

# Lakemont Elementary



2014-15 School Improvement Plan

## Lakemont Elementary

901 N LAKEMONT AVE, Winter Park, FL 32792

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
52%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
48%

### School Grades History

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

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### 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	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Lakemont Elementary School's mission is to: "To lead our students to success with the support and involvement of families and the community".

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

Lakemont Elementary School's vision is: "To be the top producer of successful students in the nation".

#### School Environment

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

Upon registering for school, parents are greeted in the front office by the school registrar. Through the registration process, unique family situations are brought to light as necessary. Parents are encouraged to share any pertinent information with the appropriate staff members. During events such as Meet the Teacher and Report Card Conference Night, parents are encouraged to communicate with the classroom teacher about their child(ren). In addition, classroom teachers build relationships with students and families as they learn about them personally and educationally. Classroom teachers for the first week of school are engaging students in "getting to know you" activities that blend content with non-academic material where students are encouraged to share information about themselves. This helps to build relationships between peers and with teachers.

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

Lakemont Elementary creates an environment where students feel safe and respected before and after school. We do so by implementing various programs and events to incorporate as many students as possible. There are before and after school clubs in which students may participate. Many of these activities are at no cost; therefore, providing an opportunity for all students. If students feel unsafe they are encouraged to share this with their teachers. The CHILL program is funded in part by the Winter Park Health Foundation and serves students who need individual or group counseling. They are referred by teachers and parents. In an effort to be proactive, our CHILL counselors also coordinate the character education program through the character trait of the month and lessons during special area classes. Another tool used to help students feel safe and respected is the award opportunities throughout the year. Students are acknowledged for their good work or attitude.

##### **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**

The process for implementing CHAMPs started in August 2014. A school-wide behavioral team is identified to include the Principal, Assistant Principal, Behavior Specialist, MTSS Coordinator, and Staffing Specialist. One core value at Lakemont is to have uninterrupted classroom learning time for students. This involves minimal calls over the school-wide public address system, minimal disruption



to core classroom time by auxiliary programs like In-school tutoring, Speech, CHILL, etc. The Behavior Specialist and program assistant, who primarily work with ESE students also assist with regular education students as needed. Expectations for behavior are taught during the first week of school. These expectations are reviewed on the morning announcements throughout the year and reinforced by classroom visits by the principal and assistant principal.

**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**

Lakemont Elementary ensures that the social-emotional needs of all students are being met. We do so by implementing various programs and events to incorporate as many students as possible. There are before and after school clubs in which students may participate. Many of these activities are at no cost, therefore providing an opportunity for all students. If students feel unsafe they are encouraged to share this with their teachers. The CHILL program is funded in part by the Winter Park Health Foundation and serves students who need individual or group counseling. They are referred by teachers and parents. In an effort to be proactive, our CHILL counselors also coordinate the character education program through the character trait of the month and lessons during special area classes. Also, students are acknowledged for their good work or attitude. Leopard's Pride is held each nine-week period to recognize students who have made satisfactory effort in school. Students are recognized weekly as Students of the Week and at various other ceremonies throughout the school year.

**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**

Truancy monitoring - classroom teacher, registrar & school social worker  
 Students with 1 or more suspensions - 1 Kdg, 3 Fifth graders (no longer at LE)  
 'F' grade in ELA or Math - 2nd grade 18, 3rd - 11, 4th - 25, 5th -25  
 Level 1 score in ELA or Math - Gr.3 - 13, Gr. 4 - 16, Gr.5 - 19

**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	12	10	7	6	6	6	47
One or more suspensions	1	0	0	0	0	3	4
Course failure in ELA or Math	0	0	18	11	25	25	79
Level 1 on statewide assessment	0	0	0	13	16	19	48

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	8	9	15	32

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

Intervention strategies for increased academic performance include:

Awards Ceremonies, Achieve 3000, I-station for reading and math, and other Incentives for academic effort/achievement to include Accelerated Reader, school-based awards, and Battle of the Books. The awards given throughout the school year are the Pursuit of Wisdom (POW) awards and the Student of the Week awards. Students are recognized for their hard work, good citizenship, and pursuit of academic excellence. Students of the Week are recognized at the school level and also recognized in the community through the weekly electronic newsletter. Recipients of the POW awards receive this monthly award for academic and behavioral excellence and embody the character trait of the month as well as work hard to improve academically. Additionally, the STEM awards are given to classes of students who have successfully completed a rigorous Science; Technology; Engineering; and Math project.

