

Lakeville Elementary

2015 LAKEVILLE RD, Apopka, FL 32703

www.ocps.net/lc/north/eli

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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 Lakeville students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Lakeville's teachers connect with students on a personal level - daily chats, class meetings, teachable moments all help to build rapport, establish trust and learn about students' strengths and weaknesses. They build personal relationships by greeting students, having individual and small group discussion, helping to foster ongoing parental involvement and keeping open lines of communication between school and home. Staff takes time to relate to students about their everyday life, including their home and family and believing in and setting high expectations for all students by designing meaningful instruction that meets individual students' needs and challenges them to reach their full potential. After school and evening activities are provided to involve students and their families in supporting academic achievement and growth.

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

Lakeville has established a school wide positive behavior support plan for all students to be "On TRACK for Excellence". There are rules and procedures in place for all common areas at Lakeville including arrival, hallway, lunchroom, classroom, dismissal and transitions. All school personnel are involved in teaching and maintaining rules and procedures in order to create a safe school environment. The staff maintains an approachable attitude so students feel safe and secure to share concerns or problems. The TRACK code are positively-expressed statements emphasizing traits students should exhibit in order to help them achieve their classroom and school goals.

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

Lakeville's school-wide procedures/expectations are implemented with a positive behavior support plan called TRACK. Our students are "On TRACK" when they are: Treating self and others with respect, making Responsible choices, putting forth Academic effort, using Courteous communication and always remembering to Keep self and others safe. The TRACK Code provides detailed behavior expectations across all school settings. Each teacher has posted the Lakeville TRACK code in their classrooms as well as their own classroom management system that aligns and supports the Lakeville TRACK code.

When problem behaviors occur, the classroom teacher utilizes the positive behavior support system flow chart to reach a resolution. Teachers follow the flow chart starting with in-class interventions,

then out of class interventions, use of the Significant Behavior Incident Report (SBIR) and intensive interventions. The specific interventions are outlined in Lakeville's Positive Behavior Support Handbook.

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 school ensures the social-emotional needs of all students are being met by establishing a support network of administrators, teachers, special education professionals, and paraprofessionals. A behavior specialist and guidance counselor also continually share information about and provide support for Lakeville students. As members of our school team, Lakeville's guidance counselor and behavior specialist provide a comprehensive guidance program for students in grades K-5, designed to help students achieve success in school. The school counselor and behavior specialist implement the elementary guidance curriculum; counsel small groups and individual students with problems that create barriers to school success; consult with teachers, staff and parents regarding meeting the developmental needs of students. These professionals also refer students with severe problems to appropriate community agencies in consultation with their parents. Topics of small groups include: student success skills, getting along with others, self-esteem, test anxiety and character education.

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

Lakeville's early warning indicators are as follows:

- Attendance below 90 percent
- One or more suspensions
- Course failure in ELA or Math
- Two or more early warning signs

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	18	12	20	16	6	13	85
One or more suspensions	4	0	1	3	7	9	24
Course failure in ELA or Math	38	44	57	80	55	65	339
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
	K	1	2	3	4	5	
Students exhibiting two or more indicators	10	6	7	8	5	14	50

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

Interventions include:

Attendance below 90 percent: child study teams

One or more suspensions: classroom incident reports, school wide positive behavior support plan, positive Lakeville conductor tickets, positive lunchroom reinforcement

Course failure in ELA or Math: parent access in Progressbook, mid-semester progress reports, report cards and parent/teacher conferences

Level 1 on statewide assessment: small group differentiated instruction, Tier II and Tier III small groups, AM/PM tutoring, progress monitoring, third grade summer reading camp

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/173183>.

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

Lakeville builds and sustains partnerships with the local community by maintaining relationships with local businesses, organizations, and faith-based groups through Partners In Education. Partners support the school by providing staff/students incentives, providing speakers for Teach In, providing mentors through Read 2 Succeed, participation in family activities and membership on the School Advisory Council. In turn, the school supports Partners through face-to-face marketing, public appreciations and promotion of school spirit nights.

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
Swanson, Cynthia	Principal
Holley, Sheila	Assistant Principal
Varitek, Lynna	Instructional Coach
Morrison, Lisa	Other
Jerrett, Debra	Instructional Coach
Hayes, Sandra	Instructional Coach
Donovan, Margaret	Psychologist
Wilkerson, Ashli	Other
Morrissey, Sandra	Other
Micolupo, Jill	Guidance Counselor

Duties

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

*Principal - Cynthia Swanson; Assistant Principal - Sheila Holley:

Responsible for sharing the SIP and the MTSS plan with staff and parents; scheduling data meetings and providing a focus, scheduling time and resources for professional development and working with the Curriculum Resource Teacher on professional development that is driven by student data and teacher needs, working with the MTSS Academic and Behavior teams in analyzing school wide academic and behavioral data

*Curriculum Resource Teacher/Parent Liaison/Title One Coordinator- Lisa Morrison:

Responsible for implementing specific actions of the SIP; working with the MTSS Coordinator in delivering professional development that is driven by student data and teacher needs; participating in data meetings; working with the MTSS Academic and Behavior teams to analyze school wide academic and behavioral data. Responsible for planning parent involvement activities, professional development for parents and staff regarding parent involvement, creates and implements the school parent involvement plan, completes Title I documentation according to compliance standards, chairperson of the SAC, partners in education coordinator, ADDitions school volunteer coordinator.

