

Clay County Schools

Lakeside Elementary School



2015-16 School Improvement Plan

Lakeside Elementary School

2752 MOODY AVE, Orange Park, FL 32073

<http://les.oneclay.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	34%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	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 Clay 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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lakeside Elementary School's mission is to work collaboratively with all stakeholders to provide a public education that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Lakeside Elementary School exists to prepare life-long learners for success in a global and competitive workplace in acquiring applicable life skills.

School Environment

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

Starting the first week of school, teachers take the opportunity to get to know their students with "getting to know you" activities. We also send home an interest inventory/questionnaire for both parents and students to learn more about the specific personalities of the child so that we can tailor our instruction methods around the best needs of the children. Teachers interact and talk with students on a daily basis to help create bonds. Information about different cultures are integrated into many lessons. Teachers hold parent conferences and meet with parents at orientation and open house. The school also offers activities outside of school such as family projects and Parent Faculty Association (PFA) sponsored events including restaurant spirit nights, Jump Zone activities, and Skate Station activities.

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

Teachers greet students with a smile when they come to class. The school is fenced in to prevent unauthorized visitors. The gates remained locked during school hours. There is constant supervision of students before, during, and after school. Students are escorted to parent pick-up for safety. Parents are issued a parent pick-up card and must present their card to a staff member before picking up their child. A program to prevent bullying has been implemented. The resource teachers are all teaching character education lessons. Teachers fill out a Clay Bus screener on all of their students twice a year to track behavior. The school also conducts regular safety drills to prepare the students in case of an emergency.

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

In order to minimize distractions and keep students engaged during instructional time, Lakeside Elementary School implements school-wide behavior guidelines and consistently enforces them. Student are required to follow a set of school rules. Each grade level team implements a grade-wide

positive behavior management system with common rules and expectations. A reward system is in place to monitor students behavior in the cafeteria. School wide procedures are in place such as attention signal and conversation levels. During the first month of school students participate in a bus safety lesson, and bus reward tracking system is in place to recognize students for positive choices.

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

Lakeside Elementary School ensures the social/emotional needs of all students are being met in several ways. We introduce our guidance services in a Laker 101 informational meeting in which both school administrators and guidance counselors meet with all students. New instructional resources (Being a Writer and Making Meaning) promote social responsibility and welfare. The guidance counselor, Cindy Rentz provides services with a pull out program for students with specific needs. ESE teachers provide social skills activities in accordance with students' IEPs. Guidance counselors visit classrooms and present social lessons. Individual teachers conduct social skills activities with students. After school programs are available for social opportunities. Resource teachers present monthly character education lessons. Additionally, a curriculum focused on skills for social and academic success, Second Step, is being implemented school-wide.

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

Our online student database, FOCUS, provides a report six times per year showing any 6th graders who meet two or more of the following Early Warning System (EWS) indicators:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or mathematics
- * Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

When a student exhibits two or more EWS indicators, the EWS team convenes to determine appropriate intervention strategies for the student. We mail the parents a meeting invitation at least 10 days prior to the meeting indicating the purpose, time, and location of the meeting.

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	
	6	Total
Attendance below 90 percent	11	11
One or more suspensions	8	8
Course failure in ELA or Math	0	
Level 1 on statewide assessment	0	

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

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	2	2

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

If attendance is a problem for students, the student and parent will be asked to sign an attendance contract, provide a doctor's note, or a social worker referral will be completed. If the students grades are indicated in the early warning system, tutoring and/or remediation will be provided. When discipline is indicated as an area of warning, the student will be placed on a behavior contract, school service work, or detention.

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

Lakeside's mission and vision statements are posted in common areas and in every classroom. Copies of the vision and mission statement, along with the school's collective commitments have been distributed several ways including, weekly student folders, open house, orientation, newsletters, PFA meetings, and School Advisory Council (SAC) meetings. We involve parents/guardians/family members through participation in PFA sponsored activities, SAC membership, and in promotion of Three For Me, a newly implemented volunteer program. The Three For Me program encourages parents to commit at least three volunteer hours during the school year. This program is tracked and monitored by the PFA board members. Parents and community members are updated with the most current school information via our website, Facebook page, web-based telephone parent notification system, marquee, and newsletters. Parents are also able to access their child's grades and other important student information through the FOCUS parent portal. We also provide several ways to help parents understand the process of teaching and learning on campus to include open house, orientation, and content area family involvement nights.

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

A fundamental process in how we build relationships with business partners is one company at a time. Our school participates with various businesses to support student achievement. We have a business partner liaison who contacts potential new business partners and maintains relationships with existing partners. The most involved business partners are recognized at the end of year for their continued support.

