

2013-2014 SCHOOL IMPROVEMENT PLAN

Lawton Chiles Elementary
11001 BLOOMFIELD DR
Orlando, FL 32825
407-737-1470

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 78%
Alternative/ESE Center No	Charter School No	Minority Rate 83%

School Grades History

2013-14 B	2012-13 C	2011-12 B	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

Lawton Chiles Elementary

Principal

Sheila Burke

School Advisory Council chair

Katie Raike

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

Name	Title
Kimberly Rublaitus	CRT
Zaida Torres	CCT
Melissa Foranoce	Reading Coach
Kathleen Phillips	Staffing Specialist
SueAnn Besaw	Guidance Counselor
Pamela Joseph	Media Specialist
Sonya Jones	Reading Resource Teacher
Ruthanne Keymont	Reading Resource Teacher

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

Katie Raike- parent/SAC chair representative, Claudia Munoz-teacher, Shannon Simek-teacher, Lauren Martinez-parent, Ben Ferringer-parent, SueAnn Besaw-teacher, Leslie Murphy-parent, Brittany McGrath-teacher, Esperanza Perez-parent, Kim Rublaitus-teacher, Zaida Torres-teacher

Involvement of the SAC in the development of the SIP

The SAC meets monthly to discuss topics such as assessment data, Title I compliance/parental involvement, s ideas to meet achievement goals, and annual parent survey.

Activities of the SAC for the upcoming school year

The SAC will continue to discuss current school data and support/activities that can help aid in meeting student achievement goals. Improving parental involvement is a goal of the SAC. The committee will work on improving how FCAT information will be presented to parents as well as incentives to get them to attend. The SAC will also decide on the annual parent survey, collect the results, and report the findings/make suggestions to improve areas of need.

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

Lawton Chiles currently has \$8,200 in the school improvement. We plan on spending the money for student incentives for those that make their AR goals.

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

N/A

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:

Sheila Burke

Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

Master of Educational Leadership, UCF 2003
 Bachelor of Science-Elementary Ed, UCF 1999
 Certifications: Educational Leadership-all levels
 Elementary Education 1-6
 School Principal-all levels

Performance Record

11-12 Reading proficient 62%, Math proficient 56%, Writing proficient 68% Science proficient 61% Reading Gains 72%, Math gains 71%, Reading bottom 25%- 62% Math bottom 25%- 59% total points 511
 12-13 Reading proficient 56% Math proficient 53% Writing proficient 58% Science proficient 52% Reading Gains 70%, Math gains 66%, Reading bottom 25%- 68% Math bottom 25%-51% , total points 474

Tamara Collins		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	Master of Educational Leadership, Nova 2006 Bachelor of Science – Elementary Ed, UCF 1995 Certifications: Educational Leadership – all levels Elementary Education 1-6	
Performance Record	2011-2012; 46% met high standards in reading, 33% met high standards in math, 73% met high standards in writing; 14% met high standards in science; 77% made leaning gains reading, 46% made learning gains in math; 68% of the lowest 25% made learning gains in reading , 47% of the lowest 25% made learning gains in math total points 404 2012-2013; 46% met high standards in reading, 46% met high standards in math, 43% met high standards in writing; 35% met high standards in science; 70% made leaning gains reading, 80% made learning gains in math; 68% of the lowest 25% made learning gains in reading , 71% of the lowest 25% made learning gains in math total points 459	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kimberly Rublaitus		
Full-time / School-based	Years as Coach: 10	Years at Current School: 2
Areas	Reading/Literacy, Data	
Credentials	Bachelors of Science in Elementary Education and a Master of Science in Educational Leadership. My certificate consists of Elementary Education and ESOL	
Performance Record	.Teacher at LCE 11-12 Reading proficient 62%, Math proficient 56%, Writing proficient 68% Science proficient 61% Reading Gains 72%, Math gains 71%, Reading bottom 25%- 62% Math bottom 25%- 59% total points 511 12-13 Reading proficient 56%Math proficient 53% Writing proficient 58% Science proficient 52% Reading Gains 70%, Math gains 66%, Reading bottom 25%- 68% Math bottom 25%-51% , total points 474	

