

Clermont Elementary School

680 E HIGHLAND AVE, Clermont, FL 34711

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
78%

Alternative/ESE Center
No

Charter School
No

Minority
62%

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

Clermont Elementary School strives to create a challenging learning community where all members focus on high expectations for success through the development of young minds that allows for individual differences and learning styles. We engage with challenging academics while promoting a safe, and supportive environment. We strive to have our parents, teachers, and community members actively involved in our students' learning while encouraging our motto of "Cooperation Equals Success."

Provide the school's vision statement

Clermont Elementary School is a place of high expectations that promotes collaboration between staff, parents and students to achieve academic excellence. We strive to develop responsible, caring students who are lifelong learners that are prepared to meet the challenges of a diverse global society.

School Environment

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

Clermont Elementary works closely with our students, parents, staff, stakeholders of the community, and our district to develop and keep great teachers that builds relationship with our students, our interest in the issue of school culture is even more pragmatic. We understand how we can use culture to meet their most important responsibilities: retaining successful teachers and helping students learn.

We make sure that we are not sending diverse students signals that they don't belong. Lack of cultural understanding can easily disrupt classroom learning. In order to not do this, teachers make sure all students feel valued, teachers are aware of their own biases, work deeply to understand their individual students, bring heritage and community into the classroom through heritage activities, parent meetings are held on regular basis that are directed at particular subgroups and hold all students to a high academic standard, programs such as Ladies of Distinction, Teachers create links between home school through remind.com, websites and regular phone calls helps to enrich lessons as well as make sure students and parents are aware of upcoming events. By accepting that understanding culture doesn't mean to lower standards, the relationship between teachers and students become stronger daily.

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

The administration, faculty, and staff work together to ensure that Clermont Elementary School is a nurturing environment that has consistent routines for the students and clear expectations for their behavior. The administration, faculty, and staff dedicate themselves to building positive relationships with students and are proactive if interventions are required. The school works together to ensure that any individual student needs are met while also providing the appropriate amounts of structure before, during, and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school has implemented the following programs and strategies to ensure a safe learning environment for our students; PBS, CHAMPS, Too Good for Drugs, Too Good for Violence and Bully Proofing Your School curriculum. Teachers will establish a uniform set of consequences including verbal warnings, reflective moments, office visits and discipline referrals. Administration will investigate any reports of bullying incidents as well as discipline referrals. Training for school personnel is performed at the beginning of the year and during faculty meetings throughout the year as needed. Training for school personnel have included the Bully Proofing Your School curriculum as well as training on the new county discipline referral documents and notification of revisions to the Student Code of Conduct. We have also added an emphasis for rewarding positive behavior through the use of our Panther Paws. It will encourage students to make positive choices in the classroom and report incidents of bullying or negative behavior.

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

CES provides social/emotional support through several methods. Tier one behavior expectations and support through both CHAMPS and Panther Paws. Individual and group support through the guidance counselor. Also, on-going family and individual support through guidance referrals to various agencies for more intensive social/emotional needs. The classroom teacher provides support on a daily basis and monitors the students needs and forwards them to the guidance counselor at their discretion.

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/197072>.

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

Our school consistently encourages members of the local community to become involved in our school activities and events. Administration, as well as leadership team members work closely with businesses, service clubs, and community stakeholders to secure donations, grants, volunteers and other resources to support our school, our teachers, and our students.

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
Caple, Cleamstine	Principal
Schichtel, Kevin	Assistant Principal
Sachs, Laura	Instructional Coach
Hahn, Lynne	Instructional Coach

Duties

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

Administration: Ms. Caple (Principal), Mr. Schichtel (Assistant Principal) - provides support to the faculty through the MTSS process, oversees the fidelity of the MTSS process, and will provide professional development for the faculty when needed.

Guidance Counselor: Michele Aklan- MTSS School-Based Coordinator - coordinates meetings and notifies members of dates and times and provides support for the teachers throughout the MTSS process.

Literacy Coach: Lynne Hahn-helps identify strategies, resources, and materials for reading interventions.

Curriculum Resource Teacher: Laura Sachs- identifies strategies, resources, and materials for academic interventions.

