

Leesburg Elementary School

2229 SOUTH ST, Leesburg, FL 34748

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	88%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	61%

School Grades History

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

**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
Priority	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

Our school mission is to strive to be a racially and culturally diverse community of students, parents and staff, dedicated to creating a peaceful environment in which each person is treated with unconditional positive regard and acceptance. Within such an environment, each student, K-5, will be empowered and inspired to reach his or her full academic, emotional, and physical potential through the teaching of the Florida Standards with a high level of rigor to be college and career ready.

Provide the school's vision statement

Our vision is to create a nationally known elementary school that produces notable gains in student achievement and exemplifies the qualities of a healthy vibrant diverse community in which to live and work.

School Environment

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

This year, teachers will continue to receive professional development in building a school family. Teachers will be provided the opportunity to learn and practice research-based strategies for building connections, establishing school family rituals, and creating a safe learning environment. These activities will also ask teachers and students to explore their cultural identification. Our Faculty is participating in a monthly book study on Conscious Discipline headed by our school dean. Additional professional development goals will be aimed at creating a learning culture through collaborative structures. A learning culture grounded in inquiry allows individuals to construct meaning based on their individual background, while also experiencing the values and backgrounds of classmates. Collaboration exposes students to different ways of thinking that will challenge or support their own. Interaction between the family and school provides opportunities to gain knowledge about the cultures represented throughout the school. Our parent involvement plan includes a variety of academic and non-academic family nights that offer parents and staff a chance to engage and build relationships.

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

Every morning our students are greeted by one of the three administrators and welcomed on campus with positive words of encouragement. Supervision is spread throughout the campus, so there is always an adult in view of students. During the school day, students are escorted by an adult when transitioning to lunch and specials. If a student needs to go to the office, media center, or the nurse, he/she is escorted by another student. Should a classroom disruption arise in which the teacher needs assistance, the teacher contacts an administrator, and a member of the leadership team responds quickly. Students are always treated with respect and given an opportunity to correct their behavior and return to the classroom when appropriate. At the end of the school day, all students are escorted to their dismissal zone by an adult and supervised until their mode of transportation arrives.

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

Teachers implement their classroom rules and expectations and consequences when necessary. If a student becomes disruptive to the point that warrants removal, the teacher contacts administration and a member of the school's leadership team responds to the classroom immediately. The student is removed and works with the team member to resolve the issue. When the student is ready, the team member walks the student back to the classroom. Should the student need removal again, the student is placed in the alternative room with the school's Potential Specialist who works with the student to try to get them back into the classroom, parents are contacted, and the appropriate number of hours equaling missed instructional time are assigned for the student to make up in the upcoming Saturday School.

All teachers will participate in the Conscious Discipline book study, and KG-2nd will participate in the Sanford Harmony training.

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

When necessary, teachers write a guidance referral for students who have specific social-emotional needs. The guidance counselor provides support for the student and seeks additional help when needed. Leesburg Elementary also has a mentor program with a teacher who arranges and trains mentors who come to the campus to assist students. Guidance and administration work with the school's social worker to provide support for parents of students when appropriate.

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 early warning system, DecisionEd, includes all the EWS indicators and others as needed. It includes discipline data, attendance data, statewide assessment data, etc. The system is designed for the user to build reports as needed. Our school also looks at tardies and early checkouts and provides incentives monthly.

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	1	2	3	4	5	
Attendance below 90 percent	11	18	25	13	17	8	92
One or more suspensions	4	4	6	9	20	15	58
Course failure in ELA or Math	0	19	21	15	10	0	65
Level 1 on statewide assessment	0	0	0	0	25	32	57

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	3	10	9	8	10	42

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

Intervention Strategies Include but are not limited to the following:

I-Station/I-Ready

Lexia/Reading Plus

After School Tutoring

Saturday School Tutoring

Push in support for Reading by Teacher Assistants and Academic Tutors

Attendance - Committee reviews attendance data and implement child study team meetings to problem solve student needs.

Small group instruction

Attendance and Discipline incentive awards

Transition classes to support KG, 1st, and 2nd grades

MTSS (Multi-Tiered System of Support) is designed to assist all students.

Potential Specialist, Accelerated Resource Teacher, Content Area Coaches, SBLT pushing in to grade level classrooms to provide collaborative planning time for each grade level, Sig A Grant for tutors

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183033>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Leesburg Elementary builds and sustains partnerships with the local community and its members in a number of different ways. School driven community groups such as SAC, Parent Teacher Organization (PTO), local businesses, community groups. and churches, all of whom donate on a regular basis, student classroom materials and supplies for families in need. Currently, our mentoring program has over 60 members who visit on a weekly basis and work one on one with identified students and their specific needs.

Leesburg Elementary in conjunction with the local cable access station, will continue this year with our school community TV show which will continue to target programs that support parents and caregivers with various topics of interest relating to their student's experiences. Leesburg Elementary also provides

communication through our updated website, flyers, and our School Messenger System, which sends informational phone calls to parents.
 Our Family School Liaison works with community partners to support families in need.

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
Galatowitsch, Patrick	Principal
Jordan, Susan	Assistant Principal
Fiorentino, Anthony	Dean
Tremarco, Cherilynn	Other
Hefferin, Keri	Assistant Principal
Noblin, Jessica	Instructional Coach
Hunter, Jessica	Instructional Coach
Mauriell, Christy	Instructional Coach
Sellers, Sandra	Instructional Coach

Duties

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

Administration:

Patrick Galatowitsch, Principal: Administers the coordination and management of the school campus and academic activities. The principal's responsibilities include developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. The principal is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives.

