FLORIDA DEPARTMENT OF EDUCATION
2013-2014 SCHOOL IMPROVEMENT PLAN

School: 6281 - Lake St. George Elementary School

District: 52 - Pinellas

Principal: Paula Texel M

SAC Chair: Kathy Trager

Superintendent: Dr. Michael A Grego

School Board Approval Date: 09/24/2013

Last Modified on: 10/28/2013

Address:	**Physical**	**Mailing**
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Phone Number:	727-669-1161	
Web Address:	https://sites.google.com/a/sites.pcsb.org/lsg-es/home	
Email Address:	6281.principal@pcsb.org	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	No			
Free/Reduced Lunch:	45%			
Minority:	24%			
School Grade History:	**2012-13**	**2011-12**	**2010-11**	**2009-10**
	A	B	B	A

Current School Status

School Information

School-Level Information

School Lake St. George Elem. School

Principal's name Paula Texel M

School Advisory Council chair's name Kathy Trager

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

Name	Title
Paula Texel	Principal
Teri Statton	Assistant Principal
Nancy Toye	Teacher
Jane Burgos	Teacher
Marci Magoulis	Teacher
Jody Marten	Teacher
Danielle Zervios	Teacher
Jill McGonegal	Speech/Language Pathologist
Corey Boyd	Behavior Specialist
Heather Maturo	School Counselor
Jessica Dall	Teacher

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
Paula Texel (principal), Sidney Caldwell (grandparent), Alison Carmen (parent), Summer Garner (staff), Brianna Kennedy (parent), Kevin Luljack (parent), Jenn Mekler (parent), Jana Mir (parent), Barbara Norcross (staff), Carmen Silva (support staff), Kathy Trager (community)

Describe the involvement of the SAC in the development of this school improvement plan
SAC input is gathered at the end of the school year. School data, district initiatives, along with this input, is used to write the plan. SAC votes on plan and any disbursement of funds during the August/September meeting.

Describe the activities of the SAC for the upcoming school year
SAC will monitor all goals on the SIP. The groups will give feedback and offer suggestions to improve procedures at Lake St. George. SAC will also be involved in topics of their choosing.

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

$2861.65 will go towards programs that will enrich the educational goals of our students and staff. This includes providing TDEs for staff to attend trainings and workshops. Funds will also be used to purchase materials to remediate or enrich content for our students.

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 2

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

Administrator Information:

Paula Texel M

Principal	Years as Administrator: 13	Years at Current School: 3
Credentials	B.S., Elementary Ed M.S., Curriculum & Instruction Certification in Ed Leadership	
Performance Record	2013 Grade A Rdg-74% proficiency, 69% learning gains, 61% learning gains for lowest 25%. Math - 66% proficiency, 66% learning gains, 64% learning gains for lowest 25%, Science - 59% proficiency, Writing - 69% proficiency	

Teri Statton

Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	B.S., Elementary Ed M.S., Early Childhood Certification in Ed Leadership	
Performance Record	2013 Grade A Rdg-74% proficiency, 69% learning gains, 61% learning gains for lowest 25%. Math - 66% proficiency, 66% learning gains, 64% learning gains for lowest 25%, Science - 59% proficiency, Writing - 69% proficiency	

Instructional Coaches

 # Instructional Coaches

 # Receiving Effective rating or higher

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers 45

 # receiving effective rating or higher 45, 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. 44, 98%

 # ESOL endorsed 10, 22%

 # reading endorsed 2, 4%

 # with advanced degrees 15, 33%

 # National Board Certified 5, 11%

 # first-year teachers 0, 0%

 # with 1-5 years of experience 2, 4%

 # with 6-14 years of experience 18, 40%

 # with 15 or more years of experience 25, 56%

Education Paraprofessionals

# of paraprofessionals 0

 # Highly Qualified, as defined in 20 U.S.C. § 6319(c) 0

Other Instructional Personnel

# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 3

 # receiving effective rating or higher (not entered because basis is < 10)

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

Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.
Paula Texel (principal) and Teri Statton (asst. principal) will provide up to date, relevant and meaningful professional development through the use of PLCs, monthly curriculum meetings, and support of frequent book studies and on-site workshops. They will support attendance at local, state and national conferences, institutes and seminars. They will also provide for teacher recognition throughout the school year.