School Psychologist: Kindal Chappell - participates in collection of data, helps with analysis of data, provides support in the data-based decision making process, consults and meets with parents when needed, and provides professional development to the faculty if needed.

Speech Language Pathologist: Beth Bond - provides professional development to the team, individual grade levels, or the whole faculty on identifying language concerns, effective language interventions, and how to provide resources for students who are struggling with language development when needed.

School Social Worker: Jane Boyack - provides resources when needed to support children and families with academic, emotional, behavioral, and social concerns.

General Education Teachers: provides the team with information regarding common core curriculum, instruction, participates in data collection, and provides interventions for students.

Exceptional Student Education Teachers - collaborates with general education teachers when needed to best meet the needs of students in the MTSS process.

ESE School Specialist - provides knowledge on ESE programs, provides input on students who may already be in an ESE program, but are in Rtl for something else, provides ideas, resources, and strategies to assist students who are struggling academically or behaviorally.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS team met with administration to help develop the SIP. We discussed what the needs of the faculty and staff are and what professional development and training we can provide.

The MTSS team will look closely at school-wide data and determine areas that need to be addressed. If it is a curriculum issue, a plan to change the delivery of curriculum will be made and progress will be monitored to determine if the changes were successful. If it is determined that an individual student is having difficulty, the team will work with the classroom teacher in the implementation of a research-based intervention and decide the most effective way to monitor the progress. If after reviewing the progress monitoring data the intervention is unsuccessful, a different or more intensive intervention is then implemented. Progress will be monitored more often to determine success. The team will meet with each teacher at minimum three times this year. These meetings will occur after FAIR and benchmark testing. Overall, the team will collaborate with teachers to look at data to identify students who need support, provide teachers assistance in determining appropriate interventions for students, assist in data collection and facilitating the graphing data, assist in monitoring the implementation of intervention programs, provide required observations and provide support of parent teacher conferences if needed, and will monitor and document required parent involvement in the MTSS process.

Title I, Part A-Economically disadvantaged:

Provide students additional remediation through resource teachers, paraprofessionals, a resource room with materials for parents and staff to check out, after-school programs and summer school.

Title I, Part C- Migrant:

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

When students who are Migrant enroll the following will occur:

- Ensure student(s) are receiving free breakfast and lunch
- Take a needs assessment of the student:
- Is the child on grade level?
- Are they are appropriate for the grade that they are placed?
- Are they reading, writing, and performing math on grade level?
- Do they fairly complete records from their previous school?
- Do they have any health concerns?
- Does the child qualify for ELL assistance?
- If the student is in jeopardy in any of these needy areas, we will refer them for social work, put them on a high priority for intensive reading and or math tutoring or in class instruction. We will keep parents informed of academic progress and change of instruction.

Title I, Part D - Neglected, delinquent, and at risk students:

The District supports the GED program and coordinates with the Drop-out Prevention programs

Title II - Students with Disabilities:

Services are provided for ESE students including differentiated instruction and highly qualified teachers. IDEA funding is used to provide technology, resources, and materials to assist under performing students in the SWD subgroup.

Title III:

The district curriculum department provides services for educational materials and support for ELL students.

Title X- Homeless:

District Social Workers coordinate with resources for students identified as homeless to eliminate barriers to a free and appropriate education.

When students who are homeless enroll the following will occur:

- Ensure student(s) are receiving free breakfast and lunch
- Take a needs assessment of the student:
- Is the child on grade level?
- Are they are appropriate for the grade that they are placed?
- Are they reading, writing, and performing math on grade level?
- Do they fairly complete records from their previous school?
- Do they have any health concerns?
- Does the child qualify for ELL assistance?

- If the student is in jeopardy in any of these needy areas, we will refer them for social work, put them on a high priority for intensive reading and or math tutoring or in class instruction. We will keep parents informed of academic progress and change of instruction.

Supplemental Academic Instruction (SAI):

SAI funds will be issued in addition to Title I funds to provide additional in school academic support for students in the need of assistance.

Violence Prevention Programs:

Positive Support integrated into the CHAMPs program that teaches students to respond in a positive manner to various obstacles. Continuation of "Too Good for Violence" and "Too Good for Drugs" will be occurring during the school year. Bully-Proofing Your School implementation plan will take effect in September, 2014, and continue throughout the school year.

