

Lost Lake Elementary School



2014-15 School Improvement Plan

Lost Lake Elementary School

1901 JOHNS LAKE RD, Clermont, FL 34711

<http://lake.k12.fl.us/loe>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

44%

Alternative/ESE Center

No

Charter School

No

Minority

52%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

B

A

A

School Board Approval

This plan is pending approval by the Lake 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lost Lake Elementary, through dedicated participation of staff, parents and community provides children with a safe learning environment where all students can acquire success presently and for their future goals.

Provide the school's vision statement

A+ School

School Environment

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

Lost Lake Elementary School's process for learning about cultures and building relationships between teachers and students begins with student registrations and continues with Meet the Teacher, student data sheets and Curriculum Nights. These initial steps build a foundation for fostering a positive relationship between home and school. Throughout the school year Lost Lake Elementary hosts various academic and social events such as; Honor Roll, student-led parent conferences, Science/Art Fair, and book fairs. Teachers maintain this relationship by communicating with parents and students through student agendas, classroom newsletters and telephone calls. The school enhances this process by producing monthly school newsletters and utilizing the school call out system to encourage family involvement in all school activities.

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

Lost Lake Elementary has a Safety Committee that meets monthly to review policy and procedures for the safety, health and well being of our staff and students. The school provides staff, volunteers, Pride Patrols, and community volunteers for student supervision to maintain a safe campus before and after school. Our school also includes curriculum to address respect of self and others and bullying prevention. Lost Lake has also implemented the Positive Behavior Support and offers guidance services for students and staff as needed.

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

Lost Lake Elementary School's school wide behavior system is Positive Behavioral Support. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate, increased academic performance, and establish positive school cultures. Our acronym for behavior expectations is PAWS: Positive Attitude, Act Responsible, Work Hard and Safety First. It is posted and practiced school wide. Reward systems are in place for students exhibiting positive behavior and protocols are in place for a tiered discipline ladder for problem behaviors.

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

In the fall and spring Lost Lake Elementary School's leadership meets with teachers individually to discuss each students needs. Classroom performance, assessment data, social and behavioral interactions are evaluated and discussed at these Teacher Talks. Services are then provided to each student based on need. Lost Lake also has on staff two guidance counselors who work with students regularly and a well established mentoring base of volunteers. The school has also implemented Steps to Respect, Second Step and Bullyproofing your School into the curriculum.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Lost Lake Elementary School uses a variety of efforts to keep its families informed. Constant communication between the school and families is maintained through daily student agendas and the distribution of classroom, grade level and school-wide newsletters. Students track academic progress

in Data Notebooks which are used for Student-Led conferences with parents in the fall and spring. Phone conferences are held frequently throughout the year with families for any student who has academic, behavior or attendance concerns. Families are encouraged to become registered volunteers and student mentors. Additionally, families are encouraged to participate in LLE events such as Meet the Teacher, Curriculum Nights, Fall Festival, Science/Art Fair, Book Fairs and Standards Night. Lost Lake also has a very active Parent Teacher Organization and School Advisory Council. All families are kept up to date on the meeting dates by email and call-out system.

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

Administration personally visited local businesses and community groups to initiate partnerships to foster student achievement. A Business Partner Breakfast was then held to discuss potential resources that would benefit all stakeholders. An appreciation dinner is held at the end of the year to honor our stakeholders and their continuous support of our school. Lost Lake Elementary has been awarded a grant from the Gates Foundation to implement Personalized Learning. Our local community support will be essential in sustaining our goals for this award.

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
Pegram, Susan	Principal
Hart, Karen	Assistant Principal
Danner, Sam	Assistant Principal
Klenk , Sara	Instructional Coach
Mabry, Michelle	Instructional Coach
Adams, Regina	Guidance Counselor
Gault, Bonnie	Guidance Counselor
Hill, Jenny	Teacher, ESE

Duties

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

Lost Lake Elementary School's leadership team meets weekly to work towards a common vision for student success through data-based decision-making. The role of each member is as follows:
School administration - under the direction of the principal, will provide leadership in the implementation and monitoring of data driven decisions and ensure that relevant academic programs are in place. The administrative team has a core belief in Shared Decision making. All stakeholders are involved in decision making process for the school's betterment.
Curriculum Resource Teacher/Literacy Coach - The instructional coaches will lead in the development and implementation of new Florida Standards. They will identify intervention strategies that are evidenced and scientific-based, assist with the school's overall MTSS program implementation and monitoring. The instructional coaches will also facilitate the implementation of the

Gates Foundation grant for Personalized Learning.

Guidance Counselors - Organize and schedule MTSS meetings to review student data and identify students in need of academic or behavioral intervention. Working cooperatively, the team will plan instructional strategies, determine the effectiveness of interventions and create a system for continued monitoring of student progress. The guidance department serves as testing coordinator, Homeless Liaison, 504 Contact, and ELL Contact for the school.

