lead and support PLC's and study groups
- Analyze data to determine the effectiveness of literacy instruction
- Redesign instruction to meet student learning and intervention needs
- Monitor and support the implementation of the new core reading program ~ Reading Street.
- Support or participate in classroom demonstrations and modeling of research based literacy standards.
- Mentor and support new teachers and teachers identified as in need of improvement

Our LLT promotes literacy within the school in a variety of ways including:

- Literacy Curriculum Night for Parents
  - o Families are equipped with resources in each of the FAB FIVE areas and taught how to use them to engage in literacy activities at home.
- Kindergarten small groups participate in United Way's Reading Pals Program
- Students participate in book talks on LCE News throughout the school year.



- Celebrate Literacy Week
  - o Million Minute Marathon
  - o Themed Dress Up Days
    - ? Monday – “Reading Rocks, so Wear Some Funky Socks!”
    - ? Tuesday – “Hats Off to Books!” (wear a hat)
    - ? Wednesday – “Be a Star and Read!” (wear sunglasses)
    - ? Thursday – “Bananas for Books” (give out a banana treat {trying to get banana pudding donated} & a bookmark)
    - ? Friday – “At LCE, We’re Wacky About Reading!” (dress wacky)
  - o Mystery Book Clues/Giveaway
  - o Character Read-Alouds
  - o Door Decorating – based on a book cover the class chooses
  - o D.E.A.R. Time
  - o Literacy Picnic
- Accelerated Reader Program
  - o Individual Differentiated Student Goal Setting
  - o Quarterly Incentives for Students Meeting Goals
  - ? Ice Cream Sundae Social
  - ? “Read Your Way to the Red Carpet” Movie Event
  - ? Dance Party
  - ? Game Day
  - ? Pool Party (EOY)
- Ag. Literacy Day
  - o Ag Students from LPHS read/speak to our students about the importance of agriculture.
  - o Ag. Volunteers from Happiness Farms (local business) read/speak to students about agriculture in our community.
- Guest Readers in Classrooms

## 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**

In order to create a positive and collaborative environment for teachers we have:

- Created an ECET2 (Elevating and Celebrating Effective Teachers and Teaching) Team to provide guidance for what the staff needs professionally.
- Allowed teachers to lead Professional Development based on the needs of the staff.
- Differentiated Professional Development based on what a teacher needs.
- Created an inviting and useful Leadership Lounge (Teacher’s Lounge) for staff to utilize.
- Created common uninterrupted planning time twice a week during the day.
- Created ½ Day Data Chats every 6 weeks to plan for Tier 1 and Tier 2 instruction.
- Created Weekly Collaborative Lesson Plan meetings.
- Provide access to view highly effective and engaging lessons in other classrooms in the school or in the district.

Provide celebrations for milestones in the classroom and teachers’ personal lives.

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

Lake Country Elementary utilizes the Human Resources Recruitment and Professional Development (HRRPD) department at the district office. This department posts all vacancies on the website, as well as attending college/university recruitment fairs throughout the state. The Teach-In Florida.com and Teacher-Teacher.com websites are also used to locate potential applicants who will meet the criteria to

be highly qualified. An interview team consisting of the administration, literacy/curriculum resource teacher, grade level appropriate teacher leader and other staff members, as needed, interviews each applicant who meets the criteria to be interviewed and considered for the vacancy. References are checked via the telephone. The HRRPD department performs the critical duty of screening interested applicants for verification of professional preparation and certification. This department is crucial to hiring highly qualified teachers.

New teachers are assigned grade level/job-alike mentors to assist and support the transition to Lake Country Elementary. Under the guidance and direction of the Curriculum Leadership team members, each grade level/department meets weekly to plan together, share successes, and problem solve. In addition to the support provided by the team leader and administration, first year teachers are assigned a Peer Evaluator. Using Charlotte Danielson's Frameworks for Teaching model, teachers are trained on the content of the 4 Domains, the Rubrics and the Evidence to be observed. Peer Evaluators also serve to coach new teachers on areas of need.