Nutrition Programs:

School collaborates with various churches to provide weekend food for students qualifying for free and reduced lunch.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cleamstine Caple	Principal
Tom Nichols	Teacher
Jennifer Gredaitis	Education Support Employee
Betty Prince	Parent
Eva Morgan	Education Support Employee
Lisa Welling	Business/Community
	Student

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 School Improvement Plan is discussed at School Advisory Council meetings and membership is given the opportunity to make comments and/or share concerns they may have. The public is also invited and urged to attend School Advisory Meetings which are held monthly in our Media Center Reading Room.

Development of this school improvement plan

Committees were formed from the school's leadership team and various grade level teachers who discussed the data, AMO's, resources, barriers, and strategies. Each committee developed goals for the school year and a professional development plan was created to meet the needs of those goals. The School Improvement Plan was developed and presented to the SAC for discussion and input. The SAC gave input and the various areas of concern were discussed and revisions were made. The plan was then emailed out each SAC member for further review.

Preparation of the school's annual budget and plan

The school's annual budget is analyzed for areas of concern. The SAC gives input on expenditure of the budget.

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

Hiring and purchasing of additional Teachers, Paraprofessionals, and resources available
After school enrichment will be provided for 3rd grade students scoring in the lower quartile for reading evidenced by Lake County Benchmark Assessments and teacher observations. The program will run twice a week for nineteen weeks.

Funding Source

Title I School Funds

Amount Needed

\$205,650

3rd Grade students in the lower quartile will be provided reading enrichment after school through the United Way Grant, in addition to student incentives, professional development, student and classroom

libraries, vocabulary resources, and inservices and resources for parents.

After school enrichment will be provided for 3rd grade students scoring in the lower quartile for reading evidenced by Lake County Benchmark Assessments and teacher observations. The program will run twice a week for nineteen weeks. The program will als

Funding Source

United Way Grant

Amount Needed

\$18,500

Licenses/updates for continued use of software programs, specifically Accelerated Reader for grades 1 and 2 and Star Read for all grades. Additional purchasing of Accelerated Math and Star Math also funded through Title I Budget.

Renaissance Learning, Inc programs purchased include: AR Enterprise Real Time Subscription Renewal (172 students), STAR Reading Enterprise Real Time Subscription Renewal (122 students), STAR Math (200 students), Accelerated Math (250 students)

Funding Source

Title I

Amount Needed

\$4,939

3rd - 5th grade students will be provided math and reading enrichment after school through Title I funds.

Before and after school enrichment for 3rd - 5th grade students in both math and reading will be provided. The program will run for ten weeks prior to FCAT 2.0 testing twice a week. Additional assistance in math and reading should assist students strugg

Funding Source

Title I District Funds

Amount Needed

\$6,300

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Caple, Cleamstine	Principal
Hahn, Lynne	Instructional Coach
Schichtel, Kevin	Assistant Principal
Sachs, Laura	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Our major initiative this school year is to reach and exceed our AMO targets in reading for 3rd, 4th, and 5th grade students and to provide a solid foundation in reading skills for Kindergarten, 1st, and 2nd grade students. We will also utilize the 3rd grade initiative to reach the lower quartile students to assist them in reaching our AMO target in reading. By working with our students, our goal is to reach an A status by state standards.

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

Clermont Elementary School promotes positive working relationship between teachers by providing teams that provide support and a collaborative environment for all groups. The leadership team works to provide assistance to foster the collaborative planning and instruction.

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

Clermont Elementary School seeks to employ highly qualified personnel for each position. Each candidate is screened and interviewed by administration, with attention given to recommendations and references.

Administration and/or assigned staff attend the C2 Ready Collaborative Cohort meetings as scheduled, train the faculty in Professional Learning Communities, and oversee the implementation of the strategies throughout the school year.

TQR will attend district meetings to provide ongoing support for newer teachers.

Literacy Coach, CRT, and administration will work with grade level teachers conducting data chats and assisting with strategies to help improve student achievement.

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

Clermont Elementary School currently has no first year teachers. Teachers in their second of teaching are provided support by having a continuing mentor and common plan time with grade level teams and content planning in PLC's.

If a new teacher is hired, then the following procedure takes place.

