

Lost Lake Elementary School



2015-16 School Improvement Plan

Lost Lake Elementary School

1901 JOHNS LAKE RD, Clermont, FL 34711

<http://lake.k12.fl.us/loe>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	44%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lost Lake Elementary, inspires, nurtures and facilitates students in becoming critical and global thinkers, leaders and problem solvers of tomorrow.

Provide the school's vision statement

Investing in our future, one child at a time!

School Environment

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

Lost Lake Elementary School's process for learning about cultures and building relationships between teachers and students begins with student registrations and continues with Meet the Teacher, student data sheets and Standard Operating Procedures (SOP) Nights. These initial steps build a foundation for fostering a positive relationship between home and school. Throughout the school year, Lost Lake Elementary hosts various academic and social events such as; honor roll, student-led parent conferences, STEM Night, Fall Festival, chorus concerts, Veteran's Day Program, Student of The Months (Covey Habits), Terrific Kids and book fairs. Teachers maintain this relationship by communicating with parents and students through student agendas, teacher webpages, newsletters and telephone calls. The school enhances this process by producing monthly school newsletters and utilizing the school call out system to encourage family involvement in all school activities.

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

Lost Lake Elementary has a Safety Committee that meets monthly to review policy and procedures for the safety, health and well being of our staff and students. The school provides staff, volunteers, Pride Patrols, and community volunteers for student supervision to maintain a safe campus before and after school. Our school also includes curriculum to address respect of self and others and bullying prevention. Lost Lake has also implemented the Positive Behavior Support and offers guidance services for students and staff as needed.

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

Lost Lake Elementary School's school wide behavior system is Positive Behavioral Support. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate, increased academic performance, and establish positive school cultures. Reward systems are in place for students exhibiting positive behavior and protocols are in place for a tiered discipline ladder for problem behaviors. We also have a progressive discipline plan that is used by all instructional staff and enforced by administration. Teachers have access to the Infraction Report via the share folder to track student behavior. Once the student has exhausted all classroom interventions they receive a discipline referral.

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

In the fall and spring Lost Lake Elementary School's leadership meets with teachers individually to discuss each students needs. Classroom performance, assessment data, social and behavioral interactions are evaluated and discussed at the Data Chats. Services are then provided to each student based on need. Lost Lake also has on staff two guidance counselors who work with students regularly and a well established mentoring base of volunteers. The school has also implemented Steps to Respect, Second Step, Covey 7 and Bullyproofing your School into the curriculum.

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Lost Lake Elementary School uses a variety of efforts to keep its families informed. Constant communication between the school and families is maintained through daily student agendas and the distribution of classroom, grade level and school-wide newsletters. Students track academic progress

in Data Notebooks which are used for Student-Led conferences with parents in the fall and spring. Phone conferences are held frequently throughout the year with families for any student who has academic, behavior or attendance concerns. Families are encouraged to become registered volunteers and student mentors. Additionally, families are encouraged to participate in LLE events such as Meet the Teacher, Standard Operating Procedures(SOP) Nights, Fall Festival, Science/Art Fair, Book Fairs and Standards Night. Lost Lake also has a very active Parent Teacher Organization and School Advisory Council. All families are kept up to date on the meeting dates by email, school's website calendar and call-out system.

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

Administration personally visited local businesses and community groups to initiate partnerships to foster student achievement. A Business Partner Breakfast was then held to discuss potential resources that would benefit all stakeholders. An appreciation dinner is held at the end of the year to honor our stakeholders and their continuous support of our school. Lost Lake Elementary is in its second year of implementation of the Gates Foundation Personalized Learning grant. Our local community support will be essential in the sustainability of this award.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Pegram, Susan	Principal
Hart, Karen	Assistant Principal
Shryock, Donna	Guidance Counselor
Mabry, Michelle	Other
Gault, Bonnie	Guidance Counselor
Hill, Jenny	Teacher, ESE
Olefsan, Kirsten	Instructional Coach
Danner, Sam	Assistant Principal
Pinkston, Katherine	Instructional Coach

