Lakeview Elementary School

2015-16 School Improvement Plan

Lakeview Elementary School

7299 PROCTOR RD, Sarasota, FL 34241

www.sarasotacountyschools.net/lakeview

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	34%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	19%

School Grades History

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

*Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

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	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lakeview Elementary School provides students with a challenging curriculum in a nurturing environment, preparing them for a lifetime of decision making and future success.

Provide the school's vision statement

Lakeview Elementary School community believes learning occurs in a safe, positive and respectful environment. Our dedication to interactive, individualized, lifelong learning empowers students to lead successful lives and confidently face the challenges of tomorrow.

School Environment

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

Through parent conferences and day-to-day interactions with students and families, Lakeview's teachers learn about students' cultures. Lakeview's teachers offer numerous opportunities for students to learn about their peers' cultures. As the diversity of our student body becomes more transparent and understood, so do the positive relationships between teachers and students.

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

Whenever our students are on Lakeview's campus, an environment of emotional/physical safety and respect prevails. Our Schoolwide Expectations, our Lancer Pledge, and our Teach To's are just a few examples of the daily reaffirmation to our students' emotional/physical safety and feeling of respect.

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

Lakeview's entire school community adheres to the Time to Teach philosophy for positive classroom management. Its premise is that a student is not permitted to interrupt instruction more than once. A scaffolded system for positive behavior support is in place. All parents, students, and staff members are aware of the plan via Connect-Ed, website, handbook, etc. During the first week of school, and as needed throughout the year, students are taught Teach To's for various situations. The Teach To's complement the Time to Teach philosophy. Our school counselor facilitates classroom sessions which complement the targeted areas of our schoolwide expectations. Lakeview's Safe and Orderly committee, with reps from each grade level/department, meets monthly to ensure our positive behavior/positive classroom management systems are in place and fairly/consistently being enforced.

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

Lakeview's school counselor facilitates classroom sessions which complement the targeted areas of our schoolwide expectations. She also addresses "hot" topics that arise throughout the year. Our school counselor also meets one-on-one, with small groups, and with parents on a scheduled and as-needed basis. She is a primary source to our school community for targeted agencies/family services.

Lakeview's staff, as well as community adult volunteers, serve as academic/behavior mentors to targeted students.

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

We have implemented regular attendance monitoring. Our SWST team identifies and reviews students of concern on a weekly basis. These students may be part of an incentive program geared at improving student attendance. Attendance is checked daily and immediate follow-up calls are made home when students of concern are not present that day. The attendance data is reviewed each week and adjustments are made as warranted by the data. We are monitoring:
* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
* One or more suspensions, whether in school or out of school
* Course failure in English Language Arts or mathematics
* A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	2	2	6	4	4	5	23
One or more suspensions	1	1	0	2	1	4	9
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	4	6	3	13

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

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

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

-School-wide mentoring
-Regular data chats with homeroom teachers
-RtI Process
-Volunteer Program
-Parent conferences
-Team teaching
-Before/after school remediation
-Guidance lessons on attendance
-Restorative Strategies Circles
-Daily Scheduled PBS Motivating "play times" and "lunch bunch"

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

• Welcome calls / outreach breakfast (kindergarten families and / or families new to Lakeview)
• ESOL Breakfast
• Parent volunteers to mentor students at risk academically and / or emotionally
• Parent Information Night (ESE and regular education presentations)
• School Advisory Council (membership reflects Lakeview's diverse population)
• Backpack program (weekly food provided to target families)
• Parent Teacher Organization (membership reflects Lakeview's diverse population)
• Volunteer Program (at-school and at-home opportunities)
* Parent/Student Portal
* Weekly/midterm reports, in addition to report cards

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

-Active School Advisory Council
-Active PTO
-Business Partnerships
-Neighborhood Church (mentoring)
-Backpack Program
-Snack Pantry

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
Wheatley, Lisa	Principal
Dafoulas, Judy	Assistant Principal
Piatt, Lauren	Guidance Counselor
Brown, Kris	Other

Duties

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

• Principal:
provides a common vision for the use of data-based decision making.
ensures that the school-based team is implementing MTSS.
ensures implementation of intervention support, and documentation
of adequate professional development, to support MTSS and SIP implementation.
communicates with school and non-school-based shareholders regarding MTSS and SIP.
• Administrative Intern:
provides information about core instruction.
participates in schoolwide student data collection / analysis.
assists with schoolwide progress monitoring.
collaborates with instructional staff to implement MTSS tier interventions.
communicates with school and non-school-based shareholders regarding MTSS and SIP.
• Counselor / ESE Liaison / ELL Liaison:
participate in schoolwide student data collection / analysis.
assist with schoolwide progress monitoring.
collaborate with instructional staff to implement MTSS tier interventions.
communicate with school and non-school-based shareholders regarding MTSS and SIP.