ESE School Specialist - The ESE School Specialist will oversee students covered by IDEA. The specialist will ensure that all procedures and policies of IDEA are followed correctly to ensure the academic success of all identified students.

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 leadership team also meets with the School Advisory Council and the Parent Teacher Organization monthly to review school-wide needs. Both committees maintain minutes of their meetings to define their plan for funds. The Principal, AP, and bookkeeper hold weekly budget meetings to assess the budget's successfulness. SAC is kept abreast of the school budget.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tracy Everett	Parent
Susan Pegram	Principal
Becky Davis	Parent
Robin Williams	Teacher
Elena Morales	Education Support Employee
Sally Albertson	Parent
Kassier Kyler-Merchant	Parent
Lina Grieshaber	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

Lost Lake Elementary's SAC made plans to support LLE's school goals through monetary and volunteer support. The SAC proposed to organize high school student volunteers, fund additional vocabulary and math programs for classroom use as well as Tuesday Media Nights.

Development of this school improvement plan

SAC reviewed the current SIP and has made recommendations to Administration as to how their monetary support can help LLE meet their current academic goals. The plan will be reviewed again at the October meeting and placed on the agenda for final approval.

Preparation of the school's annual budget and plan

SAC reviews Lost Lake Elementary School's annual budget and plan for meeting the needs of staff and students. SAC submits their plan for purchasing or renewing academic programs and services to Administration for the upcoming school year.

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

SAC successfully funded programs during the 2013-2014 school year to help LLE meet their academic goals. Vocabulary and Math programs were purchased and implemented school wide. Additionally, staff compensation for Tuesday Media Nights was funded.

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

Members of the SAC are elected for the counsel by each member group: parents, instructional, non-instructional. The business and community members are recommended to SAC by the school's principal. The SAC make-up reflects the ethnicity and economic make-up of the school.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Klenk , Sara	Instructional Coach
Pegram, Susan	Principal
Hart, Karen	Assistant Principal
Mabry, Michelle	Instructional Coach
Adams, Regina	Guidance Counselor
Gault, Bonnie	Guidance Counselor
Danner, Sam	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on identifying the needs of the students by analyzing data and trends. The LLT will develop and implement a plan for intervention and enrichment for every grade level. SIPP's will be used to remediate those student who are identified as struggling through data analysis. The LLT will create initiatives to promote independent reading such as Accelerated Reader and Battle of the Books. Lost Lake Elementary will also continue to implement Celebrate Literacy Week, Read Across America, the Lake County Superintendent Reading Challenge, Lost Lake Reading Challenge and daily D.E.A.R time.

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

Grade levels are given common planning daily to collaborate when planning for instruction and implementation of the Florida Standards. Team leaders hold weekly meetings with their grade level to discuss best practices, the Florida standards, curriculum, instruction and assessments. Additionally the team leaders collaborate with other grade chairs bi-monthly at Team Leader meetings held by the Leadership team. Administration establishes mentoring relationships for new teachers to Lost Lake. In the intermediate grades team teaching is used to enhance learning. Lake County Schools has provided funds to implement grade level planning days for the 2014-2015 school year. Lost Lake Elementary School is reaching information from other schools to possibly implement Wonderful Wednesdays which allow grade level collaboration one day per 9wks of additional planning and collaboration.

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

Lost Lake Elementary follows the hiring procedures set by the Lake County School District. Candidates are carefully screened and interviewed. All teachers at LLE are Highly-Qualified as described by the Florida Department of Education. All new hires are required to complete New Beginnings. New Beginnings training offers Establishing Rules & Procedures, New Florida Standards for ELA, New Florida Standards for Math, TEAM and Deliberate Practice, Professional Ethics, Communicating Learning Goals & Feedback, Edmodo, Safari Montage, MTSS, Introduction to ELL, Working with Economically Disadvantaged Students, Communicating with Families, Career Technology Education, Inclusion Strategies, and Pathways to Professional Certification.

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

New teachers attend weekly grade level meetings, along with monthly administrative meetings as needed. Teacher mentors are assigned to each new teacher and are responsible for answering questions, modeling lessons, providing resources and feedback, checking periodically for needs/concerns, and helping to orient new teachers to the school. The Literacy Coach and the Curriculum Resource Teacher provide support, as needed, for all teachers to educate them on best practices, data analysis, and for updates on policies and procedures.

