



## Lockhart Elementary

7500 EDGEWATER DR, Orlando, FL 32810

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
100%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
82%

### School Grades History

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

To lead students to success with the support and involvement of families and the community.

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

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**

To learn about the culture of our students and their families, we send home surveys that request information about the children's home lives. We encourage families to come in to school and share details of their family traditions and customs with the class. As a staff, we also studied Ruby Payne's research on understanding poverty.

To build strong relationships with our students, teachers make an effort to interact with the children beyond the scope of the academic day. This includes informal chats on the playground or during lunch, and sometimes even attendance at after school activities and weekend sporting events.

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

To ensure that students always feel safe at the school, all personnel participate in morning and afternoon duty during which time they monitor the campus and provide supervision. We have procedures in place for moving about the campus, morning arrival, and afternoon dismissal. Students are well informed of all school and classroom rules and procedures as well as why these rules are necessary to maintain a safe learning environment. In the event of an emergency, students are well informed and practiced in the evacuation and lock-down procedures due to many drills throughout the year. Specific personnel are designated as team leaders who provide guidance during emergency situations.

In response to input from a parent/student survey, we added multiple gates to secure the entry points to the school. These gates remain locked throughout the school day and visitors must enter through and sign in to the front office.

Our school-wide behavioral system includes common language used throughout the school that establishes a culture of mutual respect and understanding.

##### **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**

Our school utilizes the CHAMPS program in all classrooms and common areas. Student expectations for Conversation, requesting Help, on task Activity, appropriate Movement, and Participation are always clearly indicated and posted. Students are given immediate and regular feedback on their adherence to those expectations. Each year, teachers are given instruction on the school-wide behavioral system, new students are given an overview of the school-wide behavioral system upon registration, and all teachers review the behavioral system with students quarterly.

In the event of a disciplinary incident, a series of steps are followed: warning, parent note/contact, time out in the classroom or in an alternative classroom, intervention by the dean.

**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**

To ensure the social-emotional needs of all students are being met, we utilize our dean of students as a counselor and mentor. He holds a social skills club for a targeted group of students to instruct them on proper peer interactions, coping skills, and behaviors. We also instruct all students in character education and encourage them to display positive character traits daily. Our school social worker and school psychologist are available as needed, as are Lakeside Counseling services.

**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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174917>.

**Description**

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

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

We participate in the District-wide Partners in Education program which links our school with local businesses that provide us with goods and services.

**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
Smith, Donna	Principal
Powell, Jessica	Instructional Coach
Dodrill, Barbara	Administrative Support
Walker, Saralyn	Other
Davis, Samuel	Dean
Betancourt, Elizabeth	Instructional Technology
Fleming, Vernelle	Other
Rodriguez, Vincent	Other

**Duties**

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

Principal: Reviews all data and oversees schoolwide implementation of intervention process and acquisition of needed resources, monitors completion of team duties, oversees all operations of the school

Staffing Specialist: Helps analyze data and determine next steps, ensures compliance with ESE and ESOL regulations, provides instructional support in the area of mathematics

Instructional Coach: Facilitates resources for interventions, assists with data collection and analysis, attends monthly data review meetings with grade level teams, provides instructional support in the areas of reading and mathematics

Curriculum Resource Teacher: Oversees curriculum resources and programs, acquires needed materials, acts as testing coordinator and parent involvement advocate

Dean: Facilitates conversations about behavior, ensures a safe, cooperative environment for learning to take place, aligns resources for at-risk students, provides instructional support in the areas of reading and mathematics

Custodial Crew Leader: Oversees facilities and maintenance of the school

Technology Support Representative: Provides technology support and manages online instructional programs

School Secretary: Orders and receives supplies and materials needed for instruction, ensures timely hiring of personnel and staffing of substitutes

***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 role of the Leadership Team is to ensure that high quality instruction and interventions are matched to students' needs. We will do this by frequent progress monitoring of data to assist with making decisions for appropriate instruction and intervention. The Leadership Team is responsible for overseeing the school-wide Tier 1, Tier 2, and Tier 3 curriculum, materials, resources, and interventions in an effort to decrease the disproportionate classification in Special Education and to meet the academic needs of all students. The team reviews both formative and summative assessment data to monitor pupil progression. The Leadership Team will meet every week to monitor student progress and more often as needed for individual students. The MTSS Coach will meet with grade level PLCs monthly using the problem-solving process to determine appropriate interventions or enhancements for students.