Achieve 3000 is a online reading intervention/enrichment program to encourage students to read critically and increase their reading Lexile levels. Students have goals for completing assignments in the program and classroom teachers provide incentives for meeting and exceeding the goals. Additionally, other academic software programs include Reading A to Z, FASTT Math, and I-station. These are designed to build fluency in reading and math skills.

Tier II and Tier III students receive appropriate support through in-school tutoring and push-in support from the ESE teacher on staff. These students have been identified by their prior year FCAT score. The leadership team will re-evaluate the groups

## **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***

During our 2014-2015 school year, we would like to develop an active line of communication that includes the parents and community to create the optimal learning environment for students. We have a weekly electronic newsletter that is emailed home to all families. It contains the weekly principal's message, updated event information, recognition of students of the week, and information about the business partners of the school. There are also links to vital information such as our School Improvement Plan, SAC and PTO information, and other data files.

### **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**

The school Partners in Education coordinator works with business partners on ways in which they can support the students of Lakemont Elementary. We sustain our partnerships by recognizing their efforts in our weekly electronic newsletter and inviting them to school functions (as appropriate)

## **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
Cunningham, Brenda	Principal
Leighvard, Autherene	Assistant Principal
Blackburn, Margaret	Instructional Coach
Clark, Cynthia	Teacher, K-12
Walls, Jan	Teacher, ESE

### Duties

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

The administration initially analyzes the data and reviews the process in place to identify areas of concern. Along with the leadership team, plans are developed and implemented to address the identified concerns, and regularly reviewed to determine effectiveness.

**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**

We utilize an interdisciplinary approach to coordinate and implement MTSS to meet the needs of the whole student in all areas. The MTSS Team is sensitive to individual student differences, and it assumes no given intervention is effective for all students. Members of the MTSS Leadership Team help to coordinate and implement the MTSS process in all K-5 classrooms. In addition, there are planned grade level team data meetings with the members of the MTSS team to discuss ongoing learning goals, student interventions, progress monitoring, materials, and learning gains. Additionally, teachers submit a MTSS Meeting Request Form to discuss issues or concerns on individual students on an ongoing basis. An inventory of MTSS instructional and curricular resources is maintained and available at the school site for use by school personnel.

Supplemental Academic Instruction (SAI) funds have been used to partially fund a resource teacher to the staff for the purpose of providing supplemental instruction for Tier 2 and Tier 3 Intervention groups for our bottom 30th percentile in reading and mathematics.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Michelle Clemons	Teacher
Brenda Cunningham	Principal
Joon Chae	Parent
Daniel Chule	Parent
Anne Marie Hanson	Parent
Pedro Malaret	Parent
Nicole Mastando	Parent
Amy Samelson	Parent
Lourdes Vance	Parent
Kaitlyn Kurtz	Business/Community
Vanessa Rocha	Business/Community
Patricia Anderson	Teacher
Brenda Caldwell	Education Support Employee
Cynthia Clark	Teacher
Julie Clausen	Teacher
Wanda Cocco	Education Support Employee
Mary Beth Hansen	Teacher
Margaret Blackburn	Teacher
Mark Lumusco	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*

The SAC looks at and discusses the school data throughout the school year, beginning with the prior year's state assessment scores. Benchmark and other grade level data are shared, and SAC members are solicited for additional ideas to assist all students with meeting grade level standards. The SAC also sends out an annual survey to gather parent and student input.