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
Schriver, Jeff	Principal
Ivins, April	Teacher, K-12
Taylor, Sarah	Teacher, K-12
Grybb, Megan	Teacher, K-12
Jernigan, Kelly	Instructional Media
Mazzella, Susan	Guidance Counselor
Wolfe, Dawn	Assistant Principal
Nguyen, Angela	Teacher, K-12
Gernhard, Ivy	Teacher, K-12
Bily, Michelle	Teacher, K-12
Hill, Cameron	Teacher, K-12
Tracanna-Breault, Kim	Teacher, K-12
Wells, Tim	Teacher, K-12

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students, to modify instructional environment to support students, to make recommendations that have been determined to have a high probability of success given the problem identified, and to collect relevant data and monitor student progress frequently to assess response to the interventions. The data to be analyzed includes Foundational Skills Assessment for grades K-2, Performance Matters benchmark reading assessment for grades 3-6, Performance Matters benchmark math assessment for grades K-6, and formal state-wide assessments such as the Florida Standards Assessment (FSA). The principal is the leader of the meetings. The assistant principal attends the meetings in a support role for the principal. The intervention team facilitator serves to suggest effective interventions for Tier 1 instructional needs. The team leaders serve on the SBLT as a liaison to other teachers in their grade.

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 role of the SBLT/MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. Once specific strategies are identified and determined to be effective, the grade levels use these strategies to meet the goals of the school improvement plan. All K-6 grade students participate in a benchmark assessment three times per year. The school-based leadership team meets after each assessment period to review assessment data. The quality of Tier 1 instruction

will be analyzed within these meetings. Our school and district funds are used to support the goals of the School Improvement Plan and to meet the needs of all students, as well as professional development for teachers and staff. Collaboration and corporation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessment.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jeff Schriver	Principal
Danielle Knotts	Teacher
Ivy Gernhard	Teacher
Shawnta Riou	Teacher
Jennifer Salliotte	Education Support Employee
Michael Porter	Parent
Liza Porter	Parent
Paige Osowski	Parent
Farrah Collins	Parent
Marvelle Neville	Parent
Julie Griffis	Parent
Barbara Albright	Parent
Van Quang	Parent
Timothy Lee	Parent
Kimberley Almas	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

The SAC works with the administrative team to review school data as it comes in throughout the school year. The end of each year school data is reviewed by the leadership team to determine if the established goals were met. The team evaluates the SIP to determine what worked and what needs to be adjusted for next year. The SAC has a review and approval process in October for the final draft to be submitted for district approval.

Development of this school improvement plan

Lakeside Elementary SAC is to assist in the annual preparation of a school improvement plan that addresses funding, training, instructional materials, technology, staffing, student support services and, also approves all school improvement fund expenditures.

Preparation of the school's annual budget and plan

Florida Statute 24.121 (5) (c) places the following requirements on School Improvement fund expenditures:

*School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.

*Monies may be expended on programs or projects selected by the School Advisory Council.

*The monies may not be used for capital improvements or for any projects or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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

No school improvement funds were allocated for last school year, 2014-2015. A school improvement balance of \$619.47 carried over from the 2013-2014 school year to the current school year, 2015-2016. Those funds will be used to pay for an after-school activity bus to be used by students in grades 3 - 6 who participate in after-school academic tutoring.

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Schriver, Jeff	Principal
Sebesta, Carol	Teacher, K-12
Grybb, Megan	Teacher, K-12
Hill, Cameron	Teacher, K-12
Jernigan, Kelly	Instructional Media
Rome, Matthew	Teacher, K-12
DeAngelo, Lidia	Teacher, K-12
Morrell, Susan	Teacher, K-12
Jewell, Jessica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The team meets once a month to review ELA data used to drive classroom instruction, review progress monitoring data at the grade level and classroom level, and identify students to refer to the MTSS team who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities (PLC). The LLT also promotes literacy by spearheading school-wide literacy initiatives to include Celebrate Literacy Week, Get Caught Reading program, character parade, setting Accelerated Reader goals, and sponsoring evening literacy events.

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

The master schedule has been designed to provide consistent time for teachers to meet by common content/students. Teachers are required to attend a weekly PLC meeting where they collaboratively plan a lesson. Teachers are encouraged to share and communicate effective learning strategies for best practices to help students understand and achieve learning goals.

