

Liberty Elementary School



2014-15 School Improvement Plan

Liberty Elementary School

370 ATWATER ST, Port Charlotte, FL 33954

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	77%

Alternative/ESE Center	Charter School	Minority
No	No	40%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Liberty Elementary School is to provide a safe, orderly, learning environment where the "Freedom to Learn Prevails" and to ensure that all strive for excellence.

Provide the school's vision statement

Student Success

School Environment

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

Strategy-Establish leadership opportunities and build leadership capacity across the school.

*Liberty Elementary School (LES) is a Leader in Me school which includes the following:

- a school-wide curriculum that features the 7 Habits of Happy Kids as the focus. Leadership roles are assigned for every student in every classroom, every teacher uses a Positive Behavior Support (PBS) student management system. Classroom meetings are used to help build and maintain healthful relationships among students and to promote a classroom culture that is safe and conducive to teaching and learning.
- the adult Lighthouse Team which keeps the school on track in providing leadership opportunities for students, staff, and parents/school community.
- the Student Leadership Team (about 50 student representatives across all grade levels and cultures), which is established through an application process.
- majority of staff trained in The Seven Habits of Highly Effective People.

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

- Social Skills Intervention--Check-in for Targeted Students: Lead Teacher, Guidance Counselor, Social Worker
- School-wide Daily Curriculum--Embedded with instruction from the 7 Habits of Happy Kids, LES ALL STARS Expectations, & Marzano's Cognitive Strategies
- School-wide Relationship Building--Collaborative decision-making among staff and students
- Cooperative Learning Structures--Used by teachers to establish and maintain collaborative processes among/between students, with teacher as coach/facilitator
- Classroom Meetings--Focus is on relationship building and maintaining a classroom family environment of respect, trust, and safety
- Student-led Conferences--Instilling acceptance of responsibility and leadership in students, which builds self esteem and appropriate self advocacy skills
- Student-Peer Mentoring--Supervised by Lead Teacher and Guidance Counselor
- Anti-Bully Campaigning--Posters, discussions, videos, School Resource Officer presentations (SRO); DARE training by the SRO
- Do the Right Thing--Nominations of students for this Charlotte County Law Enforcement initiative to build student self esteem and a continuing desire to do the right thing in any situation

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

- School-wide Behavioral System-All students follow a behavior plan that starts on "ready to learn", students move up and down the chart based on the choices they make. Consistent consequences and rewards are built into the system at every level.
- Classroom Meetings-Focus on relationship building and maintaining a classroom family environment of respect, trust and safety
- Social Skills Intervention-Check in for Targeted Students: Lead Teacher, Guidance Counselor, Social Worker
- Student Led Conferences-Instilling acceptance of responsibility and leadership in students, which builds self esteem and self advocacy skills
- Voice Levels-a school-wide plan that teaches the acceptable levels of noise in all areas and minimizes distractions during learning time

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Student Peer Mentoring--Supervised by Lead Teacher and Guidance Counselor
- Bully Reporting--easy report system by clicking on a button link on the LES website
- A school-wide curriculum that features the 7 Habits of Happy Kids as the focus. Leadership roles are assigned for every student in every classroom, and every teacher uses a Positive Behavior Support (PBS) student management system. Classroom meetings are used to help build and maintain healthful relationships among students and to promote a classroom culture that is safe and conducive to teaching and learning.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Grade level meetings are held every Thursday at all grade levels. Teachers discuss students in Tier I, II, and III processes at these meetings. Data is collected via graphs for attendance, academics and behavior (whole class; students in Tier II, and III processes). Graphs are displayed for the Team (including parents). Data is also discussed at Attendance Team Meetings, Retention Team Meetings, Tuesday Morning Faculty Meetings, and at CORE team meetings.
- Every Wednesday is known as Response To Intervention (RTI) Wednesday, and at this time, the Guidance Counselor, School Psychologist, and Lead Teacher meet with teachers during planning time to discuss and create individual plans regarding RTI students.
- Positive Behavior/RTI: Coaches and Team Leaders provided by the District for assistance school-wide.
- Lighthouse Team works with school-wide problem solving and collaborates with the school PPC monthly.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	7	6	6	6	8	12	45
One or more suspensions	0	0	3	3	2	0	8
Course failure in ELA or Math	0	0	0	7	13	12	32
Level 1 on statewide assessment	0	0	0	12	38	29	79