Susan Jordan, Assistant Principal: Assists in the administration, coordination and management of all elementary school campus and academic activities. Assists the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives.

Keri Hefferin, Assistant Principal: Assists in the administration, coordination and management of all elementary school campus and academic activities. Assists the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives.

Instructional Dean: Anthony Fiorentino: Assists administration with providing a school atmosphere in which learning is of prime importance by implementing School Board policies designed to maintain proper student discipline.

Curriculum Resource Teacher: Jessica Noblin: Uses expertise to assist teachers in implementing curriculum needs. Provides information on any curriculum questions or concerns.

Accelerated Resource Teacher: Cherilynn Tremarco: Assists in the coordination and implementation of Florida Standards and the delivery of best practices aligned to supporting Struggling Students and English Language Learners.

Instructional Coaches: Christy Mauriell, Literacy Coach (3-5); Jessica Hunter, Literacy Coach (K-2); Sandra Sellers, Math Coach: Instructional Coaches provide leadership in data analysis, classroom strategies, curriculum development, and instructional methodology. Coaches model high quality teaching, observe teachers in their classrooms, and give feedback in methodology.

Each member of the School Leadership Team serves as a GLST (Grade Level Support Teacher) to a particular grade level. The purpose of the GLSTs is to provide instructional support to their grade level by acting as liaisons to the Leadership Team, providing assistance with student data, helping to pull resources, and supporting the MTSS process. All GLSTs meet with administration weekly and participate in cooperative leadership activities to make school-wide decisions on curriculum, instruction, resources, data, and safety. The GLSTs then meet with their grade level teachers to gather their input and ideas, and then share back with the leadership team to finalize all school-based decisions.

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 reviews data from screening assessments at the school level, grade level, classroom level, and subgroup level as it becomes available. Adjustments to core instruction may be made based upon these assessments according to the FCIM model. Individual students are initially targeted for intervention based upon these assessments.

The MTSS Team begins meeting in August to re-visit the status of those students already in the MTSS process. Students currently in Tier 2 will have meetings scheduled on a six week time frame. Initial meetings will be scheduled as needed and all associated paperwork is completed by the classroom teacher using the district forms along with the support of the MTSS Team. After meeting with the MTSS Team, the classroom teacher will begin or continue with prescribed interventions. If student improvement has not been demonstrated through the use of the prescribed interventions, the teacher will bring the data to subsequent meetings and the school MTSS team will determine if interventions need to intensify. This process will continue to increase support until the needs of the student are met. If the interventions are found to be successful, the student will be gradually removed from the process and returned to Tier 1 Status. If the interventions are not successful, the student's Tier will increase along with more interventions and possibly a referral for greater evaluation.

Title I, Part A

Services are provided to ensure students receive any remediation assistance they may require to achieve their best in the academic environment. These services include afterschool tutoring, District on-site instructional coaches, as well as school-based differentiated instructional material.

Additionally, two Literacy Coaches, Family School Liaison, TLC Coordinator, & Teacher Assistants are provided. In combination, these supports will serve to give all students the opportunity to achieve to their fullest academic potential.

Title I, Part C- Migrant

Migrant Liaisons / Parent Liaisons provide services and support to students and parents who require additional resources to ensure the achievement of all students. The district based liaison coordinates with all Title Services.

Title I, Part D

The Title I Part D Program Specialist helps identify and support the needs of students who are labeled neglected and delinquent.

Title II

The Lake County School District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs, based on student need.

Title III

Services are provided through the Lake County School District for educational materials and ELL support services to improve the education of immigrant and English Language Learners. These resources include Rosetta Stone, an ELL Teacher Assistant, word-to-word dictionaries, TransAct translation services, compliance training, and initial placement tests for identification of ELLs.

Title X- Homeless

School based guidance counselors monitor students deemed "homeless". District Homeless Social Workers provide resources to assist in providing the identified students with an equitable education, and additional staff from the district serve to assist.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I Funds to provide additional tutoring for Level 1 & 2 students.

Violence Prevention Programs

Leesburg Elementary School offers the "Too Good for Drugs" curriculum to our students. Additionally, students are taught Character education through the utilization of the Core Essentials curriculum.

Leesburg Elementary also provides a bullying awareness and prevention program to students through a county provided program called "Bully-Proofing Your School". Additionally, our KG through 2nd grade classes are provided resources through a new Sanford Harmony Program, which focuses on building and maintaining relationships.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Patrick Galatowitsch	Principal
Lana McCullough	Parent
Gisell Albelo	Parent
Dominique Gaspard	Parent
Cicilye Singleton	Parent
Glenda Hazellief	Teacher
Laura Mandrell	Teacher
Christine Peters	Teacher
Patricia Gordy	Teacher
Annette Edmond	Education Support Employee
Glen Bryan	Business/Community
David Jones	Parent
Mike Matheny	Business/Community
Ken Scrubbs	Business/Community
Patrice Bingham	Parent
Marydalia Ortega	Parent
Socrates Casternopaulos	Parent
Carmen Rogers	Parent
Cindy Kasner	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 previous year's SIP was reviewed at the end of the year SAC meeting, while plans were made for the upcoming school year. The changes will be presented during this year's first SAC meeting in September, and the new SAC will have the opportunity to revise and add plans for this school year.

Development of this school improvement plan

The SAC provided input for the development of the school improvement plan by sharing anticipated barriers, discussing resources, and suggesting possible solutions to assist with those barriers during the final meeting of the 2014-15 school year. The updated plan will be presented during the first SAC meeting of the 2015-16 school year, and adjustments will be made as needed.

