

Mascotte Elementary School

460 MIDWAY AVE, Mascotte, FL 34753

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
85%

Alternative/ESE Center
No

Charter School
Yes

Minority
69%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mascotte Elementary Charter School's mission is to provide every student opportunities to become successful college and career ready citizens.

Provide the school's vision statement

Mascotte Elementary Charter School will maintain high expectations and promote academic excellence for all students through our rigorous integrated curriculum.

School Environment

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

All grade levels begin the year with activities and or projects that allow both students and teachers to share about themselves and their families, traditions and culture. We believe that early and often contact with the parents is the key to fostering a strong working relationship with the parents in order for each student to strive for success. Most of our teachers and staff live in the community we serve.

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

Mascotte Elementary Charter School has an Extended Learning Center that operates from 6:30am-7:45, and from 3:05-6:00pm, as well as during the summer months. Our staff is stable with the students having the opportunity to spend time and develop relationships with them. Each morning and afternoon as students are going to and from class we have staff members assigned to assist and monitor students. In addition our principal, Mr. Cockcroft, and assistant principal Mrs. Reis greet drops offs and walkers in both the morning and afternoon. Our other assistant principal, Ms. Johnson is at the bus area to greet students as they arrive and leave. We also have two guidance counselors available to assist students who are having difficulties.

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

We implement the Positive Behavior System(PBS) school-wide to reinforce positive and on task behaviors . All classes use a color system in order to identify daily behavior and expectations are constantly repeated and reinforced. This provides consistency for the students and parents as well as the non classroom teachers and staff. When a student says "I was on green today" everyone understands that the student had a good day. Transversely if the student says "I was on red today" everyone understands that we need a mini conference on behavior. The PBS team meets monthly to analyze behavior data and make suggestions for improvement. There are protocols for incident reports and the first line of action, unless it is a serious situation, is parent contact. Serious situations are handled by our administrative and guidance teams.

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

As mentioned above we have two guidance counselors that work with students. If a student needs additional services we have protocols in place to request additional services through Life Stream which contracts with our district to provide needed services. One of our guidance counselors is in charge of identifying our homeless children and arranging transportation as needed.

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

Mascotte Elementary Charter Schools Early Warning System is data driven.

Attendance below 90%:

The attendance committee meets monthly to discuss students that excessive absences, tardies or early checkouts. Brochures and letters are sent to parents as well as contact from our Family School Liaison about attendance issues. In addition, for severe cases we utilize the services of our school social worker to help us assist the parents with getting their child(ren) to school every day on time.

Students with one or more suspensions:

Students that are suspended are referred to guidance for counseling about the issue, disrespectfulness, fighting, stealing etc. Last year we included in-school suspension as an option to keep the students in school under the supervision of a certified teacher so they are able to complete assignments. Our school also participates in the PBS (Positive Behavior Support) program to promote an emphasis on respect and responsibility among our students.

Course Failure:

Teachers are required to turn in their grades for each progress report. Our assistant principal makes a data base of students receiving D's or F's. She conferences with the teacher about the students, ensuring that parents have been contacted. If a student already has one retention they are recommended for Rtl to our MTSS committee and the MTSS protocol is followed. Every year our retention committee meets to discuss students that are not meeting promotional requirements. In addition we make suggestions for the next step for that student.

Level 1 on State standardized assessments, reading or math:

Students that receive a level 1 on the state assessment are targeted for remediation the following year. Our school has implemented a remediation center called Flight Academy. The students receive 1.5 hours of remediation during the school day for nine weeks. In addition, we have 30 minutes of intervention time for both math and reading built into our daily schedule for remedial small group instruction.

Failure to master Literacy First Grade Level Skills

The Literacy First Process is used to monitor student progress in grades K-2. Each grade has required skills for phonological awareness, fluency, and phonics. As a part of the program teachers use the data to pull small groups to remediate or extend as needed. We use the My Data First data bank to monitor students progress.

Failure of STAR reading and math for grades 1 and 2

Our students in grades 1 and 2 are required to pass the STAR reading and math test at the end of the year. STAR is a nationally normed test that indicates where our students are performing in relationship to other students in the nation.

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	0	0	0	0	0	0	
One or more suspensions	12	10	17	16	27	15	97
Course failure in ELA or Math	12	22	18	0	0	0	52
Level 1 on statewide assessment	0	0	0	20	23	47	90

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	8	6	5	10	5	37

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

Attendance- Our attendance meeting meets monthly to discuss students with attendance issues. We have a parent brochure in English and Spanish to send to the parents explaining the importance of school attendance. We also have a school letter that goes home after the first meeting. This letter explains the attendance policy and reiterates the importance of attendance. We review students at the next meeting to monitor attendance and address any further issues. After the student has been discussed at two meetings we contact our school social worker to make a visit. If attendance still does not improve we arrange a TIC meeting to address the issues.

Suspensions- Students who have one or more suspensions are counseled by the administrator involved. In addition they are referred to our guidance counselors for additional intervention. Last year we implemented and we will be continue an in school suspension. This allows the students to remain in school and receive instruction from a certified teacher.

Course Failure- Students that fail an ELA or Math course are monitored for progress. If the student continues to struggle, he/she is formally entered into the MTSS process. This provides structured interventions provided in a small group setting at least twice a week. The MTSS team monitors students and increases intervention as needed or returns students to monitor status if they are being successful.

Level 1 on State Assessment- Our Acceleration Resource Teacher will spend 1.5 hours per week providing additional instruction for all students that received a level 1 on the FCAT reading test last year. Vocabulary has been identified as one of our most deficient areas of performance. She will focus on vocabulary development with the students.

In addition, we have a 1.5 hour per week remediation in our Flight Academy for the students that scored a level 1 on the FCAT 2.0 math. Each student receives 9 weeks of remediation.

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/201863>.

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

Mascotte Elementary Charter School builds and sustains partnerships through our school volunteer program, our parent and community involvement activities, and our play production sponsorships. The Kiwanis Club of Clermont has been an extremely supportive partner for our school through their Terrific Kid program, RIF, and their generous donations of dictionaries and thesauri to our students. Community Leaders are on our school's Charter Board which meets bimonthly to review data, budgets, and make decisions concerning the operation of our school. Local businesses routinely donate items for our school.