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	7	9	12	28

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

- III Time--each grade level has 30 minutes of time daily built into the Master Schedule to provide targeted instruction to struggling students
- Fast ForWord--Tier III students have access to the Fast ForWord program which develops and strengthens memory, attention, processing rate, and sequencing-the cognitive skills essential for reading intervention program success.
- Response to Intervention Kit/Florida Common Core Ready Made Centers Kit-Provides supplemental instruction to Tier II students in ELA and Math
- My Sidewalks Intervention Program/Common Core Math Diagnosis and Intervention system- Provides supplemental instruction to Tier III students in ELA and Math
- I-Ready-Provides specific leveled instruction for all students and provides the teacher with step by step instructional lessons to target specific areas of weakness

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/178941>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

- I-Mom and All Pro Dad-These programs are provided to our parents and students to build strong relationships. Donations of food for the events, and prizes are provided by our local community

businesses

- Our facilities are used on weekends by organizations in the community
- Our Parent Teacher Organization/School Advisory Council, Lighthouse and Parent Involvement Team actively recruit business partners for our school and work to build support in the community
- We hold an annual Leadership Day to promote student leadership and invite community members in to our building to celebrate leadership

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Brown, Sheila	Principal
Shepard, Grace	Assistant Principal

Duties

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

*Principal-Co-Chair of PPC, SAC, Literacy Council and member of PTO. Responsible for scheduling Professional Development activities requested by the staff. Assist with student discipline interventions and parent conferences. Work with the Lead Teacher to review grade level data every Thursday and provide support in the RTI process.

*Assistant Principal-Co-Chair of the SSPPC, member of the Literacy Council, Lighthouse Team and PTO. Assist with student discipline interventions and parent conferences. Work with the Lead Teacher to review grade level data every Thursday and provide support in the RTI process.

*Lead Teacher-Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with Guidance Counselor and School Psychologist to assist teachers at RTI meetings every Wednesday.

*Reading Coach-manages Freedom Readers Clubhouse for remediation; provides data analysis assistance, manages Fast ForWord program.

*Social Worker-Works with attendance matters; meets with parents re: behavior issues and assists with family services.

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

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). Early and timely interventions can only occur when we have a system that alerts us of the concerns. Currently, the district has three systems that provide information to help make timely adjustments necessary for Student Success.

Focus-provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to the parents (guardians). In addition to the existing Focus reports, the Information

Communications System (ICS) team is available to support school-based criteria for a custom report. Performance Matters and School Portal-data networks that provide a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention. It is the responsibility of the Principal, Assistant Principal, Lead Teacher and District Personnel to determine the most efficient use of these programs. Principals, Assistant Principals, and Lead Teachers meet with District Personnel monthly to review the effectiveness of programs, personnel and funding.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Stacy Gerny	Parent
Tracy Doherty	Parent
Rebecca Senar	Parent
Karen Claretier	Parent
Doug Sloan	Parent
Melody Hazeltine	Teacher
Stephanie Torales	Parent
Sheila Brown	Principal
Debra Nease	Teacher
Gerard Campanella	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

September 2014 SAC meeting: Will review student achievement data and FLDOE direction for Common Core instruction expectations to raise student achievement. Will review the Parent Involvement Plan, and make any necessary changes.

Development of this school improvement plan

Meetings will be held monthly to discuss:
 *Review and creation of new School Improvement Plan
 *updates in the implementation of the SIP
 *updates in the implementation of the PIP
 The first meeting is scheduled for September 5th, 2014

Preparation of the school's annual budget and plan

Meetings will be held monthly to discuss the school's annual budget and plan:
 The first meeting is scheduled for September 5th, 2014. At that meeting, we will discuss the need to provide funding for substitute teachers needed to support monthly meetings for PPC, PBS, and Literacy Council

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

There have been no School Improvement funds allocated to schools in several years.