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

Lost Lake Elementary School's teachers follow the Lake County School's ELA, math, science and social studies blueprints when planning for instruction. The blueprints provide a frame for common learning experiences and outline student expectations that are aligned to the Florida Standards. Lake County School's scope and sequence ensures that the necessary Florida Standards are taught and practiced with the rigor expected within the time allotted. Teachers have been assigned the Florida Standards as their study area for grade level PLCs for this school year. Additionally, Lost Lake Elementary teachers utilize district and school-based resources in addition to the purchased core curriculum. Some of these instructional programs/materials include Thinking Maps, Mobi Max, and Science Boot Camp.

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

Lost Lake Elementary uses several data management systems such as Skyward, FCAT Star, F.I.D.O, PMRN and Decision Ed. These data collection tools are utilized to closely monitor attendance, FAIR testing, standardized testing, grades, and discipline. By utilizing these data gathering tools, LLE has the ability to differentiate teaching strategies to accelerate or remediate needs in Math, Language Arts, Reading, and Science. The data gathered is essential to the MTSS Team to re-evaluate the interventions provided. In addition, staff may utilize the assistance of the school guidance counselors, psychologist, social worker, resource teachers, and ESE Varying Exceptionality teachers when differentiating instruction to meet the needs of all students.

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: Extended School Day

Minutes added to school year: 3,600

The Lake school district has added 20 minutes to the school day to enhance student learning.

Strategy Rationale

By extending the school day instructors will have more time to deliver the curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pegram, Susan, pegrams@lake.k12.fl.us

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

The data collected with directly be related to the Florida Standards Assessment and the previous years' FCAT data.

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

Lost Lake Elementary provides many opportunities to support students transitioning from one school level to another. Our rising kindergarteners and their families are invited to Cub Club in the spring to orient families to the school and help with the registration process. Curriculum Night is held for all grade levels but is especially helpful to these students by familiarizing families with the Florida Standards, curriculum, and resources. Pre-K articulation meetings provide time for teachers to communicate the social and academic needs of their students transitioning to the next level. Additionally, Pre-K is involved in many school-wide events, field trips and assemblies to help familiarize them to our school. Our upper level students are introduced to the team teaching experience to acclimate them to the middle school experience. Guidance counselors from our feeder

middle schools visit the students to familiarize them with what to expect at middle school. The students can make requests for specialized classes at this time.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To create a safe learning environment for our students, we will continue to maintain a zero-tolerance for bullying to create safe school culture in the 2014-2015 school year.
- G2.** Will increase the number of software based FSA/Common Core programs for students from one in 2013-2014 to three in 2014-2015.
- G3.** The percentage of students scoring proficient and above on the 2015 Math FSA will increase from 72% achieved in 2014 to 77% for 2015.
- G4.** The percentage of students scoring proficient and above on the 2015 Reading FSA will increase from 73% achieved in 2014 to 78% for 2015.

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. To create a safe learning environment for our students, we will continue to maintain a zero-tolerance for bullying to create safe school culture in the 2014-2015 school year. 1a

G044803

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	0.0

Resources Available to Support the Goal 2

- Bully-Proofing Your School, Second Step, and Steps to Respect

Targeted Barriers to Achieving the Goal 3

- Teacher Planning Time

Plan to Monitor Progress Toward G1. 8

Data from Skyward, referrals, and news show

Person Responsible

Sam Danner

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data from referrals entered into Skyward

G2. Will increase the number of software based FSA/Common Core programs for students from one in 2013-2014 to three in 2014-2015. 1a

G043492

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	78.0
FSA - Mathematics - Proficiency Rate	77.0

Resources Available to Support the Goal 2

- Support of PTO and SAC
- iStation Reading Program

Targeted Barriers to Achieving the Goal 3

- Cost of programs.
- New programs require staff development.

Plan to Monitor Progress Toward G2. 8

Reports collected from software programs: iStation Reading, Moby Max, IXL.

Person Responsible

Karen Hart

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Students will increase their reading proficiency.

G3. The percentage of students scoring proficient and above on the 2015 Math FSA will increase from 72% achieved in 2014 to 77% for 2015. 1a

G038611

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	77.0
AMO Math - ELL	63.0

Resources Available to Support the Goal 2

- Curriculum Resource Teacher, Math Journals, Accelerated Math, Orchard, District Scope & Sequence and Blueprints, District Assessments, District Unit Tests for Math and Rosetta Stone and Florida Ready MAFS.

Targeted Barriers to Achieving the Goal 3

- Effective and continuous progress monitoring of lowest 25% in Math.
- ELL students have difficulty with reading word problems.

Plan to Monitor Progress Toward G3. 8

End of Unit tests, grades, county level benchmark assessments and state standardized test will be monitored.

Person Responsible

Sam Danner

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lowest quartile data reports on standardized assessment, teacher talk data, grades, district assessments.