Preparation of the school's annual budget and plan

The school's annual budget and plan is created by the school's leadership team and brought to the School Advisory Council for discussion and approval. The budget and plan is reviewed at the meeting and any adjustments are made when necessary. Additionally, throughout the school year, as resources are needed and discussed, items will be presented to the SAC for review and voted on for approval.

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

No funds were used last year.

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

No

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

We are currently working on advertising for SAC positions and will begin the voting process in the next two weeks.

Voting is taking place, and Keri Hefferin, will be checking the demographics of the members voted in and the current student demographics to ensure the school is in compliance.

The SIP will be updated as soon as completed.

As of November 30, 2015, we are in compliance with the ratio of non-school board members to school board members, but we are still out of compliance with Hispanic ratios. The current SAC committee is working on ideas to recruit more Hispanic parents.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hunter, Jessica	Instructional Coach
Hefferin, Keri	Assistant Principal
Fiorentino, Anthony	Dean
Mauriell, Christy	Instructional Coach
Tremarco, Cherilynn	Other
Noblin, Jessica	Other

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy within the school community by identifying strategies and activities that teachers can use in their classrooms and that also encourage children and their parents to become involved with different reading activities. These activities include a Family Literacy Night where teachers can present parents with information about how to help children read, broadcasting this same information on our community television program, sending home information to parents about how they can work with their child on reading activities, creating a print rich environment throughout the school, encouraging the staff to talk actively with children about school, hobbies, books they had read, encouraging teachers to have children write and share their writing on a regular basis, train our older children about appropriate "reading coach" techniques by being reading buddies to younger grade level students, and identifying rewards for students who read a specific number of books as identified by the Accelerated Reader program. Members of the Literacy Leadership Team also serve on the Accelerated Reader Committee and continue to look for ways to motivate and increase interest in reading.

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

Throughout the school year, teachers will continue to receive professional development and practice in the procedures and routines necessary to function as a PLC. Teachers will learn how to establish norms. Group norms and routines will provide guidance in collaborative planning. Teachers will be provided time to meet as a grade level PLC three times during the school year for collaborative time utilizing substitute teachers for half days. Each grade level will be provided a GLST, grade level support teacher to assist with data analysis, maintaining effective relationships, and aligning plans to the Florida Standards. The GLST will offer support and guidance with the end goal of building teacher leadership capacity and knowledge. Teachers will be encouraged to observe in other classrooms and gain valuable information from their peers.

We are currently working on a plan to create more collaborative time for teachers at no cost by pushing in our resident experts, i.e., administrators, coaches, and resource teachers, into the classrooms during the period that backs up to the grade level's enrichment time and lunch. This will create a larger block of time that the teachers can have to collaborate with peers, while maintaining the standards being taught, guided reading groups taking place, and/or guidance lessons being presented. Also in consideration is guest speakers for the grade level at this time. Teacher assistants will be utilized to transition students and work in small groups.

Funds will also be used to allow substitute teachers to cover while teachers receive more collaborative planning time, as well as, paying teams to write curriculum together.

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

1. New Teacher Orientation was held on August 11-13, 2015, at the county level. Policies and Procedures were reviewed with all teachers that are new to the county and reinforced at the school level during pre-planning. New Teacher Orientation to Leesburg Elementary was held on August 20, 2015, at the school.
2. First year teachers will be assigned a mentor teacher, and teachers new to the school will be supported with a teacher buddy.
3. Weekly meetings will be held with all new teachers and the district Instructional Coaches.
4. Monthly meetings will be held between all new teachers and the TQR administrator.
5. The SearchSoft system is used to screen all applicants that would be considered highly qualified for any open positions. We also maintain communication with the district to stay abreast of internship and recruiting programs that may also provided highly qualified candidates for our school.
6. Retention of highly qualified, certified in-field teachers efforts will come from the district providing personnel that will work collaboratively with the school and teachers through coaching and mentoring. Our hopes are to train teachers while helping them grow into effective teachers who will incorporate high effect strategies that promote best practices.
7. Teachers also participate in grade level collaborative planning, PLC's, and meetings with their assigned administrator to help coach them throughout the school year as an effort to help retain effective teachers. Teachers also participate in staff development that is trained out by their peers through the ECET2 program.
8. We have hired an on campus Instructional Coach who works with all teachers to help with modeling best practices in the classroom.

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

Mentor Teacher: Christy Mauriell

New Teacher: Alisha Hoffman

Rationale: Experienced in Grade Level

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Conscious Discipline), Parental Involvement, School Procedures

Mentor Teacher: Jessica Hunter

New Teacher: Nicole Visser

Rationale: Experienced in Grade Level,

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Conscious Discipline and Sanford Harmony), Parental Involvement, School Procedures

Mentor Teacher: Laura Mandrell

New Teacher: Amanda Bosque

Rationale: 4th Grade Teacher

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Conscious Discipline), Parental Involvement, School Procedures

Mentor Teacher: Christine Buehler

New Teacher: Kira Maxwell

Rationale: VE Teacher

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Conscious Discipline), Parental Involvement, School Procedures

Mentor Teacher: Sarah Baltunis

New Teacher: Michelle Young

Rationale: Specials Teacher

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Conscious Discipline), Parental Involvement, School Procedures

Mentor Teacher: Margaret Haring

New Teacher: Carol Bylaska

Rationale: Experience with grade level

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Conscious Discipline), Parental Involvement, School Procedures

Mentor Teacher: Jessica Noblin

New Teacher: Venise Grice

Rationale: CRT to Guidance Counselor; Noblin has experience working outside the classroom assisting with helping troubled students and supporting documentation.

