

Bradford County School District

Lawtey Elementary School



2015-16 School Improvement Plan

Lawtey Elementary School

22703 PARK ST, Lawtey, FL 32058

www.bradfordschools.org/schools/lawtey-elementary-school/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	22%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Bradford County School Board on 10/12/2015.

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>.

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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
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission in partnership with the entire community, is dedicated to providing a quality education in a safe learning environment so that all students can excel academically and socially in order to become productive citizens.

Provide the school's vision statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will provide students with learning opportunities that are rigorous and relevant to today's educational standards. We will ensure a working and learning environment that is built on being respectful, responsible, reliable, and ready to learn. Through these Champion Values, we will maximize student potential and promote individual expectations.

School Environment

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

The school learns about the students' cultures and builds relationships between teachers and students through daily lessons with the reading and writing curriculum Making Meaning and Being a Writer. Making Meaning and Being a Writer establishes connections between students through respectful collaboration and discussions which are incorporated in all subject areas and social situations throughout the day.

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

Lawtey Elementary has implemented a CHAMPS program. This ensures that all students understand and follow the same procedures and are rewarded for positive behavior. These procedures are carried throughout the entire campus including music, PE, cafeteria and assemblies.

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

The faculty and staff have had an inservice and input in the school wide "CHAMPS" program. This program helps the students know and understand the school wide expectations on the sidewalk, transition expectations, arrival expectations, cafeteria expectations, bathroom expectations, outside expectations, dismissal expectations and assembly expectations. It also has a component that includes positive relationships, rigor and parent expectations. The tiered behavior system sets clear behaviors, consequences, and rewards that are reviewed consistently by the teacher with the students.

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

The social emotional needs of the students are being met through the Making Meaning reading curriculum that emphasizes connections and respectful discussions among students. Our Character Education program is embedded through the social-emotional aspect of the Making Meaning curriculum. Other social emotional needs are being met through counseling services provided by the school and through Meridian and Corner Drug Store. Meridian and Corner Drug Store counselors are contacted by the parent/guardian initially, and then are able to provide services at the school.

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 a system to identify students who need additional support to improve academic performance and stay engaged in school. The early warning system includes a process to monitor the following early warning signs:

- Attendance below 90 percent, regardless of whether absence is excused, unexcused or a result of out-of-school suspension: 15 or more unexcused absences the prior year, absent 5 days per 9-weeks or any 45 day period, contact any who miss two consecutive days,
 - One or more suspensions, whether in school or out of school, and two or more referrals
 - Course failure (including Ds) in English Language Arts or mathematics,
 - A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. Also track those scoring level 2. Statewide Assessments haven't been released at the time the SIP was due. Only those names scoring in the lowest quartile of level 1 for third grade were released for Summer Reading Camp.
- Students who fall into these areas are put into prevention or intervention programs through MTSS.

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	12	7	4	1	4	3	31
One or more suspensions	1	0	1	2	2	4	10
Course failure in ELA or Math	3	6	6	6	5	6	32
Level 1 on statewide assessment	0	0	0	6	0	0	6

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

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

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

Students identified by the early warning systems receive interventions in academics. We are seeking assistance from the School Resource Officer and the Student Attendance Review Board for attendance issues.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181186>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Local entities are invited to participate in the schools Open House, Fall Festival and to briefly speak to the teacher on our professional development days. Santa Fe College is being supportive by participating in our Open House and tours of the college will be taken throughout the year by 3rd, 4th, and 5th grades. Business men and women are scheduled to tour the school and read to our students thus enhancing communication and collaboration between the school and the local community.