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

Principal:
• Review and revise established infrastructure.
Principal/Administrative Intern/Instructional Staff:
• Analyze relevant school profile data for the purpose of problem analysis.
• Analyze data in order to identify trends and groups in need of further intervention.
• Set resulting goals.
School Counselor:
* In partnership with the All Faiths Food Bank, Snack Pantry will be provided.
* In partnership with Temple Emanuel, weekly backpack program will provide food to target families.
* Our neighborhood church will provide volunteers to assist our students and staff.
Principal/Bookkeeper:
* General fund dollars will purchase instructional materials to support the Florida Standards.
* School Recognition dollars may be used for contracted services to allow facilitation of small group remedial instruction during the school year and/or remediation/enrichment during Summer Camps at Lakeview.
* Title II Funds may provide instructional coverage for teachers to attend PD.
* School Improvement dollars may be used to contract the services of a consultant.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Peggy Atkinson	Teacher
Denise DeLellis	Teacher
Kim Miles	Teacher
Laura Hayes	Teacher
Cheryl Underhill	Education Support Employee
Diana Smith	Parent
Jen Winterhalter	Parent
Lisa Wheatley	Principal
Anna D'Amato	Parent
Carman Kohn	Parent
Amy Buttle	Parent
Kavita Ramsaran	Parent
Jennifer Yahraus	Business/Community
Angela Xinidis	Parent
Geoffrey Gibbs	Business/Community
Sue Hlohinec	Business/Community
Linda Wilson	Teacher
Karen Shafer	Teacher
Deb McCart	Teacher
Susan Amon	Teacher

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

- SAC/SDMT members participated in end-of-year review of 14-15 school improvement plan at final meeting of the school year.

Development of this school improvement plan

• Review previous year's data.
• Evaluate appropriateness of measures of progress, professional development activities, timelines, and evaluation procedures.

Preparation of the school's annual budget and plan

-The budget is prepared at the district level and reviewed at SAC/SDMT. The staffing is determined at school level and reviewed at SAC/SDMT.

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

Last year the funds were saved to help fund Summer Reading and Science Camps at Lakeview this summer.

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
Dafoulas, Judy	Assistant Principal
Wheatley, Lisa	Principal
Anderson, Kristen	Teacher, K-12
Selzer, Melissa	Teacher, K-12
LeChien, Beverly	Teacher, K-12
Harmon, Karen	Teacher, K-12
Powell, Mary	Teacher, K-12
Usman, Khizran	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Our major initiative this year will be to promote schoolwide reading incentive programs in Accelerated Reader and Sunshine State Young Readers, with incentives from PTO and local business partners.

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

Collaborative planning teams meet weekly by grade level/department. Planning periods are grade/department specific to encourage collegial planning. Departmentalization occurs in grade 5. Advanced Work Classes collaborate in grades 2-5.

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

• Principal seeks instructional staff input to develop timely and relevant professional development.
• Lakeview continues to be an "A" school.
• Lakeview has been a Five-Star school for 18 years.
• Climate surveys reflect a high level of parent involvement.
• Climate surveys reflect Lakeview being perceived as safe and orderly.

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

Lakeview will use SCIP (Sarasota County Induction Program) Mentors for beginning teachers. These mentors meet with their "mentee" to review Sarasota County requirements related to first and second year teaching. Topics include lesson planning, classroom management, Open House, Pride Rubric and domains, and professional development.

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

Teachers follow district-provided Instructional Focus Guides, weekly CPTs focus on alignment of instruction/materials to Florida Standards, formative/summative assessments provide alignment data. Summer curriculum workshops provide time to reflect on best practices. Teachers attend workshops offered by the district throughout the school year as well.

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

All teachers participate in data chats with the pupil support team. Data is analyzed, and plans are made for differentiated instruction, during (but not limited to) weekly CPTs. As needed, 504 Plans are launched. Team teaching enables further differentiation. Before/during/after school instructional support is given as able.