G4. The percentage of students scoring proficient and above on the 2015 Reading FSA will increase from 73% achieved in 2014 to 78% for 2015. 1a

G038613

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	78.0
AMO Reading - SWD	45.0

Resources Available to Support the Goal 2

- Literacy Coach, DEAR, Accelerated Reading, Orchard, District Scope & Sequence and Blueprints, District Benchmark Assessments, iStation, Thinking Maps - Write from the Beginning and Beyond Response to Literature K-8, and Florida Ready LAFS.

Targeted Barriers to Achieving the Goal 3

- Effective and continuous progress monitoring of lowest 25% in Reading.
- The rigor of the new FSA may cause problems for SWD.

Plan to Monitor Progress Toward G4. 8

End of Unit tests, grades, county level benchmark assessments and state standardized test will be monitored.

Person Responsible

Sara Klenk

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lower Quartile data reports on standardized assessments, teacher talk data, grades, and district assessments.

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. To create a safe learning environment for our students, we will continue to maintain a zero-tolerance for bullying to create safe school culture in the 2014-2015 school year. **1**

 **G044803**

G1.B1 Teacher Planning Time **2**

 **B110404**

G1.B1.S1 Bully-Proofing Your School Curriculum will be presented via the morning news show. **4**

 **S121857**

Strategy Rationale

If the instructional staff is expected to continue Steps to Respect and Second Step then the planning time needed to add Bully-Proofing Your School will not be needed.

Action Step 1 **5**

Continue curriculum for Steps to Respect, Second Step, and Bully-Proofing Your School will decrease the number of bullying incidents.

Person Responsible

Sam Danner

Schedule

Quarterly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Data from referrals written for bullying.

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

Lesson Plans, Monitoring of the morning news show

Person Responsible

Sam Danner

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Referral data, Teacher Lesson Plans, Monitoring of the morning news show

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

The number of discipline referrals for bullying incidents will decrease.

Person Responsible

Sam Danner


Schedule

Monthly, from 9/15/2014 to 6/5/2015


Evidence of Completion

Data from Skyward

G2. Will increase the number of software based FSA/Common Core programs for students from one in 2013-2014 to three in 2014-2015. 1

 G043492

G2.B1 Cost of programs. 2

 B110259

G2.B1.S1 Solicit monetary support from PTO and SAC for software programs. 4

 S121745

Strategy Rationale

If PTO and SAC support LLES with money then more software programs can be purchased.

Action Step 1 5

Will meet with PTO and SAC to ask for monetary donations.

Person Responsible

Susan Pegram

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Minutes from PTO and SAC meetings; donations received from organizations.

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

We will receive donations from stakeholders that this effects.

Person Responsible

Susan Pegram

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Minutes from Leadership, PTO, and SAC meetings; donations received.

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

Money received from PTO and SAC will help defray the cost of the programs to the school.

Person Responsible

Susan Pegram


Schedule

Weekly, from 9/8/2014 to 5/29/2015


Evidence of Completion

Donations received.

G2.B2 New programs require staff development. 2

 B110262

G2.B2.S1 Provide staff development for new programs. 4

 S121748

Strategy Rationale

If teachers are provided staff development for new programs then teachers are more likely to use the programs and students will benefit academically from the programs.

Action Step 1 5

Provide staff development for programs.

Person Responsible

Karen Hart

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Sign-in sheets from trainings.

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

Create professional development plan to include specific dates for implementation and follow-up.

Person Responsible

Karen Hart

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Professional development plan, sign-in sheets, discussion at Leadership Meetings

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

Discussion with team leaders and classroom walk-throughs.

Person Responsible

Karen Hart


Schedule

Monthly, from 9/8/2014 to 5/29/2015


Evidence of Completion

Minutes from team leaders' meetings and data from CWTs.


G3. The percentage of students scoring proficient and above on the 2015 Math FSA will increase from 72% achieved in 2014 to 77% for 2015. 1

 G038611

G3.B1 Effective and continuous progress monitoring of lowest 25% in Math. 2

 B092690

G3.B1.S1 The lowest 25% in Math will be progress monitored to ensure academic success. 4

 S103666

Strategy Rationale

If lower quartile students are closely monitored, they are more likely to be successful.

Action Step 1 5

Disaggregate the lowest quartile data into individual grade level data then Identifying individual students.

Person Responsible

Sam Danner

Schedule

On 5/29/2015

Evidence of Completion

Disaggregated lower quartile report.

Action Step 2 5

Use Florida Ready MAFS books in small groups.

Person Responsible

Sam Danner

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans and through CWT.

Action Step 3 5

Students will use math journals to solve a problem, reflect on how they solved the problem and then class discussion on the answer.

Person Responsible

Susan Pegram

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

During AM conversation with teachers, principal will look through math journals.

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

Leadership Team members will progress monitor assigned students, conference with teachers regarding LQ students during teacher talks and A.M. teacher conversations with the principal.