*Reading Coach - Debra Jerrett:

Responsible for implementing specific actions of the SIP; working with the MTSS Coordinator in delivering professional development that is driven by student data and teacher needs, participating in common planning meetings; working with the MTSS academic and behavior teams to analyze school wide academic and behavioral data.

*STEM Coach - Sandra Hayes:

Responsible for implementing specific actions of the SIP; working with the MTSS Coordinator in delivering professional development that is driven by student data and teacher needs, participating in common planning meetings; working with the MTSS academic and behavior teams to analyze school wide academic and behavioral data.

*MTSS Coordinator - Lynna Varitek:

Responsible for implementing specific actions of the SIP; work with the Curriculum Resource Teacher in delivering professional development; working with the School Psychologist in the problem solving process and implementation of best practices; meeting with individual teachers regarding classroom and/or individual student needs based on data and filling out the Lakeville MTSS Summary Form; monitoring and analyzing Tier II and Tier III data forms and graphs on Lakeville SharePoint site; advising teachers on Tier II and Tier III best practices; participating in data meetings; working with the MTSS Academic and Behavior teams in analyzing school wide academic and behavioral data.

*Peggy Donovan - School Psychologist:

Responsible for working with the MTSS Coordinator in the problem solving process and implementation of best practices; meeting with individual teachers regarding classroom and/or individual student needs based on data; reviewing school wide data and Tier II and Tier III data with the MTSS Coordinator; working with the MTSS Academic and Behavior teams in analyzing school wide academic and behavioral data.

*Ashli Wilkerson - Staffing Specialist:

Responsible for working with the Exceptional Education Team in the problem solving process and implementation of best practices; reviewing school wide data and Tier II and Tier III data with the MTSS Coordinator and School Psychologist for students not making sufficient progress; working with the MTSS Academic and Behavior teams in analyzing school wide academic and behavioral data.

*Jill Micolupo - Guidance Counselor/Curriculum Compliance Teacher:

Responsible for implementing a comprehensive school guidance program including classroom guidance, small group counseling, individual counseling, consultation with parents, and referrals to outside agencies. Monitoring compliance of regulations for English Language Learners.

*Sandra Morrissey - Behavior Specialist:

Responsible for the school wide implementation of the positive behavior support plan, acts as a support to the students and staff in the EBD unit, creates individualized behavior support plans for students in need, works with teachers to provide input for classwide positive behavior interventions, works with MTSS coordinator to analyze behavioral data and implement Tier II & III interventions, chairperson of the behavior leadership team, and analyzes discipline referral data to determine behavioral needs.

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

To address the effectiveness of core instruction, the leadership team reviewed data from the previous school year and made recommendations to the principal and assistant principal for staffing and resources for the current school year. Common collaborative planning team meeting format was developed. At the close of each testing cycle, the leadership team will meet to look at grade level data and individual class data. Based on the data, decisions will be made regarding the needs of the grade level, and/or individual teachers. Based on the need, resources will be provided, along with professional development. The Continuous Improvement Model will be used at each data meeting - Plan, Do, Check, Act. Individual teacher data will be reviewed, areas of excellence will be highlighted and best practices will be shared.

Supplemental Academic Instruction: Funds from this program will be used to provide reading tutoring for our students who scored a Level 1 or Level 2 in reading and/or math. In the area of reading, students will attend tutoring after school for two days per week for one hour each day. Lessons will be based on identified needs and students will be grouped according to need. Funds from this program will also be used to open the computer lab every morning, 5 days per week for 50 minutes each day for Level 1 and Level 2 math students to work on iReady math, FastMath, and Soar to Success for math intervention.

Homeless: Our Homeless Coordinator, Jill Micolupo, will liaison with the district office in participating in the C.O.O.L Fit program - a program that provides clothing for our needy students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
James Duck	Parent
Lisa Morrison	Teacher
Cynthia Swanson	Principal
Tammy Daugherty	Teacher
LaToya Encarnacion	Parent
Aracelis Guzman	Parent
Chamira Harris	Parent
Hollie Henry	Teacher
Adrien Matthews	Parent
Karen Bilak	Teacher
Dennis Jerrett	Business/Community
Stacey Sanchez	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

The SAC reviewed the SIP goals and activities at the end of the 2014-2015 school year and used the 2015 data to set goals and plan activities for the 2015-2016 school improvement plan.