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
Cockcroft, Wayne	Principal
Johnson, Radean	Assistant Principal
Reis-ElBara, Jaime	Assistant Principal
Brown, Terri	Instructional Coach
McMillan, Mary Lou	Other

Duties

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

Wayne Cockcroft is the school principal. He oversees all aspect of Mascotte Elementary Charter School. His main point of focus is teacher performance. He does all teacher evaluations and spends a majority of his time in the classroom.

Radean Johnson is the assistant principal I. She is in charge of scheduling (master schedule), personnel assignments and duties, student placement, discipline General and Title One budgets, Compliance plans, non-instructional interviewing and hiring, class size reductions, personnel allocations, parent concerns and request, buses, CPI, rosters, ESE fidelity and ELC oversight.

Jaime Reis El-Bara is our assistant principal II. She is in charge of curriculum and curriculum development as well as professional development. She oversees our MTSS to identify and monitor students with academic needs. She is also in charge of interns and Clinic Ed training. She schedules and facilitates the attendance committee meetings. She oversees or Positive Behavior System (PBS), textbooks Safety/Health and interviewing for temporary instructional personnel.

Terri Brown is our Literacy Coach. She works on the compliance plans, Flight Academy intervention program for our level 1's and 2's, professional development, and the MTSS program. In addition she oversees FLKRS, and grade level reporting. She is on the technology committee and she is always on the lookout for resources for literacy development.

Mary Lou McMillan is the Curriculum Resource Teacher. She works with data from progress monitoring as well as end of the year tests. She oversees Office Depot copying, My Data First and Success Maker software programs. She orders textbooks and curriculum related materials. She is on the attendance committee and works on the compliance plans. She works closely with Ms. Johnson on the Title One Budget.

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

All Tier 1 students receive instruction using the core reading, math, science, and writing curriculums. Student progress is monitored through program assessments and grades. Tier 1 students receive differentiated instruction in all subjects to meet their needs.

The MTSS/Rtl committee holds meetings every 6 to 8 weeks to meet with teachers and parents of students who have been identified as in need of interventions beyond the core curriculum (Tier 2 and Tier 3). Student assessment data is collected and graphed, then analyzed and compared to other students in the grade level to determine the effectiveness of the intervention(s) being received. Our school schedule is designed to allocate daily Rtl intervention times for both reading and math in all grade levels. We also implement a Positive Behavior System as our Core(Tier 1) behavioral plan for the Rtl process. Students are closely monitored using a variety of assessments and progress monitoring tools. The MTSS/Rtl committee works with grade level teams, the ESE department and curriculum to determine appropriate materials for interventions and assessments.

Title I, Part A

4.5 Teachers, 4 teacher assistants, 1 literacy coach, 1 family school liaison, parent involvement nights, staff developments.

Before/After School Extended Learning grant to fund tutoring for students.

Title I, Part C- Migrant

We hold quarterly meetings with an LEA staff member to discuss student progress, concerns and strengths.

Title I, Part D

Our Guidance department works with LEA to ensure that our students who qualify for assistance under Title I Part D receive services.

Title II

Mascotte Elementary Charter strives to hire and retain highly effective staff members.

Title III

As a school with many ELL students we work closely with the LEA staff to identify and provide services for those students.

Title X- Homeless

Our Guidance department works hand in hand with the LEA to identify and provide services to our homeless students.

Supplemental Academic Instruction (SAI)

Our SAC oversees the distribution of SAI monies.

Nutrition Programs

Provided by the LEA

Adult Education

Provided by the LEA

Career and Technical Education

Provided by the LEA

Job Training

Provided by the LEA

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Elizabeth Villanueva	Parent
Michael Singh	Parent
JoAnne Jones	Business/Community
Stacy Gaines	Business/Community
Scott Boyatt	Business/Community

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 charter board/SAC meets 5 times per year in periodic review of the School Improvement Plan. We have an ongoing evaluation of our plan.

Development of this school improvement plan

The SAC meets to provide guidance and ideas for the School Improvement Plan through monthly meetings. The SAC provided input concerning parental involvement, funding, and extended learning opportunities. The SAC solicits input from stakeholders during the meetings.

Preparation of the school's annual budget and plan

The Charter Board/SAC meets 5 times a year. In each meeting the most current budget and plan are reviewed and approved.

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

Our SAI budget is \$12,610.00. The funds will be used to finance parent involvement and support curricular initiatives such as Literacy First and our school-wide science fair.

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

Our school is in compliance with the law. As a charter school our board acts as the SAC.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Brown, Terri	Instructional Coach
Reis-ElBara, Jaime	Assistant Principal
McMillan, Mary Lou	Other
Johnson, Radean	Assistant Principal
Campbell, Debbie	Instructional Media
Bledsoe, Laura	Teacher, K-12
Conard, Olivia	Teacher, K-12
Garland, Jennifer	Teacher, K-12
Gomez, Frank	Teacher, K-12
Hernandez, Rachel	Teacher, K-12
Kieft, Robyn	Teacher, K-12
Newman, Wendi	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Our major initiative this year will be the implementation of Intergrated Curriculum Explorations (ICE) units at each grade level. Students will do an indepth thematic study of units lasts 4-7 weeks. Each unit will utilize performance tasks and projects to apply the concepts learned. Teachers will use rubrics to evaluation projects and tasks.

In addition we will be using Engage New York math for all grade levels to promote math literacy.

Once again this year we will be using Title One B/A school tutoring funding to provide extended learing opprotunities for our students in grade 3-5. Our school needs to move students performing at level 2 to level 3. We will target those students for extended learning time.

In order to promote literacy in our lowest performing students we have hired a accelerated Reasource Teacher (ART) to work 1.5 hours per week with students that scored a level 1 on FCAT last year. We have identified vocabulary as being one of our most deficient areas. The teacher will focus on vocabulary development and reading skills.

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

As a part of the our Integrated Curriculum Explorations (ICE) units, we meet each Wednesday to collaborate on planning, activites, projects and performance tasks. Each teacher has an idea bank form to use during the planning time to jot down ideas shared from their peers or strategies they would like to implement.

In addition we have budgeted professional development money to host a Best Practices Mentoring Conference with two other conversion charter schools in our district. We are excited about the morning session because we have invited Ron Clark, a best selling author and motivational speaker from Ron Clark Academy, to speak to our teachers and staff about motivating and teaching students to achieve their highest potential. In the afternoon session, teachers will present and listen to best practices presentations on Common Core ELA and Math, Technology, Writing, and Rigorous Tasks .

