

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

School: 1961 - Lakeview Fundamental Elementary
District: 52 - Pinellas
Principal: Susan Garcia Nikolova J
SAC Chair: Stephanie Roberts
Superintendent: Dr. Michael A Grego
School Board Approval Date: 09/24/2013
Last Modified on: 10/28/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	2229 25TH ST S St Petersburg, FL 33712	2229 25TH ST S St Petersburg, FL 33712
Phone Number:	727-893-2139	
Web Address:	http://www.lakeview-es.pinellas.k12.fl.us	
Email Address:	1961.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	32%			
Minority:	43%			
School Grade History:	<u>2012-13</u> A	<u>2011-12</u> A	<u>2010-11</u> A	<u>2009-10</u> A

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School Lakeview Fundamental Elem.	
Principal's name Susan Garcia Nikolova J	
School Advisory Council chair's name Stephanie Roberts	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
Susan Garcia-Nikolova	Principal
David Lawson	VE Resource Teacher
Kelly Woodward	Speech/Language Therapist
Kari Altman-Wood	Guidance Counselor
Emily Fairbanks	Psychologist
Kathy Lee	ELM Teacher
Lorie Barzen	Curriculum Specialist
District-Level Information	
District Pinellas	
Superintendent's name Dr. Michael A Grego	
Date of school board approval of SIP 09/24/2013	
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).	
Describe the membership of the SAC including position titles	
SAC Chair- Stephanie Roberts, Parent Susan Garcia-Nikolova, Principal Treasurer- Angela Koneski - Ferland, Support Service Secretary-Kristin Lehman, Parent Eric Rose- Parent JerJuan Green- Community Member- Christ Gospel Church Karlос McCleary- Community Member- R'Club Two Teachers -Theresa Russo and Beth Carter The majority of the SAC is made up of parents and community members. At this writing the ethnic make up is 5 White, 3 Black and 1 Hispanic	
Describe the involvement of the SAC in the development of this school improvement plan	
At the start of every school year the SIP is shared with the SAC of Lakeview and adjustments are made according to needs throughout the year. A complete review of the data is conducted. Input is taken and at each assessment cycle progress of the plan is reviewed.	
Describe the activities of the SAC for the upcoming school year	

The SAC of Lakeview Fundamental meets once a month. At these meetings the SAC reviews the SIP goals and data is shared. The SAC also reviews school/teacher requests for the use of SAC funds. The SAC reaches a decision if the request is aligned to the goals of the SIP before any approvals are made.

Describe the projected use of school improvement funds and include the amount allocated to each project

It is projected that the school improvement funds will be used to continue funding for Figure It Out Math – a high level math curriculum to be used with students in grades 2-5 and or those that scored a level 4 or 5 on FCAT math. It is also projected that school improvement funds will also continue to support the Naglieri Test to be used as an additional screening for all Kindergarten students for the Gifted Studies Program. Substitute Teachers to cover classes on a rotational basis are also projected use to allow teachers to visit classrooms for Lesson Study and planning.

Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below
In Compliance

If no, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

Administrators 1

Receiving Effective rating or higher (not entered because basis is < 10)

Administrator Information:

Susan Garcia Nikolova J		
Principal	Years as Administrator: 11	Years at Current School: 4
Credentials	Mrs. Garcia-Nikolova holds a Bachelor of Science Degree in Elementary Education and a Master of Science Degree in Educational Leadership. State of Florida certification in Elementary Education grade 1-6 and Educational Leadership grades K-12	
Performance Record	During Mrs. Garcia-Nikolova's tenure at Lakeview The school continues to achieve an A grade from the State. Proficiency in the area Math 2010/11 73%, 2011/12- 75.1%, 2012/13 74.6%. In the area of Reading 2010/11- 79.5%, 2011/12- 85.6%, 2012/1385.4%. In the area of Science 2011/12- 66.2%, 2012/13 75.8%. Annual learning agins for the lowest 25% in the 2012/13 School year are 70% for math and 73% for reading.	
Instructional Coaches		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
N/A		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	At this writing we have been assigned Shelley Holder as a district literacy coach. We will be meeting for the first time on Set. 10th .	
Performance Record		
Classroom Teachers		
# of classroom teachers 26		
# receiving effective rating or higher 26, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 100%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 26, 100%		
# ESOL endorsed 11, 42%		
# reading endorsed 1, 4%		
# with advanced degrees 10, 38%		
# National Board Certified 1, 4%		
# first-year teachers 1, 4%		
# with 1-5 years of experience 6, 23%		