*Development of this school improvement plan*

The SAC holds a SIP planning day each spring to discuss progress toward goals and to identify current needs and brainstorm ways to best meet those needs.

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

Administration shares plans and needs with the SAC concerning the annual budget.

**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
Cunningham, Brenda	Principal
Blackburn, Margaret	Instructional Coach
Leighvard, Autherene	Assistant Principal
Romao, Tracey	Teacher, K-12
Pinner, Marta	Teacher, K-12
Lundgren, Margaret	Teacher, K-12
Brown, Pamela	Teacher, K-12
Hoeksema, Kristina	Teacher, K-12
Caldwell, Christa	Teacher, K-12
Scivally, Evangeline	Instructional Media
Erhardt, Luke	Teacher, ESE
von Hack, Diane	Teacher, K-12

#### Duties

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

The major initiatives of the LLT this year are to fully implement the LAFS and MAFS Standards in K-5, including the use of standards based focus calendars and the use of district MTPs in unit lesson planning and pacing. Another major initiative is the implementation of a new ELA Core Connections program which provides training and strategies to the K-5 staff on how to respond to text dependent questions and text dependent writing. In addition, Achieve 3000 and Istation will be implemented with fidelity with training and coaching provided.

#### Public and Collaborative Teaching

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

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

Teachers at Lakemont Elementary work cooperatively with school personnel to address issues that impact student learning through collaborative planning in PLCs. Each week reading and math PLCs meet to discuss current lessons with instructional coaches, sharing expertise and resources to support student learning. Science, social studies, and writing are addressed within these PLCs and pulled together through STEM projects for each grade level that integrate all subject areas. This time together helps teachers establish working relationships that build a sense of fairness and trust among the staff. Teachers interact positively with colleagues to promote student learning as they plan instruction and common lessons, then celebrate successes and adapt lessons as instruction dictates. Administration plans events that create a relaxed environment through team building activities throughout the school year. Teachers enjoy the positive atmosphere during these events that fosters collaborative partnerships.

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

We open our campus to college interns and volunteers to promote our school and let pre-service teachers know what our school can offer them as teachers. We have an established teacher mentoring program to provide school specific training and classroom management ideas. Also, we have an established professional development program for all instructional staff and provide many opportunities to attend professional development at school, at the district, and at outside professional conferences throughout the year.

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

We have an established teacher mentoring program. Our Instructional Coach meets with new teachers (new to teaching and new to OCPS) once a month (or more often, as needed) to provide school specific training, curriculum training, and classroom management ideas. Ideally, grade level or area-specific pairings are made for mentor and mentee. All teachers mentoring meet the minimum requirements of years of experience and training in Clinical Educator.

## **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***

Lakemont Elementary utilizes the core research-based instructional programs adopted by OCPS, which include the Journeys basal series, Go Math, Fusion Science, Core Connections writing, and social studies. Within each subject area a variety of resources are incorporated to meet Florida's standards. Reading and math teachers follow the Scope and Sequence provided by OCPS and use many of the resources suggested through Safari Montage to create a digital environment within their classroom. The use of focus calendars which identify the key standards and pacing are followed by the teachers. Additionally, standards-based MTPs provided by the district are followed in the alignment of reading and language arts skills and are used in ongoing ELA lesson planning in grade level PLCs. In addition, the MTPs provide hyperlinks to resources and materials for reading and math. Reading and Language Arts incorporate the use of the Journeys anthology, text exemplars, trade books, independent reading, and leveled guided readers. Other materials that enhance the core math program include CPalms resources, AIMS activities, manipulatives, journals, NCTM activities, Illumination lessons, math literature, and STEM projects. Each week teachers on each grade level meet to deconstruct the math standards and align the core program, including resource materials, to match the Florida standard. Science NGSS are used to drive instruction through science experimentation and text materials.