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).

Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities

All new teachers to Lake St. George are paired with a member of their teaching team to provide guidance as it relates to Lake St. George policies. Teachers brand new to the field of teaching are assigned to our school based mentor, Jessica Dall. New teachers are observed formally and in walk-throughs. Feedback is provided and time is allotted for mentor and mentee to meet for lesson planning and modeling. Teachers new to a grade level are also assigned a mentor on that new grade level to assist them with curriculum and grade level specific questions.

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).

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 team provides data and interventions being used on Tier 1, 2, and 3 students. The MTSS problem solving process is an integral part of our strategies in Reading and Math for all students. The SBLT meets one Tuesday of each month and as needed to review data and interventions. This team also gives feedback on how resources should be allocated in order to effectively implement the interventions required to support the students. Members are also a part of a grade level PLC and meets with them to discuss core instruction as well as interventions and student data. This team consistently discusses ways to improve the processes used throughout the school and makes those changes happen.

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

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

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

Susan Anderson, Kim Haynes, Kathy Reynolds (Exceptional Student Education Teachers) Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Teri Statton (Assistant Principal), Corey Boyd (Behavior Specialist) and Heather Maturo (Guidance Counselor)

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding

data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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

Jill McGonegal & Alicia Martinez (Speech Language Pathologists) Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Jenny Carter (School Social Worker) Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The leadership team meets every six weeks with all teachers and support staff providing interventions for these students to monitor the data and interventions. The MTSS team meets monthly to monitor the MTSS process as well as the actions stseps written 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)

The MTSS team oversees the analysis of the school wide success of the core curriculum and processes of the school (all mentioned above) to enable all students to meet expectations and be successful. This is accomplished with the data available through the data management systems employed by the school, including the Elementary Data System, the state's Progress Monitoring network, the district Portal system and the district's reports site. This data is accessible to all staff members. In addition, the MTSS team aggregates data from these systems for students at each tier level in all areas.

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

The MTSS Leadership team provides the needed training to the staff in a whole group setting or in grade level PLCs. The MTSS Team also provides one-on-one traiing for those teachers who need more assistance. MTSS will be supported throughout the entire school community. Regular meetings will be held and discussions regarding student progress will be shared. Information that is shared from our district will be shared with the entire staff. Data chats are held every six weeks to review data and adjust interventions as needed.

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: 6,000

Strategy Purpose(s)
Enrichment activities that contribute to a well-rounded education

Strategy Description
Math enrichment is provided through accelerated math instruction and robotics through Legos electronics for 60 minutes three times per week after school.

Also, students receive additional reading, math and science instruction based on need through a variety of offerings either during the school day, before school or after school. Intervention time is scheduled for every class during school hours in reading or math. Additional personnel are on hand to provide this support. All interventions are research based and implemented with fidelity. We also provide students with the opportunity to participate in remediation or enrichment in either math or reading after school through the use of extended learning funds. Various community organizations, such as Mad Science, also provide ways for students to enrich their science and math skills. Registered volunteers also provide enrichment opportunities for our most talented math students through after school tutoring. The school supports the district's summer school initiative and sends students to these programs to extend their learning time.

How is data collected and analyzed to determine the effectiveness of this strategy?
Formative assessments are conducted throughout the year. Rubrics are also used to assess on projects that are created. Progress monitoring data is kept on all of these program and is analyzed to determine effectiveness or if changes are needed.

Who is responsible for monitoring implementation of this strategy?
All school staff are responsible for enhancing the learning of our students.