Title I Funds will be used to purchase instructional support teachers and a science lab teacher. Staff development funds will be utilized to provide teachers the opportunity to increase knowledge of core content, behavior management, and the technology needed for their core subject areas and progress monitoring. Resources for Parent Involvement will provide our families monthly activities that will build a stronger home-school connection as well as assist parents with strategies to support their child's learning and behavior. We support our homeless families by providing school supplies, funds for field trips, social worker services, free breakfast, and bus transportation. Families may receive donations from various community groups. SAI funds will be used to purchase an intervention teacher. This teacher will teach and monitor selected students in the lowest 30% of students in the areas of writing, mathematics and reading. Nutrition Programs: As a Title I school with over 90% of our students participating in the free or reduced lunch program, all of our students are eligible for the Provision 2 free Breakfast and Lunch Program.

The Leadership Team meets weekly to address personnel, curriculum and instructional resources. Resources are allocated based on the guidelines provided by the governing body as well as by needs demonstrated on formative and summative student assessments.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Barbara Dodrill	Education Support Employee
Amber Mealey	Teacher
Donna Smith	Principal
Lisa Claxton	Teacher
Michelle Haimdas	Parent
Tammie Jordan	Parent
Nory Lutz	Parent
Karen Lenetine	Teacher
Camille Barrie	Parent
Beth Pafford	Teacher
Deborah Summerlin	Parent
Ronald Jordan	Parent
Samuel Davis	Education Support Employee

**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*

Members of the School Advisory Council reviewed the School Improvement Plan during monthly meetings and determined if the aspects of the plan had been completed or were in the process of being completed. Any areas of the plan that had not been addressed were recorded and the responsible parties were notified. In addition to review of the plan by the School Advisory Council, action steps on the plan were condensed in a calendar format and reviewed weekly by the school leadership team.

*Development of this school improvement plan*

Members of the SAC participated in the planning and drafting of the School Improvement Plan. School performance and budget data are shared with members of the SAC at each meeting. The School Improvement Plan draft was presented to the SAC for discussion, review, and approval.

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

The principal and school bookkeeper prepare the school's annual budget based on the instructional needs of the school with input of the school leadership team, area office, and district. Teachers are invited to review the budget once it has been completed.

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

\$1,198 of School Improvement Funds were used to purchase books for the school media center.

**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
Powell, Jessica	Instructional Coach
Walker, Saralyn	Other
Smith, Donna	Principal
Dodrill, Barbara	Administrative Support

**Duties**

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

The team will continue to monitor the progress of all students within our school-wide reading series, Journeys. We also will continue to monitor our intervention/enrichment time blocks to assure that all students are learning and achieving. We will continue to implement an independent reading incentive program utilizing Accelerated Reader based on grade-level goals and the Sunshine State Young

Readers Award books to increase students' quantity and quality of independent reading. The LLT will provide a Family Literacy Night to encourage more literacy activities at home.

## 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**

To encourage positive working relationships between teachers, we provide collaborative planning time on some early-release Wednesdays. Grade-level teams are also provided with a block of planning time every six weeks on Wednesdays starting in October to review data and do long-term planning. Teachers are working together to plan instructional units with the guidance of members of the leadership team. The SharePoint collaboration website is also used to encourage sharing of resources between team members. To promote positive relationships among our staff members, our FUNShine Committee hosts monthly social gatherings.

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

The district requires that we hire highly qualified, effective teachers. Teachers and staff assist in the interviewing and selection of candidates. We operate as a Professional Learning Community and provide mentors for new teachers as well as staff development to ease the transition into teaching.

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

We follow OCPs expectations regarding mentoring. The Instructional Coach considers job assignment similarity and geographic and time availability when making pairings. Mentors and mentees will meet at least monthly and will incorporate use of materials provided by the district (i.e., Paula Rutherford's mentoring handbooks).

## 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***

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All school are expected to utilize these standards-based resources during daily instruction.

#### 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***

Formative and summative data is used to determine pacing of the instructional program in the core curriculum. Reteaching is added to the pacing as determined by formative assessment results. Data is also used to identify students who need additional intervention either in the classroom in small groups during the core instructional block or during additional intervention periods outside of the core.