#### **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***

The school uses state assessments, benchmark assessments, core curricula tests, formative assessments, and program assessments to identify the diverse needs of the students to differentiate instruction. We use a triangulation of data to determine the level and curricula materials to use to meet the needs of all students. Students use the core series, Journeys, and Go Math for Tier 1 instruction with scaffolding provided. For example, small group guided reading instruction is provided



at the students' identified instructional level so that below level, on level, and above level readers are reading at their instructional level. The implementation of a new program, Achieve 3000, differentiates by individual student lexile levels so that all students can access the curriculum on their instructional reading levels. Students are identified by data and placed in Tier 2 or Tier 3 groups by their needs and these needs determine the resources and materials that are used for the targeted students. During an assigned daily 30 minute grade level period, students are provided intervention or enrichment according to the current data.

***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:** 2,160

Various enrichment clubs will be offered to students which will contribute to our school educating the whole child. Offerings include: newspaper club; chess club; athletes; debate club; Science Olympiads, technology club; various physical education clubs including yoga, walking, running, golf; various fine arts clubs including chorus, art, and drama; service clubs including conservation club, patrols, student council, and National Elementary Honor Society. Additionally, students are able to compete in the Oration Contest, Spelling Bee and Battle of the Books.

***Strategy Rationale***

Involving the students in a variety of learning opportunities outside the traditional classroom environment fosters a sense of belonging and invests the students in their learning. Lessons provided instill a desire for learning within a subject area the student is currently interested in learning about. An end product or culmination of the activity instills a sense of accomplishment and self-worth.

***Strategy Purpose(s)***

- Enrichment

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

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

Data will be collected through various means including teacher anecdotal records; student and parent satisfaction surveys.

**Strategy:** Extended School Day

**Minutes added to school year:** 40

Targeted students will be tutored in very small group settings during their special area time, forty minutes, five days a week. Tutoring sessions will be for either reading or math (5x per week). Parents will give special permission to attend small group tutoring as an alternative to special area classes.

**Strategy Rationale**

**Strategy Purpose(s)**

""

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

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

Small group teacher will collect data weekly and will analyze data along with RtI Leadership Team to determine the effectiveness of this strategy.

**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**

Our school holds a kindergarten registration and orientation day. Parents register their students and receive information about programs available at our school. Students and parents are taken on a tour of our school and visit a kindergarten classroom in action. During August an evening orientation is offered for parents and students to meet their teachers. Information about the school day and policies is provided with a Q & A period for families new to our school.

Students from our campus are all assigned to the same middle school. Faculty from the middle school visit each of Lakemont's fifth grade classroom to provide an orientation and information about classes available for sixth grade students. At the end of the school year, fifth grade students go on a field trip to the middle school to visit classrooms and see the campus first hand. Drama, chorus and band students perform for our fifth graders; and a tour is provided. Parents are invited to an orientation offered several evenings during May.

**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**

Lakemont Elementary School uses a variety of strategies to advance college and career awareness. These strategies support the Four Keys to College and Career Readiness. To support cognitive strategies, Lakemont Elementary embeds AVID strategies in classrooms (particularly fifth grade) to help prepare students for higher learning. To support key content knowledge and learning skills and techniques, Lakemont engages in year round STEM activities, academic field trips, Source Code B46 - software coding instruction, and Teach In where students can see what they are learning in the classroom in a practical manner. These activities are especially helpful in that students continually understand real world application for their daily classroom activities. To support key transition



knowledge and skills Lakemont staff and students participate in college spirit days where a variety of higher learning institutions are highlighted and promoted.

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

Students in fourth grade and one fifth grade class have the opportunity to learn computer software coding and the process from conceptualizing an idea to an animated movie as the finished product. The goal of the course is to build student's potential by enhancing their high-level thinking and reading literacy skills, increase their confidence and expose them to software coding early. There is no industry certification associated with this course.

