2013-2014 SCHOOL IMPROVEMENT PLAN

Lakeside Elementary School

2752 MOODY AVE

Orange Park, FL 32073

904-213-2966

http://les.oneclay.net

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	49%

Alternative/ESE Center	Charter School	Minority Rate
No	No	33%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Lakeside Elementary School

Principal
Katina Allen

School Advisory Council chair
Amy LaPierre

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Katina Allen	Principal
Jeff Schriver	Assistant Principal
Susan Mazzella	Intervention Team Facilitator (ITF)
Kelly Jernigan	Intervention Team Facilitator
Stephanie McRae	Intervention Coach
Pauline Jackson	School Psychologist
Tammy Avery	Speech Pathologist
Lucille Halifko	Kindergarten Teacher
Meghan Grybb	5th Grade Teacher

District-Level Information

District
Clay

Superintendent
Mr. Charles E Vanzant, Jr

Date of school board approval of SIP
Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Sixty percent (60%) of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The SAC members for the 2013-2014 school year are listed below.
Principal – Katina Allen
SAC Chair – Amy LaPierre

SAC Co-Chair – Lara Libretto
Teacher – Ivy Gernhard
Support Staff – Denise Wilkinson
Parent - Julie Griffis
Parent - Eduardo Quiros
Parent - Michell Haeger
Parent - Jennifer Meehan
Parent - Jennifer Padgett
Parent - Deniqua Philyaw
Parent - Barbara Albright
Parent - Maria Ortiz
Parent - Camille White
Parent - Yonia Dorsett

Involvement of the SAC in the development of the SIP

SAC members will be invited to participate in the reading, writing, math, science, and technology planning committees. SAC members will review the school improvement plan, quarterly, as noted in the minutes, to provide feedback and/or suggestions for strategies in academic areas.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet five times a year to discuss tangible needs of the school and decide how to best meet those needs with funds allocated by the state. Members will help to recruit community and/or business support for school initiated projects, whether monetary or through in-kind services to the school. The members will assist the school in analyzing school climate surveys from parents and students in planning for the next school year. The SAC will participate in decision-making with regard to any state awarded dollars earned by the school in a given year.

Projected use of school improvement funds, including the amount allocated to each project

The school improvement allocation for the 2013-2014 school year is $3,905.00. The school improvement balance of $1,827.22 from the 12-13 school year carried over to the 2013-2014 school year. The total amount for the 2013-2014 school year is $5,732.22. The funds will be used to pay for an after-school activity bus to be used by students in grades 3 - 6 who participate in after-school academic tutoring. The amount allocated for the after-school activity bus is $2,280.00. The remaining $3,452.22 will be allocated based on the students' needs as determined by the SAC.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Katina Allen

Principal	Years as Administrator: 7	Years at Current School: 7

Credentials	Degrees: BS - Computer Information Systems, St. Leo University Master of Arts - Educational Leadership, Argosy University Florida Certifications: School Principal (All Levels) Educational Leadership (All Levels) Computer Science (Grades K-12) Mathematics (Grades 5-9)
Performance Record	Principal of Lakeside Elementary 2012-2013: Grade A, Reading High Standards 72%, Math High Standards 72%, Science High Standards 67%, Writing High Standards 59%. Principal of Lakeside Elementary 2011-2012: Grade A, Reading High Standards 76%, Math High Standards 76%, Science High Standards 70%, Writing High Standards 79%. Assistant Principal of Lakeside Elementary 2010-2011: Grade A, Reading High Standards 90%, Math High Standards 89%, Science High Standards 78%, Writing High Standards 91%, AYP for lowest quartile in reading - 74% and math - 73%.

Jeffrey Schriver

Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Degrees: BA - Education, University of North Florida Master of Education - Educational Leadership, University of North Florida Certifications: Educational Leadership (All Levels) Elementary Education (Grades 1-6)
Performance Record	Assistant Principal of Lakeside Elementary 2012-2013: Grade A, Reading High Standards 72%, Math High Standards 72%, Science High Standards 67%, Writing High Standards 59%. Assistant Principal of Lakeside Elementary 2011-2012: Grade A, Reading High Standards 76%, Math High Standards 76%, Science High Standards 70%, Writing High Standards 79%.