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:

• Pre-FSA: before school computer lab time (facilitated by instructional staff) for third graders.
- Tutorials daily during our after school child care program.

Strategy Rationale

Additional laser-focused instruction determined by individual needs will result in academic progress.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Dafoulas, Judy, judy.dafoulas@sarasotacountyschools.net

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

Ongoing progress reports analyzed by individual teachers (including, but not limited to) at CPTs, during data chats, and/or SWST.

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

For Pre K: At the beginning of the school year, kindergarten teachers receive results from Pre K exit assessments. For 5th graders moving on to 6th grade: In the spring, our school counselor and our ESE Liasion meet with role-alike personnel at feeder middle schools. We've also asked our districted middle school to provide a parent night for our families.

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.

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. ELA: By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G2. MATH: By the year 2015, there will be a minimum of a two percentage point increase in math for all student groups where 70% or more are currently demonstrating proficiency.

G3. Five Star School Goal: Lakeview will involve members from Sarasota Baptist Church in our school-wide student mentoring program.

G4. SCIENCE: By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G5. By the year 2016, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days.

G6.

G7.

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. ELA: By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. `1a`

🔍 G072357

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	82.0

Resources Available to Support the Goal `2`

- As Lakeview continues to implement Florida Standards, and prepares for FSA, instructional staff will analyze students' data and differentiate instruction as appropriate, using multiple ELA resources including modules on academic vocabulary and accountable talk.

Targeted Barriers to Achieving the Goal `3`

- Gaps in Student Achievement, High rigor of standards, learning curve for teachers

Plan to Monitor Progress Toward G1. `8`

School principal and administrative intern will monitor progress monitoring reports and classroom visits.

Person Responsible
Lisa Wheatley

Schedule
Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion
Progress monitoring reports and observations

G2. MATH: By the year 2015, there will be a minimum of a two percentage point increase in math for all student groups where 70% or more are currently demonstrating proficiency. 1a

🔑 G072358

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	87.0

Resources Available to Support the Goal 2

- As Lakeview continues to implement the new Florida Standards, and prepares for FSA, instructional staff will analyze i-Ready data and differentiate instruction as appropriate, using multiple math resources including GoMath and i-Ready. An ESE-endorsed teacher will supplement regular ed instruction.

Targeted Barriers to Achieving the Goal 3

- Teachers are learning a new math series, GoMath, as a resource and are using assessments with the new FSA standards.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. Five Star School Goal: Lakeview will involve members from Sarasota Baptist Church in our school-wide student mentoring program. 1a

🔑 G072359

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	100.0

Resources Available to Support the Goal 2

- List of target students from homeroom teachers and community volunteers.

Targeted Barriers to Achieving the Goal 3

- Students and/or mentors absent on mentoring day(s).

Plan to Monitor Progress Toward G3. 8

Artifacts at data chats will be reviewed.

Person Responsible
Lisa Wheatley

Schedule
On 5/27/2016

Evidence of Completion
Gradebook, behavior, and attendance data will be reviewed.

G4. SCIENCE: By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1a

🔍 G072360

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	91.0

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Reduced funding, integration of science into ELA block.

Plan to Monitor Progress Toward G4. 8

1. Pride Documentation;
2. Master Schedule;
3. PD Documentation
4. Planning products
5. Student Achievement Data

Person Responsible
Lisa Wheatley

Schedule
Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion
Progress monitoring reports

G5. By the year 2016, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days. 1a

🔍 G072361

Targets Supported 1b

Indicator	Annual Target
Attendance rate	6.0

Resources Available to Support the Goal 2

- SWST, restorative strategies, attendance officer, school wide initiative-teacher awareness

Targeted Barriers to Achieving the Goal 3

- student sickness, patterns of behavior

Plan to Monitor Progress Toward G5. 8

SWST and CARE team will monitor chronic individuals

Person Responsible
Lisa Wheatley

Schedule
Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion
attendance reports

G6. 1a

🔍 G072362

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

G7. 1a

G072363

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G7. 8

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Progress Toward G7. 8

Person Responsible

Schedule

Evidence of Completion

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. ELA: By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

🔍 G072357

G1.B1 Gaps in Student Achievement, High rigor of standards, learning curve for teachers 2

🔍 B188618

G1.B1.S1 1. Ongoing professional development including academic vocabulary and accountable talk 2. Interventions using i-Ready data to guide instructional decisions. 3. Continuous collaboration in CPTs to implement effective strategies and resources. 4

🔍 S200079

Strategy Rationale

As teachers become more knowledgeable regarding upcoming FSA format they will more effectively instruct.