Technology is used to provide additional support and intervention. Each grade level has a designated 30-minute time block for Tier 2 intervention in their daily schedule. Based on formative assessment data, students' needs are addressed by the homeroom teacher during that time. Progress on the intervention is monitored biweekly by teachers and every six weeks with the Reading/MTSS coach. If a student is not making progress with the Tier 2 intervention, teachers request a meeting with the MTSS team, and recommendations such as making a change in Tier 2 and/or adding Tier 3 are made at that meeting. Our 2 ESE teachers support Tier 3 interventions by pulling out small groups of students with similar skill deficits and working with them to address those deficits. Students receiving Tier 3 support are monitored weekly for progress.

***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:** Summer Program

**Minutes added to school year:** 0

Third Grade Summer Reading Camp is available for those students scoring below a level 2 on the state assessment. K-2 Summer Reading Camp is available for at-risk students.

***Strategy Rationale***

Additional instruction in reading will help to increase student achievement in reading. Summer instruction helps to reduce impact of the "summer slide".

***Strategy Purpose(s)***

- Core Academic Instruction

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

Powell, Jessica, jessica.powell@ocps.net

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

Summer school programs administer the ITBS test, and scores are used to help determine placement for the following school year as well as beginning-of-the-year interventions.

**Strategy: After School Program**

**Minutes added to school year: 0**

3rd Grade Reading Acceleration Program and 5th Grade Science Acceleration Program supported by MAO

**Strategy Rationale**

Additional instruction in the core curriculum areas will increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Mohr, Catherine, catherine.mohr@ocps.net

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

Formative and Summative assessment data will be reviewed to determine if an increase in student achievement has occurred.

**Strategy: After School Program**

**Minutes added to school year: 0**

Academic Tutoring Services After-school Tutoring Program

**Strategy Rationale**

Additional instruction in the core curriculum areas will increase student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Powell, Jessica, jessica.powell@ocps.net

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

Formative and Summative assessment data will be reviewed to determine if an increase in student achievement has occurred.

**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**

Kindergarten students entering Lockhart Elementary for the first time are invited to attend a kindergarten orientation with their parents in the spring. The parents receive a welcome packet, and a presentation is provided for the parents by selected kindergarten teachers that includes information

about the curriculum, a typical day in kindergarten, field trips, how the parents can help, etc. The children enjoy the opportunity to visit a kindergarten classroom. Parents are also invited to the “Meet the Teacher” event where they can meet the classroom teacher and hear about the opportunities to be involved at our school. On the first day of school, the kindergarten parents are again given an opportunity to learn about school procedures and routines during a kindergarten Parent Breakfast provided by our PTA. A teacher from the Early Learning Coalition is housed at Lockhart Elementary. She works collaboratively with selected day care centers that feed into our school. She provides professional development for day care providers, as well as assistance with planning and delivering of curriculum and assessment of students, to better enable them to prepare preschool-age children for the transition into kindergarten. She also provides training and support to the parents of preschool children.

Fifth grade students visit local middle schools and are provided with an orientation session. Personnel from area middle schools are also invited to visit fifth grade classroom and answer any questions they may have.

### **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***

Our school participates in Junior Achievement Day, when professionals “take over” each classroom for a day to discuss careers and what it takes to ready oneself for various careers. On Fridays teachers promote college awareness by wearing t-shirts from their alma maters.

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Increase mathematics achievement of fifth grade students by improving planning and instruction.
- G2.** Increase students' ability to respond to text in writing by implementing the Core Connections structure.
- G3.** Increase students' science knowledge by increasing the amount of science instruction.

## 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. Increase mathematics achievement of fifth grade students by improving planning and instruction.** 1a

G041446

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	72.0

**Resources Available to Support the Goal** 2

- District Scope and Sequence
- District Measurement Topic Plans
- Safari Montage resources
- GoMath curriculum materials
- math manipulatives
- Math Specialist
- FSA item specifications
- CPALMS curriculum resources

**Targeted Barriers to Achieving the Goal** 3

- Increased complexity of fifth grade Florida Standards, compared to third and fourth grade
- Lack of familiarity with new Florida Math Standards

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

Leadership team will analyze quarterly benchmark assessment data to check for increase in mathematics achievement.

**Person Responsible**

Donna Smith

**Schedule**

Quarterly, from 11/3/2014 to 6/3/2015

**Evidence of Completion**

benchmark assessment data

**G2. Increase students' ability to respond to text in writing by implementing the Core Connections structure.**

1a

G041415

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	53.0

**Resources Available to Support the Goal** 2

- Core Connections Professional Development
- Core Connections Materials

**Targeted Barriers to Achieving the Goal** 3

- Lack of trained staff members on Core Connections Structure
- Lack of experience responding to text in written form

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

Grade-level writing samples of responses to text will be reviewed by the Leadership Team and monitored for increased ability of the students.