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

No

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

- *Flyers to parents at school events
- *Recruitment note in school newsletter
- *Individual invitations given to every parent at Title I Open House
- *Will continue to send special invitations to parents of F/R population.
- *Called individual parents
- *Use School Connect Messages for parent reminders

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Brown, Sheila	Principal

Duties

Describe how the LLT promotes literacy within the school

- *Quarterly Events that include parent Involvement
- *Read Across Liberty Week, which includes a Parent Day that showcases student leadership notebooks and student led conferences K-5
- *Data tracking and specific grade level incentives for AR points earned
- *Data tracking and specific grade level incentives for I-Ready minutes
- *Sunshine State Reader Challenge with the Assistant Principal

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

- *Tuesday Morning Meetings-Professional Development workshops will be provided every Tuesday addressing specific instructional needs at Liberty
- *Thursday Grade Level Meetings-Core team will meet with every grade level to discuss interventions, review data, and provide support for Standards based instruction
- *Common Planning Time-Master Schedule created that allows for 40 minutes of common planning time daily

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

- Implementation of best practices by Principal, Assistant Principal, and Core Leadership team:
- *Leadership opportunities in PLC's, Lesson Study Groups, and Lighthouse Team efforts

- *Professional Development onsite by Lead Teacher, Principal, Assistant Principal and Highly Qualified Staff with emphasis on unpacking Standards, I-Ready, ESOL and Formative Assessments
- *Use of CCPS Soft-Search system to select applicants and check credentials
- *Use of targeted interview process (or modified version) in a collaborative team process
- *Check all references
- *Mentoring by highly qualified, clinical education certified teachers

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

- *CCPS New Educator Training (NET) program for new teachers-mentoring by highly qualified, clinical education certified teachers and Program Planners.
- *Lead Teacher support through coaching, modeling, and peer observation with feedback
- *Peer support with ongoing monitoring-pair master teachers with other teachers
- *Continue grade level Data Team meetings to provide academic and strategy support
- *Implement weekly grade level meetings to focus on unpacking standards and aligning formative assessments
- *Onsite technology support by Lead Teacher, Assistant Principal, and Tech facilitator

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Liberty Elementary will follow the Standards Based Instructional System with a focus on unpacking each standard and aligning effective formative assessments to the standards that will drive instruction

- *Use CMAPS program to provide curriculum maps and timelines
- *Use Data Days to review student data and implement instructional interventions
- *Attend Principal, Assistant Principal and Lead Teacher meetings
- *Provide safety nets for struggling students following the MTSS

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

- *Data Team Meetings are held regularly at all grade levels. Teachers discuss students in Tier I, II, and III processes at these meetings. Data are collected via graphs (whole class; students in Tier II and Tier III processes). Graphs are displayed for the Team (including parents). Data are also discussed at Attendance Team Meetings, Retention Team Meetings, faculty meetings, and at Core Team Meetings.
- *Differentiation: 30 minutes of iii remediation; Thinking Maps; 20 minutes of Direct Instruction in grade level vocabulary, using FCRR Vocab lessons; Cooperative Learning Structures.
- *Tier II interventions
- *Conversion Units using FL CCSS ELA Response to Intervention Kit and FL CCSS Math CC Ready Made Centers Kit
- Tier III interventions using FL CCSS ELA My Sidewalks Intervention Program and FL CCSS Math Diagnosis and Intervention System
- *Every Wednesday the Guidance Counselor, School Psychologist, and Lead Teacher meet with teachers during planning time to discuss and plan regarding RTI cases

- *PBIS/RTI Coaches and Team Leaders provided by the district for assistance school wide
- *Lighthouse Team works with school-wide problem solving and collaborates with the school PPC Monthly.
- *Across Grade Level Teacher Collaboration

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

Strategy: Summer Program

Minutes added to school year:

Third Grade Students who scored a level 1 or 2 on the Reading FCAT were invited to attend a summer reading program that targeted the Standards using the I-Ready program for Reading.

Strategy Rationale

Providing an extended summer session would increase mastery of the standards and provide for retention of skills learned during the school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nease, Debra, debra.nease@yourcharlotteschools.net

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

I-Ready Student Reports
SAT 10 Reading Assessment

Student Transition and Readiness

PreK-12 Transition

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

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

*Spring-LES hosts "Kindergarten Roundup," during which time, the area Kindergarten students and their parents are invited for an exciting day at school. The Core Leadership Team divides parents into groups, and each Core Team member leads a group on a planned campus tour. This way everyone gets a firsthand experience with LES.

*Fall-Kindergarten parents are invited into the classrooms during the first days of school. Teachers do presentations regarding academic and behavioral expectations, and parents get to learn what a typical school day looks like. They get to walk through the schedule and ask questions. Additionally, the teachers go over safety regulations and procedures concerning arrival and dismissal. Also, parents take part in discussion about the meaning of a Title I school, and they receive a copy of the Title I Compact Agreement.