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

Students in fourth grade and one fifth grade class have the opportunity to learn computer software coding and the process from conceptualizing an idea to an animated movie as the finished product. The goal of the course is to build student's potential by enhancing their high-level thinking and reading literacy skills, increase their confidence and expose them to software coding early. This ties to Common Core ELA reading and writing standards. There is no industry certification associated with this course.

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Create a monitoring plan for interventions.
  
- G2.** Provide an opportunity for teachers to implement professional learning strategies that increase student achievement.

## 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. Create a monitoring plan for interventions.** 1a

G039775

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - ELL	69.0
ELA/Reading Lowest 25% Gains	74.0
AMO Reading - African American	73.0

**Resources Available to Support the Goal** 2

- School CHILL Counselor to meet with targeted groups to discuss reading goals.

**Targeted Barriers to Achieving the Goal** 3

- Targeted students are significantly below grade level and are often disengaged with the learning process.

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

Monitor progress of targeted students in Reading achievement and classroom engagement in Reading.

**Person Responsible**

Brenda Cunningham

**Schedule**

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

**Evidence of Completion**

Progress on grade-level Reading benchmarks and classroom engagement as measured by teacher anecdotal data.

**G2.** Provide an opportunity for teachers to implement professional learning strategies that increase student achievement. 1a

G039776

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - ELL	69.0
ELA/Reading Lowest 25% Gains	74.0
AMO Reading - African American	73.0

**Resources Available to Support the Goal** 2

- Teachers have common planning time daily.
- Resource teachers/coaches are available for professional development, coaching/modeling in classroom, data analysis and lesson planning.

**Targeted Barriers to Achieving the Goal** 3

- Scheduling and coordinating services for Students with Disabilities.
- Students who are significantly below grade level in reading and lack basic skills.

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

Student growth on grade level reading skills..

**Person Responsible**

Brenda Cunningham

**Schedule**

On 5/29/2015

**Evidence of Completion**

Growth on grade level skills measured by benchmark assessments and mini 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.** Create a monitoring plan for interventions. **1**

 G039775

**G1.B1** Targeted students are significantly below grade level and are often disengaged with the learning process. **2**

 B096076

**G1.B1.S1** Provide in-school tutoring during special area time. **4**

 S107281

### Strategy Rationale

Students working below grade level require instruction in core curriculum plus more. Tutoring is provided by a certified teacher during special area time which will be in addition to core reading instruction.

### Action Step 1 **5**

In-school reading instruction in a small-group setting for targeted students delivered during scheduled special area time.

#### Person Responsible

Andrea Slaughter

#### Schedule

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

#### Evidence of Completion

Data from progress monitoring on program (Passport, Achieve 3000, i-Station) which aligns skills with those tested on FSA.

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

Monitor in-school Reading tutoring sessions.

**Person Responsible**

Brenda Cunningham

**Schedule**

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

***Evidence of Completion***

iObservation data; Achieve 3000 data

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

Monitor progress of students on grade-level benchmarks.

**Person Responsible**

Brenda Cunningham

**Schedule**

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

***Evidence of Completion***

Progress on grade-level benchmarks as measured by Passport and Achieve 3000 assessments.

**G1.B1.S2** Provide group time with CHILL Counselor to discuss reading goals and ways to reach goals.

4

 S107282

### Strategy Rationale

Students need additional emotional support to assist them with attaining their goals in reading. This group time also provides an outlet for students to express their concerns and anxieties.

### Action Step 1 5

CHILL Counselor group sessions with targeted students to discuss their reading goals and ways to attain them.

#### Person Responsible

Jessica Monroe

#### Schedule

Monthly, from 9/1/2014 to 3/31/2015

#### Evidence of Completion

Student progress on grade-level benchmarks.

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

Monitor small group meetings with CHILL Counselor

#### Person Responsible

Brenda Cunningham

#### Schedule

Monthly, from 9/1/2014 to 3/31/2015

#### Evidence of Completion

Data from progress monitoring on Reading program(s)

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

Monitor progress of students on grade-level benchmarks and classroom engagement in Reading.