Development of this school improvement plan

Lakeville administrators attended the Leadership Academy's school improvement plan training on June 10, 2015. At that training, the purpose of the school improvement plan, skills and tools for implementation and available resources were reviewed. Principal Swanson informed the School Advisory Council of the school performance data from 2014-2015 school year. The SAC committee worked with administration to develop Part II: Step Zero of the School Improvement Plan (SIP) on June 17, 2015. Based on Step Zero planning and AdvancED surveys and needs assessments, appropriate goals were set for the 2015-2016 SIP. The SAC Committee conducts monthly meetings to discuss the SIP, budget, and the barriers to success, to ensure that the mission and vision goals are being met. Throughout the year, changes are made as needed to successfully meet goals as outlined in the SIP. A needs assessment is conducted to determine specific goals and focus areas that need to be addressed school wide. End of the year assessment data is used to determine overall performance of the school for the current year.

Preparation of the school's annual budget and plan

The SAC will assist the principal with the preparation of the school budget for 2015-2016. School improvement funds will be discussed to best meet the needs of the school improvement plan. The SIP allocation of \$11,415 will be spent on purchasing reading and math enrichment materials for small group instruction.

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

There is currently \$11,415 in the school improvement account. The SAC intends to use these funds to purchase reading and math enrichment materials for small group learning. Emphasis will be placed on differentiating instruction to meet explicit student needs.

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
Swanson, Cynthia	Principal
Holley, Sheila	Assistant Principal
Jerrett, Debra	Instructional Coach
Mauck, Julie	Teacher, K-12
Little, Ayesha	Teacher, K-12
Bustamante, Denise	Instructional Media
Harper, Brittany	Teacher, K-12
O Connor, Deborah	Teacher, K-12
Trainor, Tami	Teacher, K-12
Hall, Tara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets every month and is facilitated by the ELA Instructional Coach and grade level Core Connection Writing Leaders. Meetings and agendas are collaboratively planned and placed on the school calendar. The mission of the team is based on the District K-12 Reading Plan structure, to monitor the progress of reading and writing proficiency, to ensure that reading and writing is embedded in all content areas, and to provide teachers with the the support and tools needed to successfully teach reading and writing skills in the classroom. This team works to ensure that professional development offerings are supportive of our school's ELA needs.

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

Grade level teams meet at least twice weekly to collaboratively plan for reading and math instruction. Instructional coaches attend collaborative planning sessions to provide support and resources for grade level teams. Professional development is planned and delivered based on the curriculum and lesson planning needs resulting from weekly grade level meetings. Monthly staff meetings incorporate team building activities and celebrations.

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

Recruitment of Highly Qualified Teachers - All instructional applicants are pre-qualified as Highly Qualified before they are called in for an interview.

Persons Responsible: Cynthia Swanson, Sheila Holley

Retaining of Highly Qualified Teachers - All teachers participate and contribute to professional learning communities, focusing on student achievement and professional development.

Persons Responsible: Cynthia Swanson, Sheila Holley

Identification of Teacher Leaders - Build capacity to support teaching and learning through maximizing expertise in leadership, content, and pedagogy among community stakeholders, in order to implement and sustain the OCPS framework.

Persons Responsible: Cynthia Swanson, Sheila Holley

Protege Program - This program is designed to provide instructional support for beginning teachers. This support is provided through a mentor and monthly staff development geared toward the needs of a beginning teacher. The mentor is responsible for guiding the beginning teacher through the beginning teacher portfolio. This portfolio is used to document completion of various professional development components, including: differentiated instruction, classroom management, classroom environment, code of ethics and great beginnings.

The mentors are also responsible for meeting with their beginning teacher and guiding them through the deliberate practice process, the domains of Marzano's Art and Science of Teaching, curriculum responsibilities, progress monitoring, grading, parent conferences, professional development and classroom management.

Additionally, beginning teachers are responsible for attending monthly meetings. Much of the school and district expectations are explained in great detail at these meetings. Various school personnel share their roles and expertise in specialized fields.

Person(s) Responsible: Debra Jerrett

Alternative Certification Program for those with temporary certification - teachers complete a portfolio to document work toward alternative certification.

Person Responsible: Debra Jerrett

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

Mentoring Plan: The mentor meets with the beginning teacher on a weekly basis to review standards based instruction, using Marzano strategies that are data driven. The beginning teacher has multiple opportunities to observe the mentor delivering standards based instruction. Weekly collaboration is a part of the beginning teacher program and is built into their weekly schedule. The mentee also gets the opportunity to observe the mentor delivering instruction and assessing students. The mentor and mentee also collaborate on lesson planning and selection of appropriate training opportunities.

Rationale for Pairings: Highly qualified teachers who have completed the clinical educators training were selected to mentor beginning teachers. Mentors are required to update their clinical educators training yearly through a PDS online course. Mentors were also chosen based on the following characteristics: track record of high levels of student achievement; effective rating on the OCPS instructional assessment; ability to collaborate with other professionals; effective in working with all stakeholders.