To recruit highly qualified, certified in-field, effective teachers we have:

- Chosen to interview candidates with valid Florida in-field certifications.
- Chosen to hire candidates with prior experience in their field.
- Chosen to hire candidates with ESOL endorsements and certifications to meet the needs of our school.

To retain and develop these candidates we have:

- Provided adequate planning time, both common and on their own.
- Provided Professional Development to meet their developing needs.
- Provided support and training of new standards, skills, and programs.
- Provided a positive atmosphere of sharing and collaboration.

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

Lake Country Elementary provides mentoring for beginning teachers and teachers in need of improvement in a variety of methods. Highlands County School District Human Resources, Recruitment and Professional Development department is instrumental in verifying certification, highly qualified, and other requirements that determine the teachers who are in need of the Professional Education Competence (PEC) program. Once those teachers who are determined to be eligible for this support program is identified, a qualified mentor/peer teacher is chosen. The criteria for selection of the mentor/peer teacher is: an experienced teacher who has the necessary skills and competencies to provide support for the beginning teacher; must be at the same grade level or subject level; be Clinical Educator trained; participate in a peer teacher training; and attend a workshop relating to the Peer-Mentor Teacher Program Notebook. Each beginning teacher who is eligible for the PEC program has a support team that meets quarterly to provide support and resources for the development of the beginning teacher.

Another strategy that is used at Lake Country Elementary to mentor beginning and/or teachers in need of improvement is through those teachers who are Nationally Board Certified. The NBCT teachers are identified and called upon for mentoring/support on an "as needed" basis.

Each Curriculum Leadership Team member also has the responsibility to mentor and support those beginning and/or teachers in need of improvement who are on their grade level team.

The Literacy/Curriculum Resource Teacher also provides guidance and support for beginning and/or teachers in need of improvement.

## **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***

Our school ensures its core instructional programs and materials are aligned to the Florida Standards through district approved curriculum adoption. Each school within the district participated in the recent Language Arts and Math curriculum adoption. Through this process, we analyzed various curriculums to ensure that they included all of the Florida Standards and the major shifts that accompany the standards through a rubric system. We have created pacing guides to ensure that we cover all of the Florida Standards before the new Florida Assessment.

### **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***

- Our school participates in weekly grade level meetings where formative assessments are analyzed in Language Arts and Math. skills based groups are formed on those who need more assistance based on the data, and are retested at the end of the four days to see if progress was made.
- We also differentiate within Language Arts and Math through small group learning centers. Teachers use data from formative assessments to create the small groups based on ability.
- Teachers and students also graph their progress on classroom “Scoreboards” and in leadership notebooks. Students conference with their teacher and parents twice a year on the progress that was made during the 1st and 3rd nine weeks. Teachers conference anywhere from 1 to two times per month with students.
- We also conduct Data Teams every six weeks where each grade level will target a standard and supporting standard for Language Arts and Math based on a formative pre-test. Determine the level of proficiency, the students who are close to proficient, and far from proficient. From there, we create small groups to remediate, select research based materials to use for remediation, and begin the remediation process for the six weeks. A post-test is given at the end of the six weeks to determine growth and proficiency.

***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: 0**

Strategy 1-

1. Kagan Cooperative Structures
2. The purpose of this strategy is to increase student engagement.
3. No additional minutes have been added. This strategy is incorporated in the instruction.
4. Administration and the Reading Coach are responsible for monitoring the implementation of the strategy.

**Strategy Rationale**

Kagan Cooperative structures are a researched based strategy.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Ashley, Erica, ashleye@highlands.k12.fl.us

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

The data we will collect will be through our informal walk throughs. We will be looking for the teacher to be meeting the "Effective" requirements in Domain 3C: Engaging Students in Learning.

**Strategy: After School Program**

**Minutes added to school year: 0**

Strategy 5-Small group instruction for Reading and Math

1. The purpose of this strategy is to provide instruction on the students' levels. (Ability grouping)
2. The Language Arts and Math blocked time have been revised to allow one hour of centers and small group rotations.
3. Grade Level Leaders, Administration, and Reading Coach are all responsible for the implementation.