Kimberly Rublaitus		
Full-time / School-based	Years as Coach: 10	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	Bachelor of Science in Elementary Education and a Master of Science in Educational Leadership My certificate consists of Elementary Education and ESOL	
Performance Record	Teacher at LCE 11-12 Reading proficient 62%, Math proficient 56%, Writing proficient 68% Science proficient 61% Reading Gains 72%, Math gains 71%, Reading bottom 25%- 62% Math bottom 25%- 59% total points 511 12-13 Reading proficient 56% Math proficient 53% Writing proficient 58% Science proficient 52% Reading Gains 70%, Math gains 66%, Reading bottom 25%- 68% Math bottom 25%-51% , total points 474	

Melissa Foranoce		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BS Elementary Education MS COUNSELING Ed. S. Educational Leadership 1-6 Elementary Education ESOL Educational Leadership	
Performance Record	Teacher at Stone Lakes 11-12 Reading proficient 85%, Math proficient 89%, Writing proficient 94%, Science proficient 85%, Reading Gains 81%, Math gains 82%, Reading bottom 25%- 75%, Math bottom 25%- 82%, total points 673. 12-13 Reading proficient 89%, Math proficient 94%, Writing proficient 87%, Science proficient 97%, Reading Gains 78%, Math gains 80%, Reading bottom 25%- 78%, Math bottom 25%- 80%, total points 677.	

Classroom Teachers

of classroom teachers

47

receiving effective rating or higher

45, 96%

Highly Qualified Teachers

100%

certified in-field

44, 94%

ESOL endorsed

44, 94%

reading endorsed

14, 30%

with advanced degrees

15, 32%

National Board Certified

0, 0%

first-year teachers

4, 9%

with 1-5 years of experience

13, 28%

with 6-14 years of experience

14, 30%

with 15 or more years of experience

16, 34%

Education Paraprofessionals**# of paraprofessionals**

9

Highly Qualified

9, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

16

receiving effective rating or higher

16, 100%

Teacher Recruitment and Retention Strategies

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

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

The principal, Sheila Burke, is the main person responsible for recruiting and retaining teachers. The focus at Lawton Chiles is on on students. We do a lot to motivate and recognize students and teachers. This creates a "family" environment where people feel like they are rewarded and recognized. Having a good reputation and providing excellent customer service is the type of school that people want to work! Since we are a Title I school, all teachers have to be highly qualified.

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

The new teachers are paired up with experienced teachers on their grade level for their mentors. We host monthly meetings for both new teachers and mentors. We host a first week meeting for new teachers to introduce the beginning teacher criteria. We also hold a breakfast for both new teachers and mentors to get to know each other in the beginning of the year. The mentors meet with the new teachers as often as needed, all meetings are documented in journal. The mentors use an online tracking tool to monitor the accomplished tasks of the new teachers throughout the school year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

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

The MTSS team is the main school group that researches, reviews, develops, and help implement MTSS. The team members meet monthly for Child Study Team meetings to help problem solve and guide the MTSS process. Teachers identify at risk students based on classroom performance and assessment data. MTSS team (includes teachers who work with the students) meets to discuss appropriate interventions and strategies to address identified needs. Principal assigns tasks to team members regarding instructional materials, who will provide interventions, and progress monitoring duties.

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

The MTSS team provides critical information for the development and implementation of the school improvement plan. The problem solving process helps collect and disaggregate critical decision making data that helps in the development and implementation of the SIP.

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

Weekly data analysis, weekly PLC meetings with teachers and leadership team, and regular classroom visits are used to monitor the fidelity of MTSS and work toward the SIP.

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

- Tier 1 Reading- Journeys-program assessment, Performance Matters data, FAIR, STAR
- Tier 2 Reading- progress monitoring data, Florida Ready
- Tier 3 Reading- FCRR skills, FCAT specific skills, progress monitoring data
- Tier 1 Math- Go Math- program assessments, Performance Matters data, STAR
- Tier 2 Math- progress monitoring data, Florida Ready
- Tier 3 Math- progress monitoring data, FCAT specific skills
- Tier 1- OCPS code of conduct which includes school wide and individual classroom rules and expectations
- Tier 2- Individual behavior plans depending on student needs
- Tier 3- Changing individual plans based on data