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

Mr. Cockcroft speaks at the UCF end of the year assembly at Lake Sumter State College each year. He has successfully recruited some of their top students to teach at our school.

In addition, Mr. Cockcroft was able to offer a flex schedule that meets all contractual hours for our Speech Language Pathologist so that she is able to work with our students.

As a charter school we give bonuses as we are financially able to our teachers in order to retain them and reward them for our students' success.

In addition, we actively seek to host interns here at Mascotte Elementary Charter School. This provides us with the opportunity to see potential teachers first hand. We are able to evaluate how they will work with our staff and student population.

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

All new teachers are assigned a Clinical Educator certified mentor. We have developed a Teacher Center to provide additional support for the new teachers and teachers who have been identified as in need through TEAM evaluations. A non load bearing staff member has been assigned to assist these teachers as well. The mentor visits the classroom and then meets with the teacher to discuss both problems and solutions in the areas of classroom instruction and management. The mentor is an experienced teacher with mentorship training and is not attached to the teacher's evaluation in any way. This allows a relationship of trust to develop.

Teachers receive ongoing professional development in the areas of instructional best practices, curriculum design, and technology. We are a Literacy First School and provide ongoing training for both new and experienced teachers.

We usually pair the teachers with their grade level Leadership member. This person works closely with the grade level on the development of lesson plans and any other assistance that is needed with curriculum.

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

All Florida Standards have been accounted for within our curriculum materials through a Florida Standards checklist and CPALMS resources. Teachers have ready access to the standards and the materials to teach them. We have developed instructional materials resource rooms for Math, ELA, and Science so that our resources are organized and stored for easy access.

Mascotte Elementary Charter has adopted instructional materials based on the Florida Standards. In addition, we ordered test item specification books for the FSA for all tested grade levels. The specification books are used for planning rigorous lessons that meet the demands of the new FSA assessments.

Our district has also developed materials that we can use as resources to teach and assess the standards.

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

Data is analyzed constantly to determine the instructional needs of our students. The students currently in 4th and 5th grade will receive remediation or enrichment based on their performance on FCAT 2.0 reading and math assessments. STAR Reading and STAR Math assessments are used to monitor the progress of all students in 1st, 2nd, 3rd, 4th, and 5th grades.

We use the Literacy First model of instruction and assessment to monitor foundational skills in grades K-2 and for comprehension skills in grades 3-5. Data for each student is analyzed on a continuum in order to form small groups to address the need for remediation or acceleration.

We have scheduled intervention blocks of time within the curriculum schedule for all teachers. These times are scheduled specifically for teachers to work with students needing remediation on the skills identified through progress monitoring. This allows administration to verify the fidelity of the intervention and MTSS programs.

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

Strategy: After School Program

Minutes added to school year: 1,080

We will host 6 week tutoring sessions running from 1/20-2/26 for our 3rd, 4th, and 5th grade students. Students will stay 1.5 hours after school on Tuesdays and Thursdays for targeted instruction in math, reading, writing, or science.

Third grade students who have been identified as needing reading remediation will meet in groups of 10 for reading tutoring, and students in need of math remediation will attend classes of 10 for math tutoring. Third grade data from the 2013-2014 FCAT indicates a need since 17 students scored a level 1 in reading and 7 scored a level 1 in math.

Fourth graders will meet in groups of 10 in each of the following areas, reading, math and writing. Reading and math students will be those that scored a level 2 on last year's FCAT assessment. Writing remediation will be targeted at those students who are scoring at a 3.0 on midyear writing assessments with a goal of improving achievement to a 3.5 or higher.

Fifth graders will attend classes of 10 students each in the areas of reading, math and science. Reading and math students will follow the same model we used for fourth grade selection. In science we will identify students that are close to scoring a level 3 on benchmark assessments, with a goal of accelerating their achievement to a level 3 or higher through enrichment and hands on activities.

Strategy Rationale

Mascotte Elementary's core curriculum and programs have demonstrated success increasing achievement levels for lower quartile students scoring achievement level 1 on FCAT and moving them to a level 2. However, the percentage of students scoring at achievement level 2 is growing and the percentage scoring 3 and above has gone down slightly. Our goal is to increase the achievement levels of all students to level 3 or higher.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McMillan, Mary Lou, mcmillanm@lake.k12.fl.us

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

FCAT data from the 2013-2014 school year will be used to identify students in need of remediation for reading and math in grades 4 and 5. We will use STAR reading and Math data to determine the students for third grade intervention groups. Fourth grade writing will be determined from multiple school-based writing prompts. We will use Study Island data to target out 5th grade science group.

The effectiveness of the after school tutoring strategy will be assessed through a number of school based assessments.

Math and Reading achievement level gains will be assessed through STAR reading and math pre and post test scores for students attending the after school sessions. Study Island benchmark assessments, pre and post tests will be used to determine science gains of 5th grade students. Writing gains will be assessed using the baseline and final writing prompts to determine proficiency and growth. FSA scores cannot be compared to previous FCAT scores because they assess different sets of standards so the 2014-2015 assessment will be used as a baseline for the following year.

Strategy: Extended School Day

Minutes added to school year: 750

We will offer Reading and Math remediation to students that are performing at a low Level 3 or a high level 2 proficiency to improve the number of students that are proficient in reading and math. We will provide 75 minutes of instruction 2 days per week for 5 weeks.

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

We will use the STAR Enterprise reading and math FCAT 2.0 projection component to select targeted students in grades 3-5. Our ending data will be FCAT2.0 results.

Strategy: Summer Program

Minutes added to school year:

Teachers spent 15 hours aligning the new Reading instructional materials with the Common Core Standards.

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

We will use the FCAT 2.0 results for Reading to determine the effectiveness of the activity.

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

We host an annual Kindergarten registration and orientation in the Spring for students that will begin Kindergarten in the Fall. We go over requirements for Kindergarten and provide students with an activity book to use over the summer in order to develop the skills needed for Kindergarten. Kindergarten teachers speak to the parents about literacy and helping their children be successful learners.

We have 2 onsite VPK teachers. One is a full year program funded through Title One that serves targeted students from our economically disadvantaged population. The other VPK teacher has two, semester classes. This allows us to fully prepare 60 of our incoming kindergarten students. VPK

teachers communicate with parents through two parent conferences which are scheduled at the middle and end of the program.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to use and apply technology to maximize their achievement in ELA.
- G2.** Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of good character and understand that our school is a bully-free zone.
- G3.** Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas.