**Strategy Rationale**

Establishing Differentiation and Goal Tracking

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

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

Ashley, Erica, ashleye@highlands.k12.fl.us

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

The data we will collect will be from formative assessments given each week in class.

**Strategy: After School Program**

**Minutes added to school year: 0**

Strategy 3- Literacy and Math Centers

1. The purpose of this strategy is to provide differentiation instruction based on data.
2. The Literacy block is 120 minutes and the Math block is 60-90 minutes.
3. Administration, Grade Level Leaders, and the Reading Coach are responsible for monitoring the implementation of this strategy.

**Strategy Rationale**

The ability to plan and differentiate

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

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

Ashley, Erica, ashleye@highlands.k12.fl.us

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

The data we will collect will be from the nine weeks grade level indicators. We will meet quarterly to discuss students who are on and off grade level.

**Strategy: After School Program**

**Minutes added to school year: 0**

Strategy 2-Visible Learning

1. The purpose of this strategy is to provide immediate feedback to students on their achievement.
2. No additional minutes have been added. This strategy is incorporated in the instruction.
3. Administration is responsible for monitoring the implementation of this strategy.

**Strategy Rationale**

Research Based Strategy

**Strategy Purpose(s)**

- Core Academic Instruction

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

Ashley, Erica, ashleye@highlands.k12.fl.us

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

The data we will collect are from the Language Arts and Math graphs posted in every classroom. These graphs collect information on how the class is performing on each Florida Standard. Additional graphs will be posted to track students' individual progress in each Florida Standard. We will also collect data through iReady as well to monitor student growth and proficiency.

## 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***

To ensure a smooth transition into kindergarten, teachers and administrators from Lake Country Elementary communicate often with the community's early childhood programs. Expectations are communicated back and forth across both levels. Information about the Kindergarten Common Core State Standards is provided to the preschools so they are aware of where students need to be academically when they make the transition. In May, parent meetings are held at the preschools when elementary staff can attend and answer any questions parents have. Each preschool is also invited to bring their 4 year old students to spend a morning in the Kindergarten classrooms in May. Open House is held the week before school starts in August where students can meet their teachers and become comfortable with their surroundings. At the start of the school year, The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. At Lake Country Elementary we have also established "Dream Teams" where we partner up our kindergarten classrooms with intermediate classrooms to form a mentoring relationship.

### 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***

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

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

***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***

## 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.** 53% of SWD will make a year's worth of growth based on the iReady Reading program by June 1st.
- G2.** 37% of LY students will make a year's worth of growth based on the iReady Reading program by June 1, 2015.
- G3.** Increase students' writing skills through the Write Bright curriculum and Writing to Sources.
- G4.** The percentage of students scoring level 3 or higher on the 2015 FCAT Science Test will increase from 22% to 28%. We will increase students' understanding of the scientific method through science investigations and hands on experiments.
- G5.** Every early release day will be designated for school-wide STEM activities and projects.

## 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.** 53% of SWD will make a year's worth of growth based on the iReady Reading program by June 1st.

1a

G037399

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - SWD	45.0

**Resources Available to Support the Goal** 2

- Phonics kits • Letter tiles • White board • Phonics readers • Low level readers • 30 extra minutes of remediation • Small Group Accommodation with ESE teacher • Extended Time • Bear Word Sorts • Accelerated Reader • My Sidewalks curriculum

**Targeted Barriers to Achieving the Goal** 3

- Maturity • Attendance • Processing delay • Lack of Background Knowledge • Lack of stamina • Lack of content area vocabulary

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

iReady reports will be conducted every Friday to be analyzed by administration, Reading Coach, Guidance Counselor, MTSS Specialist, and classroom teacher.

**Person Responsible**

Erica Ashley

**Schedule**

Weekly, from 9/29/2014 to 6/2/2015

**Evidence of Completion**

Rosetta Stone report



**G2.** 37% of LY students will make a year's worth of growth based on the iReady Reading program by June 1, 2015. 1a

G037400

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - ELL	49.0

**Resources Available to Support the Goal** 2

- Pearson Reading Street Curriculum Pearson Science Leveled Readers Close Reading lessons Higher Order Questioning Professional Development Kagan Cooperative Structures

**Targeted Barriers to Achieving the Goal** 3

- Students who score below level 4 or 5 do not receive sufficient acceleration interventions specific to higher order questioning and responding.
- Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.