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

Ongoing training on the MTSS process will occur throughout the school year. Child study team meetings are held monthly to discuss individual students. The classroom teacher, reading resource teachers, administrator, and staffing specialist attend to discuss best practices on how to target deficiencies and give the most prescriptive interventions,

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: 6,280

Our tutoring program will begin October 7, 2013 and will continue through the end of the school year. Tutoring will take place Monday, Tuesday, and Thursday mornings from 7:15-8:15am and 3:15-4:15pm. The tutoring program is an extension of our common intervention piece, for grades 3-5. However, we are targeting our students who are performing below grade level in all grades. We will focus on those students who are scoring below a 70% on the weekly skill that is being taught within the common intervention time. Our weekly tutoring skills will be the same as the common intervention time, but will take place several weeks after. This will give the students opportunity to learn that skill in their classroom (during the common intervention time), and then will revisit that same skill weeks later in tutoring. After each week of tutoring instruction, the students will have an assessment piece that will track their progress on each of the specific skills. These assessments will be generated from FCAT test maker.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Teachers will assess on the given skill at the end of each week using FCAT Test Maker. They will keep track of their data on share point.

Who is responsible for monitoring implementation of this strategy?

Tutoring teachers, administration, reading coach

Literacy Leadership Team (LLT)

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

Name	Title
Melissa Foranoce	Reading Coach
Kimberly Rublaitus	CRT
Zaida Torres	CCT

Name	Title
Christina Sanchez	Kindergarten teacher
Lori Grant	First grade teacher
Hallie Aymat	Second grade teacher
Linda Siaca	Third grade teacher
Jessica Frederick	Fourth grade teacher
Nicholas Turco	Fifth grade teacher
Ruthanne Keymont	Reading Resource
Catherine Zupsich	EBD
Alexsa Gonzalez	Art teacher

How the school-based LLT functions

The literacy team is focused on providing professional development in reading instruction. The literacy team will meet monthly, after the monthly coaches meeting, to discuss and plan different family events and reading strategies for the classroom. The team meets the third Thursday of the month at 3:15.

Major initiatives of the LLT

The literacy team will focus on providing reading education to our parents and community. We will have an FCAT night where we will discuss the FCAT with the parents. We will also provide informational sessions with parents of ESOL students. The LLT meets monthly.

Every Teacher Contributes to Reading Instruction

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

Grades 3-5 have a common intervention time during the day. Each grade level has 30 minutes that is set aside specifically for reading intervention. This time takes place at the same time, Monday, Tuesday, Thursday and Friday. During the intervention block the teachers, along with resource teachers, are using Florida Ready (Reading) to focus on a specific reading skill each week (or each 2 weeks). The teachers will use the Pre-Test data from the Florida Ready work book as data to guide their instruction. This will also show how they scored on each skill prior to any instruction taking place. At the end of the skill that is being taught, the students will be assessed by using the Florida Ready workbook/quiz along with an Edusoft (Performance Matters) Mini Assessment. Our goal is to have the students achieve 70% or higher on each skill's assessment.

In the K-2 classrooms, we have the "Walk to Intervention" model. The teachers provide intervention based on the FAIR TDIs for each student. The teachers will group the students based on the area of need. Students who are "on target" on all TDIs are provided with enrichment or challenge activities during this time.

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

In order to help prepare our incoming students and parents for Kindergarten, we provide our community day cares with Kindergarten readiness skills and resources that they can access to work with their children at home. At the beginning of Kindergarten the FLKRS assessment is given to all students to

provide teachers with base line data of how their students are prepared for Kindergarten. This data is provided to the state to help assess the effectiveness of VPK programs. Parents are welcome to join their children on the first day of school. We hold a "Boo Hoo breakfast" for our Kindergarten parents to help ease their nervousness and answers questions about the school. Parents are also invited to Meet the Teacher and Open House.