- Clermont Elementary School offers a nurturing work environment and support for all new hires. All instructional staff new to CES participates in a welcome meeting and Teacher Orientation Program.
- A variety of professional development opportunities are embedded throughout the school year by the school

and by the district.

- We have 3 National Board Certified Teachers and 10 Clinical Education trained teachers who participate in

mentoring activities with new teachers.

- District policy for hiring staff is followed and everyone hired is highly qualified.

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

Clermont Elementary participated in the Summer Writing Team that rolled out the scope and sequence/blueprints based upon the Florida State Standards. The teams participate in biweekly Professional Learning Communities that incorporate the blueprints. We have assigned grade level facilitators to participate and monitor the PLC Meetings. We have scheduled PLC planning sessions twice a week in an effort to align resources and instruction to Florida's standards. The Leadership team also participates in the Instructional Review Focus Area Classroom Walk Through process and records both teacher and student evidence that instruction, student tasks, assessments, and curriculum is aligned to the full intent and rigor of 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

The Leadership Team will meet weekly and develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students. The team will engage in the following activities:

Review universal screening data and links to the instructional and behavioral needs of all students; review progress monitoring at the grade level and classroom level to identify students 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 and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new process and skills.

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

Strategy: Extended School Day

Minutes added to school year: 3,420

Third Grade students who qualify for the United Way Program will participate in after school enrichment. The program will run approximately eight students per teacher with six teachers providing instruction in reading. The program will begin in mid-October and extend until the week prior to FSA testing. Students will stay after school two days per week for an hour and a half each day resulting in fifty-seven hours of reading enrichment.

Strategy Rationale

To bring up the scores of our students scoring at Levels 1 and 2.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Caple, Cleamstine, caplec@lake.k12.fl.us

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

The leadership team will select students for the program based off of the Lake County Reading Baseline Assessment and/or teacher recommendation. The LBA Baseline test will be used as a pre-test, the LBA Midyear Reading Assessment will be used as a midyear data point, and both the LBA End of Year test and FSA Reading will be used as a final assessment to determine the effectiveness of this strategy. Additionally, teachers will use observation and provide input throughout the program to determine if any changes need to be made to the strategy.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Clermont Elementary School has 2 Pre-K units.

- Two exceptional student education units provide service for students with special needs, 1 Title 1 unit provides Pre-K services for those students qualifying as low socio economic. The Pre-K Handicapped program used the Brigance Inventory of Early Learning to measure student abilities.
- Students are placed in the program based on chronological age. Their curriculum focuses on social skills, age appropriate pre-writing, reading, and math skills.
- Clermont Elementary regular Pre-K units use High/Scope Child Observation Record to measure student achievement performance. Reading, Math, Science and Social Studies are part of the Discovery Curriculum. This curriculum allows students to experience a smooth transition to Kindergarten.
- The VPK classes are funded through the state's Voluntary Pre-Kindergarten Program/Title 1. The Pre-Kindergarten ESE classes are funded through IDEA.
- Teachers communicate with parents through newsletters and notes home. Each Pre-K teacher conducts articulation meetings with the parents.
- Clermont Elementary invites area preschools to visit the Kindergarten classes during the spring to get them ready for school. CES also holds Pre-K and Kindergarten Round Up activities in the spring to allow parents to register their students early for the following year.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Instructional Technology Goal: Our school will integrate the use of technology in our math, ELA and science curriculum throughout the campus.
- G2.** Math Goal: All students designated in Achievement Level 3 or higher, in the lowest 25%, and/or outlined in targeted subgroups in 3rd - 5th grades will increase their performance results by meeting or exceeding the state AMO targets on the 2015 FSA.
- G3.** Science Goal: The number of students scoring level Achievement Level 3 or higher will increase by 10%
- G4.** ELA Goal: Students scoring at Achievement Level 3 in reading will increase by 10% as measured by the 2015 FSA.