<p># with 6-14 years of experience 9, 35%</p>
<p># with 15 or more years of experience 10, 38%</p>
<p>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).</p>
<p>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible. Lakeview Fundamental has a very low turnover in staff. When a staff member leaves Lakeview it is generally due to retirement. When this does occur an interview team is established to develop questions and share in the interview process. Teams are constructed of member from the team the new staff member will serve on and diverse members of the staff so that the entire school has representation. We choose the individual based on credentials as well as best fit for the students of Lakeview. District procedures are also followed in terms of policies for</p>
<p>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).</p>
<p>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities Mr. Keith Fawcett Mr. Fawcett is a district trained Mentor and has supervised several interns in the past. His training is specifically designed to assist new teachers and teachers that are new to Lakeview Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons. Reviewing and monitoring fundamental the implementation of fundamental policies and procedures. Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons. Reviewing and monitoring fundamental the implementation of fundamental policies and procedures.</p>
<p>Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl) 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).</p>
<p>Describe your school's data-based problem-solving processes for the implementation and monitoring of your 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/Rtl team meets regularly on Monday mornings- Meetings are dedicated to specific agenda items and to specific grade level teams. Based on grade level P.E. times the MTSS/Rtl meets with each grade level once month for a Rtl/PLCs . This allows the team to work collaboratively with each team to review data and focus</p>

interventions as a full team. See Below for meeting times

-Facilitator – generates agenda and leads team discussions

-Data Manager(s)– assist team in accessing and interpreting (aggregating/disaggregating) the data

-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as maintaining electronic folder that is available for all teachers to access

-Time Keeper –helps team begin on time and ensures adherence to agree upon agenda

Meeting time: First Monday of each month- PSW

review and development RtI Meetings,

Second Monday of each month- Meetings with

Kindergarten, First and Second Grade- Times

determined by P.E. times

Third Monday of each Month- Meetings with Third,

Fourth and Fifth Grade- Times determined

by P.E. times

Fourth Monday of each Month- PSW review and

development RtI Meeting.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Susan Garcia-Nikolova, Principal

Valorie Barzen, Curriculum Specialist

Kari Altman-Wood, Guidance Counselor-

504 Coordinator

Kelly Woodward, Speech/Language Therapist

David Lawson, VE Resource Teacher

Kathy Lee, ELM Teacher

Emily Fairbanks, School Psychologist

Each member of the team provides support for students and teachers. Mrs. Barzen manages all minutes

of our meetings and tracks the interventions for students. Ms. Dawkins serves as a parent contact along with

Mrs. Altman-Wood. Both interpret data and manage the scheduling of parent meetings.

Ms. Woodward and

Mr. Lawson serve as ESE resources for families and for ESE input during meetings. They along with

Mrs. Lee also serve in providing interventions.

Mrs. Garcia- Nikolova is the facilitator of the meetings.

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

The MTSS Team plays a key role in the implementation and monitoring of the SIP. During our weekly

meetings the monitoring of student performance along with teachers allows the entire instructional staff to have direct and immediate up to date data regarding the process of students and their achievement. The MSTT is also able to monitor the strategies that are used with students and the delivery of material as mentioned in the SIP.

Describe the 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 (e.g., behavior, attendance)

Data Sources used are PCAS scores and FAIR data. Teacher input as well as classroom generated assessments are reviewed. Behavior data – IAC referrals, behavior referrals and teacher notes. Ongoing progress monitoring (OPM) is also used once a student has been identified. AIMSWeb probes are used.

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

The MTSS Team plays a key role in the implementation and monitoring of the SIP. During our weekly meetings the monitoring of student performance along with teachers allows the entire instructional staff to have direct and immediate up to date data regarding the process of students and their achievement. The MSTT is also able to monitor the strategies that are used with students and the delivery of material as mentioned in the SIP.