Duties

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

Lost Lake Elementary School's leadership team meets weekly to work towards a common vision for student success through data-based decision-making. The role of each member is as follows:
School administration - under the direction of the principal, will provide leadership in the implementation and monitoring of data driven decisions and ensure that relevant academic programs are in place. The administrative team has a core belief in Shared Decision making. All stakeholders are involved in decision making process for the school's betterment.
Curriculum Resource Teacher/Literacy Coach - The instructional coaches will lead in the development and implementation of new Florida Standards. They will identify intervention strategies

that are evidenced and scientific-based, assist with the school's overall MTSS program implementation and monitoring.

Guidance Counselors - Organize and schedule MTSS meetings to review student data and identify students in need of academic or behavioral intervention. Working cooperatively, the team will plan instructional strategies, determine the effectiveness of interventions and create a system for continued monitoring of student progress. The guidance department serves as testing coordinator, Homeless Liaison, 504 Contact, and ELL Contact for the school.

ESE School Specialist - The ESE School Specialist will oversee students covered by IDEA. The specialist will ensure that all procedures and policies of IDEA are followed correctly to ensure the academic success of all identified students.

Personalized Learning Facilitator - The facilitator provides support, leadership and strategies for the successful implementation and scale-up of personalized learning.

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

The leadership team also meets with the School Advisory Council and the Parent Teacher Organization monthly to review school-wide needs. Both committees maintain minutes of their meetings to define their plan for funds. The Principal, AP, and bookkeeper hold weekly budget meetings to assess the budget's successfulness. SAC is kept abreast of the school budget. We also utilize Title I tutoring funds for our homeless student population.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tracy Everett	Parent
Susan Pegram	Principal
Becky Davis	Parent
Elena Morales	Education Support Employee
Sally Albertson	Parent
Kassier Kyler-Merchant	Parent
Jennifer Ackerman	Teacher
Staci Dortch	Parent
Gregory Dortch	Parent
Heather Langford	Parent
Rochelle Clark	Parent

Duties

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

Evaluation of last year's school improvement plan

Lost Lake Elementary's SAC made plans to support Lost Lake's school goals through monetary and volunteer support. The SAC proposed to organize high school student volunteers, fund additional vocabulary, math and science programs for classroom use. During

Development of this school improvement plan

SAC will review the current draft of the School Improvement Plan and make recommendations to administration as to how monetary support can be dispersed to help Lost lake meet their current academic goals. The plan will be reviewed in our October meeting and placed on the agenda for final approval.

Preparation of the school's annual budget and plan

SAC reviews Lost Lake Elementary School's annual budget and plan for meeting the needs of staff and students. SAC submits their plan for purchasing or renewing academic programs and services to administration for the upcoming school year.

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

SAC successfully funded programs during the 2014-2015 school year to help LLE meet their academic goals. Vocabulary, Math and Science programs were purchased and implemented school wide. SAC also funded Scholastic Books for our students. Additionally, staff compensation for Tuesday Media Nights was funded.

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

Yes

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

Members of the SAC are elected for the counsel by each member group: parents, instructional, non-instructional. The business and community members are recommended to SAC by the school's principal. The SAC make-up reflects the ethnicity and economic make-up of the school.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Olefsan, Kirsten	Instructional Coach
Pegram, Susan	Principal
Hart, Karen	Assistant Principal
Gault, Bonnie	Guidance Counselor
Pinkston, Katherine	Instructional Coach
Shryock, Donna	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on identifying the needs of the students by analyzing data and trends. The LLT will develop and implement a plan for intervention and enrichment for every grade level. SIPP's, iStation and county Wonders Reading series will be used to remediate those students who are identified as struggling through data analysis. The LLT will create initiatives to promote independent reading such

as Accelerated Reader and Battle of the Books. Lost Lake Elementary will also continue to implement Celebrate Literacy Week, Read Across America, the Lake County Superintendent Reading Challenge, Lost Lake Reading Challenge, Humane Education and daily D.E.A.R time. We will continue to participate in the Barbara Bush Family Literacy Foundation Mentoring Program.