**Plan to Monitor Progress Toward G2.** 8

We will monitoring the increase in Reading levels through Successmaker, STAR, and FAIR data.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Data provided in Successmaker, STAR, and FAIR data.

**G3. Increase students' writing skills through the Write Bright curriculum and Writing to Sources.** 1a

G037401

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Write Bright Curriculum Pearson Reading Street- Writing to Sources section

**Targeted Barriers to Achieving the Goal** 3

- Implementing consistent, effective writing strategies in the classroom across the grade levels.

**Plan to Monitor Progress Toward G3.** 8

We will monitor progress based on the percentage of students who are on and off grade level in writing based on the district adopted Grade Level Writing indicators.

**Person Responsible**

**Schedule**

**Evidence of Completion**

88% of students will be on grade level in Writing based on the Writing Grade Level Indicators.

**G4. The percentage of students scoring level 3 or higher on the 2015 FCAT Science Test will increase from 22% to 28%. We will increase students' understanding of the scientific method through science investigations and hands on experiments.** 1a

G037406

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

FCAT 2.0 Science Proficiency	28.0
------------------------------	------

**Resources Available to Support the Goal** 2

- Pearson Science and STEM Curriculum Science Level Readers Science Connection Materials and PD Science Boot Camp

**Targeted Barriers to Achieving the Goal** 3

- Students do not have an in depth understanding of the scientific method.

**Plan to Monitor Progress Toward G4.** 8

Teachers will provide the Progress Monitoring team data on the students' chapter test scores.

**Person Responsible**

**Schedule**

Quarterly, from 9/2/2014 to 6/2/2015

**Evidence of Completion**

70% of students will pass the Science Chapter tests.

**G5. Every early release day will be designated for school-wide STEM activities and projects.** 1a

G037407

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Pearson Interactive Science Curriculum Science Connection Committee Meeting Share Out

**Targeted Barriers to Achieving the Goal** 3

- Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technology, Engineering, and Math.

**Plan to Monitor Progress Toward G5.** 8

During Progress Monitoring meetings, we will monitor progress towards our goal through sharing of lesson plans and students' Reading, Writing, Math, and Science grade level indicators.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Grade level indicators- % on grade level in all subject areas

## 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.** 53% of SWD will make a year's worth of growth based on the iReady Reading program by June 1st. **1**

G037399

**G1.B1** • Maturity • Attendance • Processing delay • Lack of Background Knowledge • Lack of stamina • Lack of content area vocabulary **2**

B089871

**G1.B1.S1** • All Grades- Speech/language teacher • All Grades- Attendance incentives • All Grades- Repeat/demonstrate instructions • All Grades- Extra work time • Grades 4-5: Students will interactive Reading notebooks for literature and comprehension skills. • Grade 5- Teachers will increase word analysis through Greek and Latin root study and content area vocabulary. • All Grades-Tier 1 and Tier 2 students will receive intervention/remediation from highly qualified teacher for fluency and comprehension. • All Grades- Students will be grouped on an as needed basis to remediate specific skills/ standards not mastered. • All Grades- Teacher will increase academic learning time through the strategies provided from the Core Reading instruction. • All Grades- Teachers will implement Visible Learning Strategies through students setting personal goals, recording achievement in Leadership notebooks and frequent conferences and feedback sessions. • Grades 3-5: Students will be provided tutoring to reinforce skills not mastered. • All Grades- Students will use the Accelerated Reading program and complete test based on their AR levels. • All Grades- Students will use the IReady program on a daily basis to reinforce skills. • All Grades- Teachers will incorporate Webb's Depth of Knowledge questions in weekly reading instruction. • Grades 3-5: Teachers will evaluate and use Test Items Spec and Florida Standards in planning lessons. • All Grades- Teachers will implement higher level text, close reading and Kagan Cooperative Structures in weekly instruction. • All Grades- Students will complete Leadership notebooks to monitor goals and growth. • All Grades- Teachers will provide specific extended blocks of time for reading independently to develop the stamina required to demonstrate proficiency in reading. • All Grades- Students will use Active Learning Strategies by engaging in higher order thinking tasks on a weekly basis. **4**

S100571

### Strategy Rationale

These are all research based strategies and proven to be effective.