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

We use the Human Resource Department and its annual Education Recruiting Career Fair to recruit and retain highly qualified, certified-in-field, effective teachers. Mr. Jeff Schriver, the principal, is responsible for recruitment and staffing instructional positions.

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

Our school uses the county's teacher mentoring program, Beginning Educator Support Team (BEST). Beginning teachers are partnered with veteran teachers on their grade level. All mentors have taken the Clinical Educator coursework to become a mentor. Expectations and responsibilities are communicated at the beginning of the year.

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

Curriculum pacing guides and rubrics are in place that clearly define student levels of growth and performance on essential elements of state and district standards. Every teacher is required to have lesson plans with standards documented and visible during an informal and formal observation. Teachers have created a FOCUS calendar to make sure that all the standards will be covered during the school year. Our administrator is willing to purchase additional resources in order to ensure all standards are covered.

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students. The assessments are used to accurately measure students' academic strengths and weaknesses, and provide a road map for the next steps in instruction. Informal and formal classroom-based assessments can be conducted throughout the year to track learning objectives. We utilize a balanced literacy approach that includes whole group, small group, and one-on-one instruction based on student needs. Resources are provided to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction). The leadership team makes sure teachers are familiar with interpreting data to drive their planning and instruction.

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: After School Program

Minutes added to school year: 3,600

After school tutoring is voluntarily offered by highly qualified classroom teachers on Tuesdays and/or Thursdays for one hour in grades 3-6 in reading and math between September and May. An after-school activity bus is provided for any students who attend tutoring.

Strategy Rationale

Tutoring allows additional small group core academic instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schrivier, Jeff, jwschrivier@oneclay.net

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

Data is collected weekly by teachers using a variety of assessments. Results are analyzed and discussed amongst grade level teams to determine the effectiveness of strategies used.

Strategy: After School Program

Minutes added to school year: 4,320

After school clubs will be made available for 3rd-6th grade students.

Strategy Rationale

Enrichment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schrivier, Jeff, jwschrivier@oneclay.net

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

Strategy: Before School Program

Minutes added to school year: 5,760

Tutoring is offered before school to students in grades 3-6 by highly qualified teachers hired from within the school. Grades 3 - 6 offer 12 one-hour sessions of reading and math tutoring at the beginning of the third quarter.

Strategy Rationale

Tutoring allows additional small group core academic instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wolfe, Dawn , dlwolfe@oneclay.net

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

Results of state-wide, district, and school assessments are analyzed by grade level teams and administrators to determine which students will be offered tutoring. Tutors then administer a variety of assessments throughout the 12 sessions and analyze results to determine the effectiveness of instructional strategies and how to best target students' remediation needs.

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

At Lakeside Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to identify individual needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of school. The Florida Assessment in Reading (FAIR) will be administered one-on-one to all Kindergarten students to determine their initial success probability in reading. Screening data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic skills identified by screening data. FAIR will be re-administered mid-year and again at the end of the year in order to determine students learning gains and the need for changes to the instructional/interventions.

College and Career Readiness

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

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

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

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student engagement will increase across all content areas.
- G2.** Faculty and student collaboration will increase within the classroom.
- G3.** Faculty will increase their knowledge of the Florida States Standards.

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. Student engagement will increase across all content areas. 1a

G071378

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	74.0

Resources Available to Support the Goal 2

- Framework for Intentional Targeted Teaching

Targeted Barriers to Achieving the Goal 3

- Teachers may not have the adequate level of expertise in using the collaborative learning strategies and therefore not feel comfortable using them. Other barriers include time restraints, students with ESOL, speech, ESE, etc., would require modeling, practice, and teacher support to build collaboration skills. Building collaborative structure in the classroom takes time and commitment, and does not occur overnight. The age and maturity of the students also needs to be taken into consideration.

Plan to Monitor Progress Toward G1. 8

Formative assessments, local and district student performance data
 Monthly data meetings with each data team and administration. Review of grade level PLC logs and lesson plans.

Person Responsible

Jeff Schriver

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

New Formative assessments will be developed and implemented by PLCs, student work from the formative assessment will be analyzed as well as both district and school level benchmark data. Teachers will track progress of the lowest quartile in reading. Lesson plans will also be reviewed, and student data will be analyzed and reflected upon during PLCs.

G2. Faculty and student collaboration will increase within the classroom. 1a

G071379

Targets Supported 1b

Indicator	Annual Target
Math Gains	84.0

Resources Available to Support the Goal 2

- Framework for Intentional Teaching; Kagan Strategies, Whole Brain Teaching Resources, encouragement of common planning among teachers.