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. Instructional Technology Goal: Our school will integrate the use of technology in our math, ELA and science curriculum throughout the campus. 1a

G052896

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Computer Lab
- Read 180
- istation
- ipad cart
- Renaissance
- Computers on Wheels Cart

Targeted Barriers to Achieving the Goal 3

- teacher knowledge of using technology in the classroom

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Math Goal: All students designated in Achievement Level 3 or higher, in the lowest 25%, and/or outlined in targeted subgroups in 3rd - 5th grades will increase their performance results by meeting or exceeding the state AMO targets on the 2015 FSA. **1a**

G043826

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	65.0

Resources Available to Support the Goal **2**

- Teachers will build fluency math practice into daily math block
- Provide training for teachers on technology tools which promote student engagement and /or collaboration with the use of clickers, SMARTboards and interactive boards
- Strengthen reading in the content area through the staggering of Panther Challenge / Adult Resources
- InSync resources available for teachers, students, and parents
- Flip Books, Blueprints and supporting curriculum documents
- Additional teacher assistant hired with SAI funds to support math lab

Targeted Barriers to Achieving the Goal **3**

- Students lack prerequisite skills and strategies for problem solving.
- Students proficient in math are still scoring below grade level because they are struggling with reading in the content area.

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

Leadership team will progress monitor student data throughout the school year. Successful implementation will be evidenced through progress shown in assessment results. Program will be adjusted as needed.

Person Responsible

Kevin Schichtel

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

2015 FSA, Lesson Plans, LBAs, Math Assessments

G3. Science Goal: The number of students scoring level Achievement Level 3 or higher will increase by 10% **1a**

G043828

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	37.0

Resources Available to Support the Goal **2**

- S.T.E.A.M. Lab
- Science Curriculum
- iCPALMS
- Community Business Partners

Targeted Barriers to Achieving the Goal **3**

- Students lack background knowledge and vocabulary in science concepts.

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

Data will be collected and monitored throughout the school year through Lesson Plans, Lake County Benchmark Assessments, and Mini-Benchmark Assessments, PLC agendas and meeting notes.

Person Responsible

Laura Sachs

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Lake County Benchmark Assessments, and Mini-Benchmark Assessments.

G4. ELA Goal: Students scoring at Achievement Level 3 in reading will increase by 10% as measured by the 2015 FSA. 1a

G043831

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

- Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities – so each grade level has more adult resources available to provide support and assistance in the classroom
- First Book distribution two to three times a year – each student receives a book they can keep at home
- Title I Resource Room with materials and books available to students and their families as well as staff
- Software programs including McGraw-Hill, MyOn, Read Naturally, Renaissance Place and Moby Max
- InSync resources for teachers, students, and parents
- Blueprints and supporting curriculum documents

Targeted Barriers to Achieving the Goal 3

- Availability of Complex Text

Plan to Monitor Progress Toward G4. 8

Teachers will use ongoing progress monitoring to check their knowledge of how well the Thinking Maps are working to help them implement the Lake County Benchmark Taskcards in all content areas of the curriculum.

Person Responsible

Lynne Hahn

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

FAIR testing K-5, 2015 FSA Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5

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

G2. Math Goal: All students designated in Achievement Level 3 or higher, in the lowest 25%, and/or outlined in targeted subgroups in 3rd - 5th grades will increase their performance results by meeting or exceeding the state AMO targets on the 2015 FSA. **1**

 G043826

G2.B1 Students lack prerequisite skills and strategies for problem solving. **2**

 B107514

G2.B1.S2 Panther challenge and remediation resources **4**

 S118945

Strategy Rationale

Staggering of Panther Challenge – school wide scheduled time for all students to do challenging work and activities as well as remediation – so each grade level has more resources available to provide support and assistance in the classroom.

Action Step 1 **5**

Teachers will use ongoing progress monitoring to formulate students in groups for Panther Challenge and differentiate instruction based on student needs.

Person Responsible

Kevin Schichtel

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

2015 FSA, Lesson Plans, LBA, Math assessments, Teacher Observation

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Use ongoing progress monitoring

Person Responsible

Kevin Schichtel

Schedule

Biweekly, from 10/1/2014 to 4/24/2015

Evidence of Completion

2015 FSA, Lesson Plans, LBAs, Math Assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Use of progress monitoring

Person Responsible

Kevin Schichtel


Schedule

Every 6 Weeks, from 10/1/2014 to 4/24/2015


Evidence of Completion

2015 FSA, Lesson Plans, LBAs, Math Assessments

G2.B3 Students proficient in math are still scoring below grade level because they are struggling with reading in the content area. **2**

 B107516

G2.B3.S3 Reading enrichment provided after school for students scoring in the lower quartile in both math and reading to help increase knowledge in the math content area. **4**

 S118948

Strategy Rationale

Action Step 1 **5**

3rd Grade students in the lower quartile will be provided reading enrichment as a way to enhance their reading in the content area after school through the United Way Grant.

