2013-2014 SCHOOL IMPROVEMENT PLAN

Lakeview Elementary School

2900 5TH ST
Saint Cloud, FL 34769
407-891-3220
www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	72%

Alternative/ESE Center	Charter School	Minority Rate
No	No	46%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	B	B	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Lakeview Elementary School

Principal
Frank Telemko

School Advisory Council chair
Lanelle Ziemer

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

Name	Title
Frank Telemko	Principal
Marguerite Bowen	Assistant Principal
Elizabeth Salvato	Literacy Coach
Heather Aragon	Math/Science Coach

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
9/30/2013

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).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal, teachers representatives from each grade level, which include our SAC chairperson. Parents and business representative make-up a majority of the committee and provide support to the strategies in the SIP.

Involvement of the SAC in the development of the SIP

The School Advisory Committee (SAC) will assist in the development of parent involvement activities and be part of the decision making process for the purchases of selected academic/curriculum materials. In addition, SAC will also be part of the developing of the Title I Compact and expenditures. SAC will review school-wide data, and be part of developing objectives and strategies for the annual SIP. The SAC will work together to develop and review School Improvement Plan (SIP) goals and strategies. These will be aligned with district and state initiatives. Each year a SAC sub-committee reviews school

data and demographics to plan for the SIP. The SIP is then present to the committee and is used to guide the decision making process.

Activities of the SAC for the upcoming school year

The SAC begins the year with the development of the SIP, a sub-committee assist in reviewing school data and budgets. The sub-committee also assist in various Title I initiatives (Compact, PIP, and CNA). During each monthly meeting that is held on the second Thursday, the agendas vary, but focus on the SIP review and budget. In addition academic evening events are planned during the monthly meetings. Events include Math, Reading, and FCAT night. The Kindergarten Round-up and the Family forum provide parents and stakeholder opportunity to informational activities.

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

At this time there are no SAC funds allocated from the state, however since Lakeview is a Title I school, SAC does assist with decisions involving the expenditures that relate to professional development and academic materials.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

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

Administrators

# of administrators
2

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

Administrator Information:

Frank Telemko

Principal	Years as Administrator: 11	Years at Current School: 9
Credentials	MA. E Educational Leadership BA. E Elementary Education ESOL endorsement Elementary Certification (K-6).	
Performance Record	2013-B, 2012-B, .2011-A, 2010-B, 2009-A, 2008-A, 2007-A, 2006-A, 2005-A, 2004- A2003-A,	

Margurite Bowen		
Asst Principal	Years as Administrator: 9	Years at Current School: 3

Credentials	M.Ed. – Reading B.A. – Early Childhood Education Administrative Endorsement Reading Specialist Endorsement
Performance Record	2013-B, 2012-B, 2011-A

Instructional Coaches

of instructional coaches
2

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

Instructional Coach Information:

Elizabeth Salvato		
Full-time / School-based	Years as Coach: 2	Years at Current School: 13
Areas	Reading/Literacy	
Credentials	MA. E Curriculum and Reading BA.E Elementary Education National Board Certification 2007 Elementary (grades 1-6) ESOL endorsement,Reading (K-12)	
Performance Record	2012-B, 2011-B	

Heather Aragon		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9
Areas	Mathematics, Science	
Credentials	MA. E Educational Leadership BA.E Elementary Education	
Performance Record	2012-B	