Person Responsible

Sam Danner

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Distributed quartile lists to members, information from teacher talks, math journals, MAFS work, morning conversations and Leadership Team meetings.

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

Teacher lesson plans will notate small groups using MAFS books.

Person Responsible

Sam Danner

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans and CWT.

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

During AM conversations, Principal, will ask teacher about math journals and look through some of them.

Person Responsible

Susan Pegram

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Student math journals.

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

LQ students will be monitored and corrective action will be given (student conferences, parent conference or teacher conference) when needed.

Person Responsible

Sam Danner

Schedule

On 5/29/2015

Evidence of Completion

Lowest quartile data reports on standardized assessment, teacher talk data, tests, grades, and district information and data.

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

Teachers will report to CRT the effectiveness of using Florida Ready MAFS in small groups.

Person Responsible

Michelle Mabry

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Teacher talk data, student grades, and district assessment data.

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

LQ students' grades and assessments will be monitored by the CRT to see if use of math journals was beneficial.

Person Responsible

Michelle Mabry


Schedule

Monthly, from 9/8/2014 to 5/29/2015


Evidence of Completion

Student math journal entries, student grades and assessments.

G3.B2 ELL students have difficulty with reading word problems. 2

 B110297

G3.B2.S1 ELL students will be closely monitored for academic success. 4

 S121780

Strategy Rationale

If ELL students are closely monitored then there will be a greater chance of success for them.

Action Step 1 5

A list of ELL students will be generated and monitored by Guidance Counselor who oversees ESOL.

Person Responsible

Bonnie Gault

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Grades, teacher talk data, and conversations with teachers.

Action Step 2 5

Rosetta Stone will be used with ELL students that qualify and will be monitored.

Person Responsible

Bonnie Gault

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Rosetta Stone time usage report, monitor in lab, teacher talk data, and grades.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

ELL students will be progress monitored by select members of the Leadership Team.

Person Responsible

Bonnie Gault

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Student grades and assessments, reports from L.T. members regarding the students they are monitoring.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Data will be collected from Rosetta Stone reports and student math classwork and test grades.

Person Responsible

Bonnie Gault

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Reports from Rosetta Stone, teacher talk data, and grades.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

ELL students will be monitored and corrective action will be given (student conferences, parent conference or teacher conference) when needed.

Person Responsible

Bonnie Gault

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Minutes from Leadership Meetings

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Point person, Bonnie Gault, will report back to the Leadership Team with regards to the ELL students.

Person Responsible

Bonnie Gault


Schedule

Monthly, from 9/8/2014 to 5/29/2015


Evidence of Completion

Minutes from Leadership Meetings


G4. The percentage of students scoring proficient and above on the 2015 Reading FSA will increase from 73% achieved in 2014 to 78% for 2015. 1

 G038613

G4.B1 Effective and continuous progress monitoring of lowest 25% in Reading. 2

 B092692

G4.B1.S1 The lowest 25% in Reading will be progress monitored to ensure academic success. 4

 S117902

Strategy Rationale

If lower quartile students are closely monitored, they are more likely to be successful.

Action Step 1 5

Disaggregate the lowest quartile data into individual grade level data and then Identify individual students.

Person Responsible

Sam Danner

Schedule

On 5/29/2015

Evidence of Completion

Disaggregated lower quartile report.

Action Step 2 5

Use Florida Ready LAFS books in small groups.

Person Responsible

Sara Klenk

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans and CWT.

Action Step 3 5

Use SAI funds to hire a resource teacher to work with LQ students 4X a week for 3 hours.

Person Responsible

Susan Pegram

Schedule

Daily, from 10/13/2014 to 2/27/2015

Evidence of Completion

Teacher hired, work schedule, and schedule of working with students.

Action Step 4 5

Implement Thinking Maps - Write from the Beginning and Beyond Response to Literature K-8

Person Responsible

Sara Klenk

Schedule

On 6/5/2015

Evidence of Completion

Staff sign in sheet, Lesson Plans

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

Leadership Team members will progress monitor assigned students, conference with teachers regarding LQ students during teacher talks and A.M. teacher conversations with the principal.

Person Responsible

Sara Klenk

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Distributed quartile lists to members, information from teacher talks, morning conversations and Leadership Team meetings.

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

Teacher lesson plans will notate small groups using LAFS books.

Person Responsible

Sara Klenk

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans and CWT.

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

Resource teacher will report to teachers and Literacy Coach about the progress of students.

Person Responsible

Sara Klenk

Schedule

Biweekly, from 10/13/2014 to 2/27/2015

Evidence of Completion

Resource teacher monitoring logs and reports made to Literacy Coach.

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

Students will be monitored and corrective action will be given (student conferences, parent conference or teacher conference) when needed.