### Action Step 1 **5**

ALL SWD will complete the iReady Reading program twice a day with a total of 30 minutes.

#### **Person Responsible**

Erica Ashley

#### **Schedule**

Weekly, from 9/2/2014 to 6/1/2015

#### **Evidence of Completion**

iReady reports

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

Classroom Teachers and Administration will run weekly reports from iReady to analyze area of need and growth that is being made.

**Person Responsible**

Erica Ashley

**Schedule**

Weekly, from 9/2/2014 to 6/1/2015

***Evidence of Completion***

Attendance log and activity log from Rosetta Stone Program

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

Administration and the TRT will run reports and collaborate with teachers based on the evidence provided every nine weeks.

**Person Responsible**

Erica Ashley

**Schedule**

Weekly, from 9/2/2014 to 6/1/2015

***Evidence of Completion***

Progress Monitoring data collection

**G2.** 37% of LY students will make a year's worth of growth based on the iReady Reading program by June 1, 2015. **1**

G037400

**G2.B1** Students who score below level 4 or 5 do not receive sufficient acceleration interventions specific to higher order questioning and responding. **2**

B089872

**G2.B1.S1** Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT. **4**

S100572

### Strategy Rationale

#### Action Step 1 **5**

Monitored Independent Reading will take place everyday in the Acceleration schedule. Students will be reading books based on their AR levels and taking quizzes on a weekly basis.

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Improvement in STAR Reading Test levels and points earned in AR.

#### Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Administrators and Reading Coach will observe teachers' higher order questioning and student responses. Feedback will be given after observation.

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Effective ratings in Domain 3: Questioning and Discussion Techniques

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Teachers will be provided with specific feedback on their questioning techniques and student engagement piece on a monthly basis.


**Person Responsible**

**Schedule**


***Evidence of Completion***

Informal and Formal Observation results

**G2.B2** Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts. 2

 B089873

**G2.B2.S1** Close Reading lessons will be implemented through the Pearson Reading Street curriculum. Teachers will use Kagan Cooperative Structure strategies to increase student engagement and interest in the higher level text. 4

 S100573

**Strategy Rationale**

**Action Step 1 5**

Close Reading lessons will be planned each week to ensure exposure to higher level text and Kagan Cooperative Structures will be included in plans to create higher student engagement.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Lesson plans will indicate Close Reading lessons, differentiation, and Kagan Cooperative structures.



**Plan to Monitor Fidelity of Implementation of G2.B2.S1 6**

Lesson plans will be checked weekly to ensure Close Reading lessons and Kagan Cooperative structures are in place. Classroom observations by administrators will be made on a weekly basis. Team planning will occur weekly where fidelity can be assessed.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Informal and Formal Observations by Administration, Lesson plans, and collaborative planning.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7**

Curriculum Leadership Team will meet monthly to determine the effectiveness of the Kagan Cooperative Structures and Close Reading Lessons.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Team Meeting discussion, feedback, minutes from the meeting.

**G3.** Increase students' writing skills through the Write Bright curriculum and Writing to Sources. 1

G037401

**G3.B1** Implementing consistent, effective writing strategies in the classroom across the grade levels. 2

B089874

**G3.B1.S1** PLCs – Teachers in grades 3-5 will implement balanced practice in argument/opinion, informative/explanatory, and narrative writing. Complete writing tasks in response to multiple text and cite text-based evidence. Connect weekly writing tasks to unit writing projects. 4

S100574

### Strategy Rationale

#### Action Step 1 5

Professional Learning Communities will collaborate and plan writing lessons using the Reading Street curriculum and Write Bright Station.

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Lesson plans and classroom observations by Administration.

#### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

We will monitor fidelity through participation in PLCs each week. Administration, CLTs, and Reading Coach will be able to provide feedback and observe teams planning.