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: 0****Strategy Purpose(s)**

Enrichment activities that contribute to a well-rounded education

Strategy Description

Lakeview Fundamental provides students with numerous opportunities for enrichment.

After school enrichment includes the following- Mad Science Club for students in grade levels K-5.

This program occurs for approximately 6 weeks per semester, once a week after school. Students

participate in hands on science experiments and work cooperatively. Drama Club for students in grades K-5 is a once a week after school enrichment

that offers students the opportunity to work in cooperative groups to write scripts and perform them. Students are able to build confidence as well as build on

academics. Lego Club is an after school enrichment that occurs several time over the course of a school year targeting specific grade levels at particular times of the year. The focus of Lego Club is to focus on STEM activities. Literacy Circles are available in the mornings prior to the school day beginning.

The media specialist, teachers, and parents facilitate their own Literacy Circle so that several students can participate. The focus of the Literacy Circles is reading and the discussion of text along with preparation for the Battle of the Books.

Sunshine State Readers are used for this enrichment. Our Morning Mile Club takes place in the mornings prior to the school day

beginning. This club is open to students in all grade levels and to their parents. Morning Mile

provides time to be physically active and quality time for students with a special adult in their lives.

Spanish Club is open to students in grade K-2 offering them an opportunity to experience and absorb foreign language. Fifth grade teachers also provide after school math workshops after first semester to target students that are in need of math supports prior to FCAT.

These programs are designed to enrich the academics by offering students an alternative venue to explore and build on their interest and talents. In turn these opportunities keep students engaged and motivated.

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

Data is collected in various ways depending on the program. Drama Club conducts surveys of parents at the mid point and end of the year to assess the effectiveness of the program and to serve as input for improvements. Other programs are measured with test scores/achievement in the area of math, reading and science. Performance in the Battle of the Books is used to improve Literacy Circles. Many of these programs generate a wait list which serves as a data source as to the effectiveness and desire of participation of the program.

Who is responsible for monitoring implementation of this strategy?

Teacher sponsors, partnership instructors for each program and the principal monitor the implementation and the success of each program.

Literacy Leadership Team (LLT)

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

Name	Title
Susan Garcia-Nikolova	Principal
Darlene Jansen	Primary Teacher
Keith Fawcett	Primary Teacher
Diane Kort	Intermediate Teacher
Jeff Sprague	Intermediate Teacher
Cynthia Durnat	Intermediate Teacher
Sara Smith	Specialist
Kerry Marks	Kindergarten Teacher
Valorie Barzen	Curriculum Specialist

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The LLT meets throughout the year to review and support curriculum initiatives. The major focus will be to support the Common Core State Standards and to plan and deliver professional development to the staff as it relates to CCSS. Our role is support and implementation.

What will be the major initiatives of the LLT this year?

- * Implementation of the CCSS
- *Professional Development planning
- *Professional Development delivery
- *Support to teams in PLCs

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).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

Each year the parents of students entering Kindergarten have the opportunity to apply to Lakeview Fundamental through the Student Reservation System. Families that have applied been invited and accepted invitations according to the Pinellas County School District's Policy for Application Programs are identified. Once this takes place the families of these students are contacted to attend two events at the school level in the Spring prior to the new school year. The first event is evening event for parents. Parents of invited the invited students attend an informational session. A general session is held with the Principal to review Fundamental guidelines. Following the general session, parents have a breakout session with the Kindergarten teachers. This session is an in-depth overview of Kindergarten expectations

coupled with fundamental expectations. The second event is designed for the incoming Kindergarten students. Families are invited to attend a morning session in which their children spend time with the Kindergarten teachers in the Kindergarten classrooms. This event is designed to assist students in the transition to Kindergarten. Current Kindergarten students are in learning activities with other certified teachers for this hour session. During this time the parents of the incoming students meet with current Lakeview parents for a tour and a Q and A session from the parent perspective.