Literacy Leadership Team (LLT)

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

Name	Title
Paula Texel	Principal
Teri Statton	Assistant Principal
Amy Edger	Teacher
Kaye Goulet	Teacher
Jane Burgos	Teacher
Danielle Zervios	Teacher
Joyce Hall	Media Specialist

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)
The LLT creates capacity of reading knowledge within the school by focusing on support for text complexity, support for instructional skills to improve reading comprehension, and support for implementation of Common Core Standards for Literacy in Social Studies, Science and other subjects. The LLT will meet monthly where they will plan for sharing this information with grade levels at their weekly PLC meetings.

What will be the major initiatives of the LLT this year?
Implementation of the Common Core and High Yield Teaching Strategies

Every Teacher Contributes to Reading Instruction

Describe how the school ensures every teacher contributes to the reading improvement of every student

All staff members are trained in the use of reading strategies regardless of their job description. Classroom teachers attend trainings both on and off campus. Support staff are trained by their classroom teachers or by our learning specialist in order to serve the students they serve. Non-classroom staff members often mentor students in the area of reading to show that all staff are involved and strive for highest student achievement in reading.

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

Lake St. George provides preschool education for children who are 3 years old and 4 years old to prepare them for an easy tranisition to kindergarten. Both of these classes are a blended model where general education students learn alongside students with disabilities.

Lake St. George also provides a Kindergarten orientation in May to assist in the transition to Kindergarten. At this orientation families are invited to tour the school, hear about first day/week procedures, finish up any paperwork for registration and learn about curriculum expectations for kindergarten. Handouts are given to parents to assist their child over the summer. The orientation allows families to gain a sense of comfort and familiarity before the first day of school.

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	76%	74%	No	78%
American Indian				
Asian	73%		No	75%
Black/African American	67%	58%	No	70%
Hispanic	81%	80%	No	83%
White	77%	74%	No	79%
English language learners				
Students with disabilities	43%	37%	No	48%
Economically disadvantaged	68%	64%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	29%	30%
Students scoring at or above Achievement Level 4	123	44%	50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	109	69%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	25	61%	70%

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)	15	65%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%

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	64	67%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	66%	No	76%
American Indian				
Asian	79%		No	81%
Black/African American	58%	33%	No	63%
Hispanic	68%	74%	Yes	72%
White	74%	67%	No	77%
English language learners				
Students with disabilities	52%	14%	No	57%
Economically disadvantaged	64%	57%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	32%	35%
Students scoring at or above Achievement Level 4	95	34%	40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	100	66%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	64%	70%

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	33	34%	40%
Students scoring at or above Achievement Level 4	23	24%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	15		20
Participation in STEM-related experiences provided for students	570	100%	100%

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	103	16%	10%
Students retained, pursuant to s. 1008.25, F.S.	10	2%	1%
Students who are not proficient in reading by third grade	26	29%	20%
Students who receive two or more behavior referrals	34	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	11	2%	1%

Area 9: Parent Involvement

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

Describe parental involvement targets for your school

60% of our parents are involved in events occurring at school, including parent conferences, parent education workshops, and Open Houses and other school events. We know that parent involvement is an indicator for success, therefore we are focusing on involving the parents of our lowest 25% in both reading and math for the upcoming school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Involve 100% of the parents of students who scored in the lowest 25% in reading or math on 2013 FCAT.	120	60%	100%

Area 10: Additional Targets

Description of additional targets

Lake St. George continues to show an achievement gap for our African American students in both reading and math, as evidenced on FCAT. We will be implementing a mentor program which will pair up a staff member with an African American student not achieving Level 3 or higher. Mentor activities will take place with these students throughout the school year.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of all African American students will score Level 3 or higher on 2014 Reading FCAT.	7	50%	100%
100% of all African American students will score Level 3 or higher on 2014 Math FCAT.	4	29%	100%

Goals Summary

Goal #1:
To increase the percentage of students scoring a 3.5 or above on 2014 Writing FCAT from 69% to 75%.

Goal #2:
To increase the percentage of students scoring Level 3 and above on 2014 Reading FCAT from 74% to 80%, the percentage of students making learning gains from 69% to 75%, and the percentage of students in the lowest 25% making learning gains from 61% to 70%

Goal #3:
To increase the percentage of African American students scoring Level 3 and above on 2014 Reading FCAT from 50% to 100%. To increase the percentage of African American students scoring Level 3 and above on 2014 Math FCAT from 29% to 100%.

