

2013-2014 SCHOOL IMPROVEMENT PLAN

Waterford Elementary
12950 LAKE UNDERHILL RD
Orlando, FL 32828
407-249-6410

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 47%
Alternative/ESE Center No	Charter School No	Minority Rate 55%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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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.

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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 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

Waterford Elementary

Principal

Kathy Petersen

School Advisory Council chair

Michael Ann Elliot

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

Name	Title
Jeffrey Aldridge	Assistant Principal
Deborah Marshall	Testing Coordinator
Robin Blackwell	Staffing Specialist
Stephanie Alden	Guidance Counselor
Tiffany Angstadt	Reading Specialist

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

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

The majority of Waterford's School Advisory Council (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 members who are representative of the diverse ethnic, racial, and economic community being served by Waterford Elementary School.

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) contributes to the development of the School Improvement Plan (SIP). The SAC meetings will focus on the action steps of the SIP and the members involved to achieve the goals. The SAC will conduct a mid-year review of the school improvement plan in January. The SAC will evaluate the progress towards successfully achieving the goals set in the school improvement plan and determine next steps to support the completion of the goals. The SAC will again review the SIP in

the Spring of 2014 to discuss successes and continuous improvement toward next year's goals. The SAC will develop, conduct and review 'Learning Environment Survey' completed by the community stakeholders.

Activities of the SAC for the upcoming school year

The activities of Waterford's School Advisory Council for the 2013-2014 school year include, but are not limited to:

- School Improvement Plan Development, Actions, & Review
- FCAT 2.0 Score Analysis
- School Budget Review
- Parent Learning Environment Survey
- Parental Involvement Workshops

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

The School Advisory Council will partner with the Principal to determine the needs and use of School Improvement Funds.

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:

Kathy Petersen

Principal

Years as Administrator: 10

Years at Current School: 0

Credentials

Bachelor of Arts, Elementary Education
Masters, Educational Leadership

Performance Record

2012-2013: Grade A - Cypress Springs Elementary
High Standards in Reading: 65%, Math: 72%, Science: 69%,
Writing: 62%
Learning Gains in Reading: 62%, Math: 60%
Lowest 25% making Gains in Reading: 49%, Math: 53%
2011-2012: Grade A - Cypress Springs Elementary
High Standards in Reading: 69%, Math 72%, Science: 64%,
Writing: 90%
Learning Gains in Reading: 77%, Math: 82%
Lowest 25% making Gains in Reading: 84%, Math: 80%
2010-2011: Grade A - Cypress Springs Elementary
High Standards in Reading: 88%, Math: 91%, Science: 67%,
Writing: 97%
Learning Gains in Reading: 70%, Math: 85%
Lowest 25% making Gains in Reading: 61%, Math: 81%
209-2010 - Union Park Elementary
High Standards in Reading: 76%, Math 71%, Science: 47%,
Writing 77%
Learning Gains in Reading: 65%. Math: 69%
Lowest 25% making Gains in Reading: 54%, Math: 70%

Jeffrey Aldridge

Asst Principal

Years as Administrator: 2

Years at Current School: 0

Credentials

Bachelor of Science, Physical Education
Masters, Educational Leadership

Performance Record

2012-2013: Grade A - Timber Lakes Elementary
High Standards in Reading: 83%, Math: 84%, Science: 79%,
Writing: 80%
Learning Gains in Reading: 79%, Math: 64%
Lowest 25% making gains in Reading: 79%, Math 58%
2011-2012: Grade A - Timber Lakes Elementary
High Standards in Reading: 79%, Math: 83%, Science: 65%,
Writing: 88%
Learning Gains in Reading: 67%, Math: 79%
Lowest 25% making gains in Reading: 61%, Math 54%

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Debra Marshall

Full-time / District-based

Years as Coach: 10

Years at Current School: 22

Areas

Other

Credentials

Bachelor of Arts, Early Childhood Education
 Master's Degree, Early Childhood Education

Performance Record

2012-2013: Grade A
 High Standards in Reading: 75%, Math: 69%, Science: 60%,
 Writing: 73%
 Learning Gains in Reading: 75%, Math: 68%
 Lowest 25% making Gains in Reading: 70%, Math: 48%
 2011-2012: Grade A
 High Standards in Reading: 75%, Math: 69%, Science: 60%,
 Writing: 73%
 Learning Gains in Reading: 74%, Math: 67%
 Lowest 25% making Gains in Reading: 66%, Math: 47%
 2010-2011: Grade A
 High Standards in Reading: 86%, Math: 87%, Science: 65%,
 Writing: 86%
 Learning Gains in Reading: 71% , Math: 79%
 Lowest 25% making Gains in Reading: 61% , Math: 85%
 2009-2010: Grade A
 High Standards in Reading: 89%, Math: 83%, Science 67%,
 Writing: 67%
 Learning Gains in Reading: 68%, Math: 66%
 Lowest 25% making Gains in Reading: 50%, Math: 57%

Classroom Teachers

of classroom teachers

44

receiving effective rating or higher

43, 98%

Highly Qualified Teachers

100%

certified in-field

44, 100%

ESOL endorsed

38, 86%

reading endorsed

4, 9%

with advanced degrees

15, 34%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

6, 14%

with 6-14 years of experience

26, 59%

with 15 or more years of experience

10, 23%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

, 0%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

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

Teacher candidates will be pre-screened through E-Recruitment to ensure only highly qualified applicants are selected for interviews (Principal).

Teacher candidates will be interviewed by a collaborative committee representing various instructional assignments (Principal, Teacher Leaders).

Teachers will have opportunities to lead professional development activities in areas of expertise (Principal, Testing Coordinator).

Teachers will participate in Professional Learning Communities and will engage in professional development activities to foster a collaborative environment (Principal, Testing Coordinator).

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

First year second grade teacher, Christina Hainley's mentor is Jennifer Mallinson. Jennifer is a Highly Qualified veteran second grade teacher with ten years of experience. Christina and Jennifer will meet weekly to discuss any concerns and attend team collaboration meetings together. Jennifer and Debbie Marshall, the Instructional Coach, will schedule observations with Christina that are not evaluative to help her strengthen as a teacher. The mentor/coach will complete a planning conference log to provide a brief record of mentor observations to use in the collaborative conference. Christina and her mentor/coach will also watch several best practice videos to reflect on together. Christina will also have the opportunity to tape a lesson and spend time reflecting with Jennifer. Christina will also be given class coverage, so she can observe other teachers in various areas such as: classroom management, time management, small groups, etc.