**Person Responsible**

Brenda Cunningham


**Schedule**

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


**Evidence of Completion**

Progress on grade-level benchmarks; Anecdotal records/observations of CHILL Counselor and third, fourth, and fifth grade teachers.


**G2.** Provide an opportunity for teachers to implement professional learning strategies that increase student achievement. 1

 G039776

**G2.B1** Scheduling and coordinating services for Students with Disabilities. 2

 B096077

**G2.B1.S1** Students with Disabilities will work on reading skills in resource setting with the ESE teacher during grade-level intervention time. 4

 S107283

**Strategy Rationale**

Students with Disabilities stay in the general education classroom during all instruction and also receive a dedicated time for practice in a small group setting on same skills presented in general education classroom.

**Action Step 1** 5

Plan small group reading instruction for ESE classroom that aligns to instruction in general education.

**Person Responsible**

Luke Erhardt

**Schedule**

Monthly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Growth on grade level skills measured by benchmark assessments and mini assessments.



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

Alignment of skills presented in both general education classroom and ESE classroom via use of grade level focus calendars.

**Person Responsible**

Brenda Cunningham

**Schedule**

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

***Evidence of Completion***

Focus calendars; PLC meeting notes; Lesson plan checklist documentation.

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

Student growth on grade level reading skills as presented in the grade level and ESE classrooms.

**Person Responsible**

Brenda Cunningham


**Schedule**

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


***Evidence of Completion***

Student achievement/growth on grade level skills as measured by benchmark assessments and mini assessments.

**G2.B2** Students who are significantly below grade level in reading and lack basic skills. 2

 B096079

**G2.B2.S1** Provide in-school tutoring during special area time. 4

 S107285

**Strategy Rationale**

Students who are one or more grade levels behind need additional instruction and time to gain needed skills.

**Action Step 1** 5

In-school reading instruction in a small-group setting for targeted students delivered during scheduled special area time.

**Person Responsible**

Andrea Slaughter

**Schedule**

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

**Evidence of Completion**

Data from progress monitoring on program, Achieve 3000 and Triumphs which aligns skills with those tested on FSA.

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

Monitor in-school reading tutoring sessions.

**Person Responsible**

Brenda Cunningham

**Schedule**

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

**Evidence of Completion**

iObservation data; Achieve 3000 data.

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

Monitor progress of students on grade-level benchmarks.

**Person Responsible**

Brenda Cunningham

**Schedule**

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

**Evidence of Completion**

Progress on grade-level benchmarks as measured by Achieve 3000 and Passport assessments.