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Stephanie McRae		
Full-time / District-based	Years as Coach: 5	Years at Current School: 3

Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS
Credentials	Degree: BA in Secondary Education and Curriculum Certifications: English (Grades 6-12) Reading Endorsement
Performance Record	Intervention Coach of Lakeside Elementary 2012-2013: Grade A, Reading High Standards 72% and Math High Standards 72%. Intervention Coach of Lakeside Elementary 2011-2012: Grade A, Reading High Standards 76% and Math High Standards 76%. Intervention Coach of Lakeside Elementary 2010-2011: Grade A, Reading High Standards 90% and Math High Standards 89%.

Classroom Teachers

# of classroom teachers
61

 # receiving effective rating or higher
60, 98%

 # Highly Qualified Teachers
85%

 # certified in-field
52, 85%

 # ESOL endorsed
21, 34%

 # reading endorsed
9, 15%

 # with advanced degrees
14, 23%

 # National Board Certified
8, 13%

 # first-year teachers
2, 3%

 # with 1-5 years of experience
12, 20%

 # with 6-14 years of experience
25, 41%

 # with 15 or more years of experience
21, 34%

Education Paraprofessionals

# of paraprofessionals
12

 # Highly Qualified
12, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

We use the Human Resource Department and its annual Education Recruiting Career Fair to recruit and retain highly qualified, certified-in-field, effective teachers. Mrs. Katina Allen, the principal is responsible for recruitment and staffing instructional positions.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our school uses the county's Teacher Induction Program (TIP). Beginning teachers are partnered with veteran teachers on their grade level. All mentors have taken the Clinical Educator coursework to become a mentor and receive a 6% stipend. Expectations and responsibilities are communicated at the beginning of the year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

All K-6 grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review students data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place and will focus upon supporting quality Tier 1 instruction in all content areas. Administrators will meet monthly with all grade levels. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level expectations. These monthly meeting will focus on student achievement and the provision of appropriate, effective interventions. School resources will be allocated based upon individual student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-6 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0. The

principal i is the leader of the meetings. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All students receiving Tier 2 or Tier 3 interventions are tracked with the Performance matters MTSS tracking system. Training on this tracking system took place in August, 2013. To assist administrators in identifying which students should be receiving interventions, administrators are able to pull a report from FOCUS that will indicate which students are receiving each tier of interventions, along with a date to reassess student performance. Students listed on the FOCUS reports will be addressed at the monthly intervention meetings. At this time, the teachers and administrators- as an intervention team- will make the decision as to continue interventions at the current level, change or intensify interventions, or discontinue the intervention.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Core reading instruction is analyzed a the K-2 level using FAIR. Data is accessed through the PMRN and also within the Performance Matters data warehouse. In Grades 3-6 core reading and math instruction is analyzed susing benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provide engagement strategy training during pre-planning of the 2013 school year and will continue to provide support in this area throughout the year.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Meetings have been scheduled with administrators and districts staff (October, January, and May) to discuss MTSS implementations. Meetings with interventions Team Facilitators will meet in August, January, and May to discuss and clarify procedures fro documenting MTSS plans for students. A brochure explaining MTSS has been updated and posted on the district website. Copies of this brochure are available to hand to parents during conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,600

After school tutoring is voluntarily offered by highly qualified classroom teachers on Tuesdays for one hour in grades 3-6 in reading and math between September and May. An after-school activity bus is provided for any students who attend tutoring.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected weekly by teachers using a variety of assessments. Results are analyzed and discussed amongst grade level teams to determine the effectiveness of strategies used.

Who is responsible for monitoring implementation of this strategy?

Classroom teachers and administrators

Strategy: Before or After School Program

Minutes added to school year: 5,760

Tutoring is offered before school to students in grades 3-6 by highly qualified teachers hired from within the school who have had experience teaching the grade level they apply for. Grades 3, 5, and 6 offer 12 one-hour sessions of reading and math tutoring between the end of February and the beginning of April. Grade 4 offers 12 one-hour sessions of writing tutoring from mid-January to the end of February and 12 one-hour sessions of math between the end of February and the beginning of April.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Results of state-wide, district, and school assessments are analyzed by grade level teams and administrators to determine which students will be offered tutoring. Tutors then administer a variety of assessments throughout the 12 sessions and analyze results to determine the effectiveness of instructional strategies and how to best target students' remediation needs.

Who is responsible for monitoring implementation of this strategy?