Several teachers who are new to a grade level will have a Waterford Buddy to help them where needed. All buddies are Highly Qualified veteran teachers.

Stefanie Yarnell (new to FL) – Amy Noegel

Helen Tomaszewski (new to Kindergarten) – Tayman Barnett

Sarah Champion and Natalie Pridgen (new to 1st grade) – Donna Lindsay

Alice Bradley (new to 2nd grade) – Diane Dotchin

Hai Nguyen (new to Waterford and 2nd grade) – Diane Dotchin

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

The MTSS Leadership Team met with the principal and select team members met with the School Advisory Council (SAC) to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Essential Questions, High-Yield Teaching Strategies) and aligned processes and procedures.

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

Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection; integrate core instructional activities/materials into Tier 3 instruction; and collaborate with general education teachers through such activities as co-teaching.

Instructional Coach Reading/Math/Science: Develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides

support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and our students? The entire team (or select team members, as needed) will meet once a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the 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 collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

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

Each grade level has a uniform data spreadsheet that is used to monitor and analyze the effectiveness of instruction. The spreadsheets hold the class' data for all reading and math assessments. Teachers also monitor and review their students' growth in writing by keeping track of each student's monthly writing prompt score. These spreadsheets include baseline, mid-year and ending data from: Florida Assessments for Instruction in Reading (FAIR); DRA (K-2 grade); Florida Comprehensive Assessment Test (FCAT 4th & 5th grade); Write Score (4th grade) and Performance Matters (3rd- 5th grade).

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

The MTSS Leadership Team collaborates with the principal, team members and the School Advisory Council (SAC) to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Essential Questions, High-Yield Teaching Strategies) and aligned processes and procedures.

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:

Students are provided with enrichment opportunities such as: Kiwanis Kids, Modern Woodsmen School Speech Contest, Family Math Night, Miracle of Science Night, and Book-fair events. Teachers receive before and after school support through collaborative planning sessions and professional development. Teachers receive professional development from 2:00pm - 3:00pm every other Wednesday. Instructional teams also meet after school on the 'off' Wednesdays from 2:00pm - 3:00pm for collaborative planning sessions. The leadership team provides support through ongoing instructional feedback, weekly lesson plan review, data desegregation and instructional materials.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

The number of students participating in enrichment activities is collected and FCAT performance data is reviewed. Growth on Deliberate Practice and Instructional Practice scorers will be used to monitor Teachers' Professional Development and instructional improvement.

Who is responsible for monitoring implementation of this strategy?

Leadership Team

Literacy Leadership Team (LLT)

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

Name	Title
Kathy Petersen	Principal
Jeffrey Aldridge	Assistant Principal
Deborah Marshall	Testing Coordinator
Robin Blackwell	Staffing Specialist
Tiffany Angstadt	Reading Specialist
Molly Flynn	Kindergarten Teacher
Donna Lindsay	First Grade Teacher
Linda Cucinella	Second Grade Teacher
Jessica Hoffman	Third Grade Teacher
Jennifer Stein	Fourth Grade Teacher
Robert Mosteiro	Fifth Grade Teacher

How the school-based LLT functions

Our Literacy Leadership Team will review the K-12 Literacy Plan for the 2013-14 school year. Each grade level member will review the K-12 Literacy Plan with their team members, so everyone is aware of the expectations. Team members will ensure all pieces of the plan have been incorporated into our comprehensive reading program. Teams will make sure they are making the best use of their Reading Block time.

The LLT will decide and help monitor a school-wide reading award program. Each member will closely watch his/her own grade level to make sure the program is being implemented with fidelity. The LLT will come up with incentives to encourage student participation in this program.

The LLT will promote the reading of the Sunshine State Readers. A lunch café book club will be setup with members of the Leadership Team and other interested staff having a small group of students eating lunch together and reading one of the Sunshine State Books. Our Literacy Café will challenge students to think about literature beyond the pages of the book and create a passion for reading, which will lead to desired literacy gains. A Boys Reading Club will also be started by the male staff members to create excitement about reading.

The LLT will help schedule opportunities for teachers to observe other teachers modeling a particular reading strategy for reading success. We will use the Deliberate Practice Instructional Rounds to enhance teachers' pedagogical skills and develop a culture of collaboration.

Each grade level member of the LLT will provide a grade level pamphlet of ideas and strategies for their parents to incorporate at home to help foster better readers.

The LLT will organize a Make a Book night in the second semester. Families will research an area of interest from a list of topics, complete a graphic organizer to plan their book, and students will write and illustrate their book with help from their family.

Major initiatives of the LLT

Our Literacy Leadership Team's major initiative this year is to provide instructional support for our newly adopted reading core curriculum, Journeys. The LLT will provide ongoing professional development at the school level and inform the instructional staff of opportunities available at the district level. Teachers will be given opportunities to participate in Instructional Rounds to enhance their teaching and student achievement. We will continue to provide support for the alignment of the Journeys core curriculum to the K-12 District Literacy Plan.

Every Teacher Contributes to Reading Instruction

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

Waterford ensures that every teacher contributes to the reading improvement of every student by implementing the 2013-2014 District Literacy Plan school wide. This includes the full implementation of the six ELA Instructional Shifts and Common Core Anchor Standards.

Every teacher is provided with support through instructional coaching, professional development and strong professional learning communities to successfully contribute to the reading improvement of all Waterford students. Through collaborative planning and crucial conversations all Waterford students will succeed academically.

The administrative team conducts weekly classroom observations, including lesson plan monitoring, to ensure that every teacher integrates reading across all curriculum areas. Teachers are expected to have well-organized, explicit, and engaging whole-group instruction along with small-group instruction that is differentiated according to students' diverse needs. Individual activities during small group team must be appropriate and engaging. Effective instruction is needed by every teacher to help close the gap in comprehension and vocabulary. Teachers are also expected to use performance data to guide instruction and to provide effective intervention. By increasing rigor we will see reading improvement for every Waterford student.