Action Step 1 5

Teachers will attend I-Ready training and collaboratively review the district provided resources during CPTs including Academic Vocabulary and Accountable Talk Webinars.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Progress monitoring reports

Action Step 2 `5`

Teachers will attend a book study entitled Better Learning through Structured Teaching by Doug Fisher.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 9/21/2015 to 10/19/2015

Evidence of Completion

Homework, interactive discussion, and survey.

Action Step 3 `5`

Teachers will use i-Ready time for intervention with targeted students while Substitute assists in computer labs

Person Responsible

Lisa Wheatley

Schedule

Daily, from 1/11/2016 to 4/15/2016

Evidence of Completion

Action Step 4 `5`

Teachers will identify students at risk and those students will be invited to attend 3 weeks of Summer Reading Camp.

Person Responsible

Lisa Wheatley

Schedule

On 6/30/2016

Evidence of Completion

Review iReady, SWST, and report cards

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

Through data chats, progress monitoring, data anaylsis, and other collaborative conversations among teachers, fidelity will be monitored.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Progress monitoring reports

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

School principal and administrative intern will analyze data through progress monitoring reports.

Person Responsible

Lisa Wheatley

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Progress monitoring reports and observations

G2. MATH: By the year 2015, there will be a minimum of a two percentage point increase in math for all student groups where 70% or more are currently demonstrating proficiency. 1

G072358

G2.B1 Teachers are learning a new math series, GoMath, as a resource and are using assessments with the new FSA standards. 2

B188619

G2.B1.S1 1. Ongoing professional development including GoMath training 2. Interventions using i-Ready data to guide instructional decisions. 3. Continuous collaboration in CPTs to implement effective strategies and resources. 4

S200080

Strategy Rationale

By designing common math assessments aligned with the Florida Standards, our students will be given ample opportunities to familiarize themselves with the upcoming FSA.

Action Step 1 5

Teachers will collaborate to create the math assessments and attend GoMath workshops

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Progress monitoring reports

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

Teachers will collaborate to create the common math assessments.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Progress monitoring reports

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

Teachers will collaborate to create the common math assessments

Person Responsible

Lisa Wheatley

Schedule

On 5/27/2016

Evidence of Completion

progress monitoring reports

G3. Five Star School Goal: Lakeview will involve members from Sarasota Baptist Church in our school-wide student mentoring program. 1

G072359

G3.B1 Students and/or mentors absent on mentoring day(s). 2

B188620

G3.B1.S1 Printed schedule. Availability of phone number for mentor to call. Flexible scheduling as able. Reminder to students day before mentoring session. 4

S200081

Strategy Rationale

To heighten awareness of importance/validity of mentoring program.

Action Step 1 5

Attendance will be monitored.

Person Responsible

Lauren Piatt

Schedule

On 5/27/2016

Evidence of Completion

Monitor attendance records.

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

Volunteer records.

Person Responsible

Lauren Piatt

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Monitor Volunteer records.

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

Data Chats will be held at 9 week intervals

Person Responsible

Lisa Wheatley

Schedule

On 5/27/2016

Evidence of Completion

Teachers' feedback on data chats

G4. SCIENCE: By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. `1`

`🔍 G072360`

G4.B1 Reduced funding, integration of science into ELA block. `2`

`🔍 B188621`

G4.B1.S1 1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair `4`

`🔍 S200082`

Strategy Rationale

Action Step 1 `5`

1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair 7. After school and summer science camps.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Progress monitoring reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Teachers will collaborate to create science assessments

Person Responsible

Lisa Wheatley

Schedule

On 5/27/2016

Evidence of Completion

Progress monitoring reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Teachers will collaborate to create common science assessments

Person Responsible

Lisa Wheatley

Schedule

On 5/27/2016

Evidence of Completion

Progress Monitoring Reports

G5. By the year 2016, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days. `1`

🔍 G072361

G5.B1 student sickness, patterns of behavior `2`

🔍 B188622

G5.B1.S1 Guidance counselor will have lessons, call families, and provide backpacks from food pantry `4`

🔍 S200083

Strategy Rationale

Educate students and provide them with nutritious meals.