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

Lakeville ensures its core instructional programs and materials are aligned to Florida's standards in the following ways:

*Instructional focus calendar

*Scope and sequence

- *Item specifications
- *Coaching cycle
- *Instructional rounds
- *Common and collaborative planning
- *Observations and feedback
- *Professional development
- *Progress monitoring
- *Lesson plan feedback

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

Lakeville uses data to provide and differentiate instruction through:

- *Small group differentiated instruction
- *Teacher-led centers
- *Flexible grouping
- *Tutoring - content specific based on need
- *Tier II intervention groups
- *Tier III intervention groups

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: 2,640

Identified struggling students in 3rd, 4th and 5th grade are given the opportunity to attend three hours per week of reading and/or math tutoring after school.

Strategy Rationale

Based on 2015 benchmark and FSA scores, additional learning opportunities are needed to increase student performance in reading and/or math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jerrett, Debra, debra.jerrett@ocps.net

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

Reading: Before tutoring begins, students will be given a Fountas and Pinnell reading assessment and a Maze assessment. Students will be progress monitored using a Maze assessment weekly. Instruction and/or materials will be adjusted if needed based on the results of progress monitoring data. At the close of tutoring, students will be given a Fountas and Pinnell reading assessment and a Maze assessment.

Math: Before tutoring begins, students will be given the Go Math prerequisite skills test to identify deficient skills. Students will be progress monitored using the Monitoring Basic Skills Probes weekly. Instruction and/or materials will be adjusted if needed based on the results of progress monitoring data. At the close of tutoring, students will be given the Go Math end of year assessment.

Strategy: Extended School Day

Minutes added to school year: 3,600

Identified struggling students in 3rd, 4th and 5th grade are given the opportunity to attend 180 minutes per week of math practice before school.

Strategy Rationale

Based on 2015 benchmark scores, additional learning opportunities are needed to increase student performance in math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hayes, Sandra, sandra.hayes@ocps.net

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

Students' practice will be measured by program reports from FastMath, iReady and Soar to Success Math Intervention

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All kindergarten classes begin the year with additional support in transitioning into kindergarten. On the first day of school, the students are given a tour of the campus. Teachers begin the year with a focus on community building to make them feel welcome. All incoming kindergarten students are assessed using the Florida Kindergarten Readiness Screening (FLKRS) Fifth grade students attend middle school orientations and meet with the guidance counselors regarding course selection.

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

Lakeville participates in the OCPs annual Teach-In event, inviting businesses and individuals to spread the word about different career choices and what students need to be doing now to be marketable in the future. Every student in grades K-5 utilizes a daily planner to record homework and academic notes. This promotes organizational skills necessary for college and career paths.

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

To prepare our students for 21st century careers with technology and industry, Lakeville has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Safari Montage, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

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

Inquiry-based science investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as i-Ready, Accelerated Reader, Brainpop Jr., and Myon Reader to build academic achievement and increase motivation.

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Student achievement will be increased by differentiating the instruction of all students during teacher-led small groups in math and reading.
- G2.** Increase student achievement during core instruction through the use of standards-based instruction utilizing instructional framework.

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. Student achievement will be increased by differentiating the instruction of all students during teacher-led small groups in math and reading. 1a

G073232

Targets Supported 1b

Indicator	Annual Target
5Es Score: Ambitious Instruction	100.0

Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

- Teachers' knowledge and development of differentiated small group lesson plans.
- Lack of enrichment resources for advanced learners.
- Lack of time in the school day to provide differentiated small groups to meet the needs of all students.

Plan to Monitor Progress Toward G1. 8

Data will be updated on Lakeville's Sharepoint site and available for review at all times. Bimonthly data meetings will be held to review data and analyze common formative assessments to guide small group instruction.

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

data spreadsheets on Sharepoint site, data meeting agendas/notes

G2. Increase student achievement during core instruction through the use of standards-based instruction utilizing instructional framework. 1a

G073233

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	72.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Personnel
- Professional development opportunities
- Materials
- Prepared lesson plans
- Instruction
- Funding
- Leadership
- Partners
- Instructional coaches/strategies

Targeted Barriers to Achieving the Goal 3

- Teachers' knowledge and development of lesson plans utilizing standards-based instruction
- Parental involvement
- Lack of math and reading software/Technology

Plan to Monitor Progress Toward G2. 8

Benchmark, district and statewide assessments will show an increase in student achievement.

Person Responsible

Cynthia Swanson

Schedule

Monthly, from 9/7/2015 to 6/8/2016

Evidence of Completion

Assessment data will be analyzed and compared to prior years' scores to indicate student improvement in all academic areas.