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

Provide families with a description of the classroom environment and a typical day. Identify the curriculum and scope of the program. This event should occur during Kindergarten registration. The person(s) responsible for this strategy will be the Kindergarten Teachers.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Teach-In/Career Week: Community members will come in to the school to speak with students about their careers, what subjects are important for their careers, and what interests/strengths relate to their careers. During this week in November, we will celebrate preparing for the future. Teachers will engage students in college and career related activities. They will complete career interest inventories, learn about careers, and determine how their strengths/interests are related to careers they choose.

College Day Fridays: Each Teacher will complete a profile about where they went to college, what they had to do to prepare for college, what subjects are important, what hobbies/interests they have, and info about their college. Every Friday on morning announcements, we will feature the Teacher college profiles for all of the students.

STEM Science activities will be provided for students throughout the year. There is a Miracle of Science Night planned in October for students and parents to help students learn the relevance of science in their lives.

The Common Core Curriculum allows for students to use their imaginations and to practice/interact with new knowledge in a more hands on way so that they can apply what they learn to real life experiences. Provide 3-5 Graders with opportunities to actively build a classroom community of learners to ensure they grow into productive members of the school community. These opportunities should focus on how to share, work together, and make appropriate choices. Some ways for this to be done: weekly class meetings and provide extracurricular activities for students: art club, chorus, Safety Patrols, Student Council, K-Kids. Also, groups of 4th and 5th graders will be responsible for sharing information to all students about Character and Bully Prevention. They will share their messages weekly on our morning announcements.

Students have classroom/school jobs (i.e. line leader, line monitor, paper collector) to learn about responsibility, dependability, and reliability. These skills are necessary for all jobs.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

We will have a display in the Media Center using the Crayons to College vocabulary. The information on the display is designed to help students focus on skills they need to sharpen as they journey from Crayons (Elementary School) to College. This will be updated monthly and there will be a display of career related books in the Media Center.

The School Counselor will provide Goal Setting Classroom Guidance Lessons to intermediate grades. Our school has an early warning system for identifying students having academic/behavior difficulty to ensure early interventions. Students are assessed regularly to determine academic progress and to identify those struggling students. Those students are provided with small group and individual support to improve their skills. The School Counselor has provided teachers with referral criteria and procedures

for students having social emotional difficulties. Those students are also provided with small group and individual support.

For those students who are excelling, they are provided with several opportunities for enrichment through the Common Core Curriculum and through our Gifted Resource programs.

Fifth Graders will engage in activities in the Spring to prepare them for Middle School Transition.

Students and parents will receive information on programs/courses that will best meet the needs of the student.

Teachers help students focus on planning and getting organized by using planners/agendas, checking work for accuracy, having students track their progress, and teaching the importance of getting work done on time. Teachers provide students with feedback and encourage students to listen to directions and ask clarifying questions.

Strategies for improving student readiness for the public postsecondary level

Teach-In/Career Week: Community members will come in to the school to speak with students about their careers, what subjects are important for their careers, and what interests/strengths relate to their careers. During this week in November, we will celebrate preparing for the future. Teachers will engage students in college and career related activities. They will complete career interest inventories, learn about careers, and determine how their strengths/interests are related to careers they choose.

College Day Fridays: Every Friday staff and students are encouraged to wear their favorite college shirts. Each teacher will complete a profile about where they went to college, what they had to do to prepare for college, what subjects are important, what hobbies/interests they have, and info about their college. Every Friday on morning announcements, we will feature the teachers' college profiles for all of the students.

The school will help parents and families learn how to locate resources and to navigate the school system so they can be advocates for their children. (i.e. FCAT Explorer, Progressbook, NOSCA website, PTA Newsletter, our school website-tips from the NOSCA site).

School and community events for parents and families to learn how to help their children develop a positive engagement in school and build high aspirations. (i.e. Boosterthon Fun Run, Math Night, Miracle of Science Night, Report Card Conference Night, Chorus Shows).

Teachers and Administration collaborate to create a safe environment that fosters skills that our children need to be successful. Here are some examples:

- o Character Education activities: posters of the monthly character trait hanging in media center, cafeteria, and main office. Teachers are provided curriculum to use in their classrooms each month based on the character trait of the month. Each week we share information to all students on the character trait of the month on morning announcements. Students are recognized monthly as Terrific Kids for demonstrating the characteristics of the monthly trait. A special celebration with their parents is held in the cafeteria each month.
- o Bully Prevention activities: classroom visits to share information about bullying, how to handle it, and time to practice. Weekly messages on the morning announcements on how to prevent bullying.
- o Students have classroom jobs (i.e. paper collector, pencil sharpener, line leader, door holder, line monitor) to learn about responsibility, dependability and reliability.
- o Students are involved in extracurricular activities (i.e. chorus, art club, K-Kids, news crew, student council) to build leadership, social capital, community service, and communication/interpersonal skills.

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	73%	73%	Yes	76%
American Indian				
Asian	86%	100%	Yes	87%
Black/African American	72%	52%	No	75%
Hispanic	53%	56%	Yes	57%
White	88%	88%	Yes	89%
English language learners	51%	36%	No	56%
Students with disabilities	43%	35%	No	49%
Economically disadvantaged	60%	58%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	25%	28%
Students scoring at or above Achievement Level 4	166	47%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	157	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	33	63%	66%

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)	70	61%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	49	43%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	49	43%	46%

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	71	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	75%	69%	No	78%
American Indian				
Asian	91%	85%	No	92%
Black/African American	66%	52%	No	69%
Hispanic	57%	50%	No	61%
White	86%	83%	No	87%
English language learners	58%	30%	No	63%
Students with disabilities	43%	27%	No	49%
Economically disadvantaged	61%	50%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	103	29%	32%
Students scoring at or above Achievement Level 4	134	38%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	157	74%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	71%	74%

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	27%	30%
Students scoring at or above Achievement Level 4	49	36%	39%

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			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	200	30%	50%

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	38	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	8	1%	1%
Students who are not proficient in reading by third grade	10	1%	1%
Students who receive two or more behavior referrals	8	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	18	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Waterford Elementary is currently at an alternate location for this school year while the school campus is being rebuilt. Our goal is to maintain the current parent involvement due to the distance from our temporary site to the neighborhoods we serve. We will work towards increasing communication with our

community by updating our Waterford Elementary Facebook page, sending weekly newsletters via email, utilizing Connect Orange, attending community events and regularly updating our school website.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Maintain PTA membership	323	45%	50%
Increase communication tools	3	60%	70%

Area 10: Additional Targets

Additional targets for the school

Target 1: Continue to increase student participation in the Fine Arts program. Mrs. Davis instructs all K-5 students during the special area rotation for one 40 minute music instructional lesson a week. She also leads the chorus program after school.