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
vaughan, jennifer	Principal
Ansley, Rebecca	Other
Alvarez, Sherree	Other

Duties

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

Principal: Oversees the process, instructional leader, lead professional learning communities
Reading Coach: Provides guidance on K-12 reading plan; provides professional development and technical assistance to teachers regarding data-based instructional planning.
CRT: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Ensures that the classroom teachers are implementing MTSS with fidelity. Completes process checks to ensure implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The team meets a minimum of once every two weeks to engage in the following activities: 1.) Discuss data and interventions in the classroom. 2.) Discuss commonalities for strategies to be used in the classroom. 3.) Discuss targeted strategies in dealing with classroom challenges and/or unsuccessful students. This will be met during our grade group meetings.

Title I, Part A: Title 1, Part A provides computer assisted instruction, paraprofessionals and material and supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title 1, Part A plan.

Title I, Part C-Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title 1 director to ensure that migrant needs are met.

Title II: The district receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title VI: Provides funds to support a drop out prevention teacher, and support for implementation of educational technology through Performance Matters.

Title X - Homeless; Title 1 supplements the funds that are provided through Title X to support homeless students. Funds are used for student materials and school support. District homeless coordinator works with schools to identify and provide the necessary resources. The district has secured a Homeless Specialist through a Title X grant for the 2015 school year. The Homeless Specialist will be providing services to the students under the Duties of the Homeless Liaison, sec.772[g][6]

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title 1 to provide highly qualified teachers for summer school for students that qualify.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA- Take Responsibility for your Actions) and Character Education (Character Counts, Positive Action), as well as, Positive Behavior Support (PBS) are implemented to help students make positive decision when interacting with their peers.

Nutrition Programs: Free breakfast and lunch for all students

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as; nursing, welding, auto mechanics and technology.

Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. Through the GED Exit option students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goal of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bernard Brown	Parent
Salatheia Brown	Parent
Lisa Harley	Parent
Judy Becker	Business/Community
Jennifer Vaughan	Principal
Lisa Schiller	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

Data for last year for grades 3-5 have not been released from the Florida Department of Education. Attendance data and issues were discussed. The parent initiatives were successful. The SAC would have liked to keep two Title 1 paraprofessionals if possible and have Title 1 funds to support funding for teachers requests and student needs.

Development of this school improvement plan

Each year, the SAC meets to review the draft, gives input, and give final approval to both the School Improvement Plan and the Title I Parent Involvement Plan. They also meet throughout the year to review data and implementation progress.

Preparation of the school's annual budget and plan

The SAC would like to keep two Title 1 paraprofessionals if possible and have title 1 funds to support funding for teachers requests and student needs. Secondly, they were supportive of using Title 1 funds for math/reading professional development to help raise our test scores.

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

We bought chart paper pads, markers, and computer printer ink for each teacher. The Being a Writer program was purchased for grade K-3. We purchased SRA materials to help improve reading throughout the school. The Social Studies Weekly newspapers were bought for grades K-5.

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
vaughan, jennifer	Principal
Ansley, Rebecca	Other
Alvarez, Sherree	Other

Duties

Describe how the LLT promotes literacy within the school

Book Fair
AR and Home Connect software
Free book give-away made possible through our local Education Foundation
Participation in the state-wide Literacy Week
Book Bingo Parent Involvement Nights

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

Third and fifth grade teachers are departmentalized. They have common planning time to collaborate on grade data and instruction. All Teachers will be participating in a book study on lesson planning. They will also participate in lesson study and guided planning throughout the year.

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

District Recruitment Program through HR - Randy Whytsell, School building administrators, District personnel.
Providing On-going Professional Development - District Reading Coach, School Curriculum Resource Teacher, District personnel
Weekly grade level collaborative meetings - Curriculum Resource Teacher, District Reading Coach, Teacher Support Colleague, District Personnel and Principal

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

Mentoring through grade group meetings, vertical teaming, and school based committees.

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

Horizon Phonics, Making Meaning, Being a Writer and enVision math curriculum and materials have been approved by the State Adoption list. These core instructional programs were approved and adopted by the Bradford County School Board. These programs are being taught and aligned with the Florida State standards as indicated in their lesson plans. Curriculum maps and Pacing Guides align with Florida State Standards.

