

Orange County Public Schools

Lake Whitney Elementary



2015-16 School Improvement Plan

Lake Whitney Elementary

1351 WINDEMERE RD, Winter Garden, FL 34787

www.ocps.net/lc/west/elh

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	17%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	35%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producers of students in the nation.

School Environment

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

Teachers participated in professional development during pre-planning on establishing student relationships. This is a component of our school-wide CHAMPS program and also a part of the Marzano Instructional Framework strategies. Our classroom teachers embed many cultural events into their lesson plans. In addition, our PTO provides a multicultural night where cultures around the world are celebrated.

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

Our school handbook provides all stakeholders with policies and procedures to ensure the safety of all students. Our school is orderly, inviting and conducive to learning. New security measures have been implemented due to a recent renovation of the school. Security fencing has been installed, cameras are located throughout the campus, and non-school personnel is unable to enter into the perimeter of the school without proper security clearance. Teachers escort the students in their classroom to their designated dismissal areas; thus ensuring that all students are accounted for when departing from our campus.

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

Lake Whitney has been a CHAMPS school for several years. Procedures are established for managing classroom and common area behavior. Every grade level has at least one member who has participated in the development of our school-wide expectations of student behavior. Personnel is trained by our Behavior Leadership Team and is monitored for compliance monthly.

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

Lake Whitney has established guidance goals which address the social well-being of all students. There is a certified guidance counselor on staff who conducts classroom guidance lessons with all students. In addition, we have parents and community members who volunteer on our campus through the OCPS ADDitions program. Students are referrals to outside agencies on an as needed basis. Our guidance counselor meets with individual parents regarding community resources available for students and families in need. Our learning community social worker is called upon to assist families who need additional services.

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

- Attendance below 90 percent: Child Study team meets and creates a plan for students whose attendance falls below 90%.
- Course failure in English Language Arts or mathematics: Tutoring opportunities are available for students; monthly data meetings; referrals for MTSS for identified students.
- Course failure in English Language Arts or mathematics: Tutoring opportunities are available for our lowest quantile of students.
- Teachers are encouraged to utilize school-based corrective discipline forms to notify parents of student misconduct. Should misconduct escalate to warrant a office referral, our dean of students handles the misconduct based on approved OCPs discipline guidelines. Last year, one student was suspended from school as a result of multiple referrals due to excessive misconduct.

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	3	2	2	5	3	5	20
One or more suspensions	0	1	0	0	0	0	1
Course failure in ELA or Math	3	6	2	14	9	12	46
Level 1 on statewide assessment	0	0	0	0	0	0	

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

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

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

In order to increase areas of identified deficiencies in reading, math, science, writing and behavior, the leadership team analyzed 2013-2014 FCAT data, 2014-2015 benchmark data, grade level data at a glance forms and school-wide discipline referrals.

The following actions are taken to assist students identified by early warning indicators:

The third through fifth grade teachers, along with the leadership team, analyzed 2013-14 FCAT results in reading and math, the 2014-15 FCAT science results, as well as school-based assessments to determine student proficiency levels.

Grade level reading groups were created within the 90 minute reading block.

The established MTSS team provided information about progress monitoring and intervention strategies for struggling students.

Teachers met regularly with the MTSS team to identify and monitor progress of students who were in need of intervention.

The MTSS team and classroom teachers prescribed interventions and conducted progress

monitoring to determine success. This process is designed to decrease any disproportionate classification in all subgroups.
Individualized support was provided to identified students in all grade levels.
Vertical data sharing was facilitated periodically throughout the year.
Grade levels met weekly to facilitate instruction during common planning.

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

The school provides multiple opportunities for parents to become involved in their child's academic environment. Parents are encouraged to join and attend our PTO and SAC, and become registered ADDitions volunteers. Parents and grandparents are invited to multiple events throughout the school year.

Lake Whitney communicates to all parents via a weekly eBlast of school happenings. In addition, we have created a Facebook page and a Twitter account to update parents with real time announcements. Connect Orange is another way to communicate with parents on a regular basis.

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

Our PTO has a designated Partners in Education chairperson who seeks community involvement from our local businesses. Many of our after school events include our Partners in Education. Lake Whitney Elementary is proud to have established a Dolphin Education Fund. This fund falls under the umbrella of the OCPS Foundation. The Dolphin Education Fund hosts fundraisers to assist in the supplementary funding for the school.