Waterford participates in the OCPS Fine Arts initiative by participating in the Young People's Orchestra field trip for 3rd-5th grade students, and the Bob Carr Ballet performance for 2nd grade students.

Mrs. Miller instructs all K-5 students during the special area rotation for one 40 minute art instructional lesson a week. She also leads the art club after school.

Waterford offers additional art enrichment through Kidz Art programs, the PTA Reflections Awards, annual Talent Show and participation in the East Orlando Celebrate Education Fair.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Maintain high Fine Arts enrollment percentage	740	100%	100%

Goals Summary

- G1.** Increase the number of students reading on grade level by age nine. Students scoring at or above a Level 3 on the FCAT 2.0 Reading Assessment will increase from 73% to 76%. Level 3 scores to increase to 28% and Level 4 scores to increase to 50%.
- G2.** Increase the number of students fluent in math operations. Students scoring at or above a Level 3 on the FCAT 2.0 Math Assessment will increase from 69% to 78%. Level 3 scores to increase from 29% to 32% and Level 4 scores from 38% to 41%.
- G3.** Decrease the achievement gap for each sub group: Racial, English Language Learners, Students with Disabilities, Economically Disadvantaged Students in the lowest 25% will increase learning gains in reading from 63% to 66%; in math from 71% to 74%.
- G4.** A priority of the Common Core State Standards is that students must closely read texts of increasing complexity to acquire knowledge. Students scoring at writing achievement level 3.5 or higher will increase from 67% to 70%.

Goals Detail

G1. Increase the number of students reading on grade level by age nine. Students scoring at or above a Level 3 on the FCAT 2.0 Reading Assessment will increase from 73% to 76%. Level 3 scores to increase to 28% and Level 4 scores to increase to 50%.

Targets Supported

Resources Available to Support the Goal

- District adopted Journeys core reading program focusing on developing literacy and language, with embedded tiered instructional support and materials. Scaffold instruction offers support for the reading of complex text. 30 Minute small group reading intervention is scheduled into each instructional day. Daily assessments, corrective feedback and progress monitoring ensures student support at their individual instructional level. Utilizing digital learning tools will increase teacher effectiveness and engage students.

Targeted Barriers to Achieving the Goal

- Inconsistent implementation of core reading program and lack of instructional curriculum for differentiated instruction.
- Instructional shift to higher levels of rigor in the Common Core Standards.

Plan to Monitor Progress Toward the Goal

PLC Meetings, Instructional Data Meetings, RTI/MTSS Team Meetings, Student Data, RTI/MTSS Documentation

Person or Persons Responsible

Leadership Team, RTI/MTSS Team, Instructional Teams

Target Dates or Schedule:

Weekly/Ongoing

Evidence of Completion:

Lesson Plans, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include DRA (K-1), SRI (2nd-5th), FAIR (K-5), Performance Matters Reading (3rd-5th), HMH Journeys skill based assessments, and student achievement on the FCAT 2.0 Reading Assessment, Spring 2014

G2. Increase the number of students fluent in math operations. Students scoring at or above a Level 3 on the FCAT 2.0 Math Assessment will increase from 69% to 78%. Level 3 scores to increase from 29% to 32% and Level 4 scores from 38% to 41%.

Targets Supported

Resources Available to Support the Goal

- Adopted core math program, Go Math, with embedded Tier 2/Tier3 intervention materials, enhanced enrichment extensions, and instructional best practices support that are aligned with the Common Core Math Instructional shifts, Item specifications for FCAT 2.0 assessment for scope and sequence alignment provided on the Instructional Management System, Utilize Computer-based math programs with individual instruction and progress monitoring tools

Targeted Barriers to Achieving the Goal

- Students lack the foundational math fluency and operational skills for the higher rigor of the Common Core Standards in Mathematics.
- Instructional shift to higher levels of rigor in the Common Core Standards.

Plan to Monitor Progress Toward the Goal

Student growth based on benchmarks aligned to scope & sequence with embedded test item specifications (3-5).

Person or Persons Responsible

Classroom Teachers, ESE Team, Leadership Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student data analysis based on Go Math Unit Assessments, Mini-Benchmark Math Assessments (3-5), classroom fluency assessments, Math FCAT 2.0

G3. Decrease the achievement gap for each sub group: Racial, English Language Learners, Students with Disabilities, Economically Disadvantaged Students in the lowest 25% will increase learning gains in reading from 63% to 66%; in math from 71% to 74%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- LTS Stride Academy adaptive technology to build foundational skills and accelerate learning in reading, math and science. Stride automatically drills to and remediate the standards where students are struggling or excelling to provide relevant practice. Pre-test, post-test, and formative assessments provide data and progress monitoring. The platform operates a coin based economy system to reward correct answers. Class leaderboards motivate students to practice foundational skills.

Targeted Barriers to Achieving the Goal

- Students lack the foundational reading skills: decoding, fluency, and sight word recognition required for the rigor of the Common Core Standards. Students lack the operational math skills: addition, subtraction, multiplication, division required for the rigor of the Common Core Standards.
- Lack of easy access to before school and after school extended learning activities due to the relocation of campus five miles out of the neighborhood because of construction renovation.

Plan to Monitor Progress Toward the Goal

Student growth based on continuous progress monitoring.

Person or Persons Responsible

Instructional Teams, Leadership Team, RTI/MTSS Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Students achievement Data: DRA (K-1), SRI (2nd-5th), FAIR (K-5), Performance Matters Reading & Math (3rd-5th), HMH Journeys skill based assessments, Go Math unit assessments, and student achievement on the FCAT 2.0 Reading & Math Assessment, Spring 2014

G4. A priority of the Common Core State Standards is that students must closely read texts of increasing complexity to acquire knowledge. Students scoring at writing achievement level 3.5 or higher will increase from 67% to 70%.

