Lake Panasoffkee Elementary School

2015-16 School Improvement Plan

Lake Panasoffkee Elementary School

790 CR 482N, Lake Panasoffkee, FL 33538

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	18%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Sumter 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lake Panasoffkee Elementary School is committed to ensuring that each student has the opportunity to acquire the skills necessary for becoming a responsible, productive citizen able to cope with changing social and economic conditions. High academic achievement by students enrolled at Lake Panasoffkee Elementary is of the utmost concern to the school's primary stakeholders, which includes parents, teachers, and administrator. The staff of Lake Panasoffkee Elementary work to meet the individual needs of each student, taking into consideration their unique attributes and capabilities.

Provide the school's vision statement

SOARING HIGHER-Lake Panasoffkee Elementary School will strive to provide students with an environment conducive to developing a positive self-image and the learning skills needed throughout a lifetime.

School Environment

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

As classrooms continue to be very diverse, it has become increasingly important to learn about students' cultures and build relationships. The first step Lake Panasoffkee Elementary takes in bridging the culture gap is to closely examine our own assumptions. We are continuously searching for new ways to reach out to students and their families. Some of the activities we host include evening conferences, curriculum clarification nights, back to school celebrations, winter luncheons, student recognitions, fall carnivals and read with your child nights. These activities have allowed time to build positive communication and establish trust. To measure the effectiveness of our process, students and parents are given climate surveys. These surveys are closely analyzed and changes are made accordingly.

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

Nothing is more important than the safety of the children entrusted to our care. We have developed response plans to be used as resources in a variety of hazardous situations. Additionally, we provide staff and student training for our school Critical Incident Response Teams, as well as more specific training for teachers concerning their roles in crisis response. We practice a variety of drills so students and staff are familiar with the procedures. Also, we provide training in an effort to prevent bullying and harassment to students, parents and staff. Students are made familiar with our anonymous reporting procedure. Bullying and harassment are not tolerated.

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

LPES is a Positive Behavior Support School (PBS). We are proactive by teaching and recognizing what the children are doing right, the positives. There is a PBS team in place. The team meets

monthly to discuss the needs after careful review of the behavioral data. The following is our PBS Plan:

1. Expectation, rules, and appropriate ways to behave are taught as effectively as academics. Our motto is "Effort, Everyday, Everyone" and our school-wide expectations are S.O.A.R.-Stay on task, Obey safety rules, Act responsibly, Respect others.

2. Focus is placed on students demonstrating the desirable behavior with the goal to teach appropriate skills and reward appropriate behavior.

3. Data is analyzed in an effort to understand the purpose of the negative behaviors and children are taught the necessary skills to replace undesirable behaviors.

4. Many strategies are used to help aid students including: student conferences, peer mediations, re-teaching expectations, role playing, notes to parents, phone calls to parents, curricular accommodations, referrals to guidance counselor, and positive classroom interventions including on-going direct instruction, embedded instruction, modeling, and consistency.

5. School-wide activities are used to encourage appropriate behavior. These activities include:

• The school-wide expectations are taught to every student: S.O.A.R. - Stay on Task, Obey Safety Rules, Act Responsibly, and Respect Others.

• School-wide expectation posters are distributed to every classroom and around campus.

• $1 Osprey Wings are given weekly to each classroom teacher to distribute as model behaviors are seen.

• $2 Osprey Wings are given to all bus drivers and pick-up area supervisors for distribution as model behaviors are seen.

• Lunch duty supervisors distribute $1 Osprey Wings as model behaviors are seen during the lunch periods.

• Days that administrators wear crazy head pieces are known as Double Osprey Day. Students earn $2 Osprey Wings all day for modeling desirable behaviors.

• Students "Tweet" about other students they see following the school-wide expectations and site specific evidence. Names are drawn weekly to sit at the "Tweet" table during lunch and "Tweets" are hung on the "Ospreys Have Something to Tweet About" bulletin board.

• Osprey Store is open at least once per month during the lunch hour allowing students to redeem their earned Osprey Wings for prizes.

• Student created videos modeling the school-wide expectations are available to the entire school on the "R" drive.

• Special drawings will be used during traditionally higher disciplinary referral periods.

6. The PBS team meets at least quarterly to review:

• Discipline data

• Discipline referral processes and procedures

• Use of school-wide expectations and rules to teach students appropriate behavior

• Reward system to encourage appropriate behavior and effective consequence to discourage inappropriate behavior

When discipline concerns arise, it is critical that the school staff and parents work together to resolve those problems. Teachers will contact parents once all other interventions have been used and support from home is necessary. Parents will be notified by phone prior to any form of discipline requiring a conduct report. Solutions can often be reached when there is communication and cooperation in this manner.

Discipline Plan:

Level 1 Infractions: Teachers will make every effort to resolve minor level 1 infractions at the classroom level. However, if after the following efforts the behavior continues, administration may become involved.