Goal #4:
To increase the percentage of students scoring Level 3 and above on 2014 Math FCAT from 66% to 75%, the percentage of students making learning gains from 66% to 75%, and the percentage of students in the lowest 25% making learning gains from 64% to 70%.

Goal #5:
To increase the percentage of students scoring a Level 3 or above on 2014 Science FCAT from 59% to 70%.

Goals Detail

Goal #1:	**To increase the percentage of students scoring a 3.5 or above on 2014 Writing FCAT from 69% to 75%.**
Targets Supported	• Writing
Resources Available to Support the Goal	• SIP funds • District materials
Targeted Barriers to Achieving the Goal	• Lack of training

Plan to Monitor Progress Toward the Goal

Action:
Student rubric scores increase from beginning of year to January

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
August 2013 through January 2014

Evidence of Completion:
Student rubric score results

Goal #2:	**To increase the percentage of students scoring Level 3 and above on 2014 Reading FCAT from 74% to 80%, the percentage of students making learning gains from 69% to 75%, and the percentage of students in the lowest 25% making learning gains from 61% to 70%**

Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Reading - Learning Gains
	• Reading - CELLA
Resources Available to Support the Goal	• SIP funds, training, common core information
Targeted Barriers to Achieving the Goal	• Lack of knowledge dealing with common core

Plan to Monitor Progress Toward the Goal

Action:
Running records improved from beginning to end of year.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Running Record results

Goal #3:	**To increase the percentage of African American students scoring Level 3 and above on 2014 Reading FCAT from 50% to 100%. To increase the percentage of African American students scoring Level 3 and above on 2014 Math FCAT from 29% to 100%.**
Targets Supported	• Reading
	• Reading - AMO's
	• Reading - FCAT2.0
	• Math - Elementary and Middle School
	• Math - Elementary and Middle AMO's
	• Math - Elementary and Middle FCAT 2.0
Resources Available to Support the Goal	• SIP funds
Targeted Barriers to Achieving the Goal	• Lack of student understanding of how to achieve academic success

Plan to Monitor Progress Toward the Goal

Action:
Student report card grades improve from beginning of year to end

Person or Persons Responsible:
Staff members

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Report card grades

Goal #4:	To increase the percentage of students scoring Level 3 and above on 2014 Math FCAT from 66% to 75%, the percentage of students making learning gains from 66% to 75%, and the percentage of students in the lowest 25% making learning gains from 64% to 70%.

Targets Supported	• Math
	• Math - Elementary and Middle School
	• 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	• SIP funds, personnel, common core information
Targeted Barriers to Achieving the Goal	• Lack of differentiation of instruction

Plan to Monitor Progress Toward the Goal

Action:
Unit Assessments

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Grades evident in Portal

Goal #5:	To increase the percentage of students scoring a Level 3 or above on 2014 Science FCAT from 59% to 70%.

Targets Supported	• Science
	• Science - Elementary School

Resources Available to Support the Goal	• SIP funds • Personnel to support enrichment and remediation
Targeted Barriers to Achieving the Goal	• Lack of knowledge in use of best practices in science instruction

Plan to Monitor Progress Toward the Goal

Action:
Unit assessments

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Grades in portal

Action Plan for Improvement

Goal #1:	To increase the percentage of students scoring a 3.5 or above on 2014 Writing FCAT from 69% to 75%.
Barrier #1:	Lack of training
Strategy #1 to Overcome the Barrier	Provide appropriate writing training to all 4th grade teachers.

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

Action:
All 4th grade teachers will be trained in effective instructional techniques for teaching writing. Teachers will attend writing training provided by our district focusing on best practices and proper scoring of student work samples. Teachers will use PLC time to review best practices and also scoring of student work samples.