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

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

Strategies for improving student readiness for the public postsecondary level

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	68%	56%	No	72%
American Indian				
Asian	75%		No	78%
Black/African American	73%	32%	No	75%
Hispanic	63%	55%	No	67%
White	75%	71%	No	78%
English language learners	64%	51%	No	68%
Students with disabilities	43%	26%	No	49%
Economically disadvantaged	64%	51%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	84	24%	40%
Students scoring at or above Achievement Level 4	99	28%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	145	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	36	68%	73%

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)	117	60%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	62	32%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	55	28%	33%

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	63	58%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	63%	53%	No	67%
American Indian				
Asian	92%		No	93%
Black/African American	58%	42%	No	62%
Hispanic	60%	50%	No	64%
White	73%	71%	No	76%
English language learners	58%	46%	No	63%
Students with disabilities	35%	26%	No	42%
Economically disadvantaged	59%	48%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	27%	34%
Students scoring at or above Achievement Level 4	87	25%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	138	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	51%	56%

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	26	22%	30%
Students scoring at or above Achievement Level 4	36	31%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

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)	5		7
Participation in STEM-related experiences provided for students	510	70%	85%

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	107	14%	10%
Students retained, pursuant to s. 1008.25, F.S.	25	3%	2%
Students who are not proficient in reading by third grade	12	11%	8%
Students who receive two or more behavior referrals	21	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	65	9%	5%

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

The two parental involvement activities that we are restructuring into carnival like learning sessions are Literacy Fair and FCAT information night. We want to make these valuable learning sessions interactive and enticing for parents and students to attend. The Literacy Council and K-5 teachers will work together to recreate these learning sessions.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Literacy Fair (increase to 100 participants)	7	1%	14%
FCAT information night (increase to 100 participants)	35	5%	14%

Goals Summary

- G1.** Increase overall proficiency on FCAT Reading by 16%; from 56% to 72%.
- G2.** Increase learning gains on FCAT 2.0 Reading by 5%; from 70% to 75%.
- G3.** Increase overall proficiency on FCAT Math by 14%; from 53% to 67%.
- G4.** Increase overall proficiency on FCAT Writes (3.5 and above) by 10%; from 58% to 68%.

Goals Detail

G1. Increase overall proficiency on FCAT Reading by 16%; from 56% to 72%.

Targets Supported

Resources Available to Support the Goal

- Journeys curriculum, common intervention time with focus on FCAT comprehension skills, departmentalized/ability grouped in grades 3-5, reading resource and ESE teachers using push in model, before/after school tutoring, Imagine Learning for ELL students, resource support for limited English speakers, weekly PLC meetings with administration, AVID strategies for 4th and 5th, classroom visits/observations by Reading Coach and administration, Deliberate Practice focus on 7 "power" elements that focus on content rigor

Targeted Barriers to Achieving the Goal

- Students in grades 3-5 may be significantly below grade level
- lack of parental support/involvement
- mobility rate, tardies/absences

Plan to Monitor Progress Toward the Goal

progress monitoring data

Person or Persons Responsible

3-5 teachers, administration, reading coach, CRT, CCT

Target Dates or Schedule:

weekly

Evidence of Completion:

progress monitoring data in combination with benchmark tests and monthly STAR data

G2. Increase learning gains on FCAT 2.0 Reading by 5%; from 70% to 75%.

Targets Supported

Resources Available to Support the Goal

- Journeys curriculum, common intervention time with focus on FCAT comprehension skills, departmentalized/ability grouped in grades 3-5, reading resource and ESE teachers using push in model, before/after school tutoring, Imagine Learning for ELL students, resource support for limited English speakers, weekly PLC meetings with administration, AVID strategies for 4th and 5th, classroom visits/observations by Reading Coach and administration, Deliberate Practice focus on 7 "power" elements that focus on content rigor

Targeted Barriers to Achieving the Goal

- Students in grades 3-5 may be significantly below grade level
- lack of parental support/involvement
- mobility rate, tardies/absences

Plan to Monitor Progress Toward the Goal

intervention data

Person or Persons Responsible

3-5 teachers, administration, reading coach, CRT, CCT

Target Dates or Schedule:

weekly PLC meetings

Evidence of Completion:

progress monitoring data

G3. Increase overall proficiency on FCAT Math by 14%; from 53% to 67%.

Targets Supported

Resources Available to Support the Goal

- Go Math, FASTT Math, Accelerated Math Live, STAR Math, FL Ready student workbooks for all students in grades 3-5, Mathletes Club for 5th graders (enrichment), 90 minute math block daily in grades 3-5.

Targeted Barriers to Achieving the Goal

- Many students in grades 3-5 are below grade level. This makes Common Core implementation and teaching with more rigor challenging.