Public and Collaborative Teaching

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

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

Grade levels are given common planning daily to collaborate when planning for instruction and implementation of the Florida Standards. Team leaders hold weekly meetings with their grade level to discuss best practices, the Florida standards, curriculum, instructional methodologies and assessments. Additionally, the team leaders collaborate with other grade chairs bi-monthly at Team Leader meetings held by the Leadership team. Administration establishes mentoring relationships for new teachers to Lost Lake. In the intermediate grades team teaching is used to enhance learning. Lake County Schools has provided funds to implement grade level planning days for the 2015-2016 school year.

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

Lost Lake Elementary follows the hiring procedures set by the Lake County School District. Candidates are carefully screened and interviewed. All teachers at LLE are Highly-Qualified as described by the Florida Department of Education. All new hires are required to complete New Beginnings. New Beginnings training offers Establishing Rules & Procedures, New Florida Standards for ELA, New Florida Standards for Math, TEAM and Deliberate Practice, Professional Ethics, Communicating Learning Goals & Feedback, Edmodo, Safari Montage, MTSS, Introduction to ELL, Working with Economically Disadvantaged Students, Communicating with Families, Career Technology Education, Inclusion Strategies, and Pathways to Professional Certification.

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

New teachers attend weekly grade level meetings, along with monthly administrative meetings as needed. Teacher mentors are assigned to each new teacher and are responsible for answering questions, modeling lessons, providing resources and feedback, checking periodically for needs/concerns, and helping to orient new teachers to the school. The Literacy Coach and the Curriculum Resource Teacher provide support, as needed, for all teachers to educate them on best practices, data analysis, and for updates on policies and procedures.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Lost Lake Elementary School's teachers follow the Lake County School's ELA, math, science and social studies Blueprints when planning for instruction. The Blueprints provide a frame for common learning experiences and outline student expectations that are aligned to the Florida Standards. Lake County School's scope and sequence ensures that the necessary Florida Standards are taught and practiced with the rigor expected within the time allotted. Teachers have been assigned the Florida

Standards as their study area for grade level PLCs for this school year. Additionally, Lost Lake Elementary teachers utilize district and school-based resources in addition to the purchased core curriculum. Some of these instructional programs/materials include Thinking Maps and Science Boot Camp. I-Ready will be used to supplement instruction and intervention. We will also be implementing the Julie Dixon Math Academy through our professional learning communities.

Instructional Strategies

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

Lost Lake Elementary uses several data management systems such as Skyward, FCAT Star, Decision Ed. These data collection tools are utilized to closely monitor attendance, standardized testing, grades, and discipline. By utilizing these data gathering tools, LLE has the ability to differentiate teaching strategies to accelerate or remediate needs in Math, Language Arts, Reading, and Science. The data gathered is essential to the MTSS Team to re-evaluate the interventions provided. In addition, staff may utilize the assistance of the school guidance counselors, psychologist, social worker, resource teachers, and ESE Varying Exceptionality teachers when differentiating instruction to meet the needs of all students.

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

Strategy: Extended School Day

Minutes added to school year: 3,600

The Lake school district has added 20 minutes to the school day to enhance student learning.

Strategy Rationale

By extending the school day instructors will have more time to deliver the curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pegram, Susan, pegrams@lake.k12.fl.us

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

The data collected will directly be related to the Florida Standards Assessment and the previous years' FSA data.

Strategy: After School Program

Minutes added to school year: 1,440

Students will be pulled into small groups, teachers will offer support based upon Florida's Standards.

Strategy Rationale

By giving students extra academic support the students will become more successful in mastering Florida State Standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hart, Karen, hartk@lake.k12.fl.us

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

Assessment on Demand through Istation and I-Ready will be used to measure the effectiveness of the program.