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

Data is analysed and discussed weekly in grade group meetings. Students who are recognized as below level are placed in MTSS (Multi- Tiered Student Support) to work in small groups with the classroom teacher, ESE teacher, or a paraprofessional on the skills they need. Teachers will also monitor progress in the I-Ready Reading and Math computer programs and SRA groups. They will work with students in small groups based on the data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 36,000

Approximately 20 students each in grades three - five will be tutored four mornings per week beginning in January and ending before the state assessments begin as follows:

3rd grade Reading and Math 2 days a week each subject for 30 minutes

4th grade ELA and Math 2 days a week in each subject for 30 minutes

5th grade ELA, Math and Science 4 days a week for 30 minutes

Enrichment Group uses the computer lab 4 days a week

All 3rd - 5th grade students will have access to the computer lab on Friday's

Strategy Rationale

The students will receive differentiated instruction and academic support.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

vaughan, jennifer, vaughan.jennifer@mybradford.us

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

I-Ready Reading and Math, Achieve 3000

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

In the spring, a Kindergarten Open House/ Orientation meeting is held for incoming students and their families. Pre-K collaboration with the Kindergarten teachers throughout the year to discuss strategies being used in the classroom. In the Spring, the Principal of BMS will visit the 5th grade students to

discuss expectations and scheduling for the Middle School. Class requirements along with test score requirements will also be reviewed. At the end of the year the 5th grade students will visit Bradford Middle School to take a tour of the campus.

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

Every year in the Spring our school has a Career Day with many businesses represented. Law Enforcement, Fire and Rescue, Bradford Union Technical Center and Santa Fe College and business owners participate. Through Career Day many opportunities are shared with the students. The students will also have an opportunity to tour Santa Fe College in Bradford County to be exposed to the college and meet the Santa Fe Center Director Cheryl Canova. She will speak to them about what Santa Fe College has to offer.

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

Through Career Day, the speakers share the certifications and requirements that need to be met in order to be able to be employed in that particular career. The speakers share what their job description and responsibilities are to the students during their presentation. The speakers include law enforcement, fire and rescue, cosmetology, nursing, truck driving and college careers. Santa Fe College also speaks about their program College for Kids.

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

Hands-On Science Labs are being used in the classroom to go with the lessons and 4-H will be providing lessons with different age groups to promote STEM learning. At the end of last year we received a WeatherSTEM grant. This grant provides us with the equipment to monitor our own weather data to use within the classrooms.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we effectively plan for lessons across all content areas, then we will see an increase in proficiency in all subject areas.

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. If we effectively plan for lessons across all content areas, then we will see an increase in proficiency in all subject areas. 1a

G073104

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	20.0
FSA English Language Arts - Achievement	50.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Making Meaning
- Marzano Strategies
- Envision Math
- National Geographic Science
- Florida State Standards
- I-Ready Reading and Math
- Achieve 3000
- Paraprofessional and ESES support
- Reflex Math
- Being a Writer
- SRA curriculum - Language for Learning, Reading Mastery, SRA Corrective Reading

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with effective lesson planning.

Plan to Monitor Progress Toward G1. 8

Classroom grades, STAR Reading, I-Ready Reading and Math, Achieve 3000, and Performance Matter Math (2-5) and Science (3-5) will be analysed and discussed in grade group meetings.

Person Responsible

Rebecca Ansley

Schedule

Weekly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Classroom grades, STAR Reading, I-Ready Reading and Math, Achieve 3000, and Performance Matter Math (2-5) and Science (3-5) will be analysed and discussed in grade group meetings.

Plan to Monitor Progress Toward G1. 8

Lesson Plans monitored for fidelity to pacing guides.