Classroom Teachers

of classroom teachers
46

receiving effective rating or higher
46, 100%

Highly Qualified Teachers
100%

certified in-field
46, 100%

 # ESOL endorsed

46, 100%

 # reading endorsed

4, 9%

 # with advanced degrees

15, 33%

 # National Board Certified

3, 7%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

11, 24%

 # with 6-14 years of experience

18, 39%

 # with 15 or more years of experience

19, 41%

Education Paraprofessionals

# of paraprofessionals

10

 # Highly Qualified

10, 100%

Teacher Recruitment and Retention Strategies

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

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

The Leadership Team provides teachers with professional development and academic resources for all teachers. The Literacy Coach(Elizabeth Salvato) conducts committee meetings that relates to topics involving the instructional Marzano Elements. In additions, various activities are facilitated that focus on items outside direct instruction. Such activities as Teacher Chats, PLC meetings allow teachers, specifically Category I to discuss concerns/best practices. LVE Leadership team continues to work with the district recruitment team to build a data-base of teachers to have as a resource for new hires. Each year LVE does request Junior and Senior interns to assist in our instruction and allows for recruitment. Over the past years many interns have been hired at LVE in grades K-5. Teachers are encouraged to attend workshops and conferences outside of LVE's professional development activities. After complete workshops and conferences the teacher return and facilitate the new information to the designated grade levels.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Literacy Coach and Math/Science Coach both provide support to the new teachers at LVE. The critical path provides resources to the teachers. A specific mentor is assigned to each new teacher. The lead teachers assist in all aspects of the instructional and non-instructional requirements. monthly meetings are required by Administration, including PLC and grade groups.

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

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

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

The team, consisting of our guidance counselor, school psychologist, school administrators, literacy coach, math coach, and ESE teacher meets weekly to discuss the needs of the school, specific classrooms, identified groups, and individual students. We use data from assessments such as STAR Reading, STAR Math, STAR Early Literacy, FCAT, and SAT 10 to identify specific students and classes that need support in terms of interventions or instructional coaching.

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

The guidance counselor sets the agenda each week, listing specific students about whom we will be meeting. The assistant principal arranges classroom coverage so the teachers of these students can participate in the meeting. The school psychologist takes detailed notes on each student or classroom we discuss. The curricular support staff (instructional coaches, ESE teachers) and administrators make recommendations in terms of interventions and forms of progress monitoring. The classroom teacher implements the intervention and monitors the effectiveness of the intervention.

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

The leadership team uses school-wide data to confirm that students and classes falling outside the expected ranges of performance are accurately identified and served. All members of the leadership team also serve as members of the MTSS.

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

STAR Enterprise, which includes STAR Reading, STAR Math, and Early Literacy, has provided us with powerful data mining tools and easy to use reports that allow us to efficiently monitor the progress of individual students, classrooms, grade levels, and the school as a whole. The Marzano observation tool allows administrators to monitor curricular fidelity. TERMS assists us in identifying patterns in terms of attendance and behavior.

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

We utilize biweekly grade level meetings to provide professional development focusing on the problem-solving process. The MTSS team at LVE has become much more effective and efficient each year as we have acquired additional intervention resources and refined the progress monitoring process. The addition of STAR Enterprise this year has been extremely beneficial to this process because it helps us use data in meaningful ways to improve instruction.

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: 1,980

We provide targeted instruction in reading and math to students identified by STAR Enterprise assessments as being at risk for academic failure. Those students are placed in classrooms with low student-teacher ratios of approximately 1:10. The specific skills needed by those students are identified using the STAR software and updated with each successive assessment. Teachers are given research-based instructional materials such as SIPPS, Read for Real, and Go Math Strategic Intervention to use with these students. Students work 50% of the time in reading and 50% of the time in math. We found that most students who were identified as below grade level in one of those subjects was also below grade level in the other. Students complete 33 sessions of 60 minutes each spread out between October and March.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The students who participate in our ELO program are grouped using STAR software and tracked by STAR formative assessments. The software identifies how much students' scaled scores should be increasing with each successive test and therefore helps us to gauge the effectiveness of our interventions.

Who is responsible for monitoring implementation of this strategy?

The assistant principal is responsible for implementing the ELO program and monitoring the progress of participants.