Plan to Monitor Progress Toward the Goal

increase in math student achievement

Person or Persons Responsible

3-5 math teachers, administration, CRT, CCT

Target Dates or Schedule:

weekly PLC meetings

Evidence of Completion:

FL Ready-goal is students score 70% or better on each skill tested, Go Math-goal is that students score 75% or higher on each lesson test, STAR math-goal is that students make at least one year's worth of growth per school year

G4. Increase overall proficiency on FCAT Writes (3.5 and above) by 10%; from 58% to 68%.

Targets Supported

- Writing

Resources Available to Support the Goal

- Orange Writes monthly prompts given to all 3rd and 4th grade students, writing PLC including monthly meetings with 3rd and 4th grade language arts teachers, writing planning day with Engelwood and Castle Creek Elementary focusing on incorporating Empowering Writers, Use of Patty Goonen resources, Write Traits, Write Track, and OCPS 45 Day Writing Plan, school wide focus on writing including Valentine project.

Targeted Barriers to Achieving the Goal

- Students enter 4th grade with limited writing skills including grammar, conventions, and sufficient practice writing expository and narrative prompts.

Plan to Monitor Progress Toward the Goal

Monitoring progress of increasing writing scores through rigorous instruction.

Person or Persons Responsible

classroom teachers, reading coach, administration

Target Dates or Schedule:

weekly PLC meetings

Evidence of Completion:

writing data/samples, lesson plans, observation data/feedback

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase overall proficiency on FCAT Reading by 16%; from 56% to 72%.

G1.B1 Students in grades 3-5 may be significantly below grade level

G1.B1.S1 Common intervention based on FCAT comprehension skills is provided to all 3-5 students 4 times per week/30 minutes each session. Common intervention time focuses on FCAT skills and are taught in two week blocks. Example: Context Clues, Affixes/Base words, cause/effect.

Action Step 1

common intervention time built into master schedule

Person or Persons Responsible

3-5 teachers, reading intervention teachers

Target Dates or Schedule

Mon, Tue, Thur, Fri-30 minutes daily

Evidence of Completion

progress monitoring data in combination with benchmark tests and monthly STAR data, classroom observations

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

Interventions will be monitored by classroom observations and student progress monitoring data

Person or Persons Responsible

3-5 teachers, administration, reading coach, CRT, CCT

Target Dates or Schedule

weekly, 3-5 PLC meetings every Tuesday

Evidence of Completion

meeting notes, progress monitoring data in combination with benchmark tests and monthly STAR data

Plan to Monitor Effectiveness of G1.B1.S1

progress monitoring data will be monitored weekly for effectiveness of interventions

Person or Persons Responsible

3-5 teachers, administration, reading coach, CRT, CCT

Target Dates or Schedule

weekly

Evidence of Completion

progress monitoring data in combination with benchmark tests and monthly STAR data

G1.B2 lack of parental support/involvement

G1.B2.S1 Monthly Parenting with Love and Logic classes, report card conferences in October and January, use of planners to manage school/parent communication, connect ed phone messages to communicate school happenings to parents

Action Step 1

monthly parenting classes, schedule conference nights, use of planners

Person or Persons Responsible

guidance counselor, administration

Target Dates or Schedule

monthly, twice per year

Evidence of Completion

sign in sheets, planners, copies of handouts, connect ed phone log

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

attendance of monthly parental involvement activities including parenting classes

Person or Persons Responsible

guidance counselor, principal

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets, pictures

Plan to Monitor Effectiveness of G1.B2.S1

monitor monthly attendance of parental involvement activities

Person or Persons Responsible

guidance counselor, principal

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets

G1.B3 mobility rate, tardies/absences

G1.B3.S1 Attendance clerk and guidance counselor monitor attendance monthly, send home warning letters when warranted, hold Attendance Child Study Team Meetings with social worker, principal recognizes perfect attendance with quarterly recognitions

Action Step 1

monitor attendance

Person or Persons Responsible

attendance clerk, guidance counselor

Target Dates or Schedule

monthly

Evidence of Completion

attendance reports, copies of letters, meeting notes

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

monitor attendance/tardies/early check outs

Person or Persons Responsible

attendance clerk, guidance counselor

Target Dates or Schedule

monthly

Evidence of Completion

attendance data reports, copies of letters, meeting notes

Plan to Monitor Effectiveness of G1.B3.S1

monitor attendance

Person or Persons Responsible

attendance clerk, guidance clerk

Target Dates or Schedule

monthly

Evidence of Completion

attendance reports, copies of letters, meeting notes

G2. Increase learning gains on FCAT 2.0 Reading by 5%; from 70% to 75%.