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. Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to use and apply technology to maximize their achievement in ELA. 1a

G044733

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	51.0

Resources Available to Support the Goal 2

- Our school has 326 student ipads and 255 desktop computers available for our students to use for learning.
- Our school has wireless capability throughout the building.

Targeted Barriers to Achieving the Goal 3

- Many of our computers are over 6 years old and are starting to crash.
- Teachers are learning to use our new Study Island software and are continuing to learn the capabilities of the STAR Reading and STAR Math programs.

Plan to Monitor Progress Toward G1. 8

STAR Reading and Study Island Reading data will be used for progress monitoring of all ELL students.

Person Responsible

Mary Lou McMillan

Schedule

Monthly, from 10/24/2014 to 5/29/2015

Evidence of Completion

ELL students will demonstrate increased achievement levels in ELA.

G2. Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of good character and understand that our school is a bully-free zone. 1a

G044304

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	8.0

Resources Available to Support the Goal 2

- Mascotte Elementary Charter has Steps to Respect anti-bullying materials to use for classroom lessons. In addition, we have 2 guidance counselors that pull behavior groups for small group counseling. Life Streams conducts on-site counseling for targeted students. We adhere to the Lake County School policy and all state laws for bullying.
- We also have a workplace safety committee and a safety committee that meets 6 times per school year. in order to maintain a safe work environment. We have a full time Mascotte police Officer on campus each day during school hours.
- Mascotte Elementary uses the PBS (Positive Behavior Support) model for monitoring discipline issues and frequency.

Targeted Barriers to Achieving the Goal 3

- Our counselors have multiple duties and responsibilities, ESOL, MTSS, Homeless contact, testing coordinator and migrant programs, that limit their opportunities to conduct mini lessons on character and anti-bullying behaviors.

Plan to Monitor Progress Toward G2. 8

Discipline logs and quarterly summary of discipline trends.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 10/3/2014 to 5/29/2015

Evidence of Completion

Discipline logs

G3. Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas. 1a

G041793

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	62.0
FSA - English Language Arts - Proficiency Rate	52.0
FAA Writing Proficiency	45.0
FCAT 2.0 Science Proficiency	38.0

Resources Available to Support the Goal 2

- Support Personnel for Intervention Classes Hire one of our ESE support teachers to teach targeted ESE students. MTSS support through Strategic Intervention using Literacy First for primary grades and McGraw Hill Tier 3 for intermediate grades. ELL support through strategic intervention with targeted students. Reading Resource room has many supplemental teaching materials.
- Technology - Four computer labs for student research projects and Study Island software use. Each tutoring classroom will have at least 6 IPADS for students. Each classroom will have at least 3 desktop computers for students. All teachers have an IPAD to use for instruction and demonstrations.
- Title One - Utilize Title One funds earmarked for extended learning. Utilize regular Title One funds for additional staff and support. Utilize regular Title One funds for transportation costs for extended learning sessions.

Targeted Barriers to Achieving the Goal 3

- Implementation of the New Florida Standards-- Teachers and students are having difficulty adjusting to the rigorous tasks students must master to become successful with the new standards in ELA and Math.
- Extended Learning Grant Limitations-- Student transportation for extended learning will not be paid through the grant so we must use our school based Title 1 funds for bussing students home. Grant budget for extended learning will not pay for curriculum development or planning time for extended learning teachers. Time and materials are needed to analyze the student data and develop the curriculum for our extended Learning Program(after school) that meets the learning needs of our students in targeted content areas.
- Parent Involvement-- Parental Involvement for instructional initiatives is difficult due to the fact that many of our students' parents do not speak English fluently. Explaining how to help students with our rigorous curriculum has been challenging.

Plan to Monitor Progress Toward G3. 8

Analyze benchmark assessment data, STAR Reading and STAR Math data, and Writing midyear data to determine if increased student achievement has occurred.

Person Responsible

Terri Brown

Schedule

Weekly, from 10/3/2014 to 3/13/2015

Evidence of Completion

Pre and post test Excel worksheets completed on the K drive for Title One.

Plan to Monitor Progress Toward G3. 8

Analyze parental surveys and STAR Math assessment data to determine effectiveness of the Math Parent Nights.

Person Responsible

Terri Brown

Schedule

Monthly, from 10/27/2014 to 3/27/2015

Evidence of Completion


Parents will complete exit surveys after attending the Math Parent Nights. We'll use this data to improve our process and planning. STAR Math student data will be analyzed for improved student achievement each quarter.

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. Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to use and apply technology to maximize their achievement in ELA. **1**

 G044733

G1.B1 Many of our computers are over 6 years old and are starting to crash. **2**

 B110168

G1.B1.S1 Mascotte Elementary Charter School administration recognizes the importance of replacing failing technology and will use DCP funds to replace computers in 1 computer lab this year. **4**

 S121668

Strategy Rationale

The new computers will improve access to technology for ELL students assigned to that lab for Study Island and other curriculum related software.

Action Step 1 **5**

Write the Digital Classroom Plan so that we can receive the funds needed to replace computers.

Person Responsible

Jaime Reis-EIBara

Schedule

On 9/12/2014

Evidence of Completion

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

Tech Con will order desktop 19 computers from vendor when funds are released.

Person Responsible

Jaime Reis-EIBara

Schedule

On 11/21/2014

Evidence of Completion

New computers will be installed in lab 151.

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

Computers will be utilized by ELL students daily in lab 151.

Person Responsible


Jaime Reis-EIBara

Schedule


Daily, from 11/21/2014 to 5/29/2015

Evidence of Completion

G1.B3 Teachers are learning to use our new Study Island software and are continuing to learn the capabilities of the STAR Reading and STAR Math programs. **2**

 B123137

G1.B3.S1 Provide professional development for Study Island and STAR Reading and Math software. **4**

 S135046

Strategy Rationale

If our teachers use and understand these software programs they will be more effective and increase student achievement levels.

Action Step 1 **5**

Provide PD for STAR Reading and Math software programs.

Person Responsible

Terri Brown

Schedule

On 11/10/2014

Evidence of Completion

Agenda and sign-in sheets will be collected. Classroom reports will be monitored and used for data analysis.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Renaissance Place programs are implemented school-wide and the data is used for progress monitoring and MTSS. Class reports are analyzed quarterly by the administrative team. Data meetings are scheduled quarterly.