Literacy Leadership Team (LLT)

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

Name	Title
Elizabeth Salvato	Literacy Coach
Margie Chattey	Fifith Grade Teacher
Trish Milazzo	Fourth Grade Teacher
Ginira Torres	Third grade Teacher
Amanda Miller	Second Grade Teacher
Leigh Fields	First Grade Teacher
Lisa Ratliff	Kindergarten
Cheryl Heineman	Media Specialist

How the school-based LLT functions

The LLT functions as a vertical Professional Learning Community. The team meets monthly to review data, identify trends, and develop a plan of action to address identified areas of need unique to Lakeview Elementary. Professional Development is determined and implemented by the LLT to improving specific reading needs according to student data and teacher expectations. Each member meets monthly with grade level to discusses data and plan lessons using Common Core Strategies. Each grade level members has the leadership responsibility to communicate with team and administration.

Major initiatives of the LLT

The newly adopted textbook series Journeys will impact most of the professional development in the first half of the year. The Literacy and Writing committee have merged to form an ELA group to focus on Language Arts and reading. The committee will work on ensuring small group and whole group instruction is included on a daily basis.The committee will also exam how instructional groups are utilized, investigate flexible groupings, and identify literacy resources available to teachers.

Every Teacher Contributes to Reading Instruction

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

The use of progress monitoring student throughout the school year will ensure that student data is being tracked and monitored. The Leadership Team will conduct quarterly data chats with all teachers. Each teacher will present all student data information and reflect on the progress of the class. In addition professional development will be created in relation to the progress monitoring and student assessment results. Teacher will develop their grade level iii rotations and create lesson plans that reflect student progress.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The current pre-school students housed on the LVE campus will interact on the facility as kindergarten classes. The teacher will attend LVE professional development and PLC meetings. Pre-school students will also compete visitations to the current kindergarten classes throughout the year. Students that will enroll into kindergarten will be invited to the annual Kindergarten Round-up the last week of May. This event is designed to introduce the Lakeview campus and to incoming Kindergarten students.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	64%	No	72%
American Indian		0%		
Asian				
Black/African American	39%	69%	Yes	45%
Hispanic	60%	58%	No	64%
White	74%	65%	No	77%
English language learners	55%	46%	No	60%
Students with disabilities	41%	16%	No	47%
Economically disadvantaged	63%	59%	No	67%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	198	64%	68%
Students scoring at or above Achievement Level 4	65	21%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	129	64%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	21	43%	60%

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)	61	62%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	60	35%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	61	36%	40%

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	58	67%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	58%	56%	No	63%
American Indian				
Asian				
Black/African American	32%	46%	Yes	39%
Hispanic	48%	58%	Yes	54%
White	66%	54%	No	69%
English language learners	39%	58%	Yes	45%
Students with disabilities	39%	31%	No	45%
Economically disadvantaged	53%	51%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	311	56%	60%
Students scoring at or above Achievement Level 4	65	21%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	227	73%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	77%	80%

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	55	51%	65%
Students scoring at or above Achievement Level 4	32	29%	35%

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)	6		6
Participation in STEM-related experiences provided for students	88	13%	20%

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	22	3%	1%
Students retained, pursuant to s. 1008.25, F.S.	20	3%	1%
Students who are not proficient in reading by third grade	45	38%	30%
Students who receive two or more behavior referrals	11	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	0%	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).

Parental involvement targets for the school

Refer to Title I PIP submitted on 9/18/13

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Refer to the Title I PIP submitted on 9/18/13			

Goals Summary

G1. Differentiate instruction in ELA and math to address student needs as indicated by on-going informal assessments

G2. Communicate high expectations for all students ,while embedding problem solving strategies and higher level thinking skills into all curricular areas.

Goals Detail

G1. Differentiate instruction in ELA and math to address student needs as indicated by on-going informal assessments

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- The Marzano Research Lab ASOT training focuses on high yield elements that produce academic gains.
- Literacy Coach support to build teacher capacity for completing running records.
- Math Coach support to build teacher capacity for differentiating math lessons.
- Leadership team accountability for quarterly student progress meeting with teacher.