Person or Persons Responsible:
4th grade teachers

Target Dates or Schedule:
August 2013 through January 2014

Evidence of Completion:
PLC attendance, training attendance

Facilitator:
Various

Participants:
4th grade teachers

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

Action:
Walkthroughs and feedback

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
August 2013 through January 2014

Evidence of Completion
Walkthrough documentation

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

Action:
Walkthroughs and feedback

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
August 2013 through January 2014

Evidence of Completion:
Walkthrough documentation

Goal #2:	To increase the percentage of students scoring Level 3 and above on 2014 Reading FCAT from 74% to 80%, the percentage of students making learning gains from 69% to 75%, and the percentage of students in the lowest 25% making learning gains from 61% to 70%
Barrier #1:	Lack of knowledge dealing with common core
Strategy #1 to Overcome the Barrier	Teachers will engage in year long study and implementation of Common Core.

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

Action:
Teachers will attend district and state trainings on Common Core. Staff development regarding Common Core will be done through grade level and cross grade level PLCs. Assistant Principal will also conduct monthly curriculum meetings to support the content needed and new reading adoption. Teachers will also participate in worksessions with colleagues.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Documentation of attendance for each action step.

Facilitator:
Various

Participants:
Teachers

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

Action:
Walkthroughs and Feedback

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Throughout the year

Evidence of Completion
Walkthrough documentation

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

Action:
Walkthroughs and feedback

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Walkthrough documentation

Goal #3:	To increase the percentage of African American students scoring Level 3 and above on 2014 Reading FCAT from 50% to 100%. To increase the percentage of African American students scoring Level 3 and above on 2014 Math FCAT from 29% to 100%.
Barrier #1:	Lack of student understanding of how to achieve academic success
Strategy #1 to Overcome the Barrier	Implement a mentor program which will pair up a staff member with an African American student not achieving Level 3 or higher.

Step #1 to Implement Strategy #1

Action:
Lake St. George continues to show an achievement gap for our African American students in both reading and math, as evidenced on FCAT. We will be implementing a mentor program where staff will meet with students where they will focus on academic achievements and struggles..

Person or Persons Responsible:
Staff and students

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Mentor log

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

Action:
Monitor mentor logs

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Throughout the year

Evidence of Completion
Documentation of mentor log review

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

Action:
Monitor mentor logs

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Documentation of mentor logs

Goal #4:	To increase the percentage of students scoring Level 3 and above on 2014 Math FCAT from 66% to 75%, the percentage of students making learning gains from 66% to 75%, and the percentage of students in the lowest 25% making learning gains from 64% to 70%.
Barrier #1:	Lack of differentiation of instruction
Strategy #3 to Overcome the Barrier	Utilize additional 30 minutes of math to remediate and enrich students.

Step #1 to Implement Strategy #3 - Budget Item - PD Opportunity

Action:
Provide teacher training on Math Common Core standards and high yield strategies including Problem Driven Math and student centered mathematics. Staff development regarding Common Core will be done through grade level and cross grade level PLCs. Assistant Principal will also conduct monthly curriculum meetings to support the content needed and new math adoption. Teachers will also participate in worksessions with colleagues.

Person or Persons Responsible:
Teachers and resource staff

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Lesson plan for 30 minute math intervention block.

Facilitator:
Various

Participants:
Teachers and resource staff

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

Action:
Walkthrough and feedback

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Throughout the year

Evidence of Completion
Walkthrough documentation

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

Action:
Walkthroughs and feedback

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Walkthrough documentation

Goal #5:	To increase the percentage of students scoring a Level 3 or above on 2014 Science FCAT from 59% to 70%.
Barrier #1:	Lack of knowledge in use of best practices in science instruction
Strategy #1 to Overcome the Barrier	All teachers will use research-based strategies in core instruction: 5E, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement

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

Action:
Will use district developed science lessons and plan during PLC.

Person or Persons Responsible:
Teachers

Target Dates or Schedule:
Throughout the year

Evidence of Completion:
Administrators conduct walkthroughs to provide feedback.