Person Responsible

jennifer vaughan

Schedule

Monthly, from 9/21/2015 to 5/30/2016

Evidence of Completion

Lesson Plans

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. If we effectively plan for lessons across all content areas, then we will see an increase in proficiency in all subject areas. **1**

 G073104

G1.B1 Teachers struggle with effective lesson planning. **2**

 B190927

G1.B1.S1 Teachers need to use their planning time to effectively plan for lessons. **4**

 S202399

Strategy Rationale

Teachers have a new online lesson plan template.

Action Step 1 **5**

Teachers will attend training on the new lesson plan template.

Person Responsible

Rebecca Ansley

Schedule

On 8/21/2015

Evidence of Completion

sign in sheet

Action Step 2 5

Teachers will attend grade group meetings to help with the lesson plan process and template.

Person Responsible

Rebecca Ansley

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

sign in sheet and lesson plans in Google Drive

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

Teachers will have lesson plans turned in every Monday morning using Google Drive.

Person Responsible

jennifer vaughan

Schedule

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

Evidence of Completion

Lesson plans

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

Teachers will work together, share, and ask questions about their lesson plans during grade group meetings.

Person Responsible

Rebecca Ansley

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Grade Group Meeting agenda and mintues

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

Classroom walk-through data and lesson plan implementation will indicate the fidelity of effective lesson planning.

Person Responsible

jennifer vaughan

Schedule

Weekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Classroom walk-through data and lesson plans

G1.B1.S2 Teachers will gain a better understanding of effectively planning for instruction. 4

 S202400

Strategy Rationale

Teachers struggle to plan in advance for their classroom lessons.

Action Step 1 5

Teachers will show competency with their core curriculum through grade group meetings and professional development.

Person Responsible

Rebecca Ansley

Schedule

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

Evidence of Completion

Teachers will provide lesson plans that demonstrate competency with their core curriculum and will be able to demonstrate this by their classroom instruction.

Action Step 2 5

Teachers will participate in a book study using "The Lesson Planning Handbook" by Peter Brunn.

Person Responsible

jennifer vaughan

Schedule

Biweekly, from 10/13/2015 to 11/17/2015

Evidence of Completion

Sign in sheet, discussions and walk-throughs

Action Step 3 5

Teachers will participate in a Lesson Study over 3 half days.

Person Responsible

jennifer vaughan

Schedule

Monthly, from 11/2/2015 to 12/11/2015

Evidence of Completion

sign in sheet, lesson plans, walk-throughs, observations

Action Step 4 5

Teachers will gain a better understanding of summarizing, HOT strategy and checks for understanding through grade group meetings, book study and lesson study.

Person Responsible

jennifer vaughan

Schedule

Monthly, from 8/26/2015 to 5/26/2016

Evidence of Completion

Sign in sheets, agendas and meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Principal and CRT will plan the book study and Lesson Study.

Person Responsible

jennifer vaughan

Schedule

Weekly, from 9/11/2015 to 12/11/2015

Evidence of Completion

Agendas, sign in sheets, classroom observations, teacher reflection at the end of the book study and lesson study.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The number of teachers with quality lesson plans will improve by 50% from the September baseline until April.