G2.B1 Students in grades 3-5 may be significantly below grade level

G2.B1.S1 Students in grades 3-5 may be significantly below grade level-students receive interventions 4 days per week/30 min

Action Step 1

Reading Intervention 4 days per week/30 minutes each session

Person or Persons Responsible

All 3-5 teachers, 2 reading resource teachers

Target Dates or Schedule

Mon, Tue, Thur, Fri-times vary depending on grade level

Evidence of Completion

Bi-weekly data from FL Ready and mini benchmark assessments

Facilitator:

administration, reading coach, classroom teachers

Participants:

3-5 teachers, reading resource teachers, reading coach, CRT, CCT, guidance counselor

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

Intervention progress monitoring data

Person or Persons Responsible

administration, 3-5 teachers, reading coach, CRT, CCT

Target Dates or Schedule

weekly PLC meetings

Evidence of Completion

FL ready/mini benchmark data

Plan to Monitor Effectiveness of G2.B1.S1

intervention data

Person or Persons Responsible

3-5 teachers, administration, reading coach, CRT, CCT

Target Dates or Schedule

weekly

Evidence of Completion

progress monitoring data

G2.B1.S2 reading resource teachers push into low and on grade level reading classes to provide additional small group instructions

Action Step 1

reading resource teachers push into reading classes to provide additional support

Person or Persons Responsible

reading coach, administration, reading resource teachers

Target Dates or Schedule

daily/weekly

Evidence of Completion

weekly PLC meetings to discuss reading data (intervention, Journey's, STAR), classroom observations, daily schedule monitored

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

reading resource teachers push into reading classes to provide additional support

Person or Persons Responsible

reading coach, administration, reading resource teachers

Target Dates or Schedule

daily/weekly

Evidence of Completion

weekly PLC meetings to discuss reading data (intervention, Journey's, STAR), classroom observations, daily schedule monitored

Plan to Monitor Effectiveness of G2.B1.S2

reading resource teachers push into reading classes to provide additional support

Person or Persons Responsible

reading coach, administration, reading resource teachers

Target Dates or Schedule

daily/weekly

Evidence of Completion

weekly PLC meetings to discuss reading data (intervention, Journey's, STAR), classroom observations, daily schedule monitored

G2.B1.S3 tutoring is offered to students in the bottom 25%in grades 3-5

Action Step 1

bottom 25% of students in grades 3-5 are enrolled in tutoring

Person or Persons Responsible

reading coach, tutoring teachers, administration

Target Dates or Schedule

weekly

Evidence of Completion

bi-weekly FCAT practice data, attendance, PLC discussion

Plan to Monitor Fidelity of Implementation of G2.B1.S3

bottom 25% of students in grades 3-5 are enrolled in tutoring

Person or Persons Responsible

reading coach, tutoring teachers, administration

Target Dates or Schedule

weekly

Evidence of Completion

bi-weekly FCAT practice data, attendance, PLC discussion

Plan to Monitor Effectiveness of G2.B1.S3

bottom 25% of students in grades 3-5 are enrolled in tutoring

Person or Persons Responsible

reading coach, tutoring teachers, administration

Target Dates or Schedule

weekly

Evidence of Completion

bi-weekly FCAT practice data, attendance, PLC discussion

G2.B1.S4 teachers meet weekly with administration and Reading Coach to discuss data, assessments, and instruction

Action Step 1

teachers meet weekly with administration and Reading Coach to discuss data, assessments, and instruction

Person or Persons Responsible

teachers, reading coach, administration

Target Dates or Schedule

weekly

Evidence of Completion

sign in sheets, discussions, updated data on Share Point

Plan to Monitor Fidelity of Implementation of G2.B1.S4

teachers meet weekly with administration and Reading Coach to discuss data, assessments, and instruction