Person Responsible

Jaime Reis-EIBara

Schedule

On 6/4/2015

Evidence of Completion

Star Reading and Star Math reports will be collected and analyzed quarterly.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Effectiveness will be determined by student achievement levels on FSA.

Person Responsible

Wayne Cockcroft

Schedule

On 6/26/2015

Evidence of Completion

Evidence of increased achievement levels for ELL students on the FSA.

G2. Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of good character and understand that our school is a bully-free zone. 1

G044304

G2.B1 Our counselors have multiple duties and responsibilities, ESOL, MTSS, Homeless contact, testing coordinator and migrant programs, that limit their opportunities to conduct mini lessons on character and anti-bullying behaviors. 2

B108882

G2.B1.S1 Counselors will video character building lessons to be shown to students through our school wide broadcasting system. 4

S120471

Strategy Rationale

Teaching the lesson one time on video will be a more efficient use of our counselor's time and reach all students in a timely manner.

Action Step 1 5

Develop character and anti-bullying lessons and video them for school-wide viewing.

Person Responsible

Jaime Reis-EIBara

Schedule

Every 2 Months, from 10/1/2014 to 5/1/2015

Evidence of Completion

We will have a library of character development and anti-bullying videos

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

Our Technology Support Technician and her assistant will direct record and edit the character and anti-bullying behavior videos.

Person Responsible

Jaime Reis-EIBara

Schedule

Every 2 Months, from 10/1/2014 to 5/1/2015

Evidence of Completion

Video play list logs will be kept by the Technology Support Assistant.

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

The PBS Team, and administrators will analyze behavior incident logs quarterly.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Excel spread sheet of behavior incidents and quarterly summary of behavior trends.

G3. Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas. 1

G041793

G3.B1 Implementation of the New Florida Standards-- Teachers and students are having difficulty adjusting to the rigorous tasks students must master to become successful with the new standards in ELA and Math.

2

B101546

G3.B1.S1 Develop an integrated curriculum at all grade levels with emphasis on performance tasks, authentic work, technology, and project based learning. 4

S112741

Strategy Rationale

Teachers and students both need to understand that the core standards can be integrated to create a focused and strategic curriculum that motivates students to learn and increase achievement.

Action Step 1 5

Grade Levels will create integrated units of study called ICE (Integrated Curriculum Explorations) units to teach the Florida Standards.

Person Responsible

Jaime Reis-EIBara

Schedule

Weekly, from 8/6/2014 to 6/4/2015

Evidence of Completion

Mrs. Reis will oversee implementation of units, schedule ICE PD, provide rubrics for unit development, and review the unit templates for each grade level's unit plan.

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

Grade level groups are required to meet weekly to plan the ICE units for the 2014-2015 school year.

Person Responsible

Wayne Cockcroft

Schedule

Weekly, from 8/6/2014 to 5/27/2015

Evidence of Completion

Grade Levels will use a template to plan units and document that all Florida Standards are taught. Templates are uploaded to the share folder for review by administration. ICE Planning PLCs will be scheduled weekly during the Wednesday PD time. Sign in sheets and unit plans will be used for documentation.

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

Principal and Assistant Principals will perform daily classroom walkthroughs to observe implementation of the integrated units. Students in 2nd, 3rd, 4th, and 5th grades will be assessed quarterly on Florida Standards using the Study Island software program.

Person Responsible

Wayne Cockcroft


Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Walkthrough notes, teacher evaluation observation data, and lesson plans will be used to monitor implementation and document effectiveness. Benchmark assessment data will be used to determine the effects of the integrated curriculum on student achievement.

G3.B3 Extended Learning Grant Limitations-- Student transportation for extended learning will not be paid through the grant so we must use our school based Title 1 funds for bussing students home. Grant budget for extended learning will not pay for curriculum development or planning time for extended learning teachers. Time and materials are needed to analyze the student data and develop the curriculum for our extended Learning Program(after school) that meets the learning needs of our students in targeted content areas. **2**

 B101548

G3.B3.S1 Develop a plan to use Title One funds for an extended learning program. **4**

 S112742

Strategy Rationale

Some students are not able to meet academic expectations within the allotted 7.5 hour day.

Action Step 1 **5**

Attend Title 1 meeting on requirements and parameters of the Extended Learning Grant

Person Responsible

Mary Lou McMillan

Schedule

On 9/15/2014

Evidence of Completion

Meeting Notes and Budget items

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Develop budget and allocations for teachers and materials for extended learning program.

Person Responsible

Mary Lou McMillan

Schedule

Weekly, from 9/18/2014 to 9/26/2014

Evidence of Completion

Meeting Notes and Title 1 Grant Budget

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Budget has been created and approved by Title 1

Person Responsible

Radean Johnson

Schedule

On 9/19/2014

Evidence of Completion

Budget line items and grant budget items are in place and approved by Title 1.

G3.B3.S2 Analyze student data to determine areas in need of additional focused instruction. 4

 S112743

Strategy Rationale

Data from school based assessments and the 2013-2014 FCAT will show trends of strengths and weakness in our curriculum.

Action Step 1 5

Disaggregate FCAT and STAR data for analysis and identify students in need of support in reading, writing, math, and science.

Person Responsible

Mary Lou McMillan

Schedule

Weekly, from 9/5/2014 to 3/13/2015

Evidence of Completion

Data report and recommendations for curriculum materials

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

School Leadership team will meet to determine the best resources to use to address student needs.

Person Responsible

Jaime Reis-EIBara

Schedule

Weekly, from 9/19/2014 to 3/13/2015

Evidence of Completion

Develop a list of resources that will address the needs of students attending the extended learning sessions. Use data analysis to make decisions concerning the resources to be used.

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Analyze FCAT 2.0, STAR and Study Island Benchmark data to determine which students will be invited to attend the extended learning program.

Person Responsible

Mary Lou McMillan

Schedule

Weekly, from 9/5/2014 to 3/13/2015

Evidence of Completion

Student lists for each grade level will be developed and invitation letters sent home to parents.

G3.B3.S3 Hire personnel to develop curriculum and teach each content area of the extended learning program. 4

 S112744

Strategy Rationale

Hiring our best teachers to help our students who just can't quite reach the proficiency level should make the difference.

Action Step 1 5

Interview MSE teachers for extended learning teaching positions and collaborate to develop a standards based curriculum with results from our assessment data analysis.

