Lynn Haven Elementary School

2015-16 School Improvement Plan

Lynn Haven Elementary School

301 W 9TH ST, Lynn Haven, FL 32444

www.bayschools.com/lhes

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	50%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	24%

School Grades History

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

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 Bay 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.

Table of Contents

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	1	Melissa Ramsey

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We, at Lynn Haven Elementary School, celebrate educational excellence, value the individual, and are dedicated to facilitating all children to become life-long learners, in a safe, nurturing environment.

Provide the school's vision statement

We, at Lynn Haven Elementary School, celebrate educational excellence, value the individual, and are dedicated to facilitating all children to become life-long learners, in a safe, nurturing environment.

School Environment

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

Initial background information is obtained through a review of student cumulative folders. Additional student information is gathered through parent surveys, student surveys, and beginning of the year conferences.
Orientation and Open House further extends opportunities to develop relationships between teachers, parents and students.
Positive Behavior Support, commonly known as PBS, provides a foundation for teachers and students to build a positive culture throughout the school environment.

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

Before and after school teachers and staff are located throughout the campus to assist students and supervise them for safety. Teachers and staff wear school badges to identify they are "safe adults" who can assist if a student needs anything during the day. Also, we have established procedures such as a buddy system for students when traveling around campus.
The Seven Habits of Happy Kids, are a part of our school-wide expectations supporting PBS. Our school-wide expectations: Be Safe, Be Respectful and Be Responsible are posted in the halls, cafeteria, restrooms, playground and classrooms.
The Habits include:
Habit 1 — Be Proactive
Habit 2 — Begin with the End in Mind
Habit 3 — Put First Things First
Habit 4 —Think Win- Win
Habit 5 — Seek First to Understand/then to be Understood
Habit 6 — Synergize
Habit 7 — Sharpen the Saw
During the day students earn the opportunity to be "Soaring Eagle of the Day" by exhibiting the school-wide expectations and the 7 Habits.

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

Positive Behavior Support (PBS) is a student behavior management system used to eliminate challenging behaviors and replace them with appropriate social skills. By using PBS, our desire is to decrease the need for more intrusive or adverse interventions (i.e., consequences or suspension) and keep students in the classroom.

The PBS leadership team has established a flowchart for teachers to follow as protocol for misbehavior. The team has also created an in-house discipline form, Classroom Referral (CR), to document classroom behaviors. The purpose of the CR is to allow students an opportunity to manage their own behaviors. The CR makes students aware of the infraction, but it then gives several opportunities for self-correction. This process is done to help diminish the number of students needing more extensive interventions.

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

Guidance counselors are very involved on a school-wide level and more importantly on a classroom level.

Counselors also offer individual support to students. For our military parents and students, we have a counselor on campus three days a week.

Counselors provide monthly lessons to all classrooms on subjects related to students' needs. Our 5th grade mentoring program, SOS (Students Offering Support), is a weekly program designed to offer another level of support for younger students. Our counselors are also available to assist parents with parenting skills and offer strategies for family success.

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

N/A

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
	K	3	
Attendance below 90 percent	0	0	
One or more suspensions	1	1	2
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	0	0	

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

MTSS Interventions include the use of research-based, state approved materials.

Core curriculum remediation is provided using supplemental materials in small group settings.

We have employed an attendance clerk to record data, to schedule attendance meetings according to school board policy, and to strengthen the home-school connection.

Discipline intervention is addressed through the PBS school-wide plan to provide support for Tier II and Tier III students.

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

Positive relationships with families are increased through academic and non-academic opportunities for parental involvement.

Academic Opportunities include:

PBS Implementation

Quarterly Curriculum Based Events

Parent Conferences/Emails

Parent Portal

Student Agendas

Weekly Progress Folders

Classroom Volunteers

Honor Roll Assemblies

Non-Academic Opportunities include:

Field Trip Chaperones

Classroom Volunteers

Picture Day

Health Screenings

PTO

SAC

Going Green Celebration

Christmas/Thanksgiving Lunches

Sonic Night

Book Fairs

Spring Fling

Star Gazing Night

Student Performances

Immediate Response Information System (IRIS)

School Website

School Handbook

Facebook

Twitter

Soaring Eagle of the Month

Other parent events are scheduled throughout the year in an effort to increase parent participation and involvement.