Facilitator:
Various

Participants:
Teachers

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:
Conduct walkthroughs and provide feedback

Person or Persons Responsible:
Administrators

Target Dates or Schedule:
Throughout the year

Evidence of Completion
Documentation of walkthroughs

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #5

Action:

Person or Persons Responsible:

Target Dates or Schedule:

Evidence of Completion:

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).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Funding, services and programs that support our SIP at Lake St. George come from a variety of sources. Our district provides $5 per student to support SIP goals. These funds will go directly to supporting teachers and students to achieve the goals listed in this plan.

Our district provides a variety of nutrition programs which support the health of our students and staff. We provide each student a breakfast at no charge. Our cafeteria staff also provides a variety of nutritional programs throughout the year, including a chance for students to try fruits and vegetables they may not have had an opportunity to try before. We follow all state and district guidelines as it pertains to the sale and distribution of healthy and not healthy foods.

Our school also works with MORE Health to provide each grade level a special program on a topic designated to that grade level. This includes skin cancer awareness, bones, healthy heart and nutrition.

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 percentage of students scoring a 3.5 or above on 2014 Writing FCAT from 69% to 75%.

Barrier #1: Lack of training

Strategy #1: Provide appropriate writing training to all 4th grade teachers.

Action Step #1: All 4th grade teachers will be trained in effective instructional techniques for teaching writing. Teachers will attend writing training provided by our district focusing on best practices and proper scoring of student work samples. Teachers will use PLC time to review best practices and also scoring of student work samples.

Facilitator leader
Various

Participants
4th grade teachers

Target dates or schedule
August 2013 through January 2014

Evidence of Completion and Person Responsible for Monitoring
PLC attendance, training attendance
(Person Responsible: 4th grade teachers)

Goal #2: To increase the percentage of students scoring Level 3 and above on 2014 Reading FCAT from 74% to 80%, the percentage of students making learning gains from 69% to 75%, and the percentage of students in the lowest 25% making learning gains from 61% to 70%

Barrier #1: Lack of knowledge dealing with common core

Strategy #1: Teachers will engage in year long study and implementation of Common Core.

Action Step #1: Teachers will attend district and state trainings on Common Core. Staff development regarding Common Core will be done through grade level and cross grade level PLCs. Assistant Principal will also conduct monthly curriculum meetings to support the content needed and new reading adoption. Teachers will also participate in worksessions with colleagues.

Facilitator leader
Various

Participants
Teachers

Target dates or schedule
Throughout the year

Evidence of Completion and Person Responsible for Monitoring
Documentation of attendance for each action step.
(Person Responsible: Teachers)

Goal #4: To increase the percentage of students scoring Level 3 and above on 2014 Math FCAT from 66% to 75%, the percentage of students making learning gains from 66% to 75%, and the percentage of students in the lowest 25% making learning gains from 64% to 70%.

Barrier #1: Lack of differentiation of instruction

Strategy #3: Utilize additional 30 minutes of math to remediate and enrich students.

Action Step #1: Provide teacher training on Math Common Core standards and high yield strategies including Problem Driven Math and student centered mathematics. Staff development regarding Common Core will be done through grade level and cross grade level PLCs. Assistant Principal will also conduct monthly curriculum meetings to support the content needed and new math adoption. Teachers will also participate in worksessions with colleagues.

Facilitator leader
Various

Participants
Teachers and resource staff

Target dates or schedule
Throughout the year

Evidence of Completion and Person Responsible for Monitoring
Lesson plan for 30 minute math intervention block.
(Person Responsible: Teachers and resource staff)

Goal #5: To increase the percentage of students scoring a Level 3 or above on 2014 Science FCAT from 59% to 70%.

Barrier #1: Lack of knowledge in use of best practices in science instruction

Strategy #1: All teachers will use research-based strategies in core instruction: 5E, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement

Action Step #1: Will use district developed science lessons and plan during PLC.