Tutors and administrators

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Katina Allen	Principal

Name	Title
Jeff Schriver	Assistant Principal
Kelly Jernigan	Media Specialist
Amanda Davis	Fifth Grade Teacher
Sheryl Wetherill	Kindergarten Teacher
Pam Beery	Fourth Grade Teacher
Angela Nguyen	Second Grade Teacher
Kristal McDonald	First Grade Teacher
Danielle Knotts	Third Grade Teacher
Meghan Grybb	Fifth Grade Teacher
Amanda Bylock	Sixth Grade Teacher

How the school-based LLT functions

The team meets once a month to review baseline data used to drive classroom instruction, review progress monitoring data at the grade level and classroom level, and idennify students to refer to the RTI team who are meeting/exceeding benchmarks , at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development resources. The team will also collaborate regualarly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities (PLC).

Major initiatives of the LLT

The LLT will work to effectively integrate the RTI process to ensure that students most "at risk" in reading receive intensive and immediate interventions. Students performing at the proficient or advanced proficiency levels will be provided with enrichment reading instruction to maintain or advance higher.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The LLT is responsible for literacy skill implementation across content areas. Reading strategies along with other literacy strategies will be a part of professional development for all teachers. Implementation of strategies will be monitored through classroom observations, lesson plans, and additional professional development will occur in PLC's to address needs, in addition to the Next Generation Content Area Reading Professional Development (NG CAR-PD)..

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Lakeside Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 day of school. The Florida Assessment in Reading (FAIR) will be administered one-on-one to all Kindergarten students to

determine their initial success probability in reading.

Screening data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic skills identified by screening data. FAIR will be re-administered mid-year and again at the end of the year in order to determine students learning gains and the need for changes to the instructional/ interventions.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	82%	72%	No	84%
American Indian				
Asian				
Black/African American	72%		No	75%
Hispanic	85%		No	87%
White	83%	75%	No	85%
English language learners				
Students with disabilities	70%	51%	No	73%
Economically disadvantaged	78%	65%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	138	31%	40%
Students scoring at or above Achievement Level 4	182	41%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	249	73%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	79	86%	87%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	53	59%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	38	42%	43%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	72%	No	80%
American Indian				
Asian				
Black/African American	63%	61%	No	66%
Hispanic	76%	75%	No	78%
White	79%	74%	No	81%
English language learners				
Students with disabilities	59%	42%	No	63%
Economically disadvantaged	72%	66%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	139	31%	35%
Students scoring at or above Achievement Level 4	181	41%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	371	83%	84%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	79	81%	82%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	32%	34%
Students scoring at or above Achievement Level 4	43	35%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	55	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	20	2%	1%
Students who are not proficient in reading by third grade	5	5%	3%
Students who receive two or more behavior referrals	72	8%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	26	3%	1%

Goals Summary

G1. Improve students' writing skills across the content areas.

G2. Engage students in problem solving strategies in Science.

G3. Students will increase math fluency in basic facts.

G4. Students will be challenged to increase sustained independent reading.

Goals Detail

G1. Improve students' writing skills across the content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Being A Writer and other supplemental materials

Targeted Barriers to Achieving the Goal

- Implementing new writing curriculum

Plan to Monitor Progress Toward the Goal

The writing data will be analyzed after each district assessment period.

Person or Persons Responsible
Administration and all faculty

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Writing data

G2. Engage students in problem solving strategies in Science.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Activities Integrating Math and Science (AIMS) books, technology, science supply room, engagement strategies, Performance Matters Science

Targeted Barriers to Achieving the Goal
- Implementing collaborative, inquiry-based activities

Plan to Monitor Progress Toward the Goal

Analysis of the Performance Matters Science data

Person or Persons Responsible
Science teachers and administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Performance Matters Science data

G3. Students will increase math fluency in basic facts.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- Think Central website, Go Math! Florida curriculum, Florida Ready Math supplemental material, Great Leaps, enhanced classroom equipment, use of manipulatives, and math educational websites

Targeted Barriers to Achieving the Goal
- Time

Plan to Monitor Progress Toward the Goal

Use computer based programs to promote fluency of basic facts.

Person or Persons Responsible
Administration and math teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Math basic facts tracking system

G4. Students will be challenged to increase sustained independent reading.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Classroom libraries, school library, book fair, Scholastic Book orders, Hook into a Book- Get Caught Reading school-wide initiative, STAR Reading Enterprise

Targeted Barriers to Achieving the Goal

- Lack of student motivation

- Materials

Plan to Monitor Progress Toward the Goal

Get Caught Reading school-wide initiative

Person or Persons Responsible

Teachers and Media Specialist

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Accelerated Reading and STAR Reading Enterprise data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Improve students' writing skills across the content areas.