**Person Responsible**

Donna Smith

**Schedule**

Every 6 Weeks, from 9/10/2014 to 6/3/2015

**Evidence of Completion**

Student writing data

**G3. Increase students' science knowledge by increasing the amount of science instruction.** 1a

G040992

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0

**Resources Available to Support the Goal** 2

- District Scope and Sequence
- District Measurement Topic Plans
- End of Course Item Specifications
- CPALMS Resources
- Safari Montage Digital Curriculum Presenter
- Science Fusion Curriculum
- Science Lab Teacher

**Targeted Barriers to Achieving the Goal** 3

- Lack of instructional time utilized for science

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

Science Lab Teacher will determine if students are demonstrating an increased understanding of scientific concepts.

**Person Responsible**

Catherine Mohr

**Schedule**

Quarterly, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Formative assessment data

## 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.** Increase mathematics achievement of fifth grade students by improving planning and instruction. **1**

 G041446

**G1.B1** Increased complexity of fifth grade Florida Standards, compared to third and fourth grade **2**

 B100432

**G1.B1.S2** Examine vertical progression of standards. **4**

 S111681

### Strategy Rationale

Examining vertical progression of standards illuminates standards that are introduced for the first time or are significantly more difficult in fifth grade.

### Action Step 1 **5**

Institute schoolwide vertical team meetings to collaborate on progression of standards.

#### Person Responsible

Jessica Powell

#### Schedule

Quarterly, from 8/29/2014 to 6/3/2015

#### Evidence of Completion

Professional development calendar

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

Notes of vertical team meetings will be reviewed.

**Person Responsible**

Donna Smith

**Schedule**

Quarterly, from 10/15/2014 to 6/3/2015

***Evidence of Completion***

notes from vertical team meetings

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

Grade level and leadership teams will analyze formative assessment data on targeted, progressing standards.

**Person Responsible**

Amber Mealey

**Schedule**

Quarterly, from 10/24/2014 to 6/3/2015

***Evidence of Completion***

formative assessment data

**G1.B3** Lack of familiarity with new Florida Math Standards **2**

 B100439

**G1.B3.S2** Utilize district Scope and Sequence and Measurement Topic Plans in mathematics planning.

**4**

 S111771

**Strategy Rationale**

Scope and Sequence will ensure alignment to Florida Standards.

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

Teachers will access the Scope and Sequence and Measurement Topic Plans on the Instructional Management System and use them to plan weekly.

**Person Responsible**

Intructional Staff

**Schedule**

Weekly, from 8/29/2014 to 6/3/2015

***Evidence of Completion***

Lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** **6**

The team leaders will ensure that math planning is taking place using all resources.

**Person Responsible**

Amber Mealey

**Schedule**

Weekly, from 9/1/2014 to 6/3/2015

***Evidence of Completion***

Team Meeting Minutes will report whether or not math is being planned for and if teams are on pace.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Team Meeting Minutes will be checked to ensure that they reflect up-to-date math pacing as outlined in the Scope and Sequence.

**Person Responsible**

Donna Smith

**Schedule**

Monthly, from 8/29/2014 to 6/3/2015

**Evidence of Completion**

team meeting minutes

**G2. Increase students' ability to respond to text in writing by implementing the Core Connections structure. 1**

 G041415

**G2.B1 Lack of trained staff members on Core Connections Structure 2**

 B100341

**G2.B1.S1 Provide specific professional development time for Core Connections trained staff members to share their knowledge with other staff members. 4**

 S111593

**Strategy Rationale**

We are limited in the number of people we can send to Core Connections trainings, but we can increase the number of staff members knowledgeable on the Core Connections structure by holding staff development at our school.

**Action Step 1 5**

The Core Connections trained staff members will hold monthly trainings with their grade-level teams.

**Person Responsible**

Amber Mealey

**Schedule**

Monthly, from 10/8/2014 to 6/3/2015

**Evidence of Completion**

Agendas and Sign-In Sheets

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

Agendas and Sign-In Sheets will be monitored to ensure that staff development has occurred.