Targeted Barriers to Achieving the Goal 3

- Teachers may struggle with how and when to incorporate collaborative strategies in the classroom.

Plan to Monitor Progress Toward G2. 8

Formative assessments, local and district student performance data
Monthly data meetings with each data team and administration. Review of grade level PLC logs and lesson plans.

Person Responsible

Jeff Schriver

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans

G3. Faculty will increase their knowledge of the Florida States Standards. 1a

G071380

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	84.0

Resources Available to Support the Goal 2

- Florida Common Core Standards, FSA Item Specifications, Curriculum Maps, PLCs, CPALMS, Rubrics

Targeted Barriers to Achieving the Goal 3

- Teachers may struggle with aligning assessments to the standards and finding resources that appropriately address the standards. Maps are unclear and do not aid in student learning. They do not build on prior skills. This creates a barrier because it does not follow the targeted framework of model, guided practice, and independent practice. Teachers are unable to reference a previous skill when teaching a new skill. In the layout of the maps, it is difficult to assess prior skills due to the maps construction. We will teach a skill and then delve deep into it, but the map does not tell us to teach the skill before. Time restraints are also another concern.

Plan to Monitor Progress Toward G3. 8

Review of grade level learning log and lesson plans

Person Responsible

Jeff Schriver

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC logs

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. Student engagement will increase across all content areas. **1**

 G071378

G1.B1 Teachers may not have the adequate level of expertise in using the collaborative learning strategies and therefore not feel comfortable using them. Other barriers include time restraints, students with ESOL, speech, ESE, etc., would require modeling, practice, and teacher support to build collaboration skills. Building collaborative structure in the classroom takes time and commitment, and does not occur overnight. The age and maturity of the students also needs to be taken into consideration. **2**

 B186068

G1.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons to implement in the classroom each week using the collaborative learning strategies. **4**

 S197471

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning; both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning, and growth.

Action Step 1 **5**

Weekly PLCs focused around the Framework for Intentional Teaching

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/20/2015 to 5/26/2016

Evidence of Completion

Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.

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

Administration will review lesson plans, monthly committee meeting minutes, weekly PLC team meeting logs, and use Group Learning Target Plan.

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Completed Group Learning Target Plan

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

Informal observations, Formative assessment data analyzed at the PLC meetings and logs.

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Informal Observation of the Framework

G2. Faculty and student collaboration will increase within the classroom. 1

G071379

G2.B1 Teachers may struggle with how and when to incorporate collaborative strategies in the classroom.

2

B186069

G2.B1.S1 Teachers will increase their knowledge of various collaborative learning strategies and how to effectively implement them. 4

S197472

Strategy Rationale

When teachers use collaboration in their classrooms students are actively engaged in learning. Differentiation occurs when students are allowed to use strategies such as peer tutoring.

Action Step 1 5

Implement the Framework for Intentional Teaching in all lessons.

Person Responsible

Jeff Schriver

Schedule

Semiannually, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans

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

Review of grade level PLC logs and lesson plans

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans and PLC logs

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

Review of grade level PLC logs and lesson plans

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016


Evidence of Completion

Lesson plans and PLC logs

G3. Faculty will increase their knowledge of the Florida States Standards. 1

 G071380

G3.B1 Teachers may struggle with aligning assessments to the standards and finding resources that appropriately address the standards. Maps are unclear and do aid in student learning. They do not build on prior skills. This creates a barrier because it does not follow the targeted framework of model, guided practice, and independent practice. Teachers are unable to reference a previous skill when teaching a new skill. In the layout of the maps, it is difficult to assess prior skills due to the maps construction. We will teach a skill and then delve deep into it, but the map does not tell us to teach the skill before. Time restraints are also another concern. 2

 B186070

G3.B1.S1 Teachers will spend 1 hour per week collaboratively breaking apart standards and planning lessons using the Curriculum maps and/or pacing guides. 4

 S197473

Strategy Rationale

When teachers spend structured time weekly collaborating around standards, both students and teachers will benefit. Teachers are provided with new strategies to improve student achievement.