Action Step 1 `5`

SWST will review attendance

Person Responsible

Lauren Piatt

Schedule

On 5/27/2016

Evidence of Completion

SWST notes

Action Step 2 `5`

Attendance Action Plan for Identified students

Person Responsible

Lauren Piatt

Schedule

On 5/27/2016

Evidence of Completion

Regular review of attendance records and phone calls made home

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Through data chats progress monitoring, data analysis, and other collaborative conversations among regular ed and ESE teachers, fidelity will be monitored.

Person Responsible

Lisa Wheatley

Schedule

On 5/27/2016

Evidence of Completion

Progress monitoring reports

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

School principal and administrative intern will analyze data through progress monitoring reports and classroom visits

Person Responsible

Lisa Wheatley

Schedule

On 5/27/2016

Evidence of Completion

progress monitoring and classroom visits

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	Teachers will attend I-Ready training and collaboratively review the district provided resources during CPTs including Academic Vocabulary and Accountable Talk Webinars.	Wheatley, Lisa	8/24/2015	Progress monitoring reports	5/27/2016 weekly
G2.B1.S1.A1	Teachers will collaborate to create the math assessments and attend GoMath workshops	Wheatley, Lisa	8/24/2015	Progress monitoring reports	5/27/2016 weekly
G3.B1.S1.A1	Attendance will be monitored.	Piatt, Lauren	8/24/2015	Monitor attendance records.	5/27/2016 one-time
G4.B1.S1.A1	1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair 7. After school and summer science camps.	Wheatley, Lisa	8/24/2015	Progress monitoring reports	5/27/2016 weekly
G5.B1.S1.A1	SWST will review attendance	Piatt, Lauren	8/24/2015	SWST notes	5/27/2016 one-time
G1.B1.S1.A2	Teachers will attend a book study entitled Better Learning through Structured Teaching by Doug Fisher.	Wheatley, Lisa	9/21/2015	Homework, interactive discussion, and survey.	10/19/2015 weekly
G5.B1.S1.A2	Attendance Action Plan for Identified students	Piatt, Lauren	8/24/2015	Regular review of attendance records and phone calls made home	5/27/2016 one-time
G1.B1.S1.A3	Teachers will use i-Ready time for intervention with targeted students while Substitute assists in computer labs	Wheatley, Lisa	1/11/2016		4/15/2016 daily
G1.B1.S1.A4	Teachers will identify students at risk and those students will be invited to attend 3 weeks of Summer Reading Camp.	Wheatley, Lisa	1/29/2016	Review iReady, SWST, and report cards	6/30/2016 one-time
G1.MA1	School principal and administrative intern will monitor progress monitoring reports and classroom visits.	Wheatley, Lisa	8/24/2015	Progress monitoring reports and observations	5/27/2016 weekly
G1.B1.S1.MA1	School principal and administrative intern will analyze data through progress monitoring reports.	Wheatley, Lisa	8/24/2015	Progress monitoring reports and observations	5/27/2016 monthly
G1.B1.S1.MA1	Through data chats, progress monitoring, data anaylsis, and other collaborative conversations among teachers, fidelity will be monitored.	Wheatley, Lisa	8/24/2015	Progress monitoring reports	5/27/2016 weekly
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Teachers will collaborate to create the common math assessments	Wheatley, Lisa	8/24/2015	progress monitoring reports	5/27/2016 one-time
G2.B1.S1.MA1	Teachers will collaborate to create the common math assessments.	Wheatley, Lisa	8/24/2015	Progress monitoring reports	5/27/2016 weekly
G3.MA1	Artifacts at data chats will be reviewed.	Wheatley, Lisa	8/24/2015	Gradebook, behavior, and attendance data will be reviewed.	5/27/2016 one-time
G3.B1.S1.MA1	Data Chats will be held at 9 week intervals	Wheatley, Lisa	8/24/2015	Teachers' feedback on data chats	5/27/2016 one-time
G3.B1.S1.MA1	Volunteer records.	Piatt, Lauren	8/24/2015	Monitor Volunteer records.	5/27/2016 monthly
G4.MA1	1. Pride Documentation; 2. Master Schedule; 3. PD Documentation 4. Planning products 5. Student Achievement Data	Wheatley, Lisa	8/24/2015	Progress monitoring reports	5/27/2016 monthly
G4.B1.S1.MA1	Teachers will collaborate to create common science assessments	Wheatley, Lisa	8/24/2015	Progress Monitoring Reports	5/27/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Teachers will collaborate to create science assessments	Wheatley, Lisa	8/24/2015	Progress monitoring reports	5/27/2016 one-time
G5.MA1	SWST and CARE team will monitor chronic individuals	Wheatley, Lisa	8/24/2015	attendance reports	5/27/2016 biweekly
G5.B1.S1.MA1	School principal and administrative intern will analyze data through progress monitoring reports and classroom visits	Wheatley, Lisa	8/24/2015	progress monitoring and classroom visits	5/27/2016 one-time
G5.B1.S1.MA1	Through data chats progress monitoring, data analysis, and other collaborative conversations among regular ed and ESE teachers, fidelity will be monitored.	Wheatley, Lisa	8/24/2015	Progress monitoring reports	5/27/2016 one-time
G7.MA1	[no content entered]			one-time	
G7.MA1	[no content entered]			one-time	