**Person Responsible**

Jessica Powell

**Schedule**

Monthly, from 10/8/2014 to 6/3/2015

***Evidence of Completion***

Agendas and Sign-In Sheets

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

Trained staff will implement learned Core Connections structure in their classrooms.

**Person Responsible**

Donna Smith

**Schedule**

Quarterly, from 10/15/2014 to 6/3/2015

***Evidence of Completion***

Classroom observations and lesson plans

**G2.B3** Lack of experience responding to text in written form **2**

 B100343

**G2.B3.S1** Teachers will provide opportunities for students to respond in writing to text. **4**

 S111611

**Strategy Rationale**

Students need practice reading a text and writing a response.

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

Teachers will provide students with text and require them to respond in writing.

**Person Responsible**

Intructional Staff

**Schedule**

Weekly, from 8/18/2014 to 8/29/2014

***Evidence of Completion***

Lesson plans and student work samples

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** **6**

Student work samples on display in the classroom will provide evidence of written response to text stimuli.

**Person Responsible**

Donna Smith

**Schedule**

Weekly, from 9/3/2014 to 6/3/2015

***Evidence of Completion***

Classroom walkthrough checklists

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Student work samples that are responses to text will show increased experience in responding to text in written form.

**Person Responsible**

Donna Smith

**Schedule**

Weekly, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

Classroom walkthrough notes

**G3. Increase students' science knowledge by increasing the amount of science instruction. 1**

 G040992

**G3.B1 Lack of instructional time utilized for science 2**

 B099459

**G3.B1.S2 Plan and prepare for science instruction in advance. 4**

 S110781

**Strategy Rationale**

By planning for science instruction in advance and securing the necessary materials ahead of time, teachers are more apt to include it in their daily schedule.

**Action Step 1 5**

Teachers will access the Scope and Sequence and Measurement Topic Plans on the Instructional Management System and use them to plan weekly.

**Person Responsible**

Intructional Staff

**Schedule**

On 8/13/2014

**Evidence of Completion**

Lesson plans

**Action Step 2** 5

Utilize quarterly STEM activities provided by the district.

**Person Responsible**

Intructional Staff

**Schedule**

Quarterly, from 10/27/2014 to 6/3/2015

***Evidence of Completion***

Lesson plans and student work samples

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

The team leaders will ensure that science planning is taking place using all resources.

**Person Responsible**

Amber Mealey

**Schedule**

Monthly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Team Meeting Minutes will report whether or not science is being planned for and if teams are on pace.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2** 7

Team Meeting Minutes will be checked to ensure that they reflect up-to-date science pacing as outlined in the Scope and Sequence.

**Person Responsible**

Donna Smith

**Schedule**

Quarterly, from 8/25/2014 to 6/3/2015

***Evidence of Completion***

Team Meeting Minutes

**G3.B1.S3 Teach science across other curriculum areas** 4

S110793

**Strategy Rationale**

By teaching science across the curriculum, additional time can be devoted to it.

**Action Step 1** 5

Teachers will utilize district provided resources to include science literacy centers in their reading and/or language arts block.

**Person Responsible**

Intructional Staff

**Schedule**

Biweekly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans and student work samples from literacy centers

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Team leaders will ensure science literacy centers are being included in the reading block.

**Person Responsible**

Amber Mealey

**Schedule**

On 6/3/2015

**Evidence of Completion**

Review lesson plans to look for evidence of science literacy centers.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7**

Walkthroughs will be performed to determine if science content is covered during the reading block.