Person Responsible

Sara Klenk

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lowest quartile data reports on standardized assessment, teacher talk data, tests, grades, and district information and data.

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

Teachers will report to Literacy Coach the effectiveness of using Florida Ready LAFS in small groups.

Person Responsible

Sara Klenk

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Teacher talk data, student grades, and district assessment data.

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

LQ students' grades and assessments will be monitored by the resource teacher and Literacy Coach.

Person Responsible

Sara Klenk


Schedule

Monthly, from 10/13/2014 to 2/27/2015

Evidence of Completion

Teacher talk data, student grades and district assessment results.

G4.B2 The rigor of the new FSA may cause problems for SWD. 2

 B110333

G4.B2.S1 SWD will be closely monitored for academic success. 4

 S121820

Strategy Rationale

If SWD are closely monitored then there will be a greater chance of success for them.

Action Step 1 5

A list of SWD will be generated, those names will be shared with the Leadership Team and those students will be closely monitored.

Person Responsible

Jenny Hill

Schedule

On 9/14/2014

Evidence of Completion

Generated report of SWD and Leadership Team Meeting minutes.

Action Step 2 5

VE and Gen Ed teachers of SWD will use prescribed lessons using the iStation Reading program.

Person Responsible

Jenny Hill

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

iStation reports

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Leadership Team members will progress monitor assigned students, conference with teachers regarding LQ students during teacher talks and A.M. teacher conversations with the principal.

Person Responsible

Susan Pegram

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Distributed quartile lists to members, information from teacher talks, morning conversations and Leadership Team meetings.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Data reports from iStation will be used to make sure SWD are being served with the program.

Person Responsible

Jenny Hill

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

iStation data reports on student usage and teacher assignment of lessons.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Students will be monitored and corrective action will be given (student conferences, parent conference or teacher conference) when needed.

Person Responsible

Jenny Hill

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lowest quartile data reports on standardized assessment, teacher talk data, tests, grades, and district information and data.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

ESESS, Jenny Hill, will report back to the Leadership Team with regards to the SWD's progress on iStation.

Person Responsible

Jenny Hill

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Minutes from Leadership Team meetings.

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
G3.B1.S1.A1	Disaggregate the lowest quartile data into individual grade level data then identifying individual students.	Danner, Sam	9/8/2014	Disaggregated lower quartile report.	5/29/2015 one-time
G2.B1.S1.A1	Will meet with PTO and SAC to ask for monetary donations.	Pegram, Susan	9/8/2014	Minutes from PTO and SAC meetings; donations received from organizations.	5/29/2015 monthly
G2.B2.S1.A1	Provide staff development for programs.	Hart, Karen	9/8/2014	Sign-in sheets from trainings.	5/29/2015 quarterly
G3.B2.S1.A1	A list of ELL students will be generated and monitored by Guidance Counselor who oversees ESOL.	Gault, Bonnie	9/8/2014	Grades, teacher talk data, and conversations with teachers.	5/29/2015 monthly
G4.B1.S1.A1	Disaggregate the lowest quartile data into individual grade level data and then identify individual students.	Danner, Sam	9/8/2014	Disaggregated lower quartile report.	5/29/2015 one-time
G4.B2.S1.A1	A list of SWD will be generated, those names will be shared with the Leadership Team and those students will be closely monitored.	Hill, Jenny	9/8/2014	Generated report of SWD and Leadership Team Meeting minutes.	9/14/2014 one-time
G1.B1.S1.A1	Continue curriculum for Steps to Respect, Second Step, and Bully-Proofing Your School will decrease the number of bullying incidents.	Danner, Sam	8/25/2014	Data from referrals written for bullying.	6/5/2015 quarterly
G3.B1.S1.A2	Use Florida Ready MAFS books in small groups.	Danner, Sam	9/8/2014	Lesson plans and through CWT.	5/29/2015 daily
G3.B2.S1.A2	Rosetta Stone will be used with ELL students that qualify and will be monitored.	Gault, Bonnie	9/8/2014	Rosetta Stone time usage report, monitor in lab, teacher talk data, and grades.	5/29/2015 biweekly
G4.B1.S1.A2	Use Florida Ready LAFS books in small groups.	Klenk, Sara	9/8/2014	Lesson plans and CWT.	5/29/2015 daily
G4.B2.S1.A2	VE and Gen Ed teachers of SWD will use prescribed lessons using the iStation Reading program.	Hill, Jenny	9/15/2014	iStation reports	5/29/2015 biweekly
G3.B1.S1.A3	Students will use math journals to solve a problem, reflect on how they solved the problem and then class discussion on the answer.	Pegram, Susan	9/8/2014	During AM conversation with teachers, principal with look through math journals.	5/29/2015 daily