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. Student achievement will be increased by differentiating the instruction of all students during teacher-led small groups in math and reading. **1**

 G073232

G1.B1 Teachers' knowledge and development of differentiated small group lesson plans. **2**

 B191323

G1.B1.S1 Provide professional development and coaching for differentiation during ELA and math small groups. **4**

 S202796

Strategy Rationale

Teachers demonstrate limited knowledge of explicit planning for differentiated student needs.

Action Step 1 **5**

Professional development will be provided for differentiated small group instruction.

Person Responsible

Debra Jerrett

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Attendance sheets and common planning meeting agenda.

Action Step 2 5

Identify teachers who need additional coaching support and begin the coaching cycle.

Person Responsible

Debra Jerrett

Schedule

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

Evidence of Completion

Classroom walk-throughs and actionable feedback documentation

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

Modeling, co-teaching, coaching cycle and classroom walk-through documentation

Person Responsible

Cynthia Swanson

Schedule

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

Evidence of Completion

Completion of coaching cycle and observation feedback/evaluations

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

iReady data, Fountas & Pinnell reading assessment, Scholastic Math Inventory, mini-assessments, formative and core assessments

Person Responsible

Lynna Varitek

Schedule

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

Evidence of Completion

Data will be collected and analyzed to differentiate small group instruction

G1.B2 Lack of enrichment resources for advanced learners. 2

 B191324

G1.B2.S1 Purchase resources and provide training for math enrichment activities and literature circles.

4

 S202797

Strategy Rationale

There are a limited amount of higher level materials for differentiated small group instruction.

Action Step 1 5

Purchase high level readers for literature circles at all grade levels

Person Responsible

Lisa Morrison

Schedule

On 9/30/2015

Evidence of Completion

Purchase orders, receipts and packing lists from book orders.

Action Step 2 5

Provide professional development for teachers on the implementation of literature circles in the classroom

Person Responsible

Debra Jerrett

Schedule

Quarterly, from 9/30/2015 to 4/29/2016

Evidence of Completion

Attendance sheets, agendas, artifacts from professional development.

Action Step 3 5

Purchase math enrichment materials for small groups.

Person Responsible

Sandra Hayes

Schedule

On 9/30/2015

Evidence of Completion

Work orders, receipts, and packing slips for materials

Action Step 4 5

Provide professional development for teachers on implementation of math enrichment activities.

Person Responsible

Sandra Hayes

Schedule

Quarterly, from 9/30/2015 to 4/29/2016

Evidence of Completion

Attendance sheets, agendas, artifacts from professional development

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

Coteaching, coaching, conduct walk-throughs and teacher evaluations

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

coaching logs, iObservation, actionable feedback, teacher evaluations

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

Data from benchmark assessments, mini assessments, common assessments

Person Responsible

Lynna Varitek

Schedule

Monthly, from 11/13/2015 to 6/3/2016

Evidence of Completion

Data will be analyzed and monitored to assure individualized student growth

G1.B3 Lack of time in the school day to provide differentiated small groups to meet the needs of all students. 2

 B191325

G1.B3.S1 Tutoring will be provided for students requiring additional intervention in math and/or reading.

4

 S202798

Strategy Rationale

There is limited time to address the needs of below grade level learners during 30 minute intervention groups.

Action Step 1 5

Morning math club will be provided for identified students in grades 3-5.

Person Responsible

Sandra Hayes

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

attendance sheets and diagnostic reports

Action Step 2 5

After school reading tutoring will be provided for identified students in grades 3-5.

Person Responsible

Debra Jerrett

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

attendance sheets and diagnostic reports

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

Student data will be collected and analyzed to adjust instruction as needed

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

iReady reports, Fast Math reports,

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

Data will be collected from growth reports, benchmark and common assessments

Person Responsible

Cynthia Swanson

Schedule

Biweekly, from 10/1/2015 to 5/27/2016

Evidence of Completion

iReady reports, benchmark data, common assessment data

G1.B3.S2 Enrichment opportunities will be provided for students who are above grade level expectations in math and/or reading. 4

 S202799

Strategy Rationale

There is limited time to address the needs of advanced level learners during guided small group instruction.

Action Step 1 5

Math enrichment will be provided during extended media hours.

Person Responsible

Lisa Morrison

Schedule

Weekly, from 10/1/2015 to 6/3/2016

Evidence of Completion

math journals, project-based learning activities

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Student data will be collected and analyzed to adjust instruction as needed.

Person Responsible

Lisa Morrison

Schedule

Monthly, from 10/1/2015 to 5/27/2016

Evidence of Completion

reading and math journals, benchmark assessments, common assessments

G2. Increase student achievement during core instruction through the use of standards-based instruction utilizing instructional framework. 1

G073233

G2.B1 Teachers' knowledge and development of lesson plans utilizing standards-based instruction 2

B191326

G2.B1.S1 Provide professional development and coaching on the instructional framework for reading, math and science blocks 4

S202800

Strategy Rationale

Teachers demonstrate a lack of consistency and understanding of the instructional framework for the reading, math and science blocks.