**Person Responsible**

Donna Smith

**Schedule**

Quarterly, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

Classroom observation notes

**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.S2.A1	Teachers will access the Scope and Sequence and Measurement Topic Plans on the Instructional Management System and use them to plan weekly.	Staff, Instructional	8/13/2014	Lesson plans	8/13/2014 one-time
G3.B1.S3.A1	Teachers will utilize district provided resources to include science literacy centers in their reading and/or language arts block.	Staff, Instructional	8/18/2014	Lesson plans and student work samples from literacy centers	6/3/2015 biweekly
G2.B1.S1.A1	The Core Connections trained staff members will hold monthly trainings with their grade-level teams.	Mealey, Amber	10/8/2014	Agendas and Sign-In Sheets	6/3/2015 monthly
G2.B3.S1.A1	Teachers will provide students with text and require them to respond in writing.	Staff, Instructional	8/18/2014	Lesson plans and student work samples	8/29/2014 weekly
G1.B1.S2.A1	Institute schoolwide vertical team meetings to collaborate on progression of standards.	Powell, Jessica	8/29/2014	Professional development calendar	6/3/2015 quarterly
G1.B3.S2.A1	Teachers will access the Scope and Sequence and Measurement Topic Plans on the Instructional Management System and use them to plan weekly.	Staff, Instructional	8/29/2014	Lesson plans	6/3/2015 weekly
G3.B1.S2.A2	Utilize quarterly STEM activities provided by the district.	Staff, Instructional	10/27/2014	Lesson plans and student work samples	6/3/2015 quarterly
G1.MA1	Leadership team will analyze quarterly benchmark assessment data to check for increase in mathematics achievement.	Smith, Donna	11/3/2014	benchmark assessment data	6/3/2015 quarterly
G1.B1.S2.MA1	Grade level and leadership teams will analyze formative assessment data on targeted, progressing standards.	Mealey, Amber	10/24/2014	formative assessment data	6/3/2015 quarterly
G1.B1.S2.MA1	Notes of vertical team meetings will be reviewed.	Smith, Donna	10/15/2014	notes from vertical team meetings	6/3/2015 quarterly
G1.B3.S2.MA1	Team Meeting Minutes will be checked to ensure that they reflect up-to-date math pacing as outlined in the Scope and Sequence.	Smith, Donna	8/29/2014	team meeting minutes	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1	The team leaders will ensure that math planning is taking place using all resources.	Mealey, Amber	9/1/2014	Team Meeting Minutes will report whether or not math is being planned for and if teams are on pace.	6/3/2015 weekly
G2.MA1	Grade-level writing samples of responses to text will be reviewed by the Leadership Team and monitored for increased ability of the students.	Smith, Donna	9/10/2014	Student writing data	6/3/2015 every-6-weeks
G2.B1.S1.MA1	Trained staff will implement learned Core Connections structure in their classrooms.	Smith, Donna	10/15/2014	Classroom observations and lesson plans	6/3/2015 quarterly
G2.B1.S1.MA1	Agendas and Sign-In Sheets will be monitored to ensure that staff development has occurred.	Powell, Jessica	10/8/2014	Agendas and Sign-In Sheets	6/3/2015 monthly
G2.B3.S1.MA1	Student work samples that are responses to text will show increased experience in responding to text in written form.	Smith, Donna	9/3/2014	Classroom walkthrough notes	6/3/2015 weekly
G2.B3.S1.MA1	Student work samples on display in the classroom will provide evidence of written response to text stimuli.	Smith, Donna	9/3/2014	Classroom walkthrough checklists	6/3/2015 weekly
G3.MA1	Science Lab Teacher will determine if students are demonstrating an increased understanding of scientific concepts.	Mohr, Catherine	8/25/2014	Formative assessment data	6/3/2015 quarterly
G3.B1.S2.MA1	Team Meeting Minutes will be checked to ensure that they reflect up-to-date science pacing as outlined in the Scope and Sequence.	Smith, Donna	8/25/2014	Team Meeting Minutes	6/3/2015 quarterly
G3.B1.S2.MA1	The team leaders will ensure that science planning is taking place using all resources.	Mealey, Amber	8/18/2014	Team Meeting Minutes will report whether or not science is being planned for and if teams are on pace.	6/3/2015 monthly
G3.B1.S3.MA1	Walkthroughs will be performed to determine if science content is covered during the reading block.	Smith, Donna	8/18/2014	Classroom observation notes	6/3/2015 quarterly
G3.B1.S3.MA1	Team leaders will ensure science literacy centers are being included in the reading block.	Mealey, Amber	8/25/2014	Review lesson plans to look for evidence of science literacy centers.	6/3/2015 one-time

## 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.** Increase students' ability to respond to text in writing by implementing the Core Connections structure.

**G2.B1** Lack of trained staff members on Core Connections Structure

**G2.B1.S1** Provide specific professional development time for Core Connections trained staff members to share their knowledge with other staff members.

### **PD Opportunity 1**

The Core Connections trained staff members will hold monthly trainings with their grade-level teams.

#### **Facilitator**

Grade-level team leaders

#### **Participants**

Grade-level teams

#### **Schedule**

Monthly, from 10/8/2014 to 6/3/2015

## Technical Assistance Items

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

**Budget Rollup**

<b>Summary</b>	
<b>Description</b>	<b>Total</b>
<b>Grand Total</b>	<b>0</b>