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	85%	86%	Yes	1%
American Indian				
Asian				
Black/African American	63%	71%	Yes	1%
Hispanic				
White	93%	92%	No	94%
English language learners				
Students with disabilities	67%	66%	No	70%
Economically disadvantaged	65%	69%	Yes	1%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	26%	28%
Students scoring at or above Achievement Level 4	110	60%	62%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	85	45%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	85	73%	100%

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)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		100%

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	50	81%	85%
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	80%	76%	No	82%
American Indian				
Asian				
Black/African American	63%	55%	No	66%
Hispanic				
White	84%	86%	Yes	1%
English language learners				
Students with disabilities	63%	66%	Yes	1%
Economically disadvantaged	63%	53%	No	66%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		64	35%	28%
Students scoring at or above Achievement Level 4		74	40%	78%
Learning Gains				
		2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		70	70%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		70	70%	100%
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		15	23%	24%
Students scoring at or above Achievement Level 4		35	53%	76%
Florida Alternate Assessment (FAA)				
		2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]		0%
Students scoring at or above Level 7		[data excluded for privacy reasons]		0%
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)	6		
Participation in STEM-related experiences provided for students			

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	18	5%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade			0%
Students who receive two or more behavior referrals	3	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	1%	0%

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).

Describe parental involvement targets for your school

We will continue to provide frequent home-school communication in a variety of formats that allow for families to support and supervise their child's educational progress.

Parents are required to sign and adhere to fundamental guidelines regarding parental involvement. The adherences to these guidelines are monitored by the number of IAC referrals that are related to infractions that are related to parental requirements. Data does not indicate any significant differences in participation based on students in the lowest performing quartile.

The fundamental requirements apply to all families regardless of student achievement or subgroup status. Parents at Lakeview are highly involved and required to attend specific meetings on a monthly basis

for a minimum of 8 meetings per year.

This process is monitored. Parents are required to attend at least 3 face to face parent/teacher conferences per year. These are tracked and monitored. In the event a parent misses a scheduled conference they are notified of the possibility of IAC in the event they do not schedule prior to the end of the grading period.

There are several activities and events that occur at Lakeview on a regular basis. Many of these events require parental assistance and

volunteering.
 Tracking/Monitoring Methods
 IAC spreadsheet tracking the number of IAC meetings and the type of infraction that leads to the IAC. PTA/SAC – Monthly sign in cards
 Volunteer log- in numbers
 Along with the documented parental volunteer I sign-ups for committees, events and as room parents.

Specific Parental Involvement Targets

<u>Target</u>	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

Goal #1:

To increase the test scores of Black students (AMO) by 4 percentage points (a minimum of 82%)in the area of mathematics as measured by FCAT Math scores. This goal will also apply to any student struggling in the area of math.

Goal #2:

Increase the percent of all students including our subgroup of Black students scoring 4- 76% to a minimum of 80% or above on FCAT by 4 percentage points as measured by FCAT Science

Goal #3:

Increase the percent of students scoring at a level 3.5 or above in Writing by 4- 81% to a minimum of 85% percentage points as measured by FCAT Writing

Goal #4:

To increase FCAT Reading scores in the area of proficient by a minimum of 2 percentage points 86%-88% for all students including our subgroup of Black as measured by FCAT Reading scores.

Goals Detail

Goal #1: To increase the test scores of Black students (AMO) by 4 percentage points (a minimum of 82%)in the area of mathematics as measured by FCAT Math scores. This goal will also apply to any student struggling in the area of math.

Targets Supported

- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

- Walkthroughs
- Go Math Materials
- Common Planning Time
- Weekly PLCs
- Monthly PLC with MTSS Team
- Professional Development Seminars (Monthly)
- Book Study with a focus on mathematics- Common Core Mathematics in a PLC at Work
- Lesson Study

Targeted Barriers to Achieving the Goal

- Lack of familiarity of Common Core Standards

Plan to Monitor Progress Toward the Goal

Action:

Common Assessment Data OPM if available Teacher Assessments

Person or Persons Responsible:

Principal Teachers Leading the Learning Cadre

Target Dates or Schedule:

Each Common Assessment Cycle FCAT Data Report Card Cycles

Evidence of Completion:

Disaggregated data of Black students Minutes from LLC meetings PLC Feedback forms

Goal #2: Increase the percent of all students including our subgroup of Black students scoring 4- 76% to a minimum of 80% or above on FCAT by 4 percentage points as measured by FCAT Science

- Targets Supported**
- Science
 - Science - Elementary School

- Resources Available to Support the Goal**
- Mad Science Program for all 5th grade students
 - District Science Department

- Targeted Barriers to Achieving the Goal**
- Lack of familiarity with the Common Core Standards

Plan to Monitor Progress Toward the Goal

Action:

Data from Science Journals Feedback from Collaboration of teachers with Mad Science staff.