**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	In-school reading instruction in a small-group setting for targeted students delivered during scheduled special area time.	Slaughter, Andrea	9/1/2014	Data from progress monitoring on program (Passport, Achieve 3000, i-Station) which aligns skills with those tested on FSA.	5/29/2015 daily
G1.B1.S2.A1	CHILL Counselor group sessions with targeted students to discuss their reading goals and ways to attain them.	Monroe, Jessica	9/1/2014	Student progress on grade-level benchmarks.	3/31/2015 monthly
G2.B1.S1.A1	Plan small group reading instruction for ESE classroom that aligns to instruction in general education.	Erhardt, Luke	8/25/2014	Growth on grade level skills measured by benchmark assessments and mini assessments.	5/29/2015 monthly
G2.B2.S1.A1	In-school reading instruction in a small-group setting for targeted students delivered during scheduled special area time.	Slaughter, Andrea	9/1/2014	Data from progress monitoring on program, Achieve 3000 and Triumphs which aligns skills with those tested on FSA.	5/29/2015 daily
G1.MA1	Monitor progress of targeted students in Reading achievement and classroom engagement in Reading.	Cunningham, Brenda	9/1/2014	Progress on grade-level Reading benchmarks and classroom engagement as measured by teacher anecdotal data.	5/29/2015 monthly
G1.B1.S1.MA1	Monitor progress of students on grade-level benchmarks.	Cunningham, Brenda	9/1/2014	Progress on grade-level benchmarks as measured by Passport and Achieve 3000 assessments.	5/29/2015 monthly
G1.B1.S1.MA1	Monitor in-school Reading tutoring sessions.	Cunningham, Brenda	9/1/2014	iObservation data; Achieve 3000 data	5/29/2015 monthly
G1.B1.S2.MA1	Monitor progress of students on grade-level benchmarks and classroom engagement in Reading.	Cunningham, Brenda	9/1/2014	Progress on grade-level benchmarks; Anecdotal records/observations of CHILL Counselor and third, fourth, and fifth grade teachers.	5/29/2015 monthly
G1.B1.S2.MA1	Monitor small group meetings with CHILL Counselor	Cunningham, Brenda	9/1/2014	Data from progress monitoring on Reading program(s)	3/31/2015 monthly
G2.MA1	Student growth on grade level reading skills..	Cunningham, Brenda	9/1/2014	Growth on grade level skills measured by benchmark assessments and mini assessments.	5/29/2015 one-time
G2.B1.S1.MA1	Student growth on grade level reading skills as presented in the grade level and ESE classrooms.	Cunningham, Brenda	9/1/2014	Student achievement/growth on grade level skills as measured by benchmark assessments and mini assessments.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Alignment of skills presented in both general education classroom and ESE classroom via use of grade level focus calendars.	Cunningham, Brenda	9/1/2014	Focus calendars; PLC meeting notes; Lesson plan checklist documentation.	5/29/2015 monthly
G2.B2.S1.MA1	Monitor progress of students on grade-level benchmarks.	Cunningham, Brenda	9/1/2014	Progress on grade-level benchmarks as measured by Achieve 3000 and Passport assessments.	5/29/2015 monthly
G2.B2.S1.MA1	Monitor in-school reading tutoring sessions.	Cunningham, Brenda	9/1/2014	iObservation data; Achieve 3000 data.	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

### G1. Create a monitoring plan for interventions.

**G1.B1** Targeted students are significantly below grade level and are often disengaged with the learning process.

**G1.B1.S1** Provide in-school tutoring during special area time.

#### PD Opportunity 1

In-school reading instruction in a small-group setting for targeted students delivered during scheduled special area time.

##### Facilitator

Achieve 3000 Staff Developer

##### Participants

All 3rd, 4th, 5th grade teachers; ESE intermediate teachers; Resource teachers

##### Schedule

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

### G2. Provide an opportunity for teachers to implement professional learning strategies that increase student achievement.

**G2.B1** Scheduling and coordinating services for Students with Disabilities.

**G2.B1.S1** Students with Disabilities will work on reading skills in resource setting with the ESE teacher during grade-level intervention time.

#### PD Opportunity 1

Plan small group reading instruction for ESE classroom that aligns to instruction in general education.

##### Facilitator

Achieve 3000 Staff Developer; Instructional Coach

##### Participants

Teachers in grades 3-5 and ESE teacher. PD on Achieve 3000.

##### Schedule

Monthly, from 8/25/2014 to 5/29/2015

## 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 1: Create a monitoring plan for interventions.	21,030
Goal 2: Provide an opportunity for teachers to implement professional learning strategies that increase student achievement.	1,900
<b>Grand Total</b>	<b>22,930</b>

Goal 1: Create a monitoring plan for interventions.		
Description	Source	Total
B1.S1.A1	General Fund	21,030
<b>Total Goal 1</b>		<b>21,030</b>

Goal 2: Provide an opportunity for teachers to implement professional learning strategies that increase student achievement.		
Description	Source	Total
B1.S1.A1 - Achieve 3000 Professional Development	General Fund	1,900
<b>Total Goal 2</b>		<b>1,900</b>