Targeted Barriers to Achieving the Goal

- Teachers rely on the results of summative assessments instead of becoming familiar with other informal ways of assessing students such as running records.
- Lack of comfort with differentiation strategies. Toxic culture" as defined by Anthony Mohammed

Plan to Monitor Progress Toward the Goal

Coaches will identify teachers in need of extra support. Training and assistance will be provided to meet their needs. MTSS will review grade level recording sheets and identify classrooms or specific students who are not progressing as expected. The principal will set aside the first 5-10 minutes of PLC meeting time to have one team share a completed proficiency scale and the related LG. Other teachers will be given the opportunity to ask questions about the goal and/or scale. Feedback will be provided to the team regarding the scale being shared. PLC teams will cooperatively plan at least one lesson per quarter that includes the use of a proficiency scale.

Person or Persons Responsible
Leadership Team. MTSS team

Target Dates or Schedule:
Data Chats will be conducted with teachers on an individual basis to ensure that differentiation is occurring in their classroom.

Evidence of Completion:
During our quarterly data chats teachers will bring their data binder and discuss their student tracking sheet. At PLC meetings the teams will share best practices.

G2. Communicate high expectations for all students ,while embedding problem solving strategies and higher level thinking skills into all curricular areas.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

- Science - Elementary School

- STEM - All Levels

- Parental Involvement

- EWS - Elementary School

Resources Available to Support the Goal

- 1. PLC- developed tools and strategies by communicating with grade groups and academic committee members

- 2. MRL Art Science Of Teaching training focusing on design question 1 (communicating learning goals and feedback)

- 3. Instructional Rounds

Targeted Barriers to Achieving the Goal

- 1.Lack of comfort/ familiarity with learning goals, proficiency scales, and ways to track student progress,

Plan to Monitor Progress Toward the Goal

Leadership Team will create a detailed agenda for each PLC and grade group meetings. This will provide specific direction for each grade levels needs. Administrators will review lesson plans, PLC notes, and classroom walkthrough data to confirm that CCSS Standards for Mathematical Practice are being implemented across grade levels.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Monthly Meetings

Evidence of Completion:

Copies of Agenda(s) iObservation reports

Action Plan for Improvement

Problem Solving Key

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

G1. Differentiate instruction in ELA and math to address student needs as indicated by on-going informal assessments

G1.B1 Teachers rely on the results of summative assessments instead of becoming familiar with other informal ways of assessing students such as running records.

G1.B1.S1 Provide opportunities for teachers to be familiarized with current resources that will assist with true differentiation. (located in teacher resource room)

Action Step 1

During Grade Groups or PLC meetings teachers will visit professional resource rooms and preview various instructional kits, software, and professional texts. Math Solutions vertical professional development will focus on student problem solving strategies.

Person or Persons Responsible

Resource Teachers, Media Specialist

Target Dates or Schedule

Throughout the school year monthly meetings will focus on specific resources relating to the administration of progress monitoring assessments.

Evidence of Completion

Meeting agendas and PD critical path

Facilitator:

Leadership Team, Vangaurd Team (MRL) Media Specialist

Participants:

Instructional Staff

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

Classroom Walk-throughs (CWT), leadership data chats will require teachers to provide evidence of assessment data, student identified for differentiation. Evidence will be logged on data chat spreadsheets.Leadership team will use video clips from LVE classrooms, the Teaching Channel, and Engage NY to show how to incorporate academic games and other multi-sensory approaches into classroom instruction. Grade level meetings will begin with brief experiences where teachers actually play the academic game being presented.

Person or Persons Responsible

Administration and resource teachers.

Target Dates or Schedule

Quarterly data chats. Weekly CWT

Evidence of Completion

iObservation, Teacher data spreadsheets.

Plan to Monitor Effectiveness of G1.B1.S1

Reading and Math STAR results will be used to build iii groups.Literacy Coach will provide PLC teams with a recording sheet to document the range of reading levels in each classroom and the guided reading groupings within each classroom. PLC leaders will guide discussions about expected reading levels, how to address outliers, and how to identify appropriate prescriptive instruction for students who are not progressing as expected. MTSS will then determine appropriate intervention steps for teacher or individual students.