Person or Persons Responsible:

Teachers, Administration and Curriculum SPecialist

Target Dates or Schedule:

A minimum of once a month - check to determine if students are moving toward the goal.

Evidence of Completion:

Final evidence will be 5th Grade FCAT Science Scores (Gained 10 points last year). PLC notes Documentaed conversations with teachers by administration

Goal #3: Increase the percent of students scoring at a level 3.5 or above in Writing by 4- 81% to a minimum of 85% percentage points as measured by FCAT Writing

- Targets Supported**
- Writing

- Resources Available to Support the Goal**
- Writing Journals Professional Development Teacher expertise

- Targeted Barriers to Achieving the Goal**
- Combining FCAT Writing expectations and Common Core expectations

Plan to Monitor Progress Toward the Goal

Action:

Review of student journals Review of student writing MTSS/PLCs to review student progress.

Person or Persons Responsible:

Teachers Administration Curriculum Specialist

Target Dates or Schedule:

Data points of Common Assessments- 3 times per year Throughout/ongoing during the year Spring 2014

Evidence of Completion:

FCAT Writing Scores Common Assessment Scores

Goal #4: To increase FCAT Reading scores in the area of proficient by a minimum of 2 percentage points 86%-88% for all students including our subgroup of Black as measured by FCAT Reading scores.

Targets Supported

- Reading - AMO's
- Reading - FCAT2.0
- Reading - Learning Gains

Resources

Available to

Support the Goal

- Increase rigorous instruction by Walkthroughs with feedback
- Progress Monitoring through AIMS Web
- Reading Module Assessments
- FAIR Data
- Common Assessment Data
- PLC Planning
- Volunteers
- ELM
- Lesson Study
- Leading the Learning Cadre
- Professional Development- Lead by the Leading the Learning Cadre- Focus on PLCs and Planning

Targeted Barriers to Achieving the Goal

- Become more familiar with Common Core

Plan to Monitor Progress Toward the Goal

Action:

Written feedback within 24 hours of walkthrough, Monitor students through MTSS, SIP funds for possible substitutes for TDE, LLC meetings to plan trainings, designated time during faculty meetings for teachers to share what has been working with CCSS to im

Person or Persons Responsible:

Administrator, teachers, curriculum specialist, MTSS

Target Dates or Schedule:

Weekly/monthly PLCs , FAIR data points, weekly walkthroughs

Evidence of Completion:

MTSS minutes, PLC Electronic Forms, Written Walkthrough Feedback, Assessment Data, AIMS Web/ OPM Data, PD sign in sheets, PLC forms, meeting minutes, Faculty meeting documentation

Action Plan for Improvement

Goal #1: To increase the test scores of Black students (AMO) by 4 percentage points (a minimum of 82%)in the area of mathematics as measured by FCAT Math scores. This goal will also apply to any student struggling in the area of math.

Barrier #1: Lack of familiarity of Common Core Standards

Strategy #1 to Overcome the Barrier Book Study- Common Core Mathematics PLC at Work.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:

Teachers and Principal will participate in Book Study at once a month meetings

Person or Persons Responsible:

School Wide Principal

Target Dates or Schedule:

Book Study Meetings will be held once a month. the plan is to begin in Nov. and continue through Feb.

Evidence of Completion:

Sign in sheets from book study Implementation of strategies documented on PLC feedback forms
Student Achievement Data

Facilitator:

Teachers, Principal and Curriculum Specialist

Participants:

School Wide Principal

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Review the completion of each study. Principal will participate in each study if able.