Person or Persons Responsible

teachers, reading coach, administration

Target Dates or Schedule

weekly

Evidence of Completion

sign in sheets, discussions, updated data on Share Point

Plan to Monitor Effectiveness of G2.B1.S4

teachers meet weekly with administration and Reading Coach to discuss data, assessments, and instruction

Person or Persons Responsible

teachers, reading coach, administration

Target Dates or Schedule

weekly

Evidence of Completion

sign in sheets, discussions, updated data on Share Point

G2.B2 lack of parental support/involvement

G2.B2.S1 Our Parental Involvement Plan is made up of monthly/bimonthly activities and events to involve parents in their child's education. We also offer monthly parenting classes called Parenting with Love and Logic. The classes are taught by a licensed therapist and teach parents how to help their child with behavior challenges, emotional issues, and academics. Report card conferences are held in October and January. Parents are required to meet individually with their child's teacher to review the report card and assessment data.

Action Step 1

creation of Parental Involvement Plan, schedule two report card conference nights, schedule Parenting with Love and Logic classes

Person or Persons Responsible

guidance counselor

Target Dates or Schedule

August 2013, revisions made if needed

Evidence of Completion

sign in sheets, pictures, copies of handouts

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

PIP, conference nights, parenting classes

Person or Persons Responsible

guidance counselor, principal

Target Dates or Schedule

monthly/bi monthly/ conference in October and January

Evidence of Completion

sign in sheets, pictures, copies of resources

Plan to Monitor Effectiveness of G2.B2.S1

parental involvements events, conference night attendance, parenting classes attendance

Person or Persons Responsible

guidance counselor, principal

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets, pictures, copies of resources

G2.B3 mobility rate, tardies/absences

G2.B3.S1 Attendance clerk and guidance counselor monitor attendance monthly-send home warning letters when applicable and schedule Attendance Child Study Team Meetings. Principal recognizes students for perfect attendance quarterly.

Action Step 1

monitor attendance-including tardies and early check outs

Person or Persons Responsible

attendance clerk, guidance counselor

Target Dates or Schedule

monthly

Evidence of Completion

attendance reports, copies of letters, meeting notes

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

attendance monitoring

Person or Persons Responsible

guidance counselor, attendance clerk

Target Dates or Schedule

monthly

Evidence of Completion

attendance reports, meeting notes

Plan to Monitor Effectiveness of G2.B3.S1

attendance monitoring

Person or Persons Responsible

attendance clerk, guidance counselor

Target Dates or Schedule

monthly

Evidence of Completion

attendance reports, meeting notes, copies of letters

G3. Increase overall proficiency on FCAT Math by 14%; from 53% to 67%.

G3.B1 Many students in grades 3-5 are below grade level. This makes Common Core implementation and teaching with more rigor challenging.

G3.B1.S1 Students are provided 90 minutes of math instruction daily instead of the required 60. The additional instructional time allows for teachers to provide small group instruction daily and provide a more intense focus on math instruction than is possible in 60 minutes.

Action Step 1

master schedule for grades 3-5 built to incorporate 90 minutes of daily math instruction

Person or Persons Responsible

principal, registrar

Target Dates or Schedule

summer 2013

Evidence of Completion

master schedule, SMS

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

small group instruction provided during math blocks

Person or Persons Responsible

administration

Target Dates or Schedule

during classroom observations

Evidence of Completion

iobservation data

Plan to Monitor Effectiveness of G3.B1.S1

increase in math assessment data

Person or Persons Responsible

3-5 math teachers, administration, CRT, CCT

Target Dates or Schedule

weekly during 3-5 PLC meetings

Evidence of Completion

FL Ready-goal is students score 70% or better on each skill tested, Go Math-goal is that students score 75% or higher on each lesson test, STAR math-goal is that students make at least one year's worth of growth per school year

G4. Increase overall proficiency on FCAT Writes (3.5 and above) by 10%; from 58% to 68%.

G4.B1 Students enter 4th grade with limited writing skills including grammar, conventions, and sufficient practice writing expository and narrative prompts.

G4.B1.S1 Beginning in Kindergarten, students are expected to learn how to use proper conventions and rubrics for guidance. Teachers are using the Journeys writing component to teach ELA and CCS.