Student Transition and Readiness

PreK-12 Transition

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

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

Lost Lake Elementary provides many opportunities to support students transitioning from one school level to another. Our rising kindergarteners and their families are invited to Cub Club in the spring to orient families to the school and help with the registration process. Standard Operating Procedure (SOP) Night is held for all grade levels but is especially helpful to these students by familiarizing families with the Florida Standards, curriculum, resources and expectation of the school. Pre-K articulation meetings provide time for teachers to communicate the social and academic needs of their students transitioning to the next level. Additionally, Pre-K is involved in many school-wide events, field trips and assemblies to help familiarize them to our school. Our upper level students are introduced to the team teaching experience to acclimate them to the middle school experience. Guidance counselors from our feeder middle schools visit the students to familiarize them with what to expect at middle school. Also, students with special needs that are transitioning meet with the middle school's placement specialist. The students can make requests for specialized classes at this time.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lost Lake Elementary will provide opportunities for student achievement by establishing a positive learning environment and school culture.
- G2.** Lost Lake Elementary will utilize district resources to develop a school-wide culture of personalized standard-based instruction.
- G3.** Lost Lake Elementary will establish protocols to ensure instructional growth and personalized professional development.

Strategic Goals Detail

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

G1. Lost Lake Elementary will provide opportunities for student achievement by establishing a positive learning environment and school culture. 1a

G071192

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	77.0
FSA English Language Arts - Achievement	78.0

Resources Available to Support the Goal 2

- PLC Lesson Plan Connector Document (LCS Flow Chart)
- Curriculum Blueprints
- Scope and Sequence
- Steps to Respect/Second Steps
- Positive Behavior Support (PBS)
- Personalized Learning
- Safety Committee
- Mindset in the Classroom
- Guidance Counselors
- RISC
- Terrific Kids
- Student of the Month
- School Uniforms
- Bully Implementation Plan

Targeted Barriers to Achieving the Goal 3

- The need for professional development to support student growth mindset.

Plan to Monitor Progress Toward G1. 8

Pre-set county testing schedule for iStation and I-Ready

Person Responsible

Kirsten Olefsan

Schedule

On 6/1/2016

Evidence of Completion

Data results from I-Ready and IStation

G2. Lost Lake Elementary will utilize district resources to develop a school-wide culture of personalized standard-based instruction. 1a

G071193

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	77.0
FSA English Language Arts - Achievement	78.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- Curriculum Blueprints
- FSA Test Specifications
- FCIM Flow Chart
- Personalized Learning Facilitator -Classroom Design and Delivery
- Literacy Coach
- Curriculum Resource Teacher (CRT)

Targeted Barriers to Achieving the Goal 3

- Alignment of instruction to match the rigor of the standard

Plan to Monitor Progress Toward G2. 8

Leadership team will monitor Beginning of the Year, Mid-Year, End-of-the-Year iStation and I-Ready data.

Person Responsible

Karen Hart

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Monthly data meeting agendas and data wall

G3. Lost Lake Elementary will establish protocols to ensure instructional growth and personalized professional development. **1a**

 G071194

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics - Achievement	77.0
FSA English Language Arts - Achievement	78.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal **2**

- FCIM Flow Chart (LCS Flow Chart)
- Istation
- I-Ready
- Accelerated Reader-STAR
- LCPS Instructional Coach
- Mindset Work
- Weekly PLC
- Personalized Learning PD
- Genius Bar
- Monthly staff and committee meetings

Targeted Barriers to Achieving the Goal **3**

- Time available for professional development

Plan to Monitor Progress Toward G3. **8**

Classroom walkthrough data, iStation, I-Ready, Accelerated Reader-STAR data will be collected and reviewed throughout the year.