Person or Persons Responsible:

Principal and Leading the Learning Cadre

Target Dates or Schedule:

Monitoring will take place during each episode of Lesson Study

Evidence of Completion

Minutes from each episode Minutes of Leading the Learning Cadre Meetings

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Data from each Common Assessment FCAT Data Classroom assessment data

Person or Persons Responsible:

Principal, Leading the Learning Cadre

Target Dates or Schedule:

Monitoring will take during each episode.

Evidence of Completion:

Minutes from Leading the Learning Cadre Minutes from Lesson Studies

Goal #1:	To increase the test scores of Black students (AMO) by 4 percentage points (a minimum of 82%)in the area of mathematics as measured by FCAT Math scores. This goal will also apply to any student struggling in the area of math.
Barrier #1:	Lack of familiarity of Common Core Standards
Strategy #4 to Overcome the Barrier	PLC focus for collaborative planning and to become more familiar with CCSS.

Step #1 to Implement Strategy #4

Action:

Specific PLCs will be focused on Math Strategies and Student Achievement.

Person or Persons Responsible:

Leading the Learning Cadre Teachers Administration Curriculum Specialist

Target Dates or Schedule:

After each Assessment Cycle /data point

Evidence of Completion:

PLC feedback forms

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #1

Action:

After each specific PLC the administrator will review the PLC form and with feedback. Walkthroughs with the specific strategies on PLC form will be observed.

Person or Persons Responsible:

Administrator

Target Dates or Schedule:

Various dates during the school year specifically after each assessment cycle

Evidence of Completion

Administrator Walkthrough notes and feedback to teachers.

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #1

Action:

Common Assessment data Classroom achievement data

Person or Persons Responsible:

Teachers Administrator Curriculum Specialist

Target Dates or Schedule:

Each assessment cycle Classroom math achievement data

Evidence of Completion:

Administrator walkthrough notes and feedback

Goal #2:	Increase the percent of all students including our subgroup of Black students scoring 4- 76% to a minimum of 80% or above on FCAT by 4 percentage points as measured by FCAT Science
Barrier #1:	Lack of familiarity with the Common Core Standards
Strategy #2 to Overcome the Barrier	Enhance the 5th grade science program with additional lessons once a week provided by Mad Science.

Step #1 to Implement Strategy #2

Action:

One hour lessons in addition to regular classroom science lessons will be scheduled for each of the 5th grade classes. Each lab situation will focus on Common Core Science Standards for 5th grade.

Person or Persons Responsible:

Administration and PTA

Target Dates or Schedule:

Beginning during first semester and continuing through until FCAT testing.

Evidence of Completion:

Evidence of this taking place towards implementation includes contact with Mad Science, Teacher/Class schedule

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #2

Action:

Scores on specific science assignments will be analyzed and compared across the grade level for planning purposes.

Person or Persons Responsible:

Teachers, Administration and PTA

Target Dates or Schedule:

Teachers will track the improvements of their classes through assessments related to areas covered during the science lab on a weekly/bi weekly basis

Evidence of Completion

PLC forms, student assessment data. Mad Science feedback

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #2

Action:

Science assessments, Final FCAT Science Scores, All assessment data.

Person or Persons Responsible:

Teachers

Target Dates or Schedule:

Throughout the year

Evidence of Completion:

Increase of test scores in the area of science throughout the year. Minutes of SBLT/PLCs with teams.

Goal #2:	Increase the percent of all students including our subgroup of Black students scoring 4- 76% to a minimum of 80% or above on FCAT by 4 percentage points as measured by FCAT Science
Barrier #1:	Lack of familiarity with the Common Core Standards
Strategy #4 to Overcome the Barrier	Incorporate science journals across grade levels,

Step #1 to Implement Strategy #4 - Budget Item

Action:

Journals will be ordered and distributed upon arrival to teachers. Journals will be used as specified in Professional Development delivered in the Spring of 2013

Person or Persons Responsible:

Administration, Teachers, Curriculum Specialist and Bookkeeper

Target Dates or Schedule:

An order will be placed by the School's Bookkeeper for Science Journals for each child in the school K-5

Evidence of Completion:

Documentation of journal delivery Documentation of Student use through walkthroughs. Documented collaborative conversation regarding journals between teachers and administration and administration and students.