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

Mutual support is established through our partnership with the City of Lynn Haven. During our Going Green Celebration, we collaborated with the city of Lynn Haven to educate our students on Earth Day and available recycling programs. During this day we invited members of the community and school system to take part by speaking and assisting in the planting of trees. The students of LHES participated in the recycling of paper and can tabs, while their families were also encouraged to recycle additional items through the city recycling program. In further support of our school, a Lynn Haven company, TRANE, donated two air conditioning units for our gymnasium. Complete support is provided to our school by First Baptist Church of Lynn Haven. They cater a back to school luncheon for teachers, as well as provide school supplies, clothing, and holiday food baskets.General Dynamics of Lynn Haven donated school supplies and backpacks as well.

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
Spradley, Debra	Principal
Weeks, Lara	Teacher, K-12
Bauer, Kathy	Teacher, K-12
Merrill, Cheryl	Guidance Counselor
Edwins, Christina	Teacher, K-12
Worcester, Angie	Teacher, K-12
Brown, Lauren	Assistant Principal
Alford, Tonya	Teacher, K-12
Hanson, Ann	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 school-based PLC leadership team consists of administrators, teachers and a counselor. The responsibilities of this team begins with reviewing previous school improvement plans and analyzing student performance data. **The team discusses Plus 2 Look Fors, common assessments, and core curriculum areas. After collaboration with all stakeholders, this information is then used by the team to develop the school improvement plan for the upcoming year. The current plan is then presented to faculty, staff and School Advisory Council for a final review.

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 members of the school-based PLC leadership team take part in a variety of roles. Team members identify and align resources through participation on teacher interview teams, curriculum teams, committees, Professional Learning Communities and grade level teams. This promotes collaboration among all teachers and helps identify resources to meet the needs of all students. All funds will be distributed and utilized in accordance with local, state, and federal guidelines.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Debra Spradley	Principal
Joanie Campbell	Parent
Jennifer Fields	Education Support Employee
Dawn Noble	Parent
Jessica Hibberd	Business/Community
Jennifer Bracho	Parent
Tracey Gainer	Parent
Randy Zerfowski	Parent
Danielle Mulick	Parent
Tonilea McNaron	Parent
Rhonda Tidwell	Parent
Michael Avery	Parent
Megan Avery	Parent
Van Johnson	Parent
Detria Jones	Parent
Angela Kellum	Parent
Hillary Murphy	Parent
Shannon Pistun	Parent
Tonya Alford	Teacher
Christina Edwins	Teacher
Lara Weeks	Teacher
Kathy Bauer	Teacher
Ann Hanson	Teacher
Angie Worcester	Teacher
David Weeks	Business/Community
Wendy Harris	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 school-based PLC leadership team analyzed data and reviewed strategies from the 2014-2015 plan. This information was presented to the SAC for discussion, and additional recommendations were made for the upcoming year.

The School Advisory Council was involved in the overall completion of the school improvement plan. The members reviewed the plan to ensure that the students' needs were met.

Development of this school improvement plan

The evaluation of last year's School Improvement Plan was taken to the School Advisory Council by the PLC leadership team. Goals, barriers, strategies, and action steps for the current year were identified. The School Improvement Plan was shared with the School Advisory Council for feedback. The plan will be continuously monitored and updated by the School Advisory Council.

Preparation of the school's annual budget and plan

There is no funding this school year.

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

N/A

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
Walsingham, Stacy	Teacher, K-12
Weeks, Lara	Teacher, K-12
Brown, Lauren	Assistant Principal
Spradley, Debra	Principal
Mullins, Kim	Teacher, K-12
Cantwell, Heather	Teacher, K-12
Holzer, Katie	Teacher, K-12
Morel, Casey	Teacher, K-12
Huber, Joy	Teacher, K-12
Shepherd, Deena	Teacher, K-12
Todd, Erica	Teacher, K-12
Walsingham, Jetiame	Teacher, K-12
Hagen, Susan	Teacher, ESE
Jenings, Lennie	Teacher, K-12
Krepper, Linda	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the team will be to monitor the implementation of PLCs, participate in the district-wide ELA liaisons meetings, and discuss the continuous improvement of the PLCs and common assessments to disperse horizontally within their grade levels. The team will review data to ensure that proper implementation is taking place as well as to monitor the effectiveness of the strategies.