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
Prince, Elizabeth	Principal
Ross, Shannon	Dean
Dudek, Nancy	Instructional Coach
Smirti, Kimberlee	Other
Durham, Tambi	Guidance Counselor

Duties

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

Elizabeth Prince, Principal. Instructional Leader

Nancy Dudek, Reading Coach, MTSS Coach, and Instructional Coach. Classroom coach for implementation of rigorous reading and learning strategies.

Kimberlee Smirti, Curriculum Resource Teacher. Oversees the implementation of the curriculum and assessment of students.

Shannon Ross, Dean of Students, Instructional Coach for beginning teachers and interns.

Tambi Durham, Guidance Counselor. Ensures that students are ready for learning.

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

The established MTSS team provides information about progress monitoring and intervention strategies for

struggling students. Teachers meet regularly with the MTSS team to identify and monitor progress of students who are in need of intervention. The MTSS team and classroom teachers prescribe interventions and conduct progress monitoring of interventions to determine success.

In addition, teachers will be afforded opportunities to attend conferences to improve their abilities to deliver instruction to students in the areas of reading and/or math. Conference fees, as well as the cost of substitutes, will be paid for through general funds.

If the school receives school improvement funds, they will be used to provide compensation for tutoring our low performing students in reading.

In addition to the partial funding for a reading and math resource teacher, Supplemental Academic Instruction (SAI) funds will be used to provide teachers with financial compensation for before and/or after school tutoring.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lorrie Beahler	Parent
Elizabeth Prince	Principal
Shannon Ross	Teacher
Tambi Durham	Teacher
Leslie Tavares	Parent
Fred Hewett	Business/Community
Brian Bruton	Education Support Employee
Karyn Hewett	Education Support Employee
Margie Ritchie	Parent
Sherry Cohen	Parent
Jaylene Garau	Parent
Charlotte Badgley	Parent
Ramey Brezak	Parent
Valerie Lafifla	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC met on a monthly basis to review and oversee the implementation of the School Improvement Plan. Our SAC evaluated the plan by comparing previous school based data to present school based data.

Development of this school improvement plan

A survey was conducted during the 2014-2015 school year. Parents, teachers, and students responded favorably toward the education our students receive. School data was reviewed and analyzed. The AdvancEd data was used as guidance for the School Improvement Plan. Areas of need were analyzed.

Preparation of the school's annual budget and plan

The annual school budget is presented to the SAC. The SAC was provided with opportunities to make suggestions to the general budget.

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

Approximately \$3,000 in school improvement funds were received last year. A motion was made to the SAC to use the funds to compensate teachers for before school tutoring. The SAC voted unanimously to approve the expenditure.

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

The SAC will meet in October and the SAC rosters are expected to be available by the district to ensure we have the correct representation at the meetings.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Prince, Elizabeth	Principal
Dudek, Nancy	
Smirti, Kimberlee	Instructional Coach
Ross, Shannon	Dean
Durham, Tambi	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Elizabeth Prince, Principal. Instructional Leader

Nancy Dudek, Reading Coach, MTSS Coach, and Instructional Coach. Classroom coach for implementation of rigorous reading and learning strategies.

Kimberlee Smirti, Curriculum Resource Teacher. Oversees the implementation of the curriculum and assessment of students, as well as provides our teachers with staff development of best instructional practices.

Shannon Ross, Dean of Students, Instructional Coach for beginning teachers and interns.

Tambi Durham, Guidance Counselor. Ensures that students are ready for learning.

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

Our teachers are hard-working and dedicated to delivering the best possible instruction to our students. Our teachers fine tune their practice through Professional Learning Communities, professional development, and continuing educational opportunities.

We encourage our teachers to plan together and design lessons as a grade level. Common planning is built into each grade level's schedule to ensure collaboration. Teachers work within PLCs to analyze student achievement data and plan standards-based instruction.

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

To retain highly qualified teachers, we have have teachers assist with the interviewing and selection of candidates. A mentoring program and ongoing staff development also support new teachers. Ongoing support to develop teachers is provided by the principal, CRT, dean and instructional support teachers.

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

Our school's mentoring program includes induction meetings, classroom management overviews, lesson plan guides, technology assistance, one-on-one meetings with mentees to discuss any other issues that may arise. The rationale for pairing teachers is to establish collaboration. Experienced teachers are paired with new teachers to provide support of school and district initiatives.

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

The district has a rigorous adoption process that analyzes the correlation between core program material and the Florida Standards material. Core instruction resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize these resources.

Instructional Strategies

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

The MTSS team meets weekly to follow up with the progress monitoring of students needing additional support with academics or behavior. In addition, a staff member is charged with monitoring all students identified as an MTSS student and oversees the fidelity of interventions in the classroom. Ongoing professional development during faculty meetings is provided to all staff members. Parents are made aware of the MTSS process during conferences with staff.