Action Step 1 5

Professional development and coaching will be provided for whole group and small group reading, math and science framework.

Person Responsible

Debra Jerrett

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Attendance sheets and meeting agendas

Action Step 2 5

Identify teachers who need additional coaching support and begin the coaching cycle.

Person Responsible

Debra Jerrett

Schedule

Monthly, from 9/8/2015 to 4/29/2016

Evidence of Completion

Classroom walk throughs, coaching cycle documentation

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

Modeling, Co-Teaching, Coaching Cycle, Observation and classroom walk-through documents

Person Responsible

Cynthia Swanson

Schedule

Weekly, from 8/25/2014 to 6/3/2015

Evidence of Completion

Completion of coaching cycle and observation feedback/evaluations

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

Data from: District Benchmark Tests, Mini Assessments, NGSS Science Assessment

Person Responsible

Lynna Varitek

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Data will be collected and analyzed to adjust and modify instruction.

G2.B2 Parental involvement 2

 B191327

G2.B2.S1 Increase parent knowledge of standards based curriculum and the role they play in supporting successful learning. 4

 S202801

Strategy Rationale

Research shows that students with involved parents show increased academic skills.

Action Step 1 5

Lakeville parents will participate in parent involvement activities

Person Responsible

Lisa Morrison

Schedule

Weekly, from 9/10/2015 to 6/3/2016

Evidence of Completion

Sign in sheets and agendas for parent involvement activities

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

Documentation of parent involvement activities will be kept.

Person Responsible

Lisa Morrison

Schedule

Monthly, from 9/10/2014 to 6/3/2016

Evidence of Completion

Agendas, handouts and photographs of activities will be kept of all activities and professional development.

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

The annual school climate survey completed by parents will show an increase in positive feedback.

Person Responsible

Lisa Morrison

Schedule

On 4/29/2016

Evidence of Completion

Comparison data from the 2014 and 2015 school climate surveys will be collected and compared.

G2.B3 Lack of math and reading software/Technology 2

 B191328

G2.B3.S1 Provide training for returning and new teachers to use iReady Math (grades K-5) and Reading (grades 3-5). 4

 S202802

Strategy Rationale

Software was purchased during the 2014-2015 school year and was not utilized to its full potential.

Action Step 1 5

iReady math and reading license renewal

Person Responsible

Cynthia Swanson

Schedule

On 8/21/2015

Evidence of Completion

Purchase Order

Action Step 2 5

Teachers will be trained to use the iReady software with their students.

Person Responsible

Lynna Varitek

Schedule

Quarterly, from 8/21/2015 to 5/27/2016

Evidence of Completion

Attendance Sheets

Action Step 3 5

Implement iReady math and reading software in classrooms.

Person Responsible

Lynna Varitek

Schedule

Daily, from 9/7/2015 to 6/8/2016

Evidence of Completion

iReady reports

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

iReady will be analyzed

Person Responsible

Lynna Varitek

Schedule

Biweekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

iReady reports will be generated, analyzed, and instruction will be adjusted or modified as needed.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

iReady reports will be generated and analyzed to determine its use and the effectiveness.

Person Responsible

Lynna Varitek

Schedule

Biweekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

iReady reports will be generated and analyzed to determine its use and the effectiveness