Plan to Monitor Fidelity of Implementation of Strategy #4 for Overcoming Barrier #1 to Goal #2

Action:

Administration will conducted specific walkthroughs that have a specific focus on the use of science journals

Person or Persons Responsible:

Teachers, Curriculum Specialist and Administration

Target Dates or Schedule:

On Going throughout the school year.

Evidence of Completion

Walkthrough feedback forms to teachers with specific focus-

Plan to Monitor Effectiveness of Strategy #4 for Overcoming Barrier #1 to Goal #2

Action:

Common Assessment data, classroom assessments- grades. Efforts will produce and increase in final Science Scores.

Person or Persons Responsible:

Teachers, Administration and Curriculum SPecialist

Target Dates or Schedule:

Various assessment schedules based on grade level. Walkthrough and feedback will occur at least twice a month with feedback within 24 hours of the avisit.

Evidence of Completion:

Minutes from PLCs Walkthrough Feedback Documented discussions with teachers and students

Goal #3:	Increase the percent of students scoring at a level 3.5 or above in Writing by 4-81% to a minimum of 85% percentage points as measured by FCAT Writing
Barrier #1:	Combining FCAT Writing expectations and Common Core expectations
Strategy #1 to Overcome the Barrier	In order to meet the needs of students that will be participating in the FCAT Writing test while teaching CCSS Writing standards - Teachers will design lessons that offer students learning opportunities that include the skills and craft needed for FCAT writing while combining theses skills with CCSS and cross Curriculum Writing through multiple writing journals- Heartbeat journals, Science journals and other content writing journals.

Step #1 to Implement Strategy #1

Action:

Teachers /Students will utilize specific journals to target specific skills that students need to be successful on FCAT Writing while gaining the CC Writing standards

Person or Persons Responsible:

Teachers- Develop Lessons Curriculum Specialist- Offer Resources and guidance.

Target Dates or Schedule:

Writing will be built into the daily schedule throughout the year.

Evidence of Completion:

Teacher Lesson Plans Student Journals Classroom Writing Assessments

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Walkthroughs Monitoring of Lesson Plans Monitoring/Assess Journals

Person or Persons Responsible:

Teachers Students Administration

Target Dates or Schedule:

Walkthrough will occur at a minimum of twice a month. The monitoring of lesson plans will occur weekly. The monitoring of the journals will occur after each writing assignment.

Evidence of Completion

Student Journals Walkthrough Feedback Forms Graded Assignments

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Journal/ Writing grades Completed Assignments Common Assessment Data Final FCAT Writing Scores Walkthroughs

Person or Persons Responsible:

Teachers Curriculum Specialist Administration

Target Dates or Schedule:

Grades at the completion of each assignment Completion of each Common Assessment Cycle/ 3 times per year. FCAT Writing Scores Spring of 2014 On going walkthroughs during the year

Evidence of Completion:

Grade books Student Data Report Cards Walkthrough feedback forms

Goal #4:	To increase FCAT Reading scores in the area of proficient by a minimum of 2 percentage points 86%-88% for all students including our subgroup of Black as measured by FCAT Reading scores.
Barrier #1:	Become more familiar with Common Core
Strategy #1 to Overcome the Barrier	Common planning time

Step #1 to Implement Strategy #1

Action:

The master schedule was developed to allow for common planning time among teachers of like grade levels. This planning will be reflective of grade level PLCs.

Person or Persons Responsible:

Teachers, administration and curriculum specialist

Target Dates or Schedule:

Planning happens at a minimum of once a week per team for up to 40 minutes throughout the year.

Evidence of Completion:

Teacher lesson plans. Student achievement data as it pertains to reading.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

Review of teacher lesson plans by principal Feedback to teams on a weekly basis by principal Weekly PLCs

Person or Persons Responsible:

Administration- Grade Level Teams

Target Dates or Schedule:

The principal will monitor the fidelity on a weekly basis.

Evidence of Completion

Walkthrough feed back based on teacher plans documented conversations with teachers regarding planning and use of Common Core.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4

Action:

FAIR Data, Classroom Assessment Data, OPM data . these data sources will show an increase in student scores in the area of reading and serve as a guide to improving instruction.