-Teacher warning and PBS Intervention

-Teacher and PBS Intervention

-Parent contact and PBS Intervention

Administrative action may include, but not be limited to: Counseling/warning, parent contact, removal of privileges, lunch for one, behavior contract, assigned STOP (in-school suspension) room.

Level 2 Infractions: Many level 2 infractions may be handled at the classroom level. However, if a teacher deems necessary to involve administration due to the nature of the offense, then any of the following consequences may be appropriate: Any of the level 1 administrative actions + Out of school suspension, referral to MTSS or special services.

Level 3 Infractions: These infractions are more serious in nature and will be dealt with administratively in nearly every case. Any school approved consequence may be an option at this level.

Level 4 Infractions: These infractions are reserved for the most serious offenses and are generally brought before the school board in an expulsion hearing or placement review.

Weapons

Knives, guns (real or toy), dangerous instruments, pepper gas, bullets, shotgun shells and items or hazardous materials that could be used as weapons to threaten, injure or disable an adult or another student are not permitted at school.

Tobacco Policy

No student, regardless of age, will be allowed to use tobacco or tobacco products (such as, but not limited to, cigarettes, chew, and dip) while on campus. Bringing or using tobacco products at school will result in disciplinary action and legal monetary fines.

Bullying/Harassment (Pursuant to SB 5.321)

It is the policy of the Sumter County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.

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

Research is clear that students have greater academic success when their social-emotional needs are provided for. The staff at Lake Panasoffkee Elementary works diligently to create a balance between academic development and social-emotional needs. Students are systematically screened and given thorough evaluation and interventions when needed through the Multi-tiered System of Support, MTSS. Our guidance counselor provides group and individual counseling sessions. Qualifying students are supported through the pupil service at Life Stream. All students receive monthly character education through a program called Character Connex.

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/186915.

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

The school builds and sustains partnerships with the local community in many ways. The school website is regularly updated with timely information. Each year local community stakeholders are invited to participate on the School Advisory Council. The School Advisory Council's purpose is to review, plan, and improve school programs and to build parental involvement. The principal and Title I Contact provide agendas of meetings and reminders for meetings to encourage participation. At the beginning of the school year, meetings are designed to educate parents on the purpose and requirements of being a Title I school. The parent involvement budget is explained to parents. Parents, teachers, staff, and the LPES Parent Involvement Coordinator are asked to offer suggestions for utilizing these funds. The proposed budget is then reviewed by the SAC/Title 1 committee and placed on the meeting agenda for approval.

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
Wade, Nicole	Assistant Principal
Veal, Bridget	Principal
Ashley, Allen	Teacher, K-12
Cole, Kiley	Teacher, K-12
Hunt, Shelly	Teacher, K-12
James, Connie	Teacher, K-12
Mutz, Lucas	Teacher, K-12
Paul, Jennifer	Teacher, K-12
Randolph, Cynthia	Teacher, K-12
Sherman, Landrea	Guidance Counselor
Rish, Nora	Teacher, K-12
Whitfield, Joyce	Teacher, K-12
Wojnarowski, Rosemary	Teacher, K-12

Duties

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

The Leadership team is comprised of the instructional leaders of our school. Members on the team include: administration, grade-level chairs, reading and math resource teachers, Title I coordinator, and the guidance counselor. The School-based Leadership Team members meet at least twice a month. At each meeting, school data is reviewed, concerns from each member's assigned professional learning community is addressed, and recommendations for programs and resources needed at the school to assist students with behavioral and academic needs are made. Team members then meet with their assigned PLC to share the decisions made and begin implementation.

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

Title I, Part A: All district Title I schools have schoolwide programs. Title I funds are used to implement comprehensive strategies for improving the educational programs of the entire school but target most academically at-risk students. These funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis and review and revision of curriculum, and parent involvement activities.

Title II: The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the School Improvement goals and student data.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless: The district identifies homeless children during the registration process or when the family becomes homeless. The district then buys supplies through Title I dollars or clothing and other needed items through Homeless ARRA funds. Homeless students are not segregated and barriers to their education are eliminated.

Supplemental Academic Instruction (SAI): SAI will be coordinated with Title I funds to provide after school for Level 1 readers. SAI funds may also be used to expand the after school program to all Level 2 students, depending on the amount of funding available.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ashley Campbell	Parent
Laura Rumer	Parent
Amanda Sheppard	Parent
Laura Todd	Parent
Krystal McElrath	Parent
Abby Pinion	Parent
Jessica Rogers	Parent
Elizabeth Sellers	Parent
Rozell Spillman	Parent
Melissa Winter	Parent
Marguirite Matthews	Business/Community
Kellie Miller	Education Support Employee
Ashley Bellamy	Teacher
Sandra Miraglia	Teacher
Deserae Williams	Teacher
Rosemary Wojnarowski	Teacher
Bridget Veal	Principal

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 School Advisory Council worked with the faculty and staff to provide a quality education consistent with all state and local statues. Meetings were held four times during the school year and were scheduled on the days/times most convenient for the majority of the group. The SAC defined and monitored the progress toward each school goal. Data was reviewed at each meeting and suggestions for improvement were made. After all data for the year was available, the Council carefully evaluated the areas where our goals were not met and celebrated the areas of success. Strategies for improvement were made and voted on.