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. ELA: By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G1.B1 Gaps in Student Achievement, High rigor of standards, learning curve for teachers

G1.B1.S1 1. Ongoing professional development including academic vocabulary and accountable talk 2. Interventions using i-Ready data to guide instructional decisions. 3. Continuous collaboration in CPTs to implement effective strategies and resources.

PD Opportunity 1

Teachers will attend I-Ready training and collaboratively review the district provided resources during CPTs including Academic Vocabulary and Accountable Talk Webinars.

Facilitator

Participants

Schedule

Weekly, from 8/24/2015 to 5/27/2016

PD Opportunity 2

Teachers will attend a book study entitled Better Learning through Structured Teaching by Doug Fisher.

Facilitator

Participants

Schedule

Weekly, from 9/21/2015 to 10/19/2015

G2. MATH: By the year 2015, there will be a minimum of a two percentage point increase in math for all student groups where 70% or more are currently demonstrating proficiency.

G2.B1 Teachers are learning a new math series, GoMath, as a resource and are using assessments with the new FSA standards.

G2.B1.S1 1. Ongoing professional development including GoMath training 2. Interventions using i-Ready data to guide instructional decisions. 3. Continuous collaboration in CPTs to implement effective strategies and resources.

PD Opportunity 1

Teachers will collaborate to create the math assessments and attend GoMath workshops

Facilitator

Sue D'Angelo

Participants

K-5 teachers

Schedule

Weekly, from 8/24/2015 to 5/27/2016

G4. SCIENCE: By the year 2016, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G4.B1 Reduced funding, integration of science into ELA block.

G4.B1.S1 1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair

PD Opportunity 1

1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair 7. After school and summer science camps.

Facilitator

Participants

K-5 teachers

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will attend I-Ready training and collaboratively review the district provided resources during CPTs including Academic Vocabulary and Accountable Talk Webinars.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0471 - Lakeview Elementary School			$0.00
2	G1.B1.S1.A2	Teachers will attend a book study entitled Better Learning through Structured Teaching by Doug Fisher.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		590-Other Materials and Supplies	0471 - Lakeview Elementary School	General Fund		$1,000.00
			Notes: Books for book study			
3	G1.B1.S1.A3	Teachers will use i-Ready time for intervention with targeted students while Substitute assists in computer labs				$8,082.90
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		150-Aides	0471 - Lakeview Elementary School	Other		$8,082.90
			Notes: Computer lab aides for 35 days			
4	G1.B1.S1.A4	Teachers will identify students at risk and those students will be invited to attend 3 weeks of Summer Reading Camp.				$0.00
5	G2.B1.S1.A1	Teachers will collaborate to create the math assessments and attend GoMath workshops				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0471 - Lakeview Elementary School	General Fund		$0.00
6	G3.B1.S1.A1	Attendance will be monitored.				$0.00
7	G4.B1.S1.A1	1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair 7. After school and summer science camps.				$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

		100-Salaries	0471 - Lakeview Elementary School	Other		$6,000.00
			Notes: After school and summer camps from SAC funds			
		590-Other Materials and Supplies	0471 - Lakeview Elementary School	Other		$1,000.00
8	G5.B1.S1.A1	SWST will review attendance				$0.00
9	G5.B1.S1.A2	Attendance Action Plan for Identified students				$0.00
					Total:	$16,082.90