Action Step 1

Students need daily instruction and practice in writing.

Person or Persons Responsible

Classroom teachers, ESE/Reading Resource Teachers

Target Dates or Schedule

daily

Evidence of Completion

student writing samples, lesson plans, grades, 3-4 monthly writing prompts data

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

Writing instruction needs to be monitored daily for fidelity and rigor of instruction

Person or Persons Responsible

reading coach, administration

Target Dates or Schedule

during classroom visits

Evidence of Completion

writing data, lesson plans, observation data

Plan to Monitor Effectiveness of G4.B1.S1

Writing instruction being taught with fidelity and at rigorous levels.

Person or Persons Responsible

classroom teachers, reading coach, administration

Target Dates or Schedule

daily

Evidence of Completion

writing data/samples, lesson plans, observation data

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I : 2.5 Resource Teachers, \$11,500 tutoring, \$22,948 on professional development, \$2, 294 for parental involvement

Title II-We will be sending 3 teachers to the summer AVID institute in Orlando

Title III-funds provided goes toward Imagine Learning licenses

SAI- Funds will pay for part time primary reading support teacher and tutoring

Homeless- We currently have 31 students coded as homeless. Students receive automatic free lunch, free supplies, field trips paid for, and priority transportation. We also receive snack donations to provided these students as needed.

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.

G2. Increase learning gains on FCAT 2.0 Reading by 5%; from 70% to 75%.

G2.B1 Students in grades 3-5 may be significantly below grade level

G2.B1.S1 Students in grades 3-5 may be significantly below grade level-students receive interventions 4 days per week/30 min

PD Opportunity 1

Reading Intervention 4 days per week/30 minutes each session

Facilitator

administration, reading coach, classroom teachers

Participants

3-5 teachers, reading resource teachers, reading coach, CRT, CCT, guidance counselor

Target Dates or Schedule

Mon, Tue, Thur, Fri-times vary depending on grade level

Evidence of Completion

Bi-weekly data from FL Ready and mini benchmark assessments

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase overall proficiency on FCAT Reading by 16%; from 56% to 72%.	\$2,000
G2.	Increase learning gains on FCAT 2.0 Reading by 5%; from 70% to 75%.	\$5,002
Total		\$7,002

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Total
Title I	\$7,000	\$0	\$7,000
Title I funds	\$0	\$2	\$2
Total	\$7,000	\$2	\$7,002

Budget Details

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

G1. Increase overall proficiency on FCAT Reading by 16%; from 56% to 72%.

G1.B2 lack of parental support/involvement

G1.B2.S1 Monthly Parenting with Love and Logic classes, report card conferences in October and January, use of planners to manage school/parent communication, connect ed phone messages to communicate school happenings to parents

Action Step 1

monthly parenting classes, schedule conference nights, use of planners

Resource Type

Evidence-Based Program

Resource

monthly parenting classes, books for participants, food, babysitting

Funding Source

Title I

Amount Needed

\$2,000

G2. Increase learning gains on FCAT 2.0 Reading by 5%; from 70% to 75%.

G2.B1 Students in grades 3-5 may be significantly below grade level

G2.B1.S1 Students in grades 3-5 may be significantly below grade level-students receive interventions 4 days per week/30 min

Action Step 1

Reading Intervention 4 days per week/30 minutes each session

Resource Type

Evidence-Based Program

Resource

FL Ready student books

Funding Source

Title I

Amount Needed

\$5,000

G2.B2 lack of parental support/involvement

G2.B2.S1 Our Parental Involvement Plan is made up of monthly/bimonthly activities and events to involve parents in their child's education. We also offer monthly parenting classes called Parenting with Love and Logic. The classes are taught by a licensed therapist and teach parents how to help their child with behavior challenges, emotional issues, and academics. Report card conferences are held in October and January. Parents are required to meet individually with their child's teacher to review the report card and assessment data.

Action Step 1

creation of Parental Involvement Plan, schedule two report card conference nights, schedule Parenting with Love and Logic classes

Resource Type

Personnel

Resource

The Parenting with Love and Logic classes are paid for out of Title I money; specifically Parental Involvement

Funding Source

Title I funds

Amount Needed

\$2