See Budget for United Way Grant in Reading Goal.

Person Responsible

Kevin Schichtel

Schedule

On 4/24/2015

Evidence of Completion

Student sign-in sheets, teacher sign-in sheets, teacher lesson plans

Action Step 2 **5**

3rd - 5th grade students will be provided math and reading enrichment after school through Title I funds.

Person Responsible

Kevin Schichtel

Schedule

On 4/24/2015

Evidence of Completion

Student sign-in sheets, teacher sign-in sheets, teacher lesson plans

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Leadership team will progress monitor student data throughout the school year.

Person Responsible

Schedule

Every 6 Weeks, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lake County Benchmark Assessments, Edusoft Mini-Benchmark Assessments, Attendance in enrichment program, 2015 FSA, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Leadership team will progress monitor student data throughout the school year. Successful implementation will be evidenced through progress shown in assessment results. Program will be adjusted as needed.

Person Responsible

Schedule

Every 6 Weeks, from 10/1/2014 to 6/4/2015

Evidence of Completion

Lake County Benchmark Assessments, Edusoft Mini-Benchmark Assessments, Attendance in enrichment program, 2015 FSA, Lesson Plans

G3. Science Goal: The number of students scoring level Achievement Level 3 or higher will increase by 10%

1

G043828

G3.B1 Students lack background knowledge and vocabulary in science concepts. 2

B107518

G3.B1.S1 Students participate in the S.T.E.A.M. lab once every six days during specials rotation. 4

S118954

Strategy Rationale

To provide students with enriched S.T.E.A.M. experiences beyond the classroom to develop background knowledge and vocabulary.

Action Step 1 5

Students in Kindergarten through 5th Grade will participate in science lab specials and work with inquiry-based lessons and hands-on activities.

Person Responsible

Laura Sachs

Schedule

Evidence of Completion

Lesson Plans, Lake County Benchmark Assessments, 5th Grade Science FCAT 2.0

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

Students in Kindergarten through 5th Grade will participate in science lab specials and work with inquiry-based lessons and hands-on activities.

Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Lake County Benchmark Assessments, 5th Grade Science FCAT 2.0

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

Students in Kindergarten through 5th Grade will participate in science lab specials and work with inquiry-based lessons and hands-on activities

Person Responsible

Schedule


Evidence of Completion

Lesson Plans, Lake County Benchmark Assessments, 5th Grade Science FCAT 2.0

G4. ELA Goal: Students scoring at Achievement Level 3 in reading will increase by 10% as measured by the 2015 FSA. 1

 G043831

G4.B1 Availability of Complex Text 2

 B107526

G4.B1.S1 Schoolwide use of EBSCO and Readworks. Intermediate classes will also use Newsela. 4

 S121319

Strategy Rationale

Students will be provided exposure to both narrative and informational complex text.

Action Step 1 5

Formulate plan to introduce EBSCO, Readworks, and Newsela to our faculty

Person Responsible

Lynne Hahn

Schedule

Every 6 Weeks, from 10/15/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, involvement in PLC meetings,

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

Evidence of narrative and informational text being incorporated across subject areas

Person Responsible

Lynne Hahn

Schedule

Biweekly, from 10/15/2014 to 6/4/2015

Evidence of Completion

PLC minutes and agendas, lesson plans

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

Monitor data from baseline and midyear LBA assessments.