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 will be provided for differentiated small group instruction.	Jerrett, Debra	8/17/2015	Attendance sheets and common planning meeting agenda.	6/8/2016 weekly
G1.B2.S1.A1	Purchase high level readers for literature circles at all grade levels	Morrison, Lisa	9/1/2015	Purchase orders, receipts and packing lists from book orders.	9/30/2015 one-time
G1.B3.S1.A1	Morning math club will be provided for identified students in grades 3-5.	Hayes, Sandra	10/1/2015	attendance sheets and diagnostic reports	6/3/2016 weekly
G1.B3.S2.A1	Math enrichment will be provided during extended media hours.	Morrison, Lisa	10/1/2015	math journals, project-based learning activities	6/3/2016 weekly
G2.B1.S1.A1	Professional development and coaching will be provided for whole group and small group reading, math and science framework.	Jerrett, Debra	8/17/2015	Attendance sheets and meeting agendas	6/8/2016 weekly
G2.B2.S1.A1	Lakeville parents will participate in parent involvement activities	Morrison, Lisa	9/10/2015	Sign in sheets and agendas for parent involvement activities	6/3/2016 weekly
G2.B3.S1.A1	iReady math and reading license renewal	Swanson, Cynthia	8/21/2015	Purchase Order	8/21/2015 one-time
G1.B1.S1.A2	Identify teachers who need additional coaching support and begin the coaching cycle.	Jerrett, Debra	8/24/2015	Classroom walk-throughs and actionable feedback documentation	6/3/2016 weekly
G1.B2.S1.A2	Provide professional development for teachers on the implementation of literature circles in the classroom	Jerrett, Debra	9/30/2015	Attendance sheets, agendas, artifacts from professional development.	4/29/2016 quarterly
G1.B3.S1.A2	After school reading tutoring will be provided for identified students in grades 3-5.	Jerrett, Debra	10/1/2015	attendance sheets and diagnostic reports	6/3/2016 weekly
G2.B1.S1.A2	Identify teachers who need additional coaching support and begin the coaching cycle.	Jerrett, Debra	9/8/2015	Classroom walk throughs, coaching cycle documentation	4/29/2016 monthly
G2.B3.S1.A2	Teachers will be trained to use the iReady software with their students.	Varitek, Lynna	8/21/2015	Attendance Sheets	5/27/2016 quarterly
G1.B2.S1.A3	Purchase math enrichment materials for small groups.	Hayes, Sandra	9/1/2015	Work orders, receipts, and packing slips for materials	9/30/2015 one-time
G2.B3.S1.A3	Implement iReady math and reading software in classrooms.	Varitek, Lynna	9/7/2015	iReady reports	6/8/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A4	Provide professional development for teachers on implementation of math enrichment activities.	Hayes, Sandra	9/30/2015	Attendance sheets, agendas, artifacts from professional development	4/29/2016 quarterly
G1.MA1	Data will be updated on Lakeville's Sharepoint site and available for review at all times. Bimonthly data meetings will be held to review data and analyze common formative assessments to guide small group instruction.	Swanson, Cynthia	9/1/2015	data spreadsheets on Sharepoint site, data meeting agendas/notes	6/3/2016 weekly
G1.B1.S1.MA1	iReady data, Fountas & Pinnell reading assessment, Scholastic Math Inventory, mini-assessments, formative and core assessments	Varitek, Lynna	8/24/2015	Data will be collected and analyzed to differentiate small group instruction	5/27/2016 weekly
G1.B1.S1.MA1	Modeling, co-teaching, coaching cycle and classroom walk-through documentation	Swanson, Cynthia	8/24/2015	Completion of coaching cycle and observation feedback/evaluations	6/3/2016 weekly
G1.B2.S1.MA1	Data from benchmark assessments, mini assessments, common assessments	Varitek, Lynna	11/13/2015	Data will be analyzed and monitored to assure individualized student growth	6/3/2016 monthly
G1.B2.S1.MA1	Coteaching, coaching, conduct walk-throughs and teacher evaluations	Swanson, Cynthia	10/1/2015	coaching logs, iObservation, actionable feedback, teacher evaluations	6/3/2016 weekly
G1.B3.S1.MA1	Data will be collected from growth reports, benchmark and common assessments	Swanson, Cynthia	10/1/2015	iReady reports, benchmark data, common assessment data	5/27/2016 biweekly
G1.B3.S1.MA1	Student data will be collected and analyzed to adjust instruction as needed	Swanson, Cynthia	10/1/2015	iReady reports, Fast Math reports,	6/3/2016 weekly
G1.B3.S2.MA1	Student data will be collected and analyzed to adjust instruction as needed.	Morrison, Lisa	10/1/2015	reading and math journals, benchmark assessments, common assessments	5/27/2016 monthly
G2.MA1	Benchmark, district and statewide assessments will show an increase in student achievement.	Swanson, Cynthia	9/7/2015	Assessment data will be analyzed and compared to prior years' scores to indicate student improvement in all academic areas.	6/8/2016 monthly
G2.B1.S1.MA1	Data from: District Benchmark Tests, Mini Assessments, NGSS Science Assessment	Varitek, Lynna	8/18/2014	Data will be collected and analyzed to adjust and modify instruction.	6/3/2015 weekly
G2.B1.S1.MA1	Modeling, Co-Teaching, Coaching Cycle, Observation and classroom walk-through documents	Swanson, Cynthia	8/25/2014	Completion of coaching cycle and observation feedback/evaluations	6/3/2015 weekly
G2.B2.S1.MA1	The annual school climate survey completed by parents will show an increase in positive feedback.	Morrison, Lisa	4/1/2016	Comparison data from the 2014 and 2015 school climate surveys will be collected and compared.	4/29/2016 one-time
G2.B2.S1.MA1	Documentation of parent involvement activities will be kept.	Morrison, Lisa	9/10/2014	Agendas, handouts and photographs of activities will be kept of all activities and professional development.	6/3/2016 monthly
G2.B3.S1.MA1	iReady reports will be generated and analyzed to determine its use and the effectiveness.	Varitek, Lynna	9/7/2015	iReady reports will be generated and analyzed to determine its use and the effectiveness	6/8/2016 biweekly
G2.B3.S1.MA1	iReady will be analyzed	Varitek, Lynna	9/7/2015	iReady reports will be generated, analyzed, and instruction will be adjusted or modified as needed.	6/8/2016 biweekly

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. Student achievement will be increased by differentiating the instruction of all students during teacher-led small groups in math and reading.