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 administration's main objective is to create a positive school climate which is conducive for learning and teaching to take place. We encourage positive working relationships by giving common planning times. The district is providing four PLC planning days. We also utilize vertical curriculum teams and allocate time for collaboration at the monthly faculty meetings.

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

The administration's ultimate goal is to create a positive school climate which is conducive to retaining highly qualified, certified, effective teachers. Strategies that are used at the school level are a team based interview approach, school-based professional development opportunities, one-on-one meetings with teachers, common grade level planning times, effective and timely feedback, and team building activities that create a positive and collaborative school atmosphere.

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

There are three components to the LHES mentoring program.
1. New teachers are mentored by a district mentor.
2. Classroom coaches will mentor any teachers who have requested assistance with specific areas. These coaches will also provide mentoring to teachers with an overall summative rating of Needs Improvement.
3. Expert teachers at the school level will mentor other teachers in an effort to build capacity with a variety of programs and initiatives (ie. Focus, Guided Math, Planbook.com, ThinkCentral, MTSS, Kagan, etc.)
4. At the school level, teachers are given support through the pairing of a veteran teacher with a new teacher (either new to Lynn Haven, the profession, or grade level). This teacher offers support to help ensure a successful first year is achieved.
5. District appointed math and literacy coaches will work with all classroom teachers focusing on ELA and math.

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

All teachers are utilizing the Florida Common Core Standards in the areas of ELA and mathematics and Science Next Generation Standards as established by the state. The core textbooks have been

thoroughly evaluated by the district to ensure they meet the requirements of the Florida Standards . Teachers work within their primary PLC to develop pacing guides for the curriculum. The lesson plans are regularly reviewed to ensure that standards based teaching and learning are taking place.

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

Teachers use data to pinpoint students' specific learning deficiencies or areas of need and plan for differentiated instruction. This data based instruction will allow for remediation/enrichment of skills and concepts. Small academic groups allow students an opportunity to work on skills and strategies at their instructional level.
Collaboration within grade groups and across grade levels assures that differentiated instructional strategies, concepts and assessments are aligned with state standards.
Paraprofessionals provide support in all inclusion classrooms throughout the day.

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: 0

> N/A
>
> *Strategy Rationale*
>
> N/A
>
> *Strategy Purpose(s)*
> ""
>
> *Person(s) responsible for monitoring implementation of the strategy*
> *Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*
>
> N/A

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

Our school based Pre-K classes develop vocabulary and background knowledge through a variety of hands-on learning experiences. The program builds a capacity for literacy through a print-rich environment. Opportunities are provided to develop gross and fine motor skills through a variety of activities.
Representatives visit the fifth grade classrooms to explain the transition to middle school. Additionally, fifth grade classes visit these schools to observe expectations and opportunities available for the upcoming school year.

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:
.

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.

N/A

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.

N/A

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.   The goal for LHES during the 2015-2016 school year, is to increase proficiency in math, ELA (reading and writing) and science by 5%.

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. The goal for LHES during the 2015-2016 school year, is to increase proficiency in math, ELA (reading and writing) and science by 5%. 1a

🔍 G071573

Targets Supported 1b

Indicator	Annual Target
Math Gains	65.0
ELA/Reading Gains	70.0
FCAT 2.0 Science Proficiency	59.0

Resources Available to Support the Goal 2

- Literacy Coach, Math Coach, Staff Training Specialists - Writing, Science, MTSS, Technology TOSAs, etc.

- Programs/Curriculum - Online resources such as: Xtra Math, test generator and math ninja; SRA Reading and Math; Wonders; Go Math; Guided Reading Library; SuccessMaker; Discovery Education; K-5 Writing Rubrics, etc.