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: Before School Program

Minutes added to school year: 1,800

Teachers will analyze student data to ensure that students are instructed in deficient areas. Teachers differentiate their instruction for students in core academic subjects. Students are targeted through results on common assessments.

Strategy Rationale

Achievement data indicates the need for additional instruction for struggling students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dudek, Nancy, nancy.dudek@ocps.net

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

Teachers will assess the progress of each student by completing an assessment after each skill taught. Data will be collected and analyzed during PLCs. Student progress will continue to be monitored to determine the effectiveness of before school tutoring.

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

Lake Whitney hosts a Meet the Teacher event which allows incoming students to gain familiarity of our campus. We also host an Open House in September for students to showcase our school to their families. In addition to Open House, our K-5 teachers host a Curriculum Night for parents to learn about all grade level curriculum and levels of proficiency.

Our Dean of Students provides new families with guided tours of our campus and answers any specific questions new families may have regarding our school. In addition, our PTO has a welcoming committee who reaches out to new families to get them involved with the school.

Our kindergarten teachers highlight ways to help their students transition from prekindergarten to kindergarten. Teachers administered the FLKRS during the first 30 days of school. This assessment identifies students' readiness for school.

Teachers encourage parents to spend time each day talking to their child about what happened in school. A school agenda is used for daily communication between school and home. Parents are encouraged to give their child positive feedback about his or her new experiences.

Parents are requested to attend school functions and stay involved in their child's education. Children whose

parents are more involved with their education have higher achievement, are better adjusted and are less likely to drop out of school.

Our guidance counselor oversees middle school visits for our exiting fifth graders. In addition, the guidance counselors from the middle school visits our campus to meet with our fifth grade students.

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

Our school guidance counselor oversee the college awareness days. Teachers and students are encouraged to showcase their college of choice.

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

Lake Whitney will ensure that students are educated about the world outside their community using non-fictional text in order to teach students about the world, history and people.

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

STEM is embedded during science/special area classes as well as a computer technology course.

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

n/a

Problem Analysis Summary

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

n/a

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby, student achievement. (Division Priority: Invest in Human Capital)

- G2.** Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Provide Empowering Environments)

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. Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby, student achievement. (Division Priority: Invest in Human Capital) 1a

G072955

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0
AMO Reading - All Students	91.0

Resources Available to Support the Goal 2

- Science Bootcamp materials
- IMS
- i-Ready
- Journeys
- STEM activities
- Science Fusion

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training throughout the school year in all standards in order to have an effective standards based instructional approach including a comprehensive system of deconstructing standards prior to teaching a lesson.

Plan to Monitor Progress Toward G1. 8

Classroom observations, teacher lesson plans, and student produced outcomes will be monitored for effectiveness.

Person Responsible

Elizabeth Prince

Schedule

Every 2 Months, from 9/22/2015 to 6/8/2016

Evidence of Completion

Formative and summative data and Florida state assessments

G2. Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Provide Empowering Environments) 1a

G072956

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0
AMO Reading - All Students	91.0

Resources Available to Support the Goal 2

- i-Observation
- Instructional Framework
- Science Fusion
- Science Boot Camp
- Journeys Reading Series
- Thinking Maps
- i-Ready
- IMS

Targeted Barriers to Achieving the Goal 3

- Many teachers prefer to plan independently.

Plan to Monitor Progress Toward G2. 8

Monitoring of lesson plans and providing feedback during PLCs and i-Observation will be provide to teachers.

Person Responsible

Elizabeth Prince

Schedule

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

Evidence of Completion

i-Observation data, lesson plans, formative and summative data, formative assessment (development of the assessments)

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. Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby, student achievement. (Division Priority: Invest in Human Capital) **1**

 G072955

G1.B1 Teachers need additional training throughout the school year in all standards in order to have an effective standards based instructional approach including a comprehensive system of deconstructing standards prior to teaching a lesson. **2**

 B190480

G1.B1.S1 Teachers will be provided with professional development to incorporate rigor into their content area lessons. **4**

 S201910

Strategy Rationale

Teachers are not proficient with matching rigor with the Instructional Framework.

Action Step 1 **5**

Professional development on standards based instruction and planning delivering rigorous standards based lessons and activities during whole group, small group, and centers. Teachers will be provide deconstruction process and provided support through their ongoing PLCs.

Person Responsible

Kimberlee Smirti

Schedule

Every 6 Weeks, from 8/19/2015 to 6/8/2016

Evidence of Completion

Exit slips will be collected and assessed to determine the levels of proficiency with the professional development opportunities.