Person Responsible

Susan Pegram

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Classroom walkthrough data and iStation, I-Ready, Accelerated Reader-STAR data

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Lost Lake Elementary will provide opportunities for student achievement by establishing a positive learning environment and school culture. **1**

 **G071192**

G1.B1 The need for professional development to support student growth mindset. **2**

 **B185728**

G1.B1.S1 The leadership team and teachers will implement positive intervention programs across the grade levels. **4**

 **S197136**

Strategy Rationale

In order to establish a positive learning environment and school culture, the leadership team and teachers will implement positive intervention programs. The programs and incentives will provide opportunities for the students to grow both behaviorally and academically.

Action Step 1 **5**

To promote a positive learning environment, teachers will implement Steps to Respect/Second Step, Covey Habits, PBS and Bully-Proofing Your School Program/Plan.

Person Responsible

Bonnie Gault

Schedule

On 6/1/2016

Evidence of Completion

Lesson Plans, Teacher list and certificates

Action Step 2 5

Provide staff members with professional development in growth mindset.

Person Responsible

Michelle Mabry

Schedule

Every 6 Weeks, from 8/31/2015 to 6/3/2016

Evidence of Completion

Sign in sheets for RISC training, lesson plans and online tracking tool.

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

The Leadership team will meet with Guidance Counselors regarding incentive programs

Person Responsible

Sam Danner

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Meeting notes, PBS tracking sheets

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

PL Facilitator will set-up and facilitate trainings for staff on mindset in the classroom.

Person Responsible

Michelle Mabry

Schedule

On 6/3/2016

Evidence of Completion

Teacher participation in Edmodo discussions and Genius Bar sign in sheets

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

Leadership team will monitor tracking sheets, lesson plans and PLC notes.

Person Responsible

Katherine Pinkston

Schedule

Biweekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Leadership team agenda, PLC agenda notes

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

PL Facilitator will conduct classroom walkthroughs and conference with students.

Person Responsible

Michelle Mabry

Schedule

Biweekly, from 9/14/2015 to 6/3/2016


Evidence of Completion

Classroom walkthrough logs

G2. Lost Lake Elementary will utilize district resources to develop a school-wide culture of personalized standard-based instruction. 1

 G071193

G2.B1 Alignment of instruction to match the rigor of the standard 2

 B185730

G2.B1.S1 Instructional staff will continue to deconstruct standards and utilize district resources to personalize their instruction for student needs and growth. 4

 S197137

Strategy Rationale

In order for daily instruction to reach the level of rigor necessary for standards based instruction, teachers will attend professional developments and implement new strategies.

Action Step 1 5

Instructional staff will meet with the PL Facilitator monthly to set goals for personalizing their instruction.

Person Responsible

Michelle Mabry

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Agenda, lesson plans

Action Step 2 5

Leadership team will conduct walkthroughs to track student learning and alignment of standards.

Person Responsible

Sam Danner

Schedule

Biweekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Student work samples, lesson plans, standards mastery tracking, data binders

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

Leadership team will meet with PL Facilitator weekly.

Person Responsible

Karen Hart

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

PL Facilitator notes

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

CRT and Literacy Coach will assist at grade level PLCs to ensure that standard-based planning is taking place

Person Responsible

Katherine Pinkston

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Lesson plans, Grade level PLCs agendas and RISC Lesson Design Template

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

Leadership team will analyze data from Istation, IReady and LCS Science Baseline/FCAT 2.0

Person Responsible

Susan Pegram

Schedule

Quarterly, from 8/31/2015 to 6/3/2016


Evidence of Completion

Student improvement from Beginning-of-the-Year, Middle-of-Year and End-of-the Year data.

G3. Lost Lake Elementary will establish protocols to ensure instructional growth and personalized professional development. 1

 G071194

G3.B1 Time available for professional development 2

 B185732

G3.B1.S1 PL Facilitator will provide teachers with professional development, through Genius Bar Wednesdays, that will assist in increasing student growth at each grade level. 4

 S197138

Strategy Rationale

Through providing effective professional development, teachers will be able to implement new teaching strategies in their classrooms.