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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
G4.B1.S1.A3	Use SAI funds to hire a resource teacher to work with LQ students 4X a week for 3 hours.	Pegram, Susan	10/13/2014	Teacher hired, work schedule, and schedule of working with students.	2/27/2015 daily
G4.B1.S1.A4	Implement Thinking Maps - Write from the Beginning and Beyond Response to Literature K-8	Klenk , Sara	9/15/2014	Staff sign in sheet, Lesson Plans	6/5/2015 one-time
G1.MA1	Data from Skyward, referrals, and news show	Danner, Sam	8/18/2014	Data from referrals entered into Skyward	6/5/2015 quarterly
G1.B1.S1.MA1	The number of discipline referrals for bullying incidents will decrease.	Danner, Sam	9/15/2014	Data from Skyward	6/5/2015 monthly
G1.B1.S1.MA1	Lesson Plans, Monitoring of the morning news show	Danner, Sam	9/15/2014	Referral data, Teacher Lesson Plans, Monitoring of the morning news show	6/5/2015 monthly
G2.MA1	Reports collected from software programs: iStation Reading, Moby Max, IXL.	Hart, Karen	9/8/2014	Students will increase their reading proficiency.	5/29/2015 weekly
G2.B1.S1.MA1	Money received from PTO and SAC will help defray the cost of the programs to the school.	Pegram, Susan	9/8/2014	Donations received.	5/29/2015 weekly
G2.B1.S1.MA1	We will receive donations from stakeholders that this effects.	Pegram, Susan	9/8/2014	Minutes from Leadership, PTO, and SAC meetings; donations received.	5/29/2015 monthly
G2.B2.S1.MA1	Discussion with team leaders and classroom walk-throughs.	Hart, Karen	9/8/2014	Minutes from team leaders' meetings and data from CWTs.	5/29/2015 monthly
G2.B2.S1.MA1	Create professional development plan to include specific dates for implementation and follow-up.	Hart, Karen	9/8/2014	Professional development plan, sign-in sheets, discussion at Leadership Meetings	5/29/2015 quarterly
G3.MA1	End of Unit tests, grades, county level benchmark assessments and state standardized test will be monitored.	Danner, Sam	9/8/2014	Lowest quartile data reports on standardized assessment, teacher talk data, grades, district assessments.	5/29/2015 monthly
G3.B1.S1.MA1	LQ students will be monitored and corrective action will be given (student conferences, parent conference or teacher conference) when needed.	Danner, Sam	9/8/2014	Lowest quartile data reports on standardized assessment, teacher talk data, tests, grades, and district information and data.	5/29/2015 one-time
G3.B1.S1.MA5	Teachers will report to CRT the effectiveness of using Florida Ready MAFS in small groups.	Mabry, Michelle	9/8/2014	Teacher talk data, student grades, and district assessment data.	5/29/2015 monthly
G3.B1.S1.MA6	LQ students' grades and assessments will be monitored by the CRT to see if use of math journals was beneficial.	Mabry, Michelle	9/8/2014	Student math journal entries, student grades and assessments.	5/29/2015 monthly
G3.B1.S1.MA1	Leadership Team members will progress monitor assigned students, conference with teachers regarding LQ students during teacher talks and A.M. teacher conversations with the principal.	Danner, Sam	9/8/2014	Distributed quartile lists to members, information from teacher talks, math journals, MAFS work, morning conversations and Leadership Team meetings.	5/29/2015 monthly
G3.B1.S1.MA3	Teacher lesson plans will notate small groups using MAFS books.	Danner, Sam	9/8/2014	Lesson plans and CWT.	5/29/2015 monthly
G3.B1.S1.MA4	During AM conversations, Principal, will ask teacher about math journals and look through some of them.	Pegram, Susan	9/8/2014	Student math journals.	5/29/2015 daily
G3.B2.S1.MA1	ELL students will be monitored and corrective action will be given (student conferences, parent conference or teacher conference) when needed.	Gault, Bonnie	9/8/2014	Minutes from Leadership Meetings	5/29/2015 biweekly
G3.B2.S1.MA4	Point person, Bonnie Gault, will report back to the Leadership Team with regards to the ELL students.	Gault, Bonnie	9/8/2014	Minutes from Leadership Meetings	5/29/2015 monthly
G3.B2.S1.MA1	ELL students will be progress monitored by select members of the Leadership Team.	Gault, Bonnie	9/8/2014	Student grades and assessments, reports from L.T. members regarding the students they are monitoring.	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA3	Data will be collected from Rosetta Stone reports and student math classwork and test grades.	Gault, Bonnie	9/8/2014	Reports from Rosetta Stone, teacher talk data, and grades.	5/29/2015 monthly
G4.MA1	End of Unit tests, grades, county level benchmark assessments and state standardized test will be monitored.	Klenk , Sara	9/8/2014	Lower Quartile data reports on standardized assessments, teacher talk data, grades, and district assessments.	5/29/2015 monthly
G4.B1.S1.MA1	Students will be monitored and corrective action will be given (student conferences, parent conference or teacher conference) when needed.	Klenk , Sara	9/8/2014	Lowest quartile data reports on standardized assessment, teacher talk data, tests, grades, and district information and data.	5/29/2015 monthly
G4.B1.S1.MA5	Teachers will report to Literacy Coach the effectiveness of using Florida Ready LAFS in small groups.	Klenk , Sara	9/8/2014	Teacher talk data, student grades, and district assessment data.	5/29/2015 monthly
G4.B1.S1.MA6	LQ students' grades and assessments will be monitored by the resource teacher and Literacy Coach.	Klenk , Sara	10/13/2014	Teacher talk data, student grades and district assessment results.	2/27/2015 monthly
G4.B1.S1.MA1	Leadership Team members will progress monitor assigned students, conference with teachers regarding LQ students during teacher talks and A.M. teacher conversations with the principal.	Klenk , Sara	9/8/2014	Distributed quartile lists to members, information from teacher talks, morning conversations and Leadership Team meetings.	5/29/2015 monthly
G4.B1.S1.MA3	Teacher lesson plans will notate small groups using LAFS books.	Klenk , Sara	9/8/2014	Lesson plans and CWT.	5/29/2015 monthly
G4.B1.S1.MA4	Resource teacher will report to teachers and Literacy Coach about the progress of students.	Klenk , Sara	10/13/2014	Resource teacher monitoring logs and reports made to Literacy Coach.	2/27/2015 biweekly
G4.B2.S1.MA1	Students will be monitored and corrective action will be given (student conferences, parent conference or teacher conference) when needed.	Hill, Jenny	9/8/2014	Lowest quartile data reports on standardized assessment, teacher talk data, tests, grades, and district information and data.	5/29/2015 biweekly
G4.B2.S1.MA4	ESESS, Jenny Hill, will report back to the Leadership Team with regards to the SWD's progress on iStation.	Hill, Jenny	9/8/2014	Minutes from Leadership Team meetings.	5/29/2015 monthly
G4.B2.S1.MA1	Leadership Team members will progress monitor assigned students, conference with teachers regarding LQ students during teacher talks and A.M. teacher conversations with the principal.	Pegram, Susan	9/15/2014	Distributed quartile lists to members, information from teacher talks, morning conversations and Leadership Team meetings.	5/29/2015 monthly
G4.B2.S1.MA3	Data reports from iStation will be used to make sure SWD are being served with the program.	Hill, Jenny	9/15/2014	iStation data reports on student usage and teacher assignment of lessons.	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.