Person Responsible

Jaime Reis-EIBara

Schedule

Weekly, from 10/13/2014 to 10/31/2014

Evidence of Completion

Curriculum maps completed, materials ordered, professional development

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Develop a PLC for curriculum development and select highly qualified teachers from our staff to teach and create the extended learning curriculum.

Person Responsible

Terri Brown

Schedule

Weekly, from 1/5/2015 to 1/16/2015

Evidence of Completion

Modules and lesson plans for extended learning will be created and saved in the Share folder for review.

Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7

All instructional personnel are in place, students are participating in the extended learning classes, and transportation is arranged to get them home. teachers will deliver the standards based curriculum to students.

Person Responsible

Mary Lou McMillan

Schedule

On 2/26/2015

Evidence of Completion

Attendance rolls from the extended learning classes will be entered into the K Drive daily and monitored by the Title 1 department.

G3.B3.S4 Develop a logistics plan for facility usage and transportation of students. 4

 S112745

Strategy Rationale

If things are chaotic learning will not take place.

Action Step 1 5

Attend Title 1 meeting for extended learning.
Develop Budget for Extended Learning Program

Person Responsible

Mary Lou McMillan

Schedule

Daily, from 9/15/2014 to 9/19/2014

Evidence of Completion

Agenda from Title One Meeting Budget for Extended Learning Summary of plan

Action Step 2 5

Analyze FCAT subtest data to identify students in need of supplemental curriculum. Research best practices and research based resources for supplemental curriculum.

Person Responsible

Terri Brown

Schedule

On 10/31/2014

Evidence of Completion

Data Reports

Action Step 3 5

Select teachers for the extended learning program and provide resources for the teachers to develop supplemental content area curriculum and lesson plans.

Person Responsible

Mary Lou McMillan

Schedule

Weekly, from 1/1/2015 to 2/27/2015

Evidence of Completion

Curriculum maps for the extended learning classes. Lesson Plans for the extended learning classes.

Action Step 4 5

Determine which students have signed up to attend the program, hire the correct number of teachers needed to maintain a 10:1 ratio between students and teachers. Purchase curriculum materials and have them in place for instruction to begin on 1/20/15.
Develop bus routes and hire drivers to take students home.

Person Responsible

Mary Lou McMillan

Schedule

Daily, from 12/8/2014 to 12/19/2014

Evidence of Completion

Class lists, teachers hired, pacing guides and lesson plans, and bus routes monitored through logs

Plan to Monitor Fidelity of Implementation of G3.B3.S4 6

All evidence of completion and purchases will be approved by Mr. Cockcroft.

Person Responsible

Wayne Cockcroft

Schedule

On 12/18/2014

Evidence of Completion

Approval of purchases and evidence of completion, budget items cleared

Plan to Monitor Effectiveness of Implementation of G3.B3.S4 7

Analyze attendance records of students riding the bus home for extended learning..

Person Responsible

Mary Lou McMillan


Schedule

Weekly, from 1/23/2015 to 2/27/2015


Evidence of Completion

Bus Driver logs

G3.B4 Parent Involvement-- Parental Involvement for instructional initiatives is difficult due to the fact that many of our students' parents do not speak English fluently. Explaining how to help students with our rigorous curriculum has been challenging. **2**

 B101549

G3.B4.S1 Host parent math night to assist parents in helping their children understand the Common Core math curriculum and the Engage New York curriculum that we have adopted to use for core math instruction. Our bilingual FSL will attend the parent nights to facilitate communication between parents and teachers. **4**

 S116473

Strategy Rationale

If the parents do not understand how to do the math problems, they will be unable to offer support for homework and just general content understanding for their children.

Action Step 1 **5**

Consult Title One parent Involvement budget for available funds and encumber funds needed to pay teachers to facilitate the math nights.

Person Responsible

Radean Johnson

Schedule

On 9/19/2014

Evidence of Completion

Title One budget Report

Action Step 2 **5**

Develop a calendar for the parent workshop with topics to be covered at each workshop.

Person Responsible

Jaime Reis-EIBara

Schedule

Weekly, from 9/12/2014 to 9/26/2014

Evidence of Completion

Completed calendar outlining the topics to be covered for each grade level for each workshop.

Action Step 3 5

Create a flex schedule for the FSL to attend Math parent night to translate for parents who need it.

Person Responsible

Radean Johnson

Schedule

Monthly, from 11/3/2014 to 3/9/2015

Evidence of Completion

FSL's flex schedule

Action Step 4 5

Provide professional development for classroom teachers on the Engage NY math curriculum for each grade level.

Person Responsible

Terri Brown

Schedule

On 10/7/2014

Evidence of Completion

Agendas and sign in sheets from the professional development day provided for each grade level.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

A person from the Leadership team will attend each of the parent workshop to monitor attendance and participation as needed to meet parent needs.

Person Responsible

Wayne Cockcroft

Schedule

Quarterly, from 9/26/2014 to 4/30/2015

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Request parent feedback on exit surveys after each workshop.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 10/1/2014 to 4/30/2015

Evidence of Completion

Parent surveys and sign in sheets.