*Fifth grade students are given the opportunity to visit Murdock Middle School at the end of the school year. Students and their parents visit classrooms, ask questions and meet with the administrative staff.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** By the end of the 2014-2015 school year, LES will increase the percentage of proficient students in ELA and Math, according to iReady assessment (end of year view). ELA K from 86% to 90%; 1st gr from 82% to 85%; 2nd gr from 49% to 55%; 3rd gr from 63% to 68%; 4th gr from 26% to 40%; 5th gr from 34% to 40% Math K from 22% to 30%; 1st gr from 34% to 42%; 2nd gr from 9% to 21%; 3rd gr from 32% to 40%; 4th gr from 11% to 21%; 5th gr from 22% to 27%
- G2.** Starting by Sept. 30, 2014, and continuing to the end of the school year, the faculty and leadership of LES will be fully engaged in weekly, structured, grade level professional learning activities that focus on unpacking standards to be taught within the coming year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the end of the 2014-2015 school year, LES will increase the percentage of proficient students in ELA and Math, according to iReady assessment (end of year view). ELA K from 86% to 90%; 1st gr from 82% to 85%; 2nd gr from 49% to 55%; 3rd gr from 63% to 68%; 4th gr from 26% to 40%; 5th gr from 34% to 40% Math K from 22% to 30%; 1st gr from 34% to 42%; 2nd gr from 9% to 21%; 3rd gr from 32% to 40%; 4th gr from 11% to 21%; 5th gr from 22% to 27% **1a**

 G045896

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	72.0
FSA - Mathematics - Proficiency Rate	63.0

Resources Available to Support the Goal **2**

- I-Ready
- Standards Binders
- College and Career Readiness Assessment from Pearson
- CPALMS
- Pearson Reading Street
- Envision Math
- Florida Ready LAFS
- Florida Ready MAFS

Targeted Barriers to Achieving the Goal **3**

- Access time to computers

Plan to Monitor Progress Toward G1. **8**

iReady Beginning of year, Middle of year and End of year reports for each grade level.

Person Responsible

Sheila Brown

Schedule

Semiannually, from 8/25/2014 to 6/5/2015

Evidence of Completion

iReady Middle of year and End of year reports will be used to determine progress towards the goal.

G2. Starting by Sept. 30, 2014, and continuing to the end of the school year, the faculty and leadership of LES will be fully engaged in weekly, structured, grade level professional learning activities that focus on unpacking standards to be taught within the coming year. 1a

G038039

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

-
- List of FL Standards by grade levels
- Webb's Depth of Knowledge framework
- C-map templates
- Unpacking the standards worksheet
-

Targeted Barriers to Achieving the Goal 3

- Insufficient knowledge of new standards

Plan to Monitor Progress Toward G2. 8

I-Ready Reports

Person Responsible

Sheila Brown

Schedule

Every 6 Weeks, from 9/18/2014 to 4/23/2015

Evidence of Completion

I-Ready student test results from the Beginning of the Year, Middle of the Year, and End of the Year Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. By the end of the 2014-2015 school year, LES will increase the percentage of proficient students in ELA and Math, according to iReady assessment (end of year view). ELA K from 86% to 90%; 1st gr from 82% to 85%; 2nd gr from 49% to 55%; 3rd gr from 63% to 68%; 4th gr from 26% to 40%; 5th gr from 34% to 40% Math K from 22% to 30%; 1st gr from 34% to 42%; 2nd gr from 9% to 21%; 3rd gr from 32% to 40%; 4th gr from 11% to 21%; 5th gr from 22% to 27% **1**

 G045896

G1.B1 Access time to computers **2**

 B114682

G1.B1.S1 Create time in the Master Schedule to allow all grade levels access to the computer lab **4**

 S126212

Strategy Rationale

Teachers will be able to use 22 computers at a time

Action Step 1 **5**

Change the Master Schedule to include computer lab time

Person Responsible

Sheila Brown

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Copy of the Master Schedule; Copy of the Computer Lab Schedule

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

Review I-Ready Usage Reports

Person Responsible

Sheila Brown

Schedule

Monthly, from 10/1/2014 to 6/5/2015

Evidence of Completion

I-Ready Student Usage Report

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

Increased student proficiency on Middle of the Year and End of the Year I-Ready Assessments