G1.B1 Teachers' knowledge and development of differentiated small group lesson plans.

G1.B1.S1 Provide professional development and coaching for differentiation during ELA and math small groups.

PD Opportunity 1

Professional development will be provided for differentiated small group instruction.

Facilitator

Debra Jerrett, Sandra Hayes

Participants

Classroom Teachers

Schedule

Weekly, from 8/17/2015 to 6/8/2016

G1.B2 Lack of enrichment resources for advanced learners.

G1.B2.S1 Purchase resources and provide training for math enrichment activities and literature circles.

PD Opportunity 1

Provide professional development for teachers on the implementation of literature circles in the classroom

Facilitator

Debbie Jerrett, Lisa Morrison

Participants

Classroom Teachers

Schedule

Quarterly, from 9/30/2015 to 4/29/2016

PD Opportunity 2

Provide professional development for teachers on implementation of math enrichment activities.

Facilitator

Sandra Hayes, Kisha Jarrett

Participants

Classroom Teachers

Schedule

Quarterly, from 9/30/2015 to 4/29/2016

G2. Increase student achievement during core instruction through the use of standards-based instruction utilizing instructional framework.

G2.B1 Teachers' knowledge and development of lesson plans utilizing standards-based instruction

G2.B1.S1 Provide professional development and coaching on the instructional framework for reading, math and science blocks

PD Opportunity 1

Professional development and coaching will be provided for whole group and small group reading, math and science framework.

Facilitator

Debbie Jerrett

Participants

K-5 Instructors of Core Academic Areas

Schedule

Weekly, from 8/17/2015 to 6/8/2016

G2.B2 Parental involvement

G2.B2.S1 Increase parent knowledge of standards based curriculum and the role they play in supporting successful learning.

PD Opportunity 1

Lakeville parents will participate in parent involvement activities

Facilitator

Lisa Morrison

Participants

Lakeville parents

Schedule

Weekly, from 9/10/2015 to 6/3/2016

G2.B3 Lack of math and reading software/Technology

G2.B3.S1 Provide training for returning and new teachers to use iReady Math (grades K-5) and Reading (grades 3-5).

PD Opportunity 1

iReady math and reading license renewal

Facilitator

iReady Consultant

Participants

K-5 teachers

Schedule

On 8/21/2015

PD Opportunity 2

Teachers will be trained to use the iReady software with their students.

Facilitator

iReady Consultant

Participants

K-5 teachers

Schedule

Quarterly, from 8/21/2015 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	Professional development will be provided for differentiated small group instruction.				\$0.00
2	G1.B1.S1.A2	Identify teachers who need additional coaching support and begin the coaching cycle.				\$0.00
3	G1.B2.S1.A1	Purchase high level readers for literature circles at all grade levels				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0141 - Lakeville Elementary	School Improvement Funds		\$7,000.00
4	G1.B2.S1.A2	Provide professional development for teachers on the implementation of literature circles in the classroom				\$0.00
5	G1.B2.S1.A3	Purchase math enrichment materials for small groups.				\$4,415.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0141 - Lakeville Elementary	School Improvement Funds		\$4,415.00
6	G1.B2.S1.A4	Provide professional development for teachers on implementation of math enrichment activities.				\$0.00
7	G1.B3.S1.A1	Morning math club will be provided for identified students in grades 3-5.				\$0.00
8	G1.B3.S1.A2	After school reading tutoring will be provided for identified students in grades 3-5.				\$0.00
9	G1.B3.S2.A1	Math enrichment will be provided during extended media hours.				\$0.00
10	G2.B1.S1.A1	Professional development and coaching will be provided for whole group and small group reading, math and science framework.				\$25,996.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0141 - Lakeville Elementary	Title I Part A		\$25,996.00
			<i>Notes: Professional development training costs and pay for substitute teachers so classroom teachers can attend professional development opportunities.</i>			
11	G2.B1.S1.A2	Identify teachers who need additional coaching support and begin the coaching cycle.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			District-Wide	Title I Part A		\$0.00
<i>Notes: After school tutoring will be provided twice each week for an hour.</i>						
12	G2.B2.S1.A1	Lakeville parents will participate in parent involvement activities				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0141 - Lakeville Elementary	Title I Part A		\$5,500.00
<i>Notes: Parent Involvement Budget</i>						
13	G2.B3.S1.A1	iReady math and reading license renewal				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0141 - Lakeville Elementary	Title I Part A		\$0.00
<i>Notes: Lakeville is waiting on direction from the school district regarding the cost of this renewal for the school.</i>						
14	G2.B3.S1.A2	Teachers will be trained to use the iReady software with their students.				\$0.00
15	G2.B3.S1.A3	Implement iReady math and reading software in classrooms.				\$0.00
					Total:	\$42,911.00