Action Step 2 5

Classroom observations will be conducted and feedback to teachers will be given as it relates to the framework.

Person Responsible

Elizabeth Prince

Schedule

Every 3 Weeks, from 9/8/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers

Action Step 3 5

Provide grade levels with half-day planning days to support collaboration and planning standards based rigorous lessons.

Person Responsible

Elizabeth Prince

Schedule

Quarterly, from 9/28/2015 to 5/31/2016

Evidence of Completion

Grade levels will post their lesson plans on sharepoint. The lesson plans will be reviewed by the leadership team to ensure that rigorous lessons are being developed.

Action Step 4 5

Teachers will be provided opportunities to visit each other's' classrooms to calibrate instructional practices.

Person Responsible

Elizabeth Prince

Schedule

Quarterly, from 9/21/2015 to 5/31/2016

Evidence of Completion

Peer observation log and exit slips

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

The professional development will focus on standards based lesson delivery while incorporating the Instructional Framework.

Person Responsible

Elizabeth Prince

Schedule

Every 6 Weeks, from 9/1/2015 to 6/8/2016

Evidence of Completion

Teacher feedback conference, student performance measures, lesson plan checks, and exit slips from staff development

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

Through observations and PLCs, teachers will implement standards based rigorous lessons.

Person Responsible

Elizabeth Prince

Schedule

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

Evidence of Completion

Lesson plans, Progress Book, formative data and student report cards.

G2. Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Provide Empowering Environments)

1

G072956

G2.B2 Many teachers prefer to plan independently. 2

B190483

G2.B2.S1 Leadership team will develop proficiency in supporting lesson planning. Collaborative planning will be scheduled at specific days and times. 4

S201914

Strategy Rationale

Teachers will have a routine for planning. The schedule will create accountability.

Action Step 1 5

Establish the purpose of PLCs and collaborative planning teams.

Person Responsible

Elizabeth Prince

Schedule

Monthly, from 8/19/2015 to 6/8/2016

Evidence of Completion

Agenda and sign in sheets

Action Step 2 5

A schedule for common planning will be developed with a focus on formative assessments.

Person Responsible

Shannon Ross

Schedule

Monthly, from 8/19/2015 to 6/8/2016

Evidence of Completion

PLC notes and minutes

Action Step 3 **5**

Teacher teams will meet together with the leadership team to design lessons and formative assessments.

Person Responsible

Shannon Ross

Schedule

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

Evidence of Completion

PLC notes, lesson plans, and formative assessments

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

The purpose of the PLCs will be established and reviewed throughout the meetings. The principal will review and update the schedule focusing on formative assessments. The leadership team meetings will be held and team progress will be reviewed.

Person Responsible

Elizabeth Prince

Schedule

On 6/8/2016

Evidence of Completion

Sign in sheets, agendas, schedule of PLC notes, leadership team notes and feedback in i-Observation to teachers

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

Monitoring of lesson plans for best practices and standards based lesson and focus on classroom observation with actionable feedback.

Person Responsible

Elizabeth Prince

Schedule

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

Evidence of Completion

i-Observation data and feedback, lesson plans, and PLC meeting notes, formative and summative assessment data