Person Responsible

Sheila Brown

Schedule

Semiannually, from 11/21/2014 to 6/5/2015

Evidence of Completion

I-Ready Middle of the Year and End of the Year Assessments

G2. Starting by Sept. 30, 2014, and continuing to the end of the school year, the faculty and leadership of LES will be fully engaged in weekly, structured, grade level professional learning activities that focus on unpacking standards to be taught within the coming year. 1

G038039

G2.B1 Insufficient knowledge of new standards 2

B091468

G2.B1.S1 Each grade level will meet weekly to unpack a specific standard(s) and then align assessments with that standard. 4

S106898

Strategy Rationale

Teachers will have a better understanding of the level of complexity of the standard, and how to use formative assessments that are aligned to the standard and can be used to drive instruction.

Action Step 1 5

Grade Level Meetings

Person Responsible

Sheila Brown

Schedule

Weekly, from 8/21/2014 to 6/4/2015

Evidence of Completion

Meeting agendas, sign-in sheets, minutes and copies of the standards that were unpacked and the formative assessments used to drive instruction.

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

Each meeting will be recorded using an agenda, minutes and a sign in sheet

Person Responsible

Sheila Brown

Schedule

Weekly, from 8/21/2014 to 6/4/2015

Evidence of Completion

Grade Level Binders will be created that will contain meeting notes, agendas, sign in sheets, and evidence of standards unpacking and aligned formative assessments.

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

I-Ready Beginning, Middle and End of Year Assessments for each grade level

Person Responsible

Sheila Brown

Schedule

Quarterly, from 8/25/2014 to 5/28/2015

Evidence of Completion

The results from student I-Ready Beginning of the Year, Middle of the Year, and End of the Year Assessments will be used to determine the effectiveness of the weekly grade level meetings.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Grade Level Meetings	Brown, Sheila	8/21/2014	Meeting agendas, sign-in sheets, minutes and copies of the standards that were unpacked and the formative assessments used to drive instruction.	6/4/2015 weekly
G1.B1.S1.A1	Change the Master Schedule to include computer lab time	Brown, Sheila	9/22/2014	Copy of the Master Schedule; Copy of the Computer Lab Schedule	6/5/2015 weekly
G1.MA1	iReady Beginning of year, Middle of year and End of year reports for each grade level.	Brown, Sheila	8/25/2014	iReady Middle of year and End of year reports will be used to determine progress towards the goal.	6/5/2015 semiannually
G1.B1.S1.MA1	Increased student proficiency on Middle of the Year and End of the Year I-Ready Assessments	Brown, Sheila	11/21/2014	I-Ready Middle of the Year and End of the Year Assessments	6/5/2015 semiannually
G1.B1.S1.MA1	Review I-Ready Usage Reports	Brown, Sheila	10/1/2014	I-Ready Student Usage Report	6/5/2015 monthly
G2.MA1	I-Ready Reports	Brown, Sheila	9/18/2014	I-Ready student test results from the Beginning of the Year, Middle of the Year, and End of the Year Assessments	4/23/2015 every-6-weeks
G2.B1.S1.MA1	I-Ready Beginning, Middle and End of Year Assessments for each grade level	Brown, Sheila	8/25/2014	The results from student I-Ready Beginning of the Year, Middle of the Year, and End of the Year Assessments will be used to determine the effectiveness of the weekly grade level meetings.	5/28/2015 quarterly
G2.B1.S1.MA1	Each meeting will be recorded using an agenda, minutes and a sign in sheet	Brown, Sheila	8/21/2014	Grade Level Binders will be created that will contain meeting notes, agendas, sign in sheets, and evidence of standards unpacking and aligned formative assessments.	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: Starting by Sept. 30, 2014, and continuing to the end of the school year, the faculty and leadership of LES will be fully engaged in weekly, structured, grade level professional learning activities that focus on unpacking standards to be taught within the coming year.	0
Grand Total	0

Goal 2: Starting by Sept. 30, 2014, and continuing to the end of the school year, the faculty and leadership of LES will be fully engaged in weekly, structured, grade level professional learning activities that focus on unpacking standards to be taught within the coming year.

Description	Source	Total
B1.S1.A1 - Notes: Purchase binders for each teacher to store information and resources for Standards Based Instruction	General Fund	0
Total Goal 2		0