Person Responsible

jennifer vaughan

Schedule

Weekly, from 9/21/2015 to 4/25/2016

Evidence of Completion

Lesson plans

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 training on the new lesson plan template.	Ansley, Rebecca	8/17/2015	sign in sheet	8/21/2015 one-time
G1.B1.S2.A1	Teachers will show competency with their core curriculum through grade group meetings and professional development.	Ansley, Rebecca	8/17/2015	Teachers will provide lesson plans that demonstrate competency with their core curriculum and will be able to demonstrate this by their classroom instruction.	5/27/2016 weekly
G1.B1.S1.A2	Teachers will attend grade group meetings to help with the lesson plan process and template.	Ansley, Rebecca	8/24/2015	sign in sheet and lesson plans in Google Drive	6/3/2016 weekly
G1.B1.S2.A2	Teachers will participate in a book study using "The Lesson Planning Handbook" by Peter Brunn.	vaughan, jennifer	10/13/2015	Sign in sheet, discussions and walk-throughs	11/17/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A3	Teachers will participate in a Lesson Study over 3 half days.	vaughan, jennifer	11/2/2015	sign in sheet, lesson plans, walk-throughs, observations	12/11/2015 monthly
G1.B1.S2.A4	Teachers will gain a better understanding of summarizing, HOT strategy and checks for understanding through grade group meetings, book study and lesson study.	vaughan, jennifer	8/26/2015	Sign in sheets, agendas and meeting notes	5/26/2016 monthly
G1.MA1	Classroom grades, STAR Reading, I-Ready Reading and Math, Achieve 3000, and Performance Matter Math (2-5) and Science (3-5) will be analysed and discussed in grade group meetings.	Ansley, Rebecca	9/3/2015	Classroom grades, STAR Reading, I-Ready Reading and Math, Achieve 3000, and Performance Matter Math (2-5) and Science (3-5) will be analysed and discussed in grade group meetings.	6/3/2016 weekly
G1.MA2	Lesson Plans monitored for fidelity to pacing guides.	vaughan, jennifer	9/21/2015	Lesson Plans	5/30/2016 monthly
G1.B1.S1.MA1	Classroom walk-through data and lesson plan implementation will indicate the fidelity of effective lesson planning.	vaughan, jennifer	10/5/2015	Classroom walk-through data and lesson plans	6/3/2016 weekly
G1.B1.S1.MA1	Teachers will have lesson plans turned in every Monday morning using Google Drive.	vaughan, jennifer	8/24/2015	Lesson plans	6/6/2016 weekly
G1.B1.S1.MA2	Teachers will work together, share, and ask questions about their lesson plans during grade group meetings.	Ansley, Rebecca	8/24/2015	Grade Group Meeting agenda and mintues	6/3/2016 weekly
G1.B1.S2.MA1	The number of teachers with quality lesson plans will improve by 50% from the September baseline until April.	vaughan, jennifer	9/21/2015	Lesson plans	4/25/2016 weekly
G1.B1.S2.MA1	Principal and CRT will plan the book study and Lesson Study.	vaughan, jennifer	9/11/2015	Agendas, sign in sheets, classroom observations, teacher reflection at the end of the book study and lesson study.	12/11/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we effectively plan for lessons across all content areas, then we will see an increase in proficiency in all subject areas.

G1.B1 Teachers struggle with effective lesson planning.

G1.B1.S2 Teachers will gain a better understanding of effectively planning for instruction.

PD Opportunity 1

Teachers will participate in a book study using "The Lesson Planning Handbook" by Peter Brunn.

Facilitator

Jennifer Vaughan

Participants

Faculty

Schedule

Biweekly, from 10/13/2015 to 11/17/2015

PD Opportunity 2

Teachers will participate in a Lesson Study over 3 half days.

Facilitator

Jennifer Vaughan

Participants

Faculty

Schedule

Monthly, from 11/2/2015 to 12/11/2015

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 training on the new lesson plan template.				\$0.00
2	G1.B1.S1.A2	Teachers will attend grade group meetings to help with the lesson plan process and template.				\$0.00
3	G1.B1.S2.A1	Teachers will show competency with their core curriculum through grade group meetings and professional development.				\$0.00
4	G1.B1.S2.A2	Teachers will participate in a book study using "The Lesson Planning Handbook" by Peter Brunn.				\$225.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	500-Materials and Supplies	0131 - Lawtey Elementary School	Other Federal		\$225.00
			<i>Notes: "The Lesson Planning Handbook" by Peter Brunn</i>			
5	G1.B1.S2.A3	Teachers will participate in a Lesson Study over 3 half days.				\$0.00
6	G1.B1.S2.A4	Teachers will gain a better understanding of summarizing, HOT strategy and checks for understanding through grade group meetings, book study and lesson study.				\$0.00
					Total:	\$225.00