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Conscious Discipline and Sanford Harmony), Parental Involvement, School Procedures

Mentor Teacher: Deborah Christ

New Teacher: Alexandra Russell

Rationale: ESE School Specialist to Guidance Counselor; Christ has experience working outside the classroom assisting with helping troubled students and supporting documentation.

Activities: Weekly Meetings to review Curriculum (Instructional Focus Calendars), Behavior (Conscious Discipline and Sanford Harmony), Parental Involvement, School 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

Leesburg Elementary currently uses the county provided Scope & Sequence and Blueprint documents. These tools guide our staff in selecting the proper supplemental materials and resources we need to fill in our instructional needs. Our county adopted textbooks are also used as a potential resource for the Florida Standards when the material is applicable and meets the rigor required to teach the full intent of the standard.

When selecting programs and materials, we first look to ensure they are aligned to the New Florida Standards. We do this by researching and meeting with the program representatives so they can explain the correlation. We then ensure they correlate with our county provided Scope & Sequence and Blueprints and decide whether they will be useful for core, remedial, or enrichment opportunities.

Each teacher participates in common planning with members of their grade level and the Leadership Team. The standards are deconstructed utilizing the Florida Test Item Specs and the County Blueprints. Common lesson plans are created and common assessments are produced. Data results are reviewed and reteaching or enrichment takes place as needed.

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

ELA and Math Baseline Assessments will be given in September using I-Station and I-Ready. Student data will be disaggregated to identify areas of strengths and weaknesses. Teachers will work with students in small groups to either remediate, maintain, or enrich their skills needed to master the Florida Standards. Mid-year assessments will be given to help track data and provide important information for teachers to determine small groups and proper placements in the Literacy Block classrooms.

Each class will progress monitor their students every Wednesday to help them make decisions flexing their students into groups. Additionally, each student has a data binder which they will update to demonstrate mastery of standards. Student products will be placed in their binders as evidence.

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: 3,240

Title I Math Tutoring will be held after school for students in 1st, 2nd, 3rd, 4th, and 5th grades for 3 hours per week for eighteen weeks. Title I Reading Tutoring will be held after school for students in 1st, 2nd, 3rd, 4th, and 5th grades for 3 hours per week for eighteen weeks. Students will receive small group tutoring and will also engage in some project based learning activities and STEM activities that integrate reading and writing in an effort to increase their level of understanding.

Strategy Rationale

Math and Reading tutoring program will be used to differentiate instruction in the Florida Standards for students who are identified by their teacher and/or assessments as needed.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Noblin, Jessica, noblinj@lake.k12.fl.us

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

Data will be collected from mini assessments that will be created for the Title 1 Tutoring program, pre- and post-tests.

Strategy: Before School Program

Minutes added to school year: 2,400

Breakfast Club is for pre-identified students who are struggling with both behavior and academics.

Strategy Rationale

Students will meet under the direction of the Potential Specialist to work on remedial and enrichment programs before school begins. Guidance Counselors will also be on-hand to counsel students individually or in small group settings. Both will work on behavior strategies with the students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fiorentino, Anthony, fiorentinoa@lake.k12.fl.us

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

Computer program usage reports and discipline reports

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

All Pre-K students zoned for Leesburg Elementary School attend Rimes Early Learning Center either full day, 1/2 day VPK, or 1/2 Title I or other area day cares and private pre-schools. Leesburg Elementary hosts a visitation day for students from the local HeadStart program as well as community-wide day cares. Kindergarten Round-Up is held in the Spring to help orient students and parents. Kindergarten teachers are available as students and parents visit classrooms and meet the teachers. Articulation meetings are held for ESE Pre-K students transitioning from Rimes Early Learning Center to Leesburg Elementary.

The local middle schools arrange a day that 5th grade students can visit their campus and receive information necessary for their transition to 6th grade. Articulation meetings are also held for those ESE students going to middle school.

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:

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.

According to the data from 2013 - 2014, our percentile ranking for writing increased from 23rd to 60th, and the lower quartile in reading showed a slight increase.

Our most significant need was identified to be standards-based instruction across all grade levels.

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.

Our school has a significant need to increase rigor and standards-based instruction throughout all grade levels. The number of teachers new to the school over the past two years has contributed to inconsistency in instruction across the grade levels, and the need for more collaborative planning across the subject areas to ensure that teachers are teaching the standards to their full intent. Teachers also need instruction and modeling of how to plan using the test item specs, deconstructing the standards, utilizing the county blueprints, and pulling resources to ensure that students are given standards-based lessons, assignments, and assessments.

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.** LEL will increase student achievement through effective systems to ensure school-wide standards-based instruction in all content areas, utilizing technology to enrich learning.

- G2.** Leesburg Elementary will utilize all Early Warning Sign Data to increase engaged behaviors in order to maintain a safe school environment for all students.