Action Step 1 5

PL Facilitator sets-up PD rotations for the Genius Bar

Person Responsible

Michelle Mabry

Schedule

Every 6 Weeks, from 8/31/2015 to 6/3/2016

Evidence of Completion

iStation, I-Ready, Accelerated Reader and STAR test scores, Genius Bar sign in sheets

Action Step 2 5

PL Facilitator will hold monthly grade level meetings with teachers

Person Responsible

Michelle Mabry

Schedule

Every 6 Weeks, from 8/31/2015 to 6/3/2016

Evidence of Completion

Agendas/notes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

PL Facilitator will hold monthly meetings asking teachers for feedback and suggestions on Genius Bar topics

Person Responsible

Michelle Mabry

Schedule

Monthly, from 9/21/2015 to 6/3/2016

Evidence of Completion

PL Facilitator's agendas/notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Weekly leadership meetings with PL Facilitator and bi-weekly team leader meetings

Person Responsible

Michelle Mabry

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Leadership and team leader agendas and notes

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	To promote a positive learning environment, teachers will implement Steps to Respect/Second Step, Covey Habits, PBS and Bully-Proofing Your School Program/Plan.	Gault, Bonnie	9/1/2015	Lesson Plans, Teacher list and certificates	6/1/2016 one-time
G2.B1.S1.A1	Instructional staff will meet with the PL Facilitator monthly to set goals for personalizing their instruction.	Mabry, Michelle	8/31/2015	Agenda, lesson plans	6/3/2016 monthly
G3.B1.S1.A1	PL Facilitator sets-up PD rotations for the Genius Bar	Mabry, Michelle	8/31/2015	iStation, I-Ready, Accelerated Reader and STAR test scores, Genius Bar sign in sheets	6/3/2016 every-6-weeks
G1.B1.S1.A2	Provide staff members with professional development in growth mindset.	Mabry, Michelle	8/31/2015	Sign in sheets for RISC training, lesson plans and online tracking tool.	6/3/2016 every-6-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2	Leadership team will conduct walkthroughs to track student learning and alignment of standards.	Danner, Sam	8/31/2015	Student work samples, lesson plans, standards mastery tracking, data binders	6/3/2016 biweekly
G3.B1.S1.A2	PL Facilitator will hold monthly grade level meetings with teachers	Mabry, Michelle	8/31/2015	Agendas/notes	6/3/2016 every-6-weeks
G1.MA1	Pre-set county testing schedule for iStation and I-Ready	Olefsan, Kirsten	9/1/2015	Data results from I-Ready and IStation	6/1/2016 one-time
G1.B1.S1.MA1	Leadership team will monitor tracking sheets, lesson plans and PLC notes.	Pinkston, Katherine	9/14/2015	Leadership team agenda, PLC agenda notes	6/3/2016 biweekly
G1.B1.S1.MA2	PL Facilitator will conduct classroom walkthroughs and conference with students.	Mabry, Michelle	9/14/2015	Classroom walkthrough logs	6/3/2016 biweekly
G1.B1.S1.MA1	The Leadership team will meet with Guidance Counselors regarding incentive programs	Danner, Sam	8/31/2015	Meeting notes, PBS tracking sheets	6/3/2016 weekly
G1.B1.S1.MA2	PL Facilitator will set-up and facilitate trainings for staff on mindset in the classroom.	Mabry, Michelle	8/24/2015	Teacher participation in Edmodo discussions and Genius Bar sign in sheets	6/3/2016 one-time
G2.MA1	Leadership team will monitor Beginning of the Year, Mid-Year, End-of-the-Year iStation and I-Ready data.	Hart, Karen	8/31/2015	Monthly data meeting agendas and data wall	6/3/2016 weekly
G2.B1.S1.MA1	Leadership team will analyze data from Istation, IReady and LCS Science Baseline/FCAT 2.0	Pegram, Susan	8/31/2015	Student improvement from Beginning-of-the-Year, Middle-of-Year and End-of-the Year data.	6/3/2016 quarterly
G2.B1.S1.MA1	Leadership team will meet with PL Facilitator weekly.	Hart, Karen	8/31/2015	PL Facilitator notes	6/3/2016 weekly
G2.B1.S1.MA2	CRT and Literacy Coach will assist at grade level PLCs to ensure that standard-based planning is taking place	Pinkston, Katherine	8/31/2015	Lesson plans, Grade level PLCs agendas and RISC Lesson Design Template	6/3/2016 weekly
G3.MA1	Classroom walkthrough data, iStation, I-Ready, Accelerated Reader-STAR data will be collected and reviewed throughout the year.	Pegram, Susan	9/21/2015	Classroom walkthrough data and iStation, I-Ready, Accelerated Reader-STAR data	6/3/2016 weekly
G3.B1.S1.MA1	Weekly leadership meetings with PL Facilitator and bi-weekly team leader meetings	Mabry, Michelle	9/21/2015	Leadership and team leader agendas and notes	6/3/2016 weekly
G3.B1.S1.MA1	PL Facilitator will hold monthly meetings asking teachers for feedback and suggestions on Genius Bar topics	Mabry, Michelle	9/21/2015	PL Facilitator's agendas/notes	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Lost Lake Elementary will provide opportunities for student achievement by establishing a positive learning environment and school culture.