Targets Supported

- Writing
- Additional Targets

Resources Available to Support the Goal

- Orange County Writes assessment and progress monitoring plan, school wide writing plan, specific to each grade level's writing proficiency goals, writing skills and grammar lessons in HMH Journeys core ELA program, RIGGS phonics program for writing and spelling fluency (K-2).

Targeted Barriers to Achieving the Goal

- Adjusting to changes in the DOE scoring system procedures and higher level of rigor in the Common Core Standards.
- Inconsistent writing instruction in primary grades.

Plan to Monitor Progress Toward the Goal

Data of student progress on Orange County Writes assessments

Person or Persons Responsible

Classroom Teachers, Leadership Team, RTI/MTSS Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Orange County Writes assessment and progress monitoring plan

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the number of students reading on grade level by age nine. Students scoring at or above a Level 3 on the FCAT 2.0 Reading Assessment will increase from 73% to 76%. Level 3 scores to increase to 28% and Level 4 scores to increase to 50%.

G1.B1 Inconsistent implementation of core reading program and lack of instructional curriculum for differentiated instruction.

G1.B1.S1 Focus on fidelity of the newly adopted HMH Journeys core curriculum which includes RTI/MTSS instructional and curriculum support. It also includes instructional support and materials for small group instruction and differentiated centers. Instructional staff will attend OCPS training on the new ELA/Reading series. PLC's and Grade Level Teams will also support one another with the core curriculum through collaborative team planning.

Action Step 1

Instructional staff will participate in professional development to increase their fluency and confidence with the core reading curriculum. In addition teachers will receive professional development to comprehend the crosswalks between the core reading curriculum and the NGSSS. PLC's and Grade Level Teams will also support one another with the core curriculum through collaborative team planning and data desegregation for differentiated instruction.

Person or Persons Responsible

Leadership Team, RTI/MTSS Team, Instructional Teams

Target Dates or Schedule

Weekly/Ongoing

Evidence of Completion

Lesson Plans, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include DRA (K-1), SRI (2nd-5th), FAIR (K-5), Performance Matters Reading (3rd-5th), HMH Journeys skill based assessments, and student achievement on the FCAT 2.0 Reading Assessment, Spring 2014

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

PLC Meetings, Instructional Data Meetings, Student Data, Lesson Plans, Classroom Observations

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include DRA (K-1), SRI (2nd-5th), FAIR (K-5), Performance Matters Reading (3rd-5th), HMH Journeys skill based assessments, and student achievement on the FCAT 2.0 Reading Assessment, Spring 2014

Plan to Monitor Effectiveness of G1.B1.S1

PLC Meetings, Instructional Data Meetings, Student Data, Classroom Observations

Person or Persons Responsible

Leadership Team, Instructional Teams

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include DRA (K-1), SRI (2nd-5th), FAIR (K-5), Performance Matters Reading (3rd-5th), HMH Journeys skill based assessments, and student achievement on the FCAT 2.0 Reading Assessment, Spring 2014

G1.B2 Instructional shift to higher levels of rigor in the Common Core Standards.

G1.B2.S1 Teachers will implement Deliberate Practice to increase their use of High Yield Strategies resulting in more rigorous instruction and learning. Collaboration will focus on increasing expertise with the Common Core Standards.

Action Step 1

Teachers will utilize 'A Handbook for the Art and Science of Teaching,' and "Becoming a Reflective Teacher," by Robert J Marzano to develop instructional strategies to enhance student achievement. Read and deconstruct the Common Core Standards a in order to fully implement the instructional shifts of the ELA standards.

Person or Persons Responsible

Instructional Teams, Leadership Team

Target Dates or Schedule

Weekly during PLC's, Instructional Team Meetings

Evidence of Completion

Lesson Plans, Deliberate Practice Plan, Classroom Observations, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include DRA (K-1), SRI (2nd-5th), FAIR (K-5), Performance Matters Reading (3rd-5th), HMM Journeys skill based assessments, and student achievement on the FCAT 2.0 Reading Assessment, Spring 2014

Facilitator:

Leadership Team

Participants:

Element Focus Groups, Professional Learning Communities

Plan to Monitor Fidelity of Implementation of G1.B2.S1

PLC Meetings, Instructional Data Meetings, Student Data, Lesson Plans, Classroom Observations

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Deliberate Practice Plan, Classroom Observations, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include DRA (K-1), SRI (2nd-5th), FAIR (K-5), Performance Matters Reading (3rd-5th), HMH Journeys skill based assessments, and student achievement on the FCAT 2.0 Reading Assessment, Spring 2014

Plan to Monitor Effectiveness of G1.B2.S1

PLC Meetings, Instructional Data Meetings, Student Data, Classroom Observations

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, Deliberate Practice Plan, Classroom Observations, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include DRA (K-1), SRI (2nd-5th), FAIR (K-5), Performance Matters Reading (3rd-5th), HMH Journeys skill based assessments, and student achievement on the FCAT 2.0 Reading Assessment, Spring 2014

G2. Increase the number of students fluent in math operations. Students scoring at or above a Level 3 on the FCAT 2.0 Math Assessment will increase from 69% to 78%. Level 3 scores to increase from 29% to 32% and Level 4 scores from 38% to 41%.

G2.B1 Students lack the foundational math fluency and operational skills for the higher rigor of the Common Core Standards in Mathematics.

G2.B1.S1 Teachers utilize the 'Show What you Know' diagnostic math assessment to determine prerequisite knowledge deficits and follow with intense small group math intervention guided by the Go Math intensive materials.

Action Step 1

Teachers utilize the 'Show What you Know' diagnostic math assessment to determine prerequisite knowledge deficits and follow with intense small group math intervention guided by the Go Math intensive intervention materials.

Person or Persons Responsible

Classroom Teachers with the support of the Leadership Team

Target Dates or Schedule

Beginning of each Math Unit, Ongoing

Evidence of Completion

Intensive small group math instruction, Lesson Plans, Student data analysis based on Go Math Unit Assessments, Mini-Benchmark Math Assessments (3-5), classroom fluency assessments, Math FCAT 2.0

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

Instructional use of the math diagnostic assessment followed by intensive small group interventions and math centers based on data.