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. LEL will increase student achievement through effective systems to ensure school-wide standards-based instruction in all content areas, utilizing technology to enrich learning. 1a

G071592

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	64.0
AMO Reading - All Students	66.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- Administrators - provides resources necessary for teachers to develop, plan, and implement standards-based instruction
- Academic Coaches - Math, Science, and Literacy coaches who assist teachers in common planning, standards-based instruction, and common assessments.
- District DA Lead - provides resources necessary for teachers to develop, plan, and implement standards-based instruction
- State DA Lead - provides resources necessary for teachers to develop, plan, and implement standards-based instruction
- Curriculum Blueprints - resources provided by the district to assist teachers in planning standards-based instruction.
- Test Item Specifications - resource provided by the state which provides specific information regarding the standards
- Collaborative Planning Structure - planning and coaching cycle implemented to help teachers understand, plan, and implement the standards.
- Progress Monitoring - system to monitor the progress students are making towards mastery of the standards and necessary skills
- GLISTs - A Grade Level Instructional Support Teacher is assigned to each grade level to assist in pulling data, resources, and planning.
- Accelerated Resource Teacher - Assists in the coordination and implementation of Florida Standards and the delivery of best practices aligned to supporting Struggling Students and English Language Learners.
- Curriculum Resource Teacher - Assists teachers in pulling Standards-based resources and common assessments, as well as, professional development.

Targeted Barriers to Achieving the Goal 3

- Inconsistent delivery and utilization of standards-based instruction
- Minimal amount of support staff and time to work with all teachers
- Parent and Student access to technology outside of school
- Additional time for low performing students to get practice on background skills needed to be successful with standards

Plan to Monitor Progress Toward G1. 8

Student data binders will be collected and reviewed throughout the year to determine progress toward mastering the standards.

Person Responsible

Jessica Noblin

Schedule

Weekly, from 10/6/2015 to 6/6/2016

Evidence of Completion

Student data binders reflecting progress towards mastering the standards from I-Station, I-Ready, teacher made assessments, FSA results

G2. Leesburg Elementary will utilize all Early Warning Sign Data to increase engaged behaviors in order to maintain a safe school environment for all students. **1a**

G071593

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	98.0
Discipline incidents	100.0
Retained Students	2.0

Resources Available to Support the Goal **2**

- Principal - establishes the school's vision to all stakeholders
- Potential Specialist - person who assists the Dean with discipline and becomes a liaison between home and school
- GLISTs - Grade Level Instructional Support Teacher helps to pull grade level data
- Family School Liaison - staff member who acts as a liaison between school personnel, parents, students, and community agencies facilitating parent awareness and school involvement.
- Data Clerk - person who inputs and helps monitor data
- DA District Lead - person who assists in supporting school's district needs
- Community Partners - community stakeholders who help support the school by providing resources needed
- LEL Eaglet Mentors - adults who are paired up with students who need additional support to help guide, mentor, and cheer them on throughout the school year
- MTSS Manager - person who coordinates the MTSS process, schedules meetings, and helps to monitor paperwork
- Safe School Coordinator - person in charge of Safe School program to help enforce procedures to ensure all stakeholders are safe
- EWS Data - Discipline, Attendance and Tardy Data
- Safe School Committee - collaborative team of teachers, staff members, parents, and students who analyze safety procedures on campus.
- School Social Worker - resource to assist with parental support to get students to attend school regularly and arrive on time.
- Attendance Committee - Stakeholders who review procedures for habitual absences and implement actions based on flowchart of responsibilities.

Targeted Barriers to Achieving the Goal **3**

- Lack of system in place for reviewing data and developing action steps
- Consistent school-wide strategies for bullying prevention and school-wide procedures due to the number (33) of new faculty and staff members.

Plan to Monitor Progress Toward G2. 8

EWS Data will be collected and reviewed throughout the year to determine progress toward the goal.

Person Responsible

Keri Hefferin

Schedule

Monthly, from 10/19/2015 to 6/6/2016

Evidence of Completion

Discipline Referrals, DisTrack Data, Attendance/Tardy 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. LEL will increase student achievement through effective systems to ensure school-wide standards-based instruction in all content areas, utilizing technology to enrich learning. **1**

 G071592

G1.B2 Minimal amount of support staff and time to work with all teachers **2**

 B186610

G1.B2.S1 A system for monitoring and supporting common planning will be implemented. **4**

 S198015

Strategy Rationale

If leadership implements a system for monitoring and supporting common planning, then standards-based instruction and the utilization of technology to enrich learning would be evident.

Action Step 1 **5**

A schedule will be established for GLISTs to monitor and support the delivery of instruction that is developed during common planning.

Person Responsible

Patrick Galatowitsch

Schedule

Daily, from 9/14/2015 to 10/6/2015

Evidence of Completion

Classroom Walkthrough Tool and Classroom Walkthrough Data

Action Step 2 5

Develop a CWT tool which incorporates the instructional look-fors found within the “Green Sheet” and identify focus areas. Provide timely actionable feedback to teachers.

Person Responsible

Jessica Noblin

Schedule

On 10/5/2015

Evidence of Completion

Classroom Walkthrough Took and Feedback Protocol

Action Step 3 5

Utilize weekly SMART Team meeting to share CWT trends and develop targeted next steps based on data.

Person Responsible

Patrick Galatowitsch

Schedule

Weekly, from 10/19/2015 to 6/6/2016

Evidence of Completion

SMART Team Next Steps and Coaching Cycle Calendar and Log

Action Step 4 5

Collaborative Time schedule will provide additional time for teachers to plan together.

Person Responsible

Susan Jordan

Schedule

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

Evidence of Completion

Collaborative Time Schedule, Agendas, Minutes

Action Step 5 5

Collaborative Time provided for grade level teachers for three hours of time, every six weeks.

Person Responsible

Jessica Noblin

Schedule

Every 6 Weeks, from 9/18/2015 to 6/3/2016

Evidence of Completion

Agendas, Minutes

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

GLISTs will have monthly meetings with the principal to review the classroom walkthrough data.