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.B3.S1.A1	Attend Title 1 meeting on requirements and parameters of the Extended Learning Grant	McMillan, Mary Lou	9/15/2014	Meeting Notes and Budget items	9/15/2014 one-time
G3.B3.S2.A1	Disaggregate FCAT and STAR data for analysis and identify students in need of support in reading, writing, math, and science.	McMillan, Mary Lou	9/5/2014	Data report and recommendations for curriculum materials	3/13/2015 weekly
G3.B3.S3.A1	Interview MSE teachers for extended learning teaching positions and collaborate to develop a standards based curriculum with results from our assessment data analysis.	Reis-EIBara, Jaime	10/13/2014	Curriculum maps completed, materials ordered, professional development	10/31/2014 weekly
G3.B3.S4.A1	Attend Title 1 meeting for extended learning. Develop Budget for Extended Learning Program	McMillan, Mary Lou	9/15/2014	Agenda from Title One Meeting Budget for Extended Learning Summary of plan	9/19/2014 daily
G3.B4.S1.A1	Consult Title One parent Involvement budget for available funds and encumber funds needed to pay teachers to facilitate the math nights.	Johnson, Radean	9/19/2014	Title One budget Report	9/19/2014 one-time
G3.B1.S1.A1	Grade Levels will create integrated units of study called ICE (Integrated Curriculum Explorations) units to teach the Florida Standards.	Reis-EIBara, Jaime	8/6/2014	Mrs. Reis will oversee implementation of units, schedule ICE PD, provide rubrics for unit development, and review the unit templates for each grade level's unit plan.	6/4/2015 weekly
G2.B1.S1.A1	Develop character and anti-bullying lessons and video them for school-wide viewing.	Reis-EIBara, Jaime	10/1/2014	We will have a library of character development and anti-bullying videos	5/1/2015 every-2-months
G1.B1.S1.A1	Write the Digital Classroom Plan so that we can receive the funds needed to replace computers.	Reis-EIBara, Jaime	9/4/2014		9/12/2014 one-time
G1.B3.S1.A1	Provide PD for STAR Reading and Math software programs.	Brown, Terri	11/10/2014	Agenda and sign-in sheets will be collected. Classroom reports will be monitored and used for data analysis.	11/10/2014 one-time
G3.B3.S4.A2	Analyze FCAT subtest data to identify students in need of supplemental curriculum. Research best practices	Brown, Terri	9/26/2014	Data Reports	10/31/2014 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	and research based resources for supplemental curriculum.				
G3.B4.S1.A2	Develop a calendar for the parent workshop with topics to be covered at each workshop.	Reis-EIBara, Jaime	9/12/2014	Completed calendar outlining the topics to be covered for each grade level for each workshop.	9/26/2014 weekly
G3.B3.S4.A3	Select teachers for the extended learning program and provide resources for the teachers to develop supplemental content area curriculum and lesson plans.	McMillan, Mary Lou	1/1/2015	Curriculum maps for the extended learning classes. Lesson Plans for the extended learning classes.	2/27/2015 weekly
G3.B4.S1.A3	Create a flex schedule for the FSL to attend Math parent night to translate for parents who need it.	Johnson, Radean	11/3/2014	FSL's flex schedule	3/9/2015 monthly
G3.B3.S4.A4	Determine which students have signed up to attend the program, hire the correct number of teachers needed to maintain a 10:1 ratio between students and teachers. Purchase curriculum materials and have them in place for instruction to begin on 1/20/15. Develop bus routes and hire drivers to take students home.	McMillan, Mary Lou	12/8/2014	Class lists, teachers hired, pacing guides and lesson plans, and bus routes monitored through logs	12/19/2014 daily
G3.B4.S1.A4	Provide professional development for classroom teachers on the Engage NY math curriculum for each grade level.	Brown, Terri	10/6/2014	Agendas and sign in sheets from the professional development day provided for each grade level.	10/7/2014 one-time
G1.MA1	STAR Reading and Study Island Reading data will be used for progress monitoring of all ELL students.	McMillan, Mary Lou	10/24/2014	ELL students will demonstrate increased achievement levels in ELA.	5/29/2015 monthly
G1.B1.S1.MA1	Computers will be utilized by ELL students daily in lab 151.	Reis-EIBara, Jaime	11/21/2014		5/29/2015 daily
G1.B1.S1.MA1	Tech Con will order desktop 19 computers from vendor when funds are released.	Reis-EIBara, Jaime	10/15/2014	New computers will be installed in lab 151.	11/21/2014 one-time
G1.B3.S1.MA1	Effectiveness will be determined by student achievement levels on FSA.	Cockcroft, Wayne	5/18/2015	Evidence of increased achievement levels for ELL students on the FSA.	6/26/2015 one-time
G1.B3.S1.MA1	Renaissance Place programs are implemented school-wide and the data is used for progress monitoring and MTSS. Class reports are analyzed quarterly by the administrative team. Data meetings are scheduled quarterly.	Reis-EIBara, Jaime	8/18/2014	Star Reading and Star Math reports will be collected and analyzed quarterly.	6/4/2015 one-time
G2.MA1	Discipline logs and quarterly summary of discipline trends.	Johnson, Radean	10/3/2014	Discipline logs	5/29/2015 quarterly
G2.B1.S1.MA1	The PBS Team, and administrators will analyze behavior incident logs quarterly.	Johnson, Radean	10/31/2014	Excel spread sheet of behavior incidents and quarterly summary of behavior trends.	5/29/2015 quarterly
G2.B1.S1.MA1	Our Technology Support Technician and her assistant will direct record and edit the character and anti-bullying behavior videos.	Reis-EIBara, Jaime	10/1/2014	Video play list logs will be kept by the Technology Support Assistant.	5/1/2015 every-2-months
G3.MA1	Analyze benchmark assessment data, STAR Reading and STAR Math data, and Writing midyear data to determine if increased student achievement has occurred.	Brown, Terri	10/3/2014	Pre and post test Excel worksheets completed on the K drive for Title One.	3/13/2015 weekly
G3.MA2	Analyze parental surveys and STAR Math assessment data to determine effectiveness of the Math Parent Nights.	Brown, Terri	10/27/2014	Parents will complete exit surveys after attending the Math Parent Nights. We'll use this data to improve our process and planning. STAR Math student data will be analyzed for improved student achievement each quarter.	3/27/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Principal and Assistant Principals will perform daily classroom walkthroughs to observe implementation of the integrated units. Students in 2nd, 3rd, 4th, and 5th grades will be assessed quarterly on Florida Standards using the Study Island software program.	Cockcroft, Wayne	8/18/2014	Walkthrough notes, teacher evaluation observation data, and lesson plans will be used to monitor implementation and document effectiveness. Benchmark assessment data will be used to determine the effects of the integrated curriculum on student achievement.	6/4/2015 daily
G3.B1.S1.MA1	Grade level groups are required to meet weekly to plan the ICE units for the 2014-2015 school year.	Cockcroft, Wayne	8/6/2014	Grade Levels will use a template to plan units and document that all Florida Standards are taught. Templates are uploaded to the share folder for review by administration. ICE Planning PLCs will be scheduled weekly during the Wednesday PD time. Sign in sheets and unit plans will be used for documentation.	5/27/2015 weekly
G3.B3.S1.MA1	Budget has been created and approved by Title 1	Johnson, Radean	9/19/2014	Budget line items and grant budget items are in place and approved by Title 1.	9/19/2014 one-time
G3.B3.S1.MA1	Develop budget and allocations for teachers and materials for extended learning program.	McMillan, Mary Lou	9/18/2014	Meeting Notes and Title 1 Grant Budget	9/26/2014 weekly
G3.B4.S1.MA1	Request parent feedback on exit surveys after each workshop.	Johnson, Radean	10/1/2014	Parent surveys and sign in sheets.	4/30/2015 quarterly
G3.B4.S1.MA1	A person from the Leadership team will attend each of the parent workshop to monitor attendance and participation as needed to meet parent needs.	Cockcroft, Wayne	9/26/2014	Sign-in sheets	4/30/2015 quarterly
G3.B3.S2.MA1	Analyze FCAT 2.0, STAR and Study Island Benchmark data to determine which students will be invited to attend the extended learning program.	McMillan, Mary Lou	9/5/2014	Student lists for each grade level will be developed and invitation letters sent home to parents.	3/13/2015 weekly
G3.B3.S2.MA1	School Leadership team will meet to determine the best resources to use to address student needs.	Reis-EIBara, Jaime	9/19/2014	Develop a list of resources that will address the needs of students attending the extended learning sessions. Use data analysis to make decisions concerning the resources to be used.	3/13/2015 weekly
G3.B3.S3.MA1	All instructional personnel are in place, students are participating in the extended learning classes, and transportation is arranged to get them home. teachers will deliver the standards based curriculum to students.	McMillan, Mary Lou	1/20/2015	Attendance rolls from the extended learning classes will be entered into the K Drive daily and monitored by the Title 1 department.	2/26/2015 one-time
G3.B3.S3.MA1	Develop a PLC for curriculum development and select highly qualified teachers from our staff to teach and create the extended learning curriculum.	Brown, Terri	1/5/2015	Modules and lesson plans for extended learning will be created and saved in the Share folder for review.	1/16/2015 weekly
G3.B3.S4.MA1	Analyze attendance records of students riding the bus home for extended learning..	McMillan, Mary Lou	1/23/2015	Bus Driver logs	2/27/2015 weekly
G3.B3.S4.MA1	All evidence of completion and purchases will be approved by Mr. Cockcroft.	Cockcroft, Wayne	11/3/2014	Approval of purchases and evidence of completion, budget items cleared	12/18/2014 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.