G1.B1 Implementing new writing curriculum

G1.B1.S1 Form a professional learning community comprised of the school's representatives (primary and intermediate teacher) for the district Being a Writer trainings and the Language Arts/Writing school committee (representative from each grade level).

Action Step 1

The Language Arts (LA)/Writing PLC sharing ideas for increasing writing across the content areas.

Person or Persons Responsible

Language Arts/Writing committee members and administration

Target Dates or Schedule

During monthly LA/Writing meetings, weekly grade level team meetings, lesson plan reviews, classroom walk-throughs, and classroom observations.

Evidence of Completion

Language Arts/Writing committee meeting minutes, grade level team meeting minutes, and progress monitoring data

Facilitator:

Amanda Davis and Kristal McDonald

Participants:

Language Arts/Writing Committee members

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

Administration will formally review lesson plans, monthly committee meeting minutes, weekly team meeting minutes, and use an agreed upon tool to monitor students' progress.

Person or Persons Responsible

Administration, LA/Writing committee members

Target Dates or Schedule

Monthly

Evidence of Completion

Data from the progress monitoring tool

Plan to Monitor Effectiveness of G1.B1.S1

Data from the writing progress monitoring tool

Person or Persons Responsible

Administration will monitor for effectiveness by reviewing lesson plans and minutes. All faculty will monitor for effectiveness by analyzing writing data.

Target Dates or Schedule

Monthly

Evidence of Completion

An analysis of the writing data

G2. Engage students in problem solving strategies in Science.

G2.B1 Implementing collaborative, inquiry-based activities

G2.B1.S1 Increase teacher effectiveness in the use of collaborative learning structures and inquiry-based teaching methods.

Action Step 1

Science committee members will use resources that allow for inquiry-based projects for all students and share problem-solving techniques with their team during common planning time.

Person or Persons Responsible

Science committee members and science teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Science committee meeting minutes, grade level team minutes, lesson plans, and Performance Matters Science data

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

Review of science committee minutes, grade level team minutes, and lesson plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Performance Matters Science data

Plan to Monitor Effectiveness of G2.B1.S1

Review of science committee minutes, grade level team minutes, and lesson plans

Person or Persons Responsible

Science teachers and administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Performance Matters Science data

G3. Students will increase math fluency in basic facts.

G3.B1 Time

G3.B1.S1 Provide an opportunity for all students to practice basic math facts during the school day.

Action Step 1

Use volunteers to assist students with practicing basic math facts using the Great Leaps program.

Person or Persons Responsible

Math teachers and trained volunteers

Target Dates or Schedule

During the school day

Evidence of Completion

Basic math facts tracking system

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

Use computer based programs to promote fluency of basic facts.

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Math basic facts tracking system

Plan to Monitor Effectiveness of G3.B1.S1

Use computer based programs to promote fluency of basic facts

Person or Persons Responsible

Math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Math basic facts tracking system

G3.B1.S2 Provide after-school tutoring in basic math facts for students in grades 3-6.

Action Step 1

Provide math tutoring on basic facts to students in grades 3-6 after school. Transportation home will be provided using an after-school activity bus.

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

after school

Evidence of Completion

math basic facts tracking system

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

Use computer based programs to promote fluency of basic facts.

Person or Persons Responsible

Administration and math teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Math basic facts tracking system

Plan to Monitor Effectiveness of G3.B1.S2

Use computer based programs to promote fluency of basic facts.

Person or Persons Responsible

Administration and math teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Math basic facts tracking system

G4. Students will be challenged to increase sustained independent reading.

G4.B1 Lack of student motivation

G4.B1.S1 Students will be given "Get Caught Reading" tickets when they are caught reading during non-structured times.

Action Step 1

Get Caught Reading school-wide initiative

Person or Persons Responsible

Teachers, support staff, students, parents

Target Dates or Schedule

During non-structured times

Evidence of Completion

Students will be given a ticket when instructional personnel or staff "catch them reading". Each week a name is drawn out of each class. The winner will bring the ticket to Fitness Friday and the Media Specialist will provide an incentive. A photo will be taken and shown on the school news.

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

Get Caught Reading school-wide initiative

Person or Persons Responsible

Media Specialist, classroom teachers

Target Dates or Schedule

Each teacher will draw a ticket every Friday.