#### Person Responsible

#### Schedule

#### *Evidence of Completion*

Team Meeting Notes and Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

During Progress Monitoring meetings, we will use the percentage of students who met the grade level indicators to determine effectiveness.


**Person Responsible**

**Schedule**

**Evidence of Completion**

Writing Grade Level Indicators- % of on and off grade level


**G4.** The percentage of students scoring level 3 or higher on the 2015 FCAT Science Test will increase from 22% to 28%. We will increase students' understanding of the scientific method through science investigations and hands on experiments. 1

 G037406

**G4.B1** Students do not have an in depth understanding of the scientific method. 2

 B089881

**G4.B1.S1** Teachers will incorporate hands on science investigations tied to our NGSSS Science Standards on a weekly basis. 4

 S100581

**Strategy Rationale**

Hands-on Science investigations will ensure a concrete understanding of the standard.

**Action Step 1 5**

Team meetings will occur weekly to plan hands on science investigations.

**Person Responsible**

Erica Ashley

**Schedule**

Weekly, from 9/2/2014 to 6/1/2015

**Evidence of Completion**

Lesson plans, Team Meeting notes, and Classroom Observations by Administration

**Plan to Monitor Fidelity of Implementation of G4.B1.S1 6**

During Curriculum Leadership Team Meetings, we will assess the implementation of the hands-on science investigations through discussion of best practices.

**Person Responsible**

Erica Ashley

**Schedule**

Weekly, from 9/2/2014 to 6/1/2015

***Evidence of Completion***

Team Meeting notes

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Teachers will gather data based on the Chapter Science tests. Their goal is to have 70% of students pass the Chapter Science tests.

**Person Responsible**

Erica Ashley

**Schedule**

Weekly, from 9/2/2014 to 6/1/2015

***Evidence of Completion***

Data provided by teachers

**G5.** Every early release day will be designated for school-wide STEM activities and projects. 1

G037407

**G5.B1** Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technology, Engineering, and Math. 2

B089882

**G5.B1.S1** Incorporate Active Learning Strategies- -Engage in higher-order thinking tasks as analysis, synthesis and evaluation; -Study ideas, solve problems and apply what they have learned; -Construct hypotheses and make decisions; -Provide meaning and organization to experiences; -Work collaboratively with others; -Connect real-life work between school and what will take place in the rest of their lives -Address cultural influences and individual learning styles 4

S100582

### Strategy Rationale

#### Action Step 1 5

Conduct STEM activities on every Early Release Day

#### Person Responsible

#### Schedule

#### Evidence of Completion

Completion of STEM activities on every Early Release Day

#### Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

During the Curriculum Leadership Team meeting, we will discuss the implementation of the STEM days and revisit any areas we need to reevaluate.

#### Person Responsible

#### Schedule

#### Evidence of Completion

Team Meeting notes

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7**

We will monitor effectiveness through teacher feedback from STEM lessons.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Feedback from Teachers