Person or Persons Responsible

Reading and Math/Science Coach. Individual teachers, MTSS team

Target Dates or Schedule

Quarterly reports monitored at PLC

Evidence of Completion

Completion of Data Chat spreadsheet. STAR reports and iii rotation.

G1.B2 Lack of comfort with differentiation strategies. Toxic culture" as defined by Anthony Mohammed

G1.B2.S1 Leadership team will ensure that all teachers are conducting running records on all students at least four times per year and using that data as a basis for guided reading groupings for instruction. STAR assessment results will help guide and identify the students.

Action Step 1

During grade group and PLC meetings teachers will be given Progress monitoring reports. They will then use the data to develop instructional groups. STAR reports will be generated to provide teacher with data for progress monitoring. Kid Biz Consultant will provide teachers and staff in-depth analysis on the non-fiction computer program.

Person or Persons Responsible

Leadership/teachers

Target Dates or Schedule

monthly meetings all school-year.

Evidence of Completion

Meeting Agendas and quarterly data chats.

Facilitator:

Academic Coaches and Teacher Leads

Participants:

Instructional teachers

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

During CWT Leadership team will monitor iii and small group instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly CWT and monthly meetings

Evidence of Completion

iObservation reports and agenda notes

Plan to Monitor Effectiveness of G1.B2.S1

STAR reports

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Quarterly reports. Additional reports for students in MTSS

Evidence of Completion

Lesson plans and MTSS committee meetings.

G2. Communicate high expectations for all students ,while embedding problem solving strategies and higher level thinking skills into all curricular areas.

G2.B1 1.Lack of comfort/ familiarity with learning goals, proficiency scales, and ways to track student progress,

G2.B1.S1 Have teachers work within PLCs to develop proficiency scales based on common learning goals. Utilized district- developed proficiency scales as appropriate.

Action Step 1

Juli Dixon(outside consultant) will be providing professional development Sept 2013 focusing on problem-solving and effective mathematical instruction. Leadership team will follow up with classroom walk-throughs to verify that strategies taught are being implemented. The math/science coach will create and publicize problems for each grade level that require problem solving skills. Students who participate will be recognized on the morning announcements. Lavonna Roth Minds that Matter (outside consultant) will provide professional development focusing on student engagement.

Person or Persons Responsible

Administration, academic coaches and lead teachers

Target Dates or Schedule

Monthly meetings and during Wednesday District and LVE PD.

Evidence of Completion

Professional Development critical path. CWT and meeting agendas

Facilitator:

Outside Consultant/ Resource Teachers

Participants:

Instructional Teachers

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

Have PLC teams share examples of successful integration of problem solving strategy instruction with staff at beginning of meetings as a way to provide models for other teams. Monitor the implementation of CCSS Standards for Mathematical Practice,

Person or Persons Responsible

Administrations/ Math Science Coach

Target Dates or Schedule

Bi-monthly

Evidence of Completion

iObservation and meeting minutes.

Plan to Monitor Effectiveness of G2.B1.S1

Students will be able to use a variety of strategies when solving complex tacks in core academics. Provide evidence demonstrating that research proves if you wait until students have the basics (such as math facts) mastered before exposing students to problem-solving strategies, those students will never transition to more complex thinking

Person or Persons Responsible

Faculty and Leadership team

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Quarterly progress monitoring assessments. Data chats with instructional teachers.

Coordination and Integration

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

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

*Title I, Part A To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches. Title I funds will be used to focus on Reading and Math instruction. The funds will specifically provide teachers with instructional resources for the lower quartile and for supporting learning gains(FCAT level 1 and 2). The addition of the Math Science Coach will also provide direct instruction to the two identified groups and allow for classroom support during assessment and instruction. The Math/Science Coach will assist teachers and para-pros with resources and model lessons. In addition, the Math Science Coach will analyze data to drive instruction. The Title I para-pro will assist with flex grouping during iii rotations and assist in the implementation of Kid Biz program in grade 3-5. The Professional Development Critical Path has been submitted and supports Title I initiative.