Person Responsible

Lynne Hahn

Schedule

Quarterly, from 10/15/2014 to 6/4/2015

Evidence of Completion

LBA, 2015 FSA

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
G2.B1.S2.A1	Teachers will use ongoing progress monitoring to formulate students in groups for Panther Challenge and differentiate instruction based on student needs.	Schichtel, Kevin	9/2/2014	2015 FSA, Lesson Plans, LBA, Math assessments, Teacher Observation	6/4/2015 biweekly
G2.B3.S3.A1	3rd Grade students in the lower quartile will be provided reading enrichment as a way to enhance their reading in the content area after school through the United Way Grant. See Budget for United Way Grant in Reading Goal.	Schichtel, Kevin	1/14/2015	Student sign-in sheets, teacher sign-in sheets, teacher lesson plans	4/24/2015 one-time
G3.B1.S1.A1	Students in Kindergarten through 5th Grade will participate in science lab specials and work with inquiry-based lessons and hands-on activities.	Sachs, Laura	Lesson Plans, Lake County Benchmark Assessments,	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
			5th Grade Science FCAT 2.0		
G4.B1.S1.A1	Formulate plan to introduce EBSCO, Readworks, and Newsela to our faculty	Hahn, Lynne	10/15/2014	Lesson Plans, involvement in PLC meetings,	6/4/2015 every-6-weeks
G2.B3.S3.A2	3rd - 5th grade students will be provided math and reading enrichment after school through Title I funds.	Schichtel, Kevin	1/14/2015	Student sign-in sheets, teacher sign-in sheets, teacher lesson plans	4/24/2015 one-time
G1.MA1	[no content entered]			one-time	
G2.MA1	Leadership team will progress monitor student data throughout the school year. Successful implementation will be evidenced through progress shown in assessment results. Program will be adjusted as needed.	Schichtel, Kevin	9/2/2014	2015 FSA, Lesson Plans, LBAs, Math Assessments	6/4/2015 biweekly
G2.B1.S2.MA1	Use of progress monitoring	Schichtel, Kevin	10/1/2014	2015 FSA, Lesson Plans, LBAs, Math Assessments	4/24/2015 every-6-weeks
G2.B1.S2.MA1	Use ongoing progress monitoring	Schichtel, Kevin	10/1/2014	2015 FSA, Lesson Plans, LBAs, Math Assessments	4/24/2015 biweekly
G2.B3.S3.MA1	Leadership team will progress monitor student data throughout the school year. Successful implementation will be evidenced through progress shown in assessment results. Program will be adjusted as needed.		10/1/2014	Lake County Benchmark Assessments, Edusoft Mini-Benchmark Assessments, Attendance in enrichment program, 2015 FSA, Lesson Plans	6/4/2015 every-6-weeks
G2.B3.S3.MA1	Leadership team will progress monitor student data throughout the school year.		10/1/2014	Lake County Benchmark Assessments, Edusoft Mini-Benchmark Assessments, Attendance in enrichment program, 2015 FSA, Lesson Plans	6/4/2015 every-6-weeks
G3.MA1	Data will be collected and monitored throughout the school year through Lesson Plans, Lake County Benchmark Assessments, and Mini-Benchmark Assessments, PLC agendas and meeting notes.	Sachs, Laura	9/2/2014	Lesson Plans, Lake County Benchmark Assessments, and Mini-Benchmark Assessments.	6/4/2015 monthly
G3.B1.S1.MA1	Students in Kindergarten through 5th Grade will participate in science lab specials and work with inquiry-based lessons and hands-on activities		Lesson Plans, Lake County Benchmark Assessments, 5th Grade Science FCAT 2.0	one-time	
G3.B1.S1.MA1	Students in Kindergarten through 5th Grade will participate in science lab specials and work with inquiry-based lessons and hands-on activities.		Lesson Plans, Lake County Benchmark Assessments, 5th Grade Science FCAT 2.0	one-time	
G4.MA1	Teachers will use ongoing progress monitoring to check their knowledge of how well the Thinking Maps are working to help them implement the Lake County Benchmark Taskcards in all content areas of the curriculum.	Hahn, Lynne	9/2/2014	FAIR testing K-5, 2015 FSA Reading Grades 3-5, Lake County Reading Benchmark Assessment Grades 3-5	6/4/2015 biweekly
G4.B1.S1.MA1	Monitor data from baseline and midyear LBA assessments.	Hahn, Lynne	10/15/2014	LBA, 2015 FSA	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1	Evidence of narrative and informational text being incorporated across subject areas	Hahn, Lynne	10/15/2014	PLC minutes and agendas, lesson plans	6/4/2015 biweekly

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.

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0