G2. Will increase the number of software based FSA/Common Core programs for students from one in 2013-2014 to three in 2014-2015.

G2.B2 New programs require staff development.

G2.B2.S1 Provide staff development for new programs.

PD Opportunity 1

Provide staff development for programs.

Facilitator

Gretchen Territo - iStation Reading; Tiffany Woods - Moby Max; Michelle Mabry - IXL; Sara Klenk - STAR; Michael Green - CPALMS

Participants

All teachers

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

G4. The percentage of students scoring proficient and above on the 2015 Reading FSA will increase from 73% achieved in 2014 to 78% for 2015.

G4.B1 Effective and continuous progress monitoring of lowest 25% in Reading.

G4.B1.S1 The lowest 25% in Reading will be progress monitored to ensure academic success.

PD Opportunity 1

Implement Thinking Maps - Write from the Beginning and Beyond Response to Literature K-8

Facilitator

Kacy Wolfe, Marie Bruener, Katherine Pinkston

Participants

Teachers K-5

Schedule

On 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 3: The percentage of students scoring proficient and above on the 2015 Math FSA will increase from 72% achieved in 2014 to 77% for 2015.	2,400
Goal 4: The percentage of students scoring proficient and above on the 2015 Reading FSA will increase from 73% achieved in 2014 to 78% for 2015.	10,051
Grand Total	12,451

Goal 3: The percentage of students scoring proficient and above on the 2015 Math FSA will increase from 72% achieved in 2014 to 77% for 2015.

Description	Source	Total
B1.S1.A2 - Curriculum Associates - Ready Florida	General Fund	2,400
Total Goal 3		2,400

Goal 4: The percentage of students scoring proficient and above on the 2015 Reading FSA will increase from 73% achieved in 2014 to 78% for 2015.

Description	Source	Total
B1.S1.A2 - Curriculum Associates LAFS - aligned to FS	General Fund	2,400
B1.S1.A3 - SAI Funds	Other Federal	6,301
B1.S1.A4 - Notes	General Fund	1,350
Total Goal 4		10,051