*Title I, Part C-Migrant When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met. Lakeview administration has identified seven Migrant students, the school Leadership Team and district contact person will provide a collaborative support for those identified students. This would include school supplies, weekend meal packs, and academic resources.

*LVE has two English Language Learner (ELL) Para-professionals. Both work with ELL students specifically in Math and Reading. LVE is a model school for thr ROURKE Reading program. The ROURKE Reading Program has non-fiction stories that are web-based and provide the students an opportunity to record stories, and then listen aloud at school or home using the web-based program. The students also answer comprehension questions based on the non-fiction stories. The 2013-14 ROURKE program does have hardcover text to be used at school or home. In addition, the ELL students receive before and after school tutoring using the lab and direct instruction.

*Title X To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.The Families in Transition(FiT)district coordinator and the LVE representative(s) work together to identify specific students and provide them with individual resources. Student receive a week-end package of food each Friday that allows for easy to prepare snack/meals. Throughout the school year donations and purchases have been made to stock the LVE clothing closet.The clothing closet has uniforms, shoes and undergarments for all K-5 students that qualify for the need.

*The Elementary Curriculum Department has specific SAI funds, these funds are available to support the remediation and enrichment programs at LVE. The SAI and Title I funds will assist the Extended Learning Opportunity program(ELO), in addition, the funds will also be available for transporting students living in low income housing. Students in second grade will be added to the 3-5 grade ELO.

*Title I Part D When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.The Administrative team at LVE has established a mentoring program. It will support students that: lack organization skills,are at-risk in academics or behaviorally. A lead teacher will be the project manager for this program. The SRO and Media Specialist have provided videos that support anti-bullying and anti-gang behaviors. This program will be coordinated during morning announcements. A new community out-reach

program will be initiated at Lakeview Elementary, this program will focus on building good morale character and assist elementary aged students in making better choice in all aspects of their lives. This will align with the Adopt-A-School outreach program established by the district Superintendent.

*Title II Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

*The Leadership Team has developed an awareness with the school Cafeteria Manager to work with instructional staff directly to support district and state initiatives on the school breakfast/lunch program. The Cafeteria Manager has developed mini lessons with selected grade levels. During faculty meetings the team informs staff of changes and updates for the nutrition program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Differentiate instruction in ELA and math to address student needs as indicated by on-going informal assessments

G1.B1 Teachers rely on the results of summative assessments instead of becoming familiar with other informal ways of assessing students such as running records.

G1.B1.S1 Provide opportunities for teachers to be familiarized with current resources that will assist with true differentiation. (located in teacher resource room)

PD Opportunity 1

During Grade Groups or PLC meetings teachers will visit professional resource rooms and preview various instructional kits, software, and professional texts. Math Solutions vertical professional development will focus on student problem solving strategies.

Facilitator

Leadership Team, Vangaurd Team (MRL) Media Specialist

Participants

Instructional Staff

Target Dates or Schedule

Throughout the school year monthly meetings will focus on specific resources relating to the administration of progress monitoring assessments.

Evidence of Completion

Meeting agendas and PD critical path

G1.B2 Lack of comfort with differentiation strategies. Toxic culture" as defined by Anthony Mohammed

G1.B2.S1 Leadership team will ensure that all teachers are conducting running records on all students at least four times per year and using that data as a basis for guided reading groupings for instruction. STAR assessment results will help guide and identify the students.

PD Opportunity 1

During grade group and PLC meetings teachers will be given Progress monitoring reports. They will then use the data to develop instructional groups. STAR reports will be generated to provide teacher with data for progress monitoring. Kid Biz Consultant will provide teachers and staff in-depth analysis on the non-fiction computer program.

Facilitator

Academic Coaches and Teacher Leads

Participants

Instructional teachers

Target Dates or Schedule

monthly meetings all school-year.

Evidence of Completion

Meeting Agendas and quarterly data chats.