Person or Persons Responsible

RTI/MTSS Team, Leadership Team, ESE Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Intensive small group math instruction, Lesson Plans, Classroom iObservations

Plan to Monitor Effectiveness of G2.B1.S1

Student growth in foundational math fluency and operational skills.

Person or Persons Responsible

Classroom Teachers, RTI/MTSS Team, ESE Team, Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

78% of the students will be performing on grade level in math according to the following: Data analysis of Go Math Unit Assessments, Mini- Benchmark Math Assessments (3-5), & Classroom fluency assessments

G2.B2 Instructional shift to higher levels of rigor in the Common Core Standards.

G2.B2.S1 Teachers will implement Deliberate Practice to increase their use of High Yield Strategies resulting in more rigors instruction and learning. Collaboration will focus on increasing expertise with the Common Core Standards.

Action Step 1

Instructional staff will participate in professional development to increase their fluency and confidence with the core reading curriculum. In addition teachers will receive professional development to comprehend the crosswalks between the core reading curriculum and the NGSSS. PLC's and Grade Level Teams will also support one another with the core curriculum through collaborative team planning and data desegregation for differentiated instruction.

Person or Persons Responsible

Leadership Team, RTI/MTSS Team, Instructional Teams

Target Dates or Schedule

Weekly/Ongoing

Evidence of Completion

Lesson Plans, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include Performance Matters Math (3rd-5th), GO Math skill based assessments, and student achievement on the FCAT 2.0 Math Assessment, Spring 2014

Facilitator:

Participants:

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

PLC Meetings, Instructional Data Meetings, Student Data, Lesson Plans, Classroom Observations

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include Performance Matters Math (3rd-5th), GO Math skill based assessments, and student achievement on the FCAT 2.0 Math Assessment, Spring 2014

Plan to Monitor Effectiveness of G2.B2.S1

PLC Meetings, Instructional Data Meetings, Student Data, Lesson Plans, Classroom Observations

Person or Persons Responsible

Leadership Team, Instructional Teams

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include Performance Matters Math (3rd-5th), GO Math skill based assessments, and student achievement on the FCAT 2.0 Math Assessment, Spring 2014

G3. Decrease the achievement gap for each sub group: Racial, English Language Learners, Students with Disabilities, Economically Disadvantaged Students in the lowest 25% will increase learning gains in reading from 63% to 66%; in math from 71% to 74%.

G3.B1 Students lack the foundational reading skills: decoding, fluency, and sight word recognition required for the rigor of the Common Core Standards. Students lack the operational math skills: addition, subtraction, multiplication, division required for the rigor of the Common Core Standards.

G3.B1.S1 Students in kindergarten through fifth grade will utilize the Stride Academy to build reading and math foundational skills and fluency.

Action Step 1

Teachers utilize the LTS Stride Academy adaptive technology with students in kindergarten through fifth grade to build foundational skills and accelerate learning in reading, math and science. Stride automatically drills to and remediate the standards where students are struggling or excelling to provide relevant practice.

Person or Persons Responsible

Classroom Teachers with the support of the Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

In order to increase the number of students utilizing engaging technology games to reinforce, practice and enhance foundational skills in both reading and math, students will increase from 20 minutes per week practicing skills to over 60 minutes per week. This will result in 75% of students in the lowest 25 percentile performing on grade level.

Facilitator:

LTS Stride Academy

Participants:

Classroom Teachers

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

Informal and formative assessments provided by LTS Stride Outcomes Advisor.

Person or Persons Responsible

Classroom Teachers, RTI/MTSS Team

Target Dates or Schedule

Weekly, On-going

Evidence of Completion

Pre-test, post-test, and formative assessments provide data and progress monitoring. The platform operates a coin based economy system to reward correct answers. Class leaderboards motivate students to practice foundational skills.

Plan to Monitor Effectiveness of G3.B1.S1

Student growth based on informal and formative assessments provided by LTS Stride Outcomes Advisor.

Person or Persons Responsible

Classroom Teachers, RTI/MTSS Team

Target Dates or Schedule

Weekly, On-going

Evidence of Completion

Pre-test, post-test, and formative assessments provide data and progress monitoring. The platform operates a coin based economy system to reward correct answers. Class leaderboards motivate students to practice foundational skills. 100% of the classroom teachers will encourage and support student participation in Stride Academy. They will examine pre-test, post-test, formative assessments and weekly progress reports. This platform operates a coin based economy system to reward students' for correct answers. Class leader-boards motivate students to practice foundational skills.

G3.B2 Lack of easy access to before school and after school extended learning activities due to the relocation of campus five miles out of the neighborhood because of construction renovation.

G3.B2.S1 LTS Stride Academy operates on PC's, Macbooks and tablets at school, home, or on the go, providing students with 24/7 online access to skill practice and personalized instruction. The platform operates a coin based economy system to reward correct answers. Class leaderboards motivate students to practice foundational skills.

Action Step 1

Teachers utilize the LTS Stride Academy adaptive technology to build foundational skills and accelerate learning in reading, math and science. Stride automatically drills to and remediate the standards where students are struggling or excelling to provide relevant practice.

Person or Persons Responsible

Classroom Teachers with support from Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

100% of the classroom teachers will encourage and support student participation in Stride Academy. They will examine pre-test, post-test, formative assessments and weekly progress reports. This platform operates a coin based economy system to reward students for correct answers. Class leaderboards motivate students to practice foundational skills.

Facilitator:

LTS Stride Academy

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Informal and formative assessments provided by LTS Stride Outcomes Advisor.

Person or Persons Responsible

Classroom Teachers, Leadership Team, RTI/MTSS Team

Target Dates or Schedule

Weekly, On-going

Evidence of Completion

Pre-test, post-test, and formative assessments provide data and progress monitoring. The platform operates a coin based economy system to reward correct answers. Class leaderboards motivate students to practice foundational skills.

Plan to Monitor Effectiveness of G3.B2.S1

Student growth based on informal and formative assessments provided by LTS Stride Outcomes Advisor.