Facilitator leader
Various

Participants
Teachers

Target dates or schedule
Throughout the year

Evidence of Completion and Person Responsible for Monitoring
Administrators conduct walkthroughs to provide feedback.
(Person Responsible: Teachers)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
Goal #1	To increase the percentage of students scoring a 3.5 or above on 2014 Writing FCAT from 69% to 75%.	$100
Goal #2	To increase the percentage of students scoring Level 3 and above on 2014 Reading FCAT from 74% to 80%, the percentage of students making learning gains from 69% to 75%, and the percentage of students in the lowest 25% making learning gains from 61% to 70%	$1,500
Goal #4	To increase the percentage of students scoring Level 3 and above on 2014 Math FCAT from 66% to 75%, the percentage of students making learning gains from 66% to 75%, and the percentage of students in the lowest 25% making learning gains from 64% to 70%.	$1,000
Goal #5	To increase the percentage of students scoring a Level 3 or above on 2014 Science FCAT from 59% to 70%.	$361
	Total	$2,961

Budget Summary by Resource Type and Funding Source

Resource Type	Professional Development	Evidence-Based Materials	Total
SIP funds	$1,500	$1,361	$2,861
SIP	$100	$0	$100
Total	$1,600	$1,361	$2,961

Budget Detail

Goal #1: To increase the percentage of students scoring a 3.5 or above on 2014 Writing FCAT from 69% to 75%.

Barrier #1: Lack of training

Strategy #1: Provide appropriate writing training to all 4th grade teachers.

Action Step #1: All 4th grade teachers will be trained in effective instructional techniques for teaching writing. Teachers will attend writing training provided by our district focusing on best practices and proper scoring of student work samples. Teachers will use PLC time to review best practices and also scoring of student work samples.

Resource Type	Professional Development
Resource	Materials that may be needed to support training
Funding Source	SIP
Amount Needed	$100

Goal #2: To increase the percentage of students scoring Level 3 and above on 2014 Reading FCAT from 74% to 80%, the percentage of students making learning gains from 69% to 75%, and the percentage of students in the lowest 25% making learning gains from 61% to 70%

Barrier #1: Lack of knowledge dealing with common core

Strategy #1: Teachers will engage in year long study and implementation of Common Core.

Action Step #1: Teachers will attend district and state trainings on Common Core. Staff development regarding Common Core will be done through grade level and cross grade level PLCs. Assistant Principal will also conduct monthly curriculum meetings to support the content needed and new reading adoption. Teachers will also participate in worksessions with colleagues.

Resource Type	Professional Development
Resource	Provide TDEs for teachers to meet with the purpose of discussing and analyzing student data. They will then use this data to plan for further instruction to meet the individual needs of each student.
Funding Source	SIP funds
Amount Needed	$1,500

Goal #4: To increase the percentage of students scoring Level 3 and above on 2014 Math FCAT from 66% to 75%, the percentage of students making learning gains from 66% to 75%, and the percentage of students in the lowest 25% making learning gains from 64% to 70%.

Barrier #1: Lack of differentiation of instruction

Strategy #3: Utilize additional 30 minutes of math to remediate and enrich students.

Action Step #1: Provide teacher training on Math Common Core standards and high yield strategies including Problem Driven Math and student centered mathematics. Staff development regarding Common Core will be done through grade level and cross grade level PLCs. Assistant Principal will also conduct monthly curriculum meetings to support the content needed and new math adoption. Teachers will also participate in worksessions with colleagues.

Resource Type	Evidence-Based Materials
Resource	Funds will be used to purchase FCAT 2.0 books.
Funding Source	SIP funds
Amount Needed	$1,000

Goal #5: To increase the percentage of students scoring a Level 3 or above on 2014 Science FCAT from 59% to 70%.

Barrier #1: Lack of knowledge in use of best practices in science instruction

Strategy #1: All teachers will use research-based strategies in core instruction: 5E, Gradual Release, Text Dependent Questioning, Collaboration, Speaking and Listening, Content Enhancement

Action Step #1: Will use district developed science lessons and plan during PLC.

Resource Type	Evidence-Based Materials
Resource	Provide materials for hands on science experiences.
Funding Source	SIP funds
Amount Needed	$361