Action Step 1 5

Weekly PLC team meetings

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC logs

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

Review of grade level learning log and lesson plans

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC logs

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

Review of grade level learning log and lesson plans

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC logs

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	Weekly PLCs focused around the Framework for Intentional Teaching	Schriver, Jeff	8/20/2015	Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.	5/26/2016 weekly
G2.B1.S1.A1	Implement the Framework for Intentional Teaching in all lessons.	Schriver, Jeff	8/17/2015	Lesson plans	5/27/2016 semiannually
G3.B1.S1.A1	Weekly PLC team meetings	Schriver, Jeff	8/17/2015	PLC logs	5/27/2016 weekly
G1.MA1	Formative assessments, local and district student performance data Monthly data meetings with each data team and administration. Review of grade level PLC logs and lesson plans.	Schriver, Jeff	8/17/2015	New Formative assessments will be developed and implemented by PLCs, student work from the formative assessment will be analyzed as well as both district and school level benchmark data. Teachers will track progress of the lowest quartile in reading. Lesson plans	5/27/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				will also be reviewed, and student data will be analyzed and reflected upon during PLCs.	
G1.B1.S1.MA1	Informal observations, Formative assessment data analyzed at the PLC meetings and logs.	Schrive, Jeff	8/17/2015	Informal Observation of the Framework	5/27/2016 weekly
G1.B1.S1.MA1	Administration will review lesson plans, monthly committee meeting minutes, weekly PLC team meeting logs, and use Group Learning Target Plan.	Schrive, Jeff	8/17/2015	Completed Group Learning Target Plan	5/27/2016 weekly
G2.MA1	Formative assessments, local and district student performance data Monthly data meetings with each data team and administration. Review of grade level PLC logs and lesson plans.	Schrive, Jeff	8/17/2015	Lesson plans	5/27/2016 quarterly
G2.B1.S1.MA1	Review of grade level PLC logs and lesson plans	Schrive, Jeff	8/17/2015	Lesson plans and PLC logs	5/27/2016 weekly
G2.B1.S1.MA1	Review of grade level PLC logs and lesson plans	Schrive, Jeff	8/17/2015	Lesson plans and PLC logs	5/27/2016 weekly
G3.MA1	Review of grade level learning log and lesson plans	Schrive, Jeff	8/17/2015	PLC logs	5/27/2016 quarterly
G3.B1.S1.MA1	Review of grade level learning log and lesson plans	Schrive, Jeff	8/17/2015	PLC logs	5/27/2016 weekly
G3.B1.S1.MA1	Review of grade level learning log and lesson plans	Schrive, Jeff	8/17/2015	PLC logs	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student engagement will increase across all content areas.

G1.B1 Teachers may not have the adequate level of expertise in using the collaborative learning strategies and therefore not feel comfortable using them. Other barriers include time restraints, students with ESOL, speech, ESE, etc., would require modeling, practice, and teacher support to build collaboration skills. Building collaborative structure in the classroom takes time and commitment, and does not occur overnight. The age and maturity of the students also needs to be taken into consideration.

G1.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons to implement in the classroom each week using the collaborative learning strategies.

PD Opportunity 1

Weekly PLCs focused around the Framework for Intentional Teaching

Facilitator

Jeff Schriver and Dawn Wolfe

Participants

Teachers

Schedule

Weekly, from 8/20/2015 to 5/26/2016

G2. Faculty and student collaboration will increase within the classroom.

G2.B1 Teachers may struggle with how and when to incorporate collaborative strategies in the classroom.

G2.B1.S1 Teachers will increase their knowledge of various collaborative learning strategies and how to effectively implement them.

PD Opportunity 1

Implement the Framework for Intentional Teaching in all lessons.

Facilitator

Jeff Schriver and Dawn Wolfe

Participants

Teachers

Schedule

Semiannually, from 8/17/2015 to 5/27/2016

G3. Faculty will increase their knowledge of the Florida States Standards.

G3.B1 Teachers may struggle with aligning assessments to the standards and finding resources that appropriately address the standards. Maps are unclear and do aid in student learning. They do not build on prior skills. This creates a barrier because it does not follow the targeted framework of model, guided practice, and independent practice. Teachers are unable to reference a previous skill when teaching a new skill. In the layout of the maps, it is difficult to assess prior skills due to the maps construction. We will teach a skill and then delve deep into it, but the map does not tell us to teach the skill before. Time restraints are also another concern.

G3.B1.S1 Teachers will spend 1 hour per week collaboratively breaking apart standards and planning lessons using the Curriculum maps and/or pacing guides.

PD Opportunity 1

Weekly PLC team meetings

Facilitator

Jeff Schriver and Dawn Wolfe

Participants

Teachers

Schedule

Weekly, from 8/17/2015 to 5/27/2016

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	Weekly PLCs focused around the Framework for Intentional Teaching	\$0.00
2	G2.B1.S1.A1	Implement the Framework for Intentional Teaching in all lessons.	\$0.00
3	G3.B1.S1.A1	Weekly PLC team meetings	\$0.00
Total:			\$0.00