Person Responsible

Patrick Galatowitsch

Schedule

Monthly, from 10/6/2015 to 6/6/2016

Evidence of Completion

Classroom Walkthrough Data

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

Classroom Walkthrough Trends will be identified and shared with the Leadership Team during weekly SMART meetings.

Person Responsible

Patrick Galatowitsch

Schedule

Monthly, from 10/12/2015 to 6/6/2016

Evidence of Completion

Classroom Walkthrough Data, Monthly meeting minutes

G1.B4 Parent and Student access to technology outside of school **2**

 B186612

G1.B4.S1 iPads available for parent check out from the Title One Resource Room. **4**

 S198016

Strategy Rationale

Parent available resources to assist students with their learning. Parents can check out iPads to help students at home.

Action Step 1 **5**

Parents are able to check out iPads from the Parent Resource Room to assist their children at home with school work.

Person Responsible

Susan Jordan

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Parent sign out sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

The Family School Liaison will keep track on parental involvement with the program.

Person Responsible

Susan Jordan

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Parent resource check out sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Check out sheets from the parent resource room will be monitored by the Family School Liaison.

Person Responsible

Susan Jordan

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Evidence of Completion

Parent sign out sheets and feedback.

G1.B5 Additional time for low performing students to get practice on background skills needed to be successful with standards 2

 B186613

G1.B5.S1 Students will be able to attend school on Saturdays to work with a certified teacher to increase background knowledge, skills, and work on standards-based instruction. 4

 S198017

Strategy Rationale

Students need time outside of the classroom to gain skills needed to be successful with their standards-based instruction throughout the week.

Action Step 1 5

Tier 2 and 3 students will have the opportunity to receive additional instruction to help them improve skills necessary to be successful for standards-based instruction.

Person Responsible

Anthony Fiorentino

Schedule

Weekly, from 8/29/2015 to 6/4/2016

Evidence of Completion

Sign in sheets, teacher plans

G1.B5.S2 The school will hire two daytime tutors who will work with students during the school day. 4

 S198018

Strategy Rationale

The school will use results from I-Station assessments, previous FSA data when available, retention data, teacher data binders, and teacher recommendations to identify students who will work with the daytime tutors.

Action Step 1 5

Two tutors will be hired to work with students during the school day during small group time.

Person Responsible

Susan Jordan

Schedule

On 10/26/2015

Evidence of Completion

Schedules, Testing data, teacher recommendations

G2. Leesburg Elementary will utilize all Early Warning Sign Data to increase engaged behaviors in order to maintain a safe school environment for all students. 1

G071593

G2.B2 Lack of system in place for reviewing data and developing action steps 2

B186615

G2.B2.S1 A system will be put in place for implementing the 4-step problem solving process utilizing EWS Data. 4

S198019

Strategy Rationale

If leadership implements a system for implementing the 4-step problem solving process utilizing EWS Data, then engagement would increase resulting in a safe school environment for all students.

Action Step 1 5

Identify members of the problem-solving team and develop a schedule of meeting dates for the year.

Person Responsible

Cherilynn Tremarco

Schedule

On 9/21/2015

Evidence of Completion

List of Problem Solving Team Members, Schedule for the year

Action Step 2 5

Develop protocols for problem-solving team meetings.

Person Responsible

Cherilynn Tremarco

Schedule

On 9/21/2015

Evidence of Completion

Agenda for the first meeting and Protocols for PST meetings

Action Step 3 5

Utilize the first Problem Team meeting to develop norms and share EWS data and develop targeted next steps based on data.

Person Responsible

Keri Hefferin

Schedule

On 10/9/2015

Evidence of Completion

• Norms • Agenda and Minutes • Action Plan to address attendance data trends observed • Next Steps from first meeting

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Problem Solving Team will be formed and meeting schedule will be created and placed on the Master Calendar.

Person Responsible

Keri Hefferin

Schedule

On 9/28/2015

Evidence of Completion

Calendar dates of meeting schedule, Problem Solving Team roster

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Problem Solving Team will be formed and meeting schedule will be created and placed on the Master Calendar.

Person Responsible

Keri Hefferin

Schedule

On 9/28/2015

Evidence of Completion

Calendar dates of meeting schedule, Problem Solving Team roster

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

EWS data will be monitored monthly for improvements

Person Responsible

Keri Hefferin

Schedule

Monthly, from 10/19/2015 to 6/6/2016

Evidence of Completion

Discipline Referrals, DisTrack Data, and Attendance/Tardy Data

G2.B4 Consistent school-wide strategies for bullying prevention and school-wide procedures due to the number (33) of new faculty and staff members. 2

 B186617

G2.B4.S1 The dean will present Bully-Proofing Your School Implementation Plan to the Safe Schools Committee, and the grade level teachers. 4

 S198020

Strategy Rationale

One bullying prevention program will be incorporated on campus so all faculty and staff will have the same training and strategies.

Action Step 1 5

Bully-Proofing Your School Implementation Plan will be trained to the Safe School Committee and all faculty and staff.

Person Responsible

Anthony Fiorentino

Schedule

On 9/10/2015

Evidence of Completion

Bully-Proofing Your School Implementation Plan, Meeting Agendas, Sign-in sheets, Meeting minutes

Action Step 2 5

Safe School Committee - A committee will be formed featuring a collaborative team of teachers, staff members, parents, and students who analyze safety procedures on campus.

Person Responsible

Schedule

On 9/11/2015

Evidence of Completion

Safe School Committee Meeting Minutes, Discipline Reports

Action Step 3 5

Conscious Discipline program will be implemented on campus - Conscious Discipline is an evidence-based -whole school program for social-emotional learning, discipline, and self-regulation. School-wide book study will also be incorporated.