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	Professional development on standards based instruction and planning delivering rigorous standards based lessons and activities during whole group, small group, and centers. Teachers will be provide deconstruction process and provided support through their ongoing PLCs.	Smirti, Kimberlee	8/19/2015	Exit slips will be collected and assessed to determine the levels of proficiency with the professional development opportunities.	6/8/2016 every-6-weeks
G2.B2.S1.A1	Establish the purpose of PLCs and collaborative planning teams.	Prince, Elizabeth	8/19/2015	Agenda and sign in sheets	6/8/2016 monthly
G1.B1.S1.A2	Classroom observations will be conducted and feedback to teachers will be given as it relates to the framework.	Prince, Elizabeth	9/8/2015	i-Observation data and feedback to teachers	6/8/2016 every-3-weeks
G2.B2.S1.A2	A schedule for common planning will be developed with a focus on formative assessments.	Ross, Shannon	8/19/2015	PLC notes and minutes	6/8/2016 monthly
G1.B1.S1.A3	Provide grade levels with half-day planning days to support collaboration and planning standards based rigorous lessons.	Prince, Elizabeth	9/28/2015	Grade levels will post their lesson plans on sharepoint. The lesson plans will be reviewed by the leadership team to ensure that rigorous lessons are being developed.	5/31/2016 quarterly
G2.B2.S1.A3	Teacher teams will meet together with the leadership team to design lessons and formative assessments.	Ross, Shannon	9/8/2015	PLC notes, lesson plans, and formative assessments	6/8/2016 weekly
G1.B1.S1.A4	Teachers will be provided opportunities to visit each other's classrooms to calibrate instructional practices.	Prince, Elizabeth	9/21/2015	Peer observation log and exit slips	5/31/2016 quarterly
G1.MA1	Classroom observations, teacher lesson plans, and student produced outcomes will be monitored for effectiveness.	Prince, Elizabeth	9/22/2015	Formative and summative data and Florida state assessments	6/8/2016 every-2-months
G1.B1.S1.MA1	Through observations and PLCs, teachers will implement standards based rigorous lessons.	Prince, Elizabeth	9/8/2015	Lesson plans, Progress Book, formative data and student report cards.	6/8/2016 quarterly
G1.B1.S1.MA1	The professional development will focus on standards based lesson delivery while incorporating the Instructional Framework.	Prince, Elizabeth	9/1/2015	Teacher feedback conference, student performance measures, lesson plan checks, and exit slips from staff development	6/8/2016 every-6-weeks
G2.MA1	Monitoring of lesson plans and providing feedback during PLCs and i-Observation will be provide to teachers.	Prince, Elizabeth	9/8/2015	i-Observation data, lesson plans, formative and summative data, formative assessment (development of the assessments)	6/8/2016 weekly
G2.B2.S1.MA1	Monitoring of lesson plans for best practices and standards based lesson and focus on classroom observation with actionable feedback.	Prince, Elizabeth	9/8/2015	i-Observation data and feedback, lesson plans, and PLC meeting notes, formative and summative assessment data	6/8/2016 weekly
G2.B2.S1.MA1	The purpose of the PLCs will be established and reviewed throughout the meetings. The principal will review and update the schedule focusing on formative assessments. The leadership team meetings will be held and team progress will be reviewed.	Prince, Elizabeth	9/8/2015	Sign in sheets, agendas, schedule of PLC notes, leadership team notes and feedback in i-Observation to teachers	6/8/2016 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. Teachers will gain proficiency in the Instructional Framework in order to increase rigor, and thereby, student achievement. (Division Priority: Invest in Human Capital)

G1.B1 Teachers need additional training throughout the school year in all standards in order to have an effective standards based instructional approach including a comprehensive system of deconstructing standards prior to teaching a lesson.

G1.B1.S1 Teachers will be provided with professional development to incorporate rigor into their content area lessons.

PD Opportunity 1

Professional development on standards based instruction and planning delivering rigorous standards based lessons and activities during whole group, small group, and centers. Teachers will be provide deconstruction process and provided support through their ongoing PLCs.

Facilitator

Elizabeth Prince, Kimberlee Smirti

Participants

All Instructional Personnel

Schedule

Every 6 Weeks, from 8/19/2015 to 6/8/2016

G2. Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Provide Empowering Environments)

G2.B2 Many teachers prefer to plan independently.

G2.B2.S1 Leadership team will develop proficiency in supporting lesson planning. Collaborative planning will be scheduled at specific days and times.

PD Opportunity 1

Establish the purpose of PLCs and collaborative planning teams.

Facilitator

Leadership team

Participants

All Instructional Personnel

Schedule

Monthly, from 8/19/2015 to 6/8/2016

Budget

Budget Data

1	G1.B1.S1.A1	Professional development on standards based instruction and planning delivering rigorous standards based lessons and activities during whole group, small group, and centers. Teachers will be provide deconstruction process and provided support through their ongoing PLCs.				\$0.00
2	G1.B1.S1.A2	Classroom observations will be conducted and feedback to teachers will be given as it relates to the framework.				\$0.00
3	G1.B1.S1.A3	Provide grade levels with half-day planning days to support collaboration and planning standards based rigorous lessons.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	140-Substitute Teachers	1571 - Lake Whitney Elementary	General Fund		\$5,000.00
4	G1.B1.S1.A4	Teachers will be provided opportunities to visit each other's' classrooms to calibrate instructional practices.				\$0.00
5	G2.B2.S1.A1	Establish the purpose of PLCs and collaborative planning teams.				\$0.00
6	G2.B2.S1.A2	A schedule for common planning will be developed with a focus on formative assessments.				\$0.00
7	G2.B2.S1.A3	Teacher teams will meet together with the leadership team to design lessons and formative assessments.				\$0.00

Budget Data

Total:	\$5,000.00
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