**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	ALL SWD will complete the iReady Reading program twice a day with a total of 30 minutes.	Ashley, Erica	9/2/2014	iReady reports	6/1/2015 weekly
G2.B1.S1.A1	Monitored Independent Reading will take place everyday in the Acceleration schedule. Students will be reading books based on their AR levels and taking quizzes on a weekly basis.		Improvement in STAR Reading Test levels and points earned in AR.	once	
G2.B2.S1.A1	Close Reading lessons will be planned each week to ensure exposure to higher level text and Kagan Cooperative Structures will be included in plans to create higher student engagement.		Lesson plans will indicate Close Reading lessons, differentiation, and Kagan Cooperative structures.	once	
G3.B1.S1.A1	Professional Learning Communities will collaborate and plan writing lessons using the Reading Street curriculum and Write Bright Station.		Lesson plans and classroom observations by Administration.	once	
G4.B1.S1.A1	Team meetings will occur weekly to plan hands on science investigations.	Ashley, Erica	9/2/2014	Lesson plans, Team Meeting notes, and Classroom Observations by Administration	6/1/2015 weekly
G5.B1.S1.A1	Conduct STEM activities on every Early Release Day		Completion of STEM activities on every Early Release Day	once	
G1.MA1	iReady reports will be conducted every Friday to be analyzed by administration, Reading Coach, Guidance Counselor, MTSS Specialist, and classroom teacher.	Ashley, Erica	9/29/2014	Rosetta Stone report	6/2/2015 weekly
G1.B1.S1.MA1	Administration and the TRT will run reports and collaborate with teachers based on the evidence provided every nine weeks.	Ashley, Erica	9/2/2014	Progress Monitoring data collection	6/1/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom Teachers and Administration will run weekly reports from iReady to analyze area of need and growth that is being made.	Ashley, Erica	9/2/2014	Attendance log and activity log from Rosetta Stone Program	6/1/2015 weekly
G2.MA1	We will monitoring the increase in Reading levels through Successmaker, STAR, and FAIR data.		Data provided in Successmaker, STAR, and FAIR data.	once	
G2.B1.S1.MA1	Teachers will be provided with specific feedback on their questioning techniques and student engagement piece on a monthly basis.		Informal and Formal Observation results	once	
G2.B1.S1.MA1	Administrators and Reading Coach will observe teachers' higher order questioning and student responses. Feedback will be given after observation.		Effective ratings in Domain 3: Questioning and Discussion Techniques	once	
G2.B2.S1.MA1	Curriculum Leadership Team will meet monthly to determine the effectiveness of the Kagan Cooperative Structures and Close Reading Lessons.		Team Meeting discussion, feedback, minutes from the meeting.	once	
G2.B2.S1.MA1	Lesson plans will be checked weekly to ensure Close Reading lessons and Kagan Cooperative structures are in place. Classroom observations by administrators will be made on a weekly basis. Team planning will occur weekly where fidelity can be assessed.		Informal and Formal Observations by Administration, Lesson plans, and collaborative planning.	once	
G3.MA1	We will monitor progress based on the percentage of students who are on and off grade level in writing based on the district adopted Grade Level Writing indicators.		88% of students will be on grade level in Writing based on the Writing Grade Level Indicators.	once	
G3.B1.S1.MA1	During Progress Monitoring meetings, we will use the percentage of students who met the grade level indicators to determine effectiveness.		Writing Grade Level Indicators- % of on and off grade level	once	
G3.B1.S1.MA1	We will monitor fidelity through participation in PLCs each week. Administration, CLTs, and Reading Coach will be able to provide feedback and observe teams planning.		Team Meeting Notes and Lesson Plans	once	
G4.MA1	Teachers will provide the Progress Monitoring team data on the students' chapter test scores.		9/2/2014	70% of students will pass the Science Chapter tests.	6/2/2015 quarterly
G4.B1.S1.MA1	Teachers will gather data based on the Chapter Science tests. Their goal is to have 70% of students pass the Chapter Science tests.	Ashley, Erica	9/2/2014	Data provided by teachers	6/1/2015 weekly
G4.B1.S1.MA1	During Curriculum Leadership Team Meetings, we will assess the implementation of the hands-on science investigations through discussion of best practices.	Ashley, Erica	9/2/2014	Team Meeting notes	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA1	During Progress Monitoring meetings, we will monitor progress towards our goal through sharing of lesson plans and students' Reading, Writing, Math, and Science grade level indicators.		Grade level indicators- % on grade level in all subject areas	once	
G5.B1.S1.MA1	We will monitor effectiveness through teacher feedback from STEM lessons.		Feedback from Teachers	once	
G5.B1.S1.MA1	During the Curriculum Leadership Team meeting, we will discuss the implementation of the STEM days and revisit any areas we need to reevaluate.		Team Meeting notes	once	

## 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.** 53% of SWD will make a year's worth of growth based on the iReady Reading program by June 1st.