Person or Persons Responsible:

Teachers, Curriculum Specialist, School Psych. and Administration

Target Dates or Schedule:

FAIR DATA collection will take place 3 times per year. Classroom Assessment data time lines will vary based on grade level - minimum of once a week. OPM data for target students will take place every two weeks unless T3. T3 students OPM data will be on a once a week basis

Evidence of Completion:

OPM Trend data reported at SBLT/PLC with teams once a month. FAIR data analyzed after cycle. Classroom evidence will be reported in terms of teacher gradebooks, report cards and student data from classroom assignments. Student tracking their own data as well as teacher tracking.

Goal #4:	To increase FCAT Reading scores in the area of proficient by a minimum of 2 percentage points 86%-88% for all students including our subgroup of Black as measured by FCAT Reading scores.
Barrier #1:	Become more familiar with Common Core
Strategy #2 to Overcome the Barrier	Professional Development Seminars once a month

Step #1 to Implement Strategy #2

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

Plan to Monitor Fidelity of Implementation of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #2 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

**Action Step(s) Missing for Goal #4, Barrier #1, Strategy #3
Complete one or more action steps for this Strategy or de-select it**

Plan to Monitor Fidelity of Implementation of Strategy #3 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion

Plan to Monitor Effectiveness of Strategy #3 for Overcoming Barrier #1 to Goal #4

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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:

Goal #1: To increase the test scores of Black students (AMO) by 4 percentage points (a minimum of 82%)in the area of mathematics as measured by FCAT Math scores. This goal will also apply to any student struggling in the area of math.

Barrier #1: Lack of familiarity of Common Core Standards

Strategy #1: Book Study- Common Core Mathematics PLC at Work.

Action Step #1: Teachers and Principal will participate in Book Study at once a month meetings

Facilitator leader

Teachers, Principal and Curriculum Specialist

Participants

School Wide Principal

Target dates or schedule

Book Study Meetings will be held once a month. the plan is to begin in Nov. and continue through Feb.

Evidence of Completion and Person Responsible for Monitoring

Sign in sheets from book study

Implementation of strategies documented on PLC feedback forms

Student Achievement Data

(Person Responsible: School Wide Principal)

Appendix 2: Budget to Support School Improvement Goals**Budget Summary by Goal**

Goal	Description	Total
Goal #1	To increase the test scores of Black students (AMO) by 4 percentage points (a minimum of 82%)in the area of mathematics as measured by FCAT Math scores. This goal will also apply to any student struggling in the area of math.	\$700
Goal #2	Increase the percent of all students including our subgroup of Black students scoring 4- 76% to a minimum of 80% or above on FCAT by 4 percentage points as measured by FCAT Science	\$303
	Total	\$1,003

Budget Summary by Resource Type and Funding Source

Resource Type	Evidence-Based Program	Total
School Budget	\$1,003	\$1,003
Total	\$1,003	\$1,003

Budget Detail

Goal #1: To increase the test scores of Black students (AMO) by 4 percentage points (a minimum of 82%)in the area of mathematics as measured by FCAT Math scores. This goal will also apply to any student struggling in the area of math.

Barrier #1: Lack of familiarity of Common Core Standards

Strategy #1: Book Study- Common Core Mathematics PLC at Work.

Action Step #1: Teachers and Principal will participate in Book Study at once a month meetings

Resource Type Evidence-Based Program

Resource Common Core Mathematics PLC at Work will be purchased for each instructional staff member to participate in the book study.

Funding Source School Budget

Amount Needed \$700

Goal #2: Increase the percent of all students including our subgroup of Black students scoring 4- 76% to a minimum of 80% or above on FCAT by 4 percentage points as measured by FCAT Science

Barrier #1: Lack of familiarity with the Common Core Standards

Strategy #4: Incorporate science journals across grade levels,

Action Step #1: Journals will be ordered and distributed upon arrival to teachers. Journals will be used as specified in Professional Development delivered in the Spring of 2013

Resource Type Evidence-Based Program

Resource Grade Levels ordered journals for each of their students to enhance and increase writing across the curriculum and to improve the Writing Scores of 4th grade students by offering several opportunities to write/journal.

Funding Source School Budget

Amount Needed \$303