Person Responsible

Anthony Fiorentino

Schedule

On 6/9/2016

Evidence of Completion

Conscious Discipline training agendas and sign in sheets, Discipline Reports

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Safe School Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, resource and materials circulation data, and observations of strategies.

Person Responsible

Anthony Fiorentino

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Safe School Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, resource and materials circulation data, and observations of strategies.

Person Responsible

Anthony Fiorentino

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports

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.B2.S1.A1	A schedule will be established for GLISTs to monitor and support the delivery of instruction that is developed during common planning.	Galatowitsch, Patrick	9/14/2015	Classroom Walkthrough Tool and Classroom Walkthrough Data	10/6/2015 daily
G1.B4.S1.A1	Parents are able to check out iPads from the Parent Resource Room to assist their children at home with school work.	Jordan, Susan	9/8/2015	Parent sign out sheets	6/9/2016 biweekly
G1.B5.S1.A1	Tier 2 and 3 students will have the opportunity to receive additional instruction to help them improve skills necessary to be successful for standards-based instruction.	Fiorentino, Anthony	8/29/2015	Sign in sheets, teacher plans	6/4/2016 weekly
G1.B5.S2.A1	Two tutors will be hired to work with students during the school day during small group time.	Jordan, Susan	10/26/2015	Schedules, Testing data, teacher recommendations	10/26/2015 one-time
G2.B2.S1.A1	Identify members of the problem-solving team and develop a schedule of meeting dates for the year.	Tremarco, Cherilynn	9/14/2015	List of Problem Solving Team Members, Schedule for the year	9/21/2015 one-time
G2.B4.S1.A1	Bully-Proofing Your School Implementation Plan will be trained to the Safe School Committee and all faculty and staff.	Fiorentino, Anthony	9/10/2015	Bully-Proofing Your School Implementation Plan, Meeting Agendas, Sign-in sheets, Meeting minutes	9/10/2015 one-time
G1.B2.S1.A2	Develop a CWT tool which incorporates the instructional look-fors found within the "Green Sheet" and identify focus areas. Provide timely actionable feedback to teachers.	Noblin, Jessica	9/14/2015	Classroom Walkthrough Tool and Feedback Protocol	10/5/2015 one-time
G2.B2.S1.A2	Develop protocols for problem-solving team meetings.	Tremarco, Cherilynn	9/14/2015	Agenda for the first meeting and Protocols for PST meetings	9/21/2015 one-time
G2.B4.S1.A2	Safe School Committee - A committee will be formed featuring a collaborative team of teachers, staff members, parents, and students who analyze safety procedures on campus.		8/27/2015	Safe School Committee Meeting Minutes, Discipline Reports	9/11/2015 one-time

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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
G1.B2.S1.A3	Utilize weekly SMART Team meeting to share CWT trends and develop targeted next steps based on data.	Galatowitsch, Patrick	10/19/2015	SMART Team Next Steps and Coaching Cycle Calendar and Log	6/6/2016 weekly
G2.B2.S1.A3	Utilize the first Problem Team meeting to develop norms and share EWS data and develop targeted next steps based on data.	Hefferin, Keri	9/21/2015	• Norms • Agenda and Minutes • Action Plan to address attendance data trends observed • Next Steps from first meeting	10/9/2015 one-time
G2.B4.S1.A3	Conscious Discipline program will be implemented on campus - Conscious Discipline is an evidence-based -whole school program for social-emotional learning, discipline, and self-regulation. School-wide book study will also be incorporated.	Fiorentino, Anthony	8/27/2015	Conscious Discipline training agendas and sign in sheets, Discipline Reports	6/9/2016 one-time
G1.B2.S1.A4	Collaborative Time schedule will provide additional time for teachers to plan together.	Jordan, Susan	9/21/2015	Collaborative Time Schedule, Agendas, Minutes	6/3/2016 monthly
G1.B2.S1.A5	Collaborative Time provided for grade level teachers for three hours of time, every six weeks.	Noblin, Jessica	9/18/2015	Agendas, Minutes	6/3/2016 every-6-weeks
G1.MA1	Student data binders will be collected and reviewed throughout the year to determine progress toward mastering the standards.	Noblin, Jessica	10/6/2015	Student data binders reflecting progress towards mastering the standards from I-Station, I-Ready, teacher made assessments, FSA results	6/6/2016 weekly
G1.B2.S1.MA1	Classroom Walkthrough Trends will be identified and shared with the Leadership Team during weekly SMART meetings.	Galatowitsch, Patrick	10/12/2015	Classroom Walkthrough Data, Monthly meeting minutes	6/6/2016 monthly
G1.B2.S1.MA1	GLISTs will have monthly meetings with the principal to review the classroom walkthrough data.	Galatowitsch, Patrick	10/6/2015	Classroom Walkthrough Data	6/6/2016 monthly
G1.B4.S1.MA1	Check out sheets from the parent resource room will be monitored by the Family School Liaison.	Jordan, Susan	9/8/2015	Parent sign out sheets and feedback.	6/9/2016 biweekly
G1.B4.S1.MA1	The Family School Liaison will keep track on parental involvement with the program.	Jordan, Susan	9/8/2015	Parent resource check out sheets	6/9/2016 biweekly
G2.MA1	EWS Data will be collected and reviewed throughout the year to determine progress toward the goal.	Hefferin, Keri	10/19/2015	Discipline Referrals, DisTrack Data, Attendance/Tardy Data	6/6/2016 monthly
G2.B2.S1.MA1	EWS data will be monitored monthly for improvements	Hefferin, Keri	10/19/2015	Discipline Referrals, DisTrack Data, and Attendance/Tardy Data	6/6/2016 monthly
G2.B2.S1.MA1	Problem Solving Team will be formed and meeting schedule will be created and placed on the Master Calendar.	Hefferin, Keri	9/21/2015	Calendar dates of meeting schedule, Problem Solving Team roster	9/28/2015 one-time
G2.B2.S1.MA1	Problem Solving Team will be formed and meeting schedule will be created and placed on the Master Calendar.	Hefferin, Keri	9/21/2015	Calendar dates of meeting schedule, Problem Solving Team roster	9/28/2015 one-time
G2.B4.S1.MA1	Safe School Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, resource and materials circulation data, and observations of strategies.	Fiorentino, Anthony	8/24/2015	Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports	6/9/2016 weekly
G2.B4.S1.MA1	Safe School Committee will monitor the plan through teacher lesson plans, bully reporting forms, discipline referrals, guidance referrals, surveys, resource and materials circulation data, and observations of strategies.	Fiorentino, Anthony	8/24/2015	Surveys, Lesson Plans, Referrals, Reporting Forms, Circulation Data Reports	6/9/2016 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.