Person or Persons Responsible

Classroom teachers, RTI/MTSS Team

Target Dates or Schedule

Weekly, On-going

Evidence of Completion

The number of students performing on grade level in reading and math will increase to 80% as measured by the following student achievement data: DRA (K-1), SRI (2nd-5th), FAIR (K-5), Performance Matters Reading & Math (3rd-5th), HMH Journeys skill based assessments, Go Math unit assessments, and student achievement on the FCAT 2.0 Reading & Math Assessment, Spring 2014

G4. A priority of the Common Core State Standards is that students must closely read texts of increasing complexity to acquire knowledge. Students scoring at writing achievement level 3.5 or higher will increase from 67% to 70%.

G4.B1 Adjusting to changes in the DOE scoring system procedures and higher level of rigor in the Common Core Standards.

G4.B1.S1 College and Career Readiness Anchor Standard for Reading Standard 1 are questions that can only be answered correctly by close reading of the text and demand careful attention to the text. Questions and tasks should require thinking about the text carefully and finding evidence in the text itself to support the response. This requires an understanding that extends beyond recalling facts and often requires students to infer.

Action Step 1

Students revisiting text for evidence to support their argument in a thoughtful, careful, and precise way requiring students to gather evidence, knowledge, and insight from what they read.

Person or Persons Responsible

Classroom Teachers with the support of the Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Orange County Writes assessment and progress monitoring plan, school wide writing plan, specific to each grade level's writing proficiency goals, writing skills and grammar lessons in HMH Journeys core ELA program

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

Cloze reading, implementation of HMH Journeys writing and grammar lessons, Exploring Writing extending lessons

Person or Persons Responsible

Classroom Teachers, Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Orange County Writes assessment and progress monitoring plan, School wide writing plan, specific to each grade level's writing proficiency goals , Writing skill and grammar lessons in HMH Journeys core ELA program.

Plan to Monitor Effectiveness of G4.B1.S1

Data of student progress on Orange County Writes assessments

Person or Persons Responsible

Classroom Teachers, Leadership Team, RTI/MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Orange County Writes assessment and progress monitoring plan

G4.B2 Inconsistent writing instruction in primary grades.

G4.B2.S1 Journal writing emphasizing non-fiction writing and responding to prompts using evidence in the text to support the response.

Action Step 1

Classroom teachers implement journal writing, non-fiction writing, responding to prompts using evidence to support the response

Person or Persons Responsible

Classroom Teachers, Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Writing Assessments: Journal entries 4 times per week, school-wide writing prompts monthly, 75% of the students will meet the grade level reading rubric goals.

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

Implementation of journal writing, non-fiction writing, responding to prompts using evidence to support the response

Person or Persons Responsible

Classroom Teachers, Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, journal entries 4 times per week, weekly classroom observations and monthly school-wide writing prompts.

Plan to Monitor Effectiveness of G4.B2.S1

Implementation of journal writing, non-fiction writing, responding to prompts using evidence to support the response

Person or Persons Responsible

Classroom Teacher, Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Orange County Writes assessment and progress monitoring plan. Leadership team will read 25% of the journals from each classroom on a weekly basis to monitor implementation and progress. The leadership team will provide additional resources if needed for instruction. 75% of the students will meet grade level writing rubric goals.

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. Increase the number of students reading on grade level by age nine. Students scoring at or above a Level 3 on the FCAT 2.0 Reading Assessment will increase from 73% to 76%. Level 3 scores to increase to 28% and Level 4 scores to increase to 50%.

G1.B2 Instructional shift to higher levels of rigor in the Common Core Standards.

G1.B2.S1 Teachers will implement Deliberate Practice to increase their use of High Yield Strategies resulting in more rigorous instruction and learning. Collaboration will focus on increasing expertise with the Common Core Standards.

PD Opportunity 1

Teachers will utilize "A Handbook for the Art and Science of Teaching," and "Becoming a Reflective Teacher," by Robert J Marzano to develop instructional strategies to enhance student achievement. Read and deconstruct the Common Core Standards in order to fully implement the instructional shifts of the ELA standards.

Facilitator

Leadership Team

Participants

Element Focus Groups, Professional Learning Communities

Target Dates or Schedule

Weekly during PLC's, Instructional Team Meetings

Evidence of Completion

Lesson Plans, Deliberate Practice Plan, Classroom Observations, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include DRA (K-1), SRI (2nd-5th), FAIR (K-5), Performance Matters Reading (3rd-5th), HMM Journeys skill based assessments, and student achievement on the FCAT 2.0 Reading Assessment, Spring 2014

G2. Increase the number of students fluent in math operations. Students scoring at or above a Level 3 on the FCAT 2.0 Math Assessment will increase from 69% to 78%. Level 3 scores to increase from 29% to 32% and Level 4 scores from 38% to 41%.

G2.B2 Instructional shift to higher levels of rigor in the Common Core Standards.

G2.B2.S1 Teachers will implement Deliberate Practice to increase their use of High Yield Strategies resulting in more rigors instruction and learning. Collaboration will focus on increasing expertise with the Common Core Standards.

PD Opportunity 1

Instructional staff will participate in professional development to increase their fluency and confidence with the core reading curriculum. In addition teachers will receive professional development to comprehend the crosswalks between the core reading curriculum and the NGSSS. PLC's and Grade Level Teams will also support one another with the core curriculum through collaborative team planning and data desegregation for differentiated instruction.

Facilitator

Participants

Target Dates or Schedule

Weekly/Ongoing

Evidence of Completion

Lesson Plans, PLC Meeting Notes, Instructional Data Meeting Notes, RTI/MTSS Team Meeting Notes, RTI/MTSS Graphs and Documentation, Student Achievement Data will include Performance Matters Math (3rd-5th), GO Math skill based assessments, and student achievement on the FCAT 2.0 Math Assessment, Spring 2014

G3. Decrease the achievement gap for each sub group: Racial, English Language Learners, Students with Disabilities, Economically Disadvantaged Students in the lowest 25% will increase learning gains in reading from 63% to 66%; in math from 71% to 74%.

G3.B1 Students lack the foundational reading skills: decoding, fluency, and sight word recognition required for the rigor of the Common Core Standards. Students lack the operational math skills: addition, subtraction, multiplication, division required for the rigor of the Common Core Standards.