G1. Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to use and apply technology to maximize their achievement in ELA.

G1.B3 Teachers are learning to use our new Study Island software and are continuing to learn the capabilities of the STAR Reading and STAR Math programs.

G1.B3.S1 Provide professional development for Study Island and STAR Reading and Math software.

PD Opportunity 1

Provide PD for STAR Reading and Math software programs.

Facilitator

Renaissance Learning

Participants

1st - 5th grade teachers.

Schedule

On 11/10/2014

G3. Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas.

G3.B1 Implementation of the New Florida Standards-- Teachers and students are having difficulty adjusting to the rigorous tasks students must master to become successful with the new standards in ELA and Math.

G3.B1.S1 Develop an integrated curriculum at all grade levels with emphasis on performance tasks, authentic work, technology, and project based learning.

PD Opportunity 1

Grade Levels will create integrated units of study called ICE (Integrated Curriculum Explorations) units to teach the Florida Standards.

Facilitator

Terri Brown

Participants

All Instructional Staff

Schedule

Weekly, from 8/6/2014 to 6/4/2015

G3.B4 Parent Involvement-- Parental Involvement for instructional initiatives is difficult due to the fact that many of our students' parents do not speak English fluently. Explaining how to help students with our rigorous curriculum has been challenging.

G3.B4.S1 Host parent math night to assist parents in helping their children understand the Common Core math curriculum and the Engage New York curriculum that we have adopted to use for core math instruction. Our bilingual FSL will attend the parent nights to facilitate communication between parents and teachers.

PD Opportunity 1

Provide professional development for classroom teachers on the Engage NY math curriculum for each grade level.

Facilitator

Terri Brown

Participants

Classroom teachers

Schedule

On 10/7/2014

Technical Assistance Items

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

G1. Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to use and apply technology to maximize their achievement in ELA.

G1.B1 Many of our computers are over 6 years old and are starting to crash.

G1.B1.S1 Mascotte Elementary Charter School administration recognizes the importance of replacing failing technology and will use DCP funds to replace computers in 1 computer lab this year.

PD Opportunity 1

Write the Digital Classroom Plan so that we can receive the funds needed to replace computers.

Facilitator

Lake County Grant Services

Participants

Assistant Principals of Charter Schools

Schedule

On 9/12/2014

G3. Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas.

G3.B3 Extended Learning Grant Limitations-- Student transportation for extended learning will not be paid through the grant so we must use our school based Title 1 funds for bussing students home. Grant budget for extended learning will not pay for curriculum development or planning time for extended learning teachers. Time and materials are needed to analyze the student data and develop the curriculum for our extended Learning Program(after school) that meets the learning needs of our students in targeted content areas.

G3.B3.S4 Develop a logistics plan for facility usage and transportation of students.

PD Opportunity 1

Attend Title 1 meeting for extended learning. Develop Budget for Extended Learning Program

Facilitator

Title 1 Services

Participants

Mrs. McMillan

Schedule

Daily, from 9/15/2014 to 9/19/2014

Budget Rollup

Summary

Description	Total
Goal 1: Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to use and apply technology to maximize their achievement in ELA.	19,593
Goal 2: Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of good character and understand that our school is a bully-free zone.	75
Goal 3: Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas.	33,177
Grand Total	52,845

Goal 1: Mascotte Elementary Charter School's Technology Goal is to provide English Language Learners the opportunity to use and apply technology to maximize their achievement in ELA.

Description	Source	Total
B1.S1.A1 - Notes Digital Classroom Plan Funds	Other	11,000
B1.S1.A1 - Study Island	Other	5,593
B3.S1.A1 - Notes	Title I Part A	3,000
Total Goal 1		19,593

Goal 2: Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of good character and understand that our school is a bully-free zone.

Description	Source	Total
B1.S1.A1 - Notes	Title I Part A	75
Total Goal 2		75

Goal 3: Students will be actively engaged in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels in targeted content areas.

Description	Source	Total
B1.S1.A1 - Notes	Title II	10,350
B3.S3.A1 - Facilitator, Teacher and Teachers Assistant salaries	Title I Part A	15,499
B3.S3.A1 - Materials	Title I Part A	4,478
B3.S4.A2 - Notes		0
B3.S4.A3 - Notes	Title II	300
B4.S1.A2 - Teachers' salaries for parent night	Title I Part A	1,650
B4.S1.A4 - Notes Title II reoccurring PD funds.	Title I Part A	900
Total Goal 3		33,177