Evidence of Completion

Students will increase their STAR reading level and reach their Accelerated Reading goal.

Plan to Monitor Effectiveness of G4.B1.S1

Get Caught Reading school-wide initiative

Person or Persons Responsible

Teachers observation of students increasing reading time outside of the classroom.

Target Dates or Schedule

Ongoing

Evidence of Completion

Students will increase their STAR reading level and reach their Accelerated Reading goal.

G4.B2 Materials

G4.B2.S1 Improve students' reading comprehension through increased exposure to more complex text with an emphasis on lower quartile students.

Action Step 1

Teachers will receive training and materials on increasing their ability to align student needs with appropriate complex text.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of data from STAR Reading Enterprise, Performance Matters Reading, FAIR, and Accelerated Reader.

Facilitator:

Administration

Participants:

All teachers

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

Review of data from STAR Reading Enterprise, Performance Matters Reading, FAIR, and Accelerated Reader.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

RtI monthly data meeting minutes and agendas and weekly grade level data meeting minutes and agendas

Plan to Monitor Effectiveness of G4.B2.S1

Review of data from STAR Reading Enterprise, Performance Matters Reading, FAIR, and Accelerated Reader.

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

RtI monthly data meeting minutes and agendas and weekly grade level data meeting minutes and agendas

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Improve students' writing skills across the content areas.

G1.B1 Implementing new writing curriculum

G1.B1.S1 Form a professional learning community comprised of the school's representatives (primary and intermediate teacher) for the district Being a Writer trainings and the Language Arts/Writing school committee (representative from each grade level).

PD Opportunity 1

The Language Arts (LA)/Writing PLC sharing ideas for increasing writing across the content areas.

Facilitator

Amanda Davis and Kristal McDonald

Participants

Language Arts/Writing Committee members

Target Dates or Schedule

During monthly LA/Writing meetings, weekly grade level team meetings, lesson plan reviews, classroom walk-throughs, and classroom observations.

Evidence of Completion

Language Arts/Writing committee meeting minutes, grade level team meeting minutes, and progress monitoring data

G4. Students will be challenged to increase sustained independent reading.

G4.B2 Materials

G4.B2.S1 Improve students' reading comprehension through increased exposure to more complex text with an emphasis on lower quartile students.

PD Opportunity 1

Teachers will receive training and materials on increasing their ability to align student needs with appropriate complex text.

Facilitator

Administration

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of data from STAR Reading Enterprise, Performance Matters Reading, FAIR, and Accelerated Reader.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Students will increase math fluency in basic facts.	$3
G4.	Students will be challenged to increase sustained independent reading.	$3
	Total	$6

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Materials	Total
0100.5100.0510.0352.1183 School Improvement Funds 12-13 ($1,827.22) 0100.5100.0510.0352.1184 School Improvement Funds 13-14 ($1,502.78)	$3	$0	$3
0100.5100.0510.0352.1184 School Improvement funds 13-14	$0	$3	$3
Total	$3	$3	$6

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Students will increase math fluency in basic facts.

G3.B1 Time

G3.B1.S2 Provide after-school tutoring in basic math facts for students in grades 3-6.

Action Step 1

Provide math tutoring on basic facts to students in grades 3-6 after school. Transportation home will be provided using an after-school activity bus.

Resource Type

Other

Resource

After-School Activity Bus

Funding Source

0100.5100.0510.0352.1183 School Improvement Funds 12-13 ($1,827.22)
0100.5100.0510.0352.1184 School Improvement Funds 13-14 ($1,502.78)

Amount Needed

$3

G4. Students will be challenged to increase sustained independent reading.

G4.B2 Materials

G4.B2.S1 Improve students' reading comprehension through increased exposure to more complex text with an emphasis on lower quartile students.

Action Step 1

Teachers will receive training and materials on increasing their ability to align student needs with appropriate complex text.

Resource Type

Evidence-Based Materials

Resource

(1) Purchase (12) Reading Comprehension Toolkit for grades 2-6 teachers (2) Reading Comprehension Toolkit Teacher Pack for grades 3-6 teachers (5) Reading Comprehension Toolkit Bundle for grades 3-6 teacher (3) Scaffolding The comprehension Toolkit for English Language Learners

Funding Source

0100.5100.0510.0352.1184 School Improvement funds 13-14

Amount Needed

$3