G2. Communicate high expectations for all students ,while embedding problem solving strategies and higher level thinking skills into all curricular areas.

G2.B1 1.Lack of comfort/ familiarity with learning goals, proficiency scales, and ways to track student progress,

G2.B1.S1 Have teachers work within PLCs to develop proficiency scales based on common learning goals. Utilized district- developed proficiency scales as appropriate.

PD Opportunity 1

Juli Dixon(outside consultant) will be providing professional development Sept 2013 focusing on problem-solving and effective mathematical instruction. Leadership team will follow up with classroom walk-throughs to verify that strategies taught are being implemented. The math/science coach will create and publicize problems for each grade level that require problem solving skills. Students who participate will be recognized on the morning announcements. Lavonna Roth Minds that Matter (outside consultant) will provide professional development focusing on student engagement.

Facilitator

Outside Consultant/ Resource Teachers

Participants

Instructional Teachers

Target Dates or Schedule

Monthly meetings and during Wednesday District and LVE PD.

Evidence of Completion

Professional Development critical path. CWT and meeting agendas

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Differentiate instruction in ELA and math to address student needs as indicated by on-going informal assessments	$8,500
G2.	Communicate high expectations for all students ,while embedding problem solving strategies and higher level thinking skills into all curricular areas.	$3,800
	Total	$12,300

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Budget and Title I	$6,800	$0	$6,800
Title I	$0	$5,500	$5,500
Total	$6,800	$5,500	$12,300

Budget Details

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

G1. Differentiate instruction in ELA and math to address student needs as indicated by on-going informal assessments

G1.B1 Teachers rely on the results of summative assessments instead of becoming familiar with other informal ways of assessing students such as running records.

G1.B1.S1 Provide opportunities for teachers to be familiarized with current resources that will assist with true differentiation. (located in teacher resource room)

Action Step 1

During Grade Groups or PLC meetings teachers will visit professional resource rooms and preview various instructional kits, software, and professional texts. Math Solutions vertical professional development will focus on student problem solving strategies.

Resource Type

Evidence-Based Program

Resource

Professional Development for web-based reading programs(KidBiz) and for progress monitoring tools. RtI kits(SIPP/Glass analysis)S)

Funding Source

Title I

Amount Needed

$5,500

G1.B2 Lack of comfort with differentiation strategies. Toxic culture" as defined by Anthony Mohammed

G1.B2.S1 Leadership team will ensure that all teachers are conducting running records on all students at least four times per year and using that data as a basis for guided reading groupings for instruction. STAR assessment results will help guide and identify the students.

Action Step 1

During grade group and PLC meetings teachers will be given Progress monitoring reports. They will then use the data to develop instructional groups. STAR reports will be generated to provide teacher with data for progress monitoring. Kid Biz Consultant will provide teachers and staff in-depth analysis on the non-fiction computer program.

Resource Type

Professional Development

Resource

Teacher will used research based program/kits to use for differentiation.

Funding Source

Budget and Title I

Amount Needed

$3,000

G2. Communicate high expectations for all students ,while embedding problem solving strategies and higher level thinking skills into all curricular areas.

G2.B1 1.Lack of comfort/ familiarity with learning goals, proficiency scales, and ways to track student progress,

G2.B1.S1 Have teachers work within PLCs to develop proficiency scales based on common learning goals. Utilized district- developed proficiency scales as appropriate.

Action Step 1

Juli Dixon(outside consultant) will be providing professional development Sept 2013 focusing on problem-solving and effective mathematical instruction. Leadership team will follow up with classroom walk-throughs to verify that strategies taught are being implemented. The math/science coach will create and publicize problems for each grade level that require problem solving skills. Students who participate will be recognized on the morning announcements. Lavonna Roth Minds that Matter (outside consultant) will provide professional development focusing on student engagement.

Resource Type

Professional Development

Resource

Math Consultant and Substitutes for teachers

Funding Source

Budget and Title I

Amount Needed

$3,800