G2. Leesburg Elementary will utilize all Early Warning Sign Data to increase engaged behaviors in order to maintain a safe school environment for all students.

G2.B4 Consistent school-wide strategies for bullying prevention and school-wide procedures due to the number (33) of new faculty and staff members.

G2.B4.S1 The dean will present Bully-Proofing Your School Implementation Plan to the Safe Schools Committee, and the grade level teachers.

PD Opportunity 1

Bully-Proofing Your School Implementation Plan will be trained to the Safe School Committee and all faculty and staff.

Facilitator

Anthony Fiorentino

Participants

Faculty and Staff

Schedule

On 9/10/2015

PD Opportunity 2

Conscious Discipline program will be implemented on campus - Conscious Discipline is an evidence-based -whole school program for social-emotional learning, discipline, and self-regulation. School-wide book study will also be incorporated.

Facilitator

Conscious Discipline Company

Participants

KG - 2nd Grade Teachers

Schedule

On 6/9/2016

Technical Assistance Items

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

G1. LEL will increase student achievement through effective systems to ensure school-wide standards-based instruction in all content areas, utilizing technology to enrich learning.

G1.B4 Parent and Student access to technology outside of school

G1.B4.S1 iPads available for parent check out from the Title One Resource Room.

PD Opportunity 1

Parents are able to check out iPads from the Parent Resource Room to assist their children at home with school work.

Facilitator

Florence Katzenberger, Family School Liaison

Participants

Parents

Schedule

Biweekly, from 9/8/2015 to 6/9/2016

Budget

Budget Data						
1	G1.B2.S1.A1	A schedule will be established for GLISTs to monitor and support the delivery of instruction that is developed during common planning.				\$0.00
2	G1.B2.S1.A2	Develop a CWT tool which incorporates the instructional look-fors found within the “Green Sheet” and identify focus areas. Provide timely actionable feedback to teachers.				\$0.00
3	G1.B2.S1.A3	Utilize weekly SMART Team meeting to share CWT trends and develop targeted next steps based on data.				\$0.00
4	G1.B2.S1.A4	Collaborative Time schedule will provide additional time for teachers to plan together.				\$0.00
5	G1.B2.S1.A5	Collaborative Time provided for grade level teachers for three hours of time, every six weeks.				\$4,157.73
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0291 - Leesburg Elementary School	Other		\$4,157.73
			<i>Notes: Substitutes for teachers for collaborative time.</i>			

Budget Data						
6	G1.B4.S1.A1	Parents are able to check out iPads from the Parent Resource Room to assist their children at home with school work.				\$0.00
7	G1.B5.S1.A1	Tier 2 and 3 students will have the opportunity to receive additional instruction to help them improve skills necessary to be successful for standards-based instruction.				\$11,687.59
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100		0291 - Leesburg Elementary School	Other		\$11,687.59
<i>Notes: SAI Funds will be used to pay teachers for tutoring on Saturdays.</i>						
8	G1.B5.S2.A1	Two tutors will be hired to work with students during the school day during small group time.				\$32,599.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	160-Other Support Personnel	0291 - Leesburg Elementary School	SIG 1003(a)		\$32,599.00
<i>Notes: Two Certified Academic tutors will be selected and paid \$30 per hour.</i>						
9	G2.B2.S1.A1	Identify members of the problem-solving team and develop a schedule of meeting dates for the year.				\$0.00
10	G2.B2.S1.A2	Develop protocols for problem-solving team meetings.				\$0.00
11	G2.B2.S1.A3	Utilize the first Problem Team meeting to develop norms and share EWS data and develop targeted next steps based on data.				\$0.00
12	G2.B4.S1.A1	Bully-Proofing Your School Implementation Plan will be trained to the Safe School Committee and all faculty and staff.				\$0.00
13	G2.B4.S1.A2	Safe School Committee - A committee will be formed featuring a collaborative team of teachers, staff members, parents, and students who analyze safety procedures on campus.				\$0.00
14	G2.B4.S1.A3	Conscious Discipline program will be implemented on campus - Conscious Discipline is an evidence-based -whole school program for social-emotional learning, discipline, and self-regulation. School-wide book study will also be incorporated.				\$0.00
					Total:	\$48,444.32