**G1.B1** • Maturity • Attendance • Processing delay • Lack of Background Knowledge • Lack of stamina • Lack of content area vocabulary

**G1.B1.S1** • All Grades- Speech/language teacher • All Grades- Attendance incentives • All Grades- Repeat/demonstrate instructions • All Grades- Extra work time • Grades 4-5: Students will interactive Reading notebooks for literature and comprehension skills. • Grade 5- Teachers will increase word analysis through Greek and Latin root study and content area vocabulary. • All Grades-Tier 1 and Tier 2 students will receive intervention/remediation from highly qualified teacher for fluency and comprehension. • All Grades- Students will be grouped on an as needed basis to remediate specific skills/ standards not mastered. • All Grades- Teacher will increase academic learning time through the strategies provided from the Core Reading instruction. • All Grades- Teachers will implement Visible Learning Strategies through students setting personal goals, recording achievement in Leadership notebooks and frequent conferences and feedback sessions. • Grades 3-5: Students will be provided tutoring to reinforce skills not mastered. • All Grades- Students will use the Accelerated Reading program and complete test based on their AR levels. • All Grades- Students will use the IReady program on a daily basis to reinforce skills. • All Grades- Teachers will incorporate Webb's Depth of Knowledge questions in weekly reading instruction. • Grades 3-5: Teachers will evaluate and use Test Items Spec and Florida Standards in planning lessons. • All Grades- Teachers will implement higher level text, close reading and Kagan Cooperative Structures in weekly instruction. • All Grades- Students will complete Leadership notebooks to monitor goals and growth. • All Grades- Teachers will provide specific extended blocks of time for reading independently to develop the stamina required to demonstrate proficiency in reading. • All Grades- Students will use Active Learning Strategies by engaging in higher order thinking tasks on a weekly basis.

### PD Opportunity 1

ALL SWD will complete the iReady Reading program twice a day with a total of 30 minutes.

#### Facilitator

iReady Consultant

#### Participants

All classroom teachers

#### Schedule

Weekly, from 9/2/2014 to 6/1/2015

**G2.** 37% of LY students will make a year's worth of growth based on the iReady Reading program by June 1, 2015.

**G2.B1** Students who score below level 4 or 5 do not receive sufficient acceleration interventions specific to higher order questioning and responding.

**G2.B1.S1** Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.

### **PD Opportunity 1**

Monitored Independent Reading will take place everyday in the Acceleration schedule. Students will be reading books based on their AR levels and taking quizzes on a weekly basis.

#### **Facilitator**

Ashley Culverhouse- Reading Coach

#### **Participants**

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

#### **Schedule**

**G2.B2** Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.

**G2.B2.S1** Close Reading lessons will be implemented through the Pearson Reading Street curriculum. Teachers will use Kagan Cooperative Structure strategies to increase student engagement and interest in the higher level text.

### **PD Opportunity 1**

Close Reading lessons will be planned each week to ensure exposure to higher level text and Kagan Cooperative Structures will be included in plans to create higher student engagement.

#### **Facilitator**

Kagan Cooperative Structures representative.

#### **Participants**

Administrators, Reading Coach, Curriculum Leadership Team, and classroom teachers

#### **Schedule**

**G3.** Increase students' writing skills through the Write Bright curriculum and Writing to Sources.

**G3.B1** Implementing consistent, effective writing strategies in the classroom across the grade levels.

**G3.B1.S1** PLCs – Teachers in grades 3-5 will implement balanced practice in argument/opinion, informative/explanatory, and narrative writing. Complete writing tasks in response to multiple text and cite text-based evidence. Connect weekly writing tasks to unit writing projects.

**PD Opportunity 1**

Professional Learning Communities will collaborate and plan writing lessons using the Reading Street curriculum and Write Bright Station.

**Facilitator**

Erica Ashley- Write Bright Pearson Reading Street Representative

**Participants**

Administrators and Teachers

**Schedule**

**G4.** The percentage of students scoring level 3 or higher on the 2015 FCAT Science Test will increase from 22% to 28%. We will increase students' understanding of the scientific method through science investigations and hands on experiments.

**G4.B1** Students do not have an in depth understanding of the scientific method.

**G4.B1.S1** Teachers will incorporate hands on science investigations tied to our NGSSS Science Standards on a weekly basis.

**PD Opportunity 1**

Team meetings will occur weekly to plan hands on science investigations.

**Facilitator**

Elizabeth Ridgeway, Tona Rogers, Cathy Hardesty

**Participants**

All Classroom teachers

**Schedule**

Weekly, from 9/2/2014 to 6/1/2015