- Parent Communication/Involvement - Parent Conferences, Planners/Agendas for all students grades 1-4, Leadership notebooks for all students grade 5, IRIS, Website, Remind 101, Parent Portal, PTO/SAC, emails, newsletters and special event flyers.

- Grade Level Collaboration - Common Planning Time, Curriculum Teams (vertical alignment), and PLCs

- Positive Motivation/Character Education - Implementation of 7 Habits of Happy Kids, Classroom Guidance, PBS, etc.

Targeted Barriers to Achieving the Goal 3

- Once assessment data is received, there is limited follow-through on making meaningful instructional decisions based on that data.

- Lack of parental involvement negatively impacts academic and non academic student performance.

- Students have limited feedback on their academic progress and lack strategies for appropriate goal setting.

Plan to Monitor Progress Toward G1. 8

Students in all subgroups will increase proficiency in all core areas from baseline to mid-year and from mid-year to final.

Person Responsible
Debra Spradley

Schedule
Semiannually, from 8/18/2015 to 6/1/2016

Evidence of Completion
DEA, Common Assessments, Eagle Writes, LGPs

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. The goal for LHES during the 2015-2016 school year, is to increase proficiency in math, ELA (reading and writing) and science by 5%. 1

🔍 G071573

G1.B1 Once assessment data is received, there is limited follow-through on making meaningful instructional decisions based on that data. 2

🔍 B186551

G1.B1.S1 During PLCs multiple data points such as state assessments, MAP, checklists, and teacher selected common assessments will be used to design small flexible groups. 4

🔍 S197946

Strategy Rationale

Last year we implemented these strategies and believe that continued use will increase the number of students showing growth.

Action Step 1 5

Meet to discuss and disaggregate data as well as instructional groupings through grade level PLCs.

Person Responsible

Debra Spradley

Schedule

Monthly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Grade Level PLC Meeting Notes

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

Teacher lesson plans will reflect implementation of small flexible instructional groupings based on data.

Person Responsible

Debra Spradley

Schedule

Monthly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Administrator notes and lesson plans

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

Analyze data and review lesson plans to determine the implementation and effectiveness of small instructional groups.

Person Responsible

Lauren Brown

Schedule

Quarterly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Lesson plans, LGP and Focus gradebook

G1.B2 Lack of parental involvement negatively impacts academic and non academic student performance. 2

🔑 B186552

G1.B2.S1 Continue to implement meaningful academic and non academic opportunities for parents to be involved in school activities throughout the year. 4

🔑 S197947

Strategy Rationale

Increasing parent involvement will increase: student engagement, student motivation, student behavior and attendance.

Action Step 1 5

Curriculum groups collaborate, identify, and implement activities to increase parent involvement in areas of reading, writing, math and science. ELA and math coaches will collaborate with their respective teams.

Person Responsible

Debra Spradley

Schedule

Quarterly, from 9/15/2015 to 6/1/2016

Evidence of Completion

Sign In Sheets and minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Curriculum chairpersons discuss and review plans and activities with administrators.

Person Responsible

Debra Spradley

Schedule

Monthly, from 9/15/2015 to 6/1/2016

Evidence of Completion

Teacher documentation of conferences, grade level notes, etc.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Review and analyze attendance data obtained from family participation sign in sheets for school activities.

Person Responsible

Cheryl Merrill

Schedule

Every 2 Months, from 9/10/2015 to 6/1/2016

Evidence of Completion

Sign in sheets

G1.B3 Students have limited feedback on their academic progress and lack strategies for appropriate goal setting. `2`

`B186553`

G1.B3.S1 Continue to conduct data chats and implement student data notebooks school-wide; conferencing teacher with student and student with student will continue. `4`

`S197948`

Strategy Rationale

Data chats were introduced last year, and our next step will be to extend these conversations using student developed data records and/or notebooks.

Action Step 1 `5`

Regularly scheduled informal data chats will occur using student data records and/or notebooks.

Person Responsible

Debra Spradley

Schedule

Monthly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Students' data records and/or notebooks.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Documentation logs will be included within individual students records and/or notebooks.