G1.B1 The need for professional development to support student growth mindset.

G1.B1.S1 The leadership team and teachers will implement positive intervention programs across the grade levels.

PD Opportunity 1

To promote a positive learning environment, teachers will implement Steps to Respect/Second Step, Covey Habits, PBS and Bully-Proofing Your School Program/Plan.

Facilitator

Guidance Counselors

Participants

Instructional Staff

Schedule

On 6/1/2016

PD Opportunity 2

Provide staff members with professional development in growth mindset.

Facilitator

TBD

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 8/31/2015 to 6/3/2016

G2. Lost Lake Elementary will utilize district resources to develop a school-wide culture of personalized standard-based instruction.

G2.B1 Alignment of instruction to match the rigor of the standard

G2.B1.S1 Instructional staff will continue to deconstruct standards and utilize district resources to personalize their instruction for student needs and growth.

PD Opportunity 1

Instructional staff will meet with the PL Facilitator monthly to set goals for personalizing their instruction.

Facilitator

Michelle Mabry

Participants

Instructional Staff

Schedule

Monthly, from 8/31/2015 to 6/3/2016

G3. Lost Lake Elementary will establish protocols to ensure instructional growth and personalized professional development.

G3.B1 Time available for professional development

G3.B1.S1 PL Facilitator will provide teachers with professional development, through Genius Bar Wednesdays, that will assist in increasing student growth at each grade level.

PD Opportunity 1

PL Facilitator sets-up PD rotations for the Genius Bar

Facilitator

Lake County ILS

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 8/31/2015 to 6/3/2016

PD Opportunity 2

PL Facilitator will hold monthly grade level meetings with teachers

Facilitator

Michelle Mabry

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 8/31/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	To promote a positive learning environment, teachers will implement Steps to Respect/ Second Step, Covey Habits, PBS and Bully-Proofing Your School Program/Plan.	\$0.00
2	G1.B1.S1.A2	Provide staff members with professional development in growth mindset.	\$0.00
3	G2.B1.S1.A1	Instructional staff will meet with the PL Facilitator monthly to set goals for personalizing their instruction.	\$0.00
4	G2.B1.S1.A2	Leadership team will conduct walkthroughs to track student learning and alignment of standards.	\$0.00
5	G3.B1.S1.A1	PL Facilitator sets-up PD rotations for the Genius Bar	\$0.00
6	G3.B1.S1.A2	PL Facilitator will hold monthly grade level meetings with teachers	\$0.00
Total:			\$0.00