G3.B1.S1 Students in kindergarten through fifth grade will utilize the Stride Academy to build reading and math foundational skills and fluency.

PD Opportunity 1

Teachers utilize the LTS Stride Academy adaptive technology with students in kindergarten through fifth grade to build foundational skills and accelerate learning in reading, math and science. Stride automatically drills to and remediate the standards where students are struggling or excelling to provide relevant practice.

Facilitator

LTS Stride Academy

Participants

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

In order to increase the number of students utilizing engaging technology games to reinforce, practice and enhance foundational skills in both reading and math, students will increase from 20 minutes per week practicing skills to over 60 minutes per week. This will result in 75% of students in the lowest 25 percentile performing on grade level.

G3.B2 Lack of easy access to before school and after school extended learning activities due to the relocation of campus five miles out of the neighborhood because of construction renovation.

G3.B2.S1 LTS Stride Academy operates on PC's, Macbooks and tablets at school, home, or on the go, providing students with 24/7 online access to skill practice and personalized instruction. The platform operates a coin based economy system to reward correct answers. Class leaderboards motivate students to practice foundational skills.

PD Opportunity 1

Teachers utilize the LTS Stride Academy adaptive technology to build foundational skills and accelerate learning in reading, math and science. Stride automatically drills to and remediate the standards where students are struggling or excelling to provide relevant practice.

Facilitator

LTS Stride Academy

Participants

Classroom Teachers

Target Dates or Schedule

On-going

Evidence of Completion

100% of the classroom teachers will encourage and support student participation in Stride Academy. They will examine pre-test, post-test, formative assessments and weekly progress reports. This platform operates a coin based economy system to reward students for correct answers. Class leaderboards motivate students to practice foundational skills.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students reading on grade level by age nine. Students scoring at or above a Level 3 on the FCAT 2.0 Reading Assessment will increase from 73% to 76%. Level 3 scores to increase to 28% and Level 4 scores to increase to 50%.	\$530
G3.	Decrease the achievement gap for each sub group: Racial, English Language Learners, Students with Disabilities, Economically Disadvantaged Students in the lowest 25% will increase learning gains in reading from 63% to 66%; in math from 71% to 74%.	\$11,000
Total		\$11,530

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Technology	Total
Title II	\$530	\$0	\$530
N/A	\$0	\$0	\$0
Supplies/Instructional Materials	\$0	\$11,000	\$11,000
Total	\$530	\$11,000	\$11,530

Budget Details

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

G1. Increase the number of students reading on grade level by age nine. Students scoring at or above a Level 3 on the FCAT 2.0 Reading Assessment will increase from 73% to 76%. Level 3 scores to increase to 28% and Level 4 scores to increase to 50%.

G1.B2 Instructional shift to higher levels of rigor in the Common Core Standards.

G1.B2.S1 Teachers will implement Deliberate Practice to increase their use of High Yield Strategies resulting in more rigorous instruction and learning. Collaboration will focus on increasing expertise with the Common Core Standards.

Action Step 1

Teachers will utilize 'A Handbook for the Art and Science of Teaching,' and "Becoming a Reflective Teacher," by Robert J Marzano to develop instructional strategies to enhance student achievement. Read and deconstruct the Common Core Standards a in order to fully implement the instructional shifts of the ELA standards.

Resource Type

Professional Development

Resource

A Handbook for the Art and Science of Teaching and Becoming a Reflective Teacher by Robert J Marzano

Funding Source

Title II

Amount Needed

\$530

G2. Increase the number of students fluent in math operations. Students scoring at or above a Level 3 on the FCAT 2.0 Math Assessment will increase from 69% to 78%. Level 3 scores to increase from 29% to 32% and Level 4 scores from 38% to 41%.

G2.B2 Instructional shift to higher levels of rigor in the Common Core Standards.

G2.B2.S1 Teachers will implement Deliberate Practice to increase their use of High Yield Strategies resulting in more rigors instruction and learning. Collaboration will focus on increasing expertise with the Common Core Standards.

Action Step 1

Instructional staff will participate in professional development to increase their fluency and confidence with the core reading curriculum. In addition teachers will receive professional development to comprehend the crosswalks between the core reading curriculum and the NGSSS. PLC's and Grade Level Teams will also support one another with the core curriculum through collaborative team planning and data desegregation for differentiated instruction.

Resource Type

Professional Development

Resource

PDS On-line, iObservation Resource Library, iObservation Discussion Posts, IMS, Safari Montage

Funding Source

N/A

Amount Needed

\$0

G3. Decrease the achievement gap for each sub group: Racial, English Language Learners, Students with Disabilities, Economically Disadvantaged Students in the lowest 25% will increase learning gains in reading from 63% to 66%; in math from 71% to 74%.

G3.B1 Students lack the foundational reading skills: decoding, fluency, and sight word recognition required for the rigor of the Common Core Standards. Students lack the operational math skills: addition, subtraction, multiplication, division required for the rigor of the Common Core Standards.

G3.B1.S1 Students in kindergarten through fifth grade will utilize the Stride Academy to build reading and math foundational skills and fluency.

Action Step 1

Teachers utilize the LTS Stride Academy adaptive technology with students in kindergarten through fifth grade to build foundational skills and accelerate learning in reading, math and science. Stride automatically drills to and remediate the standards where students are struggling or excelling to provide relevant practice.

Resource Type

Technology

Resource

LTS Stride Academy adaptive technology

Funding Source

Supplies/Instructional Materials

Amount Needed

\$5,500

G3.B2 Lack of easy access to before school and after school extended learning activities due to the relocation of campus five miles out of the neighborhood because of construction renovation.

G3.B2.S1 LTS Stride Academy operates on PC's, Macbooks and tablets at school, home, or on the go, providing students with 24/7 online access to skill practice and personalized instruction. The platform operates a coin based economy system to reward correct answers. Class leaderboards motivate students to practice foundational skills.

Action Step 1

Teachers utilize the LTS Stride Acedemy adaptive technology to build foundational skills and accelerate learning in reading, math and science. Stride automatically drills to and remediate the standards where students are struggling or excelling to provide relevant practice.

Resource Type

Technology

Resource

LTS Stride Academy adaptive technology

Funding Source

Supplies/Instructional Materials

Amount Needed

\$5,500