Person Responsible

Lauren Brown

Schedule

Monthly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Documentation logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Collaborative discussion and review with administrators and colleagues.

Person Responsible

Debra Spradley

Schedule

Monthly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Individual students' records and/or notebooks

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	Meet to discuss and disaggregate data as well as instructional groupings through grade level PLCs.	Spradley, Debra	9/8/2015	Grade Level PLC Meeting Notes	6/1/2016 monthly
G1.B2.S1.A1	Curriculum groups collaborate, identify, and implement activities to increase parent involvement in areas of reading, writing, math and science. ELA and math coaches will collaborate with their respective teams.	Spradley, Debra	9/15/2015	Sign In Sheets and minutes	6/1/2016 quarterly
G1.B3.S1.A1	Regularly scheduled informal data chats will occur using student data records and/or notebooks.	Spradley, Debra	9/9/2015	Students' data records and/or notebooks.	6/1/2016 monthly
G1.MA1	Students in all subgroups will increase proficiency in all core areas from baseline to mid-year and from mid-year to final.	Spradley, Debra	8/18/2015	DEA, Common Assessments, Eagle Writes, LGPs	6/1/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Analyze data and review lesson plans to determine the implementation and effectiveness of small instructional groups.	Brown, Lauren	8/18/2015	Lesson plans, LGP and Focus gradebook	6/1/2016 quarterly
G1.B1.S1.MA1	Teacher lesson plans will reflect implementation of small flexible instructional groupings based on data.	Spradley, Debra	8/18/2015	Administrator notes and lesson plans	6/1/2016 monthly
G1.B2.S1.MA1	Review and analyze attendance data obtained from family participation sign in sheets for school activities.	Merrill, Cheryl	9/10/2015	Sign in sheets	6/1/2016 every-2-months
G1.B2.S1.MA1	Curriculum chairpersons discuss and review plans and activities with administrators.	Spradley, Debra	9/15/2015	Teacher documentation of conferences, grade level notes, etc.	6/1/2016 monthly
G1.B3.S1.MA1	Collaborative discussion and review with administrators and colleagues.	Spradley, Debra	9/9/2015	Individual students' records and/or notebooks	6/1/2016 monthly
G1.B3.S1.MA1	Documentation logs will be included within individual students records and/or notebooks.	Brown, Lauren	9/9/2015	Documentation logs	6/1/2016 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. The goal for LHES during the 2015-2016 school year, is to increase proficiency in math, ELA (reading and writing) and science by 5%.

G1.B1 Once assessment data is received, there is limited follow-through on making meaningful instructional decisions based on that data.

G1.B1.S1 During PLCs multiple data points such as state assessments, MAP, checklists, and teacher selected common assessments will be used to design small flexible groups.

PD Opportunity 1

Meet to discuss and disaggregate data as well as instructional groupings through grade level PLCs.

Facilitator

ELA Coach, Math Coach, and Teachers

Participants

Teachers

Schedule

Monthly, from 9/8/2015 to 6/1/2016

G1.B2 Lack of parental involvement negatively impacts academic and non academic student performance.

G1.B2.S1 Continue to implement meaningful academic and non academic opportunities for parents to be involved in school activities throughout the year.

PD Opportunity 1

Curriculum groups collaborate, identify, and implement activities to increase parent involvement in areas of reading, writing, math and science. ELA and math coaches will collaborate with their respective teams.

Facilitator

ELA and Math Coaches

Participants

Teachers, Students, and Parents

Schedule

Quarterly, from 9/15/2015 to 6/1/2016

G1.B3 Students have limited feedback on their academic progress and lack strategies for appropriate goal setting.

G1.B3.S1 Continue to conduct data chats and implement student data notebooks school-wide; conferencing teacher with student and student with student will continue.

PD Opportunity 1

Regularly scheduled informal data chats will occur using student data records and/or notebooks.

Facilitator

ELA Coach, Math Coach, and Teachers

Participants

Teachers, Students, and Parents

Schedule

Monthly, from 9/9/2015 to 6/1/2016