Development of this school improvement plan

Meetings were held four times during the school year and were scheduled on the days/times most convenient for the majority of the group. Suggestions for school improvement were discussed and included in the plan. The plan was presented to the committee and approved.

Preparation of the school's annual budget and plan

The School Advisory Council provided input on the use of SIP funds and assisted in preparing the school budget. The Council approved all budgets.

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

In total, $2,636.00 was allocated for School Improvement. The SAC voted to use the money to provide the supplemental computer program called Study Island, supplemental practice books or materials to support deep understanding of the Florida Standards (ELA, Math and Science) and learning games and activities to give away at parent nights to encourage parent involvement.

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
Veal, Bridget	Principal
Wade, Nicole	Assistant Principal
Ashley, Allen	Teacher, K-12
James, Connie	Teacher, K-12
Mutz, Lucas	Teacher, K-12
Paul, Jennifer	Teacher, K-12
Randolph, Cynthia	Instructional Coach
Sherman, Landrea	Guidance Counselor
Wojnarowski, Rosemary	Teacher, K-12
Whitfield, Joyce	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The literacy team meets regularly throughout the year. Topics at every meeting include: 1)Support for Text Complexity, and 2)Support for Instructional Skills to Improve Reading Comprehension. Data walls and data chats are led by the testing/technology coordinator as well as administration. This data is needed to drive lesson development as well as highlighting professional development opportunities. Emphasis is placed on writing accross the curriculum. Everyone is a writing/literacy instructor. When asked a text dependent question, students must be able to respond in writing supporting their answers with text evidence. Teachers incorporate higher order thinking in all components of the lesson. The LLT promotes this strategy because we know that the use of extended thinking increases student achievement faster than any other strategy.

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

Whenever possible, teachers have been given common, grade-level appropriate, planning time. All teachers have planning time scheduled with another teacher in the same grade-level or an assigned team member. Time is also allocated for collaboration in Professional Learning Communities, grade level articulation, data chats and lesson study. All teachers new to Sumter County, Inexperienced teachers new to Sumter County and/or teachers seeking Professional Education Competence are provided training and support through our Mentoring Program. The Mentoring Program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors.

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

Teacher to Teachers and Troops to Teachers are used as part of the recruiting process. Potential teachers seek positions that are available on the county site and complete an online application. Certification Checks are completed prior to hiring. Lisa Whitman and Allison Nave are responsible for recruiting and retaining highly qualified, certified-in-field, effective teachers to the school. The Sumter County School District Strategic Plan includes an action plan for creation of a meaningful mentoring program as a means to recruit and retain teachers. Research indicates that student achievement, in part, depends on the construction of a school culture that fosters growth for students and staff alike. We believe mentors and new teachers will learn to grow in this process.

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

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum. The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilizing guided meetings, peer observations, and monthly checklists of teaching responsibilities. The Mentoring Program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. The Sumter County School District Strategic Plan includes an action plan for creation of a meaningful mentoring program as a means to recruit and retain teachers. Research indicates that student achievement, in part, depends on the construction of a school culture that fosters growth for students and staff alike. We believe mentors and new teachers will learn to grow in this process.

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

A great deal of work has gone into ensuring that the core instructional programs and materials are aligned to Florida's standards. First of all, all core instructional programs are research-based. The Standards have been unpacked, and all instructors are trained in what students need to know, understand and do. The Standards have been mapped into a yearly calendar to ensure all standards will be covered in a logical and sequential order. Instruction is monitored through frequent, documented walkthroughs as well as formal evaluations. LPES uses textbooks that have been approved and purchased through the district textbook adoption process.

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

Teachers and staff are very proactive in the use of data to provide and differentiate instruction to meet the diverse needs of students. Data from many sources, including but not limited to baseline assessments in all subjects, STAR tests, DEA Probes, Attendance Records, Behavioral Records, and MTSS data, is used to create flexible groups. Weaknesses and strengths are determined and assistance is offered as needed. Instruction is modified in duration and frequency with the weakest groups meeting more frequently with the teacher and those who need challenge are provided activities that allow them to move forward. Assignments and assessments are tailored to the exact needs of the students. Scaffolding is provided according to the results of the data analysis. The district provides updated training in this area using the research based model, Learning Focused Solutions.

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

Strategy: After School Program

Minutes added to school year: 2,100

This program varies each year and is available based on district funding and student need. During the course of the program students will receive intensive instruction and learning opportunities in the areas of reading, mathematics, science, writing and personal enrichment. This program will creatively reinforce topics taught during the regular school year and will serve as a preview for upcoming learning goals.

Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Success Maker, Accelerated Reader, Accelerated Math, National Geographic Science, Kaplan Empowerment, Great Source After School Reading and Math, Harcourt Story Town Intervention Kit, Go Math Intervention, Brain Pop and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas. Students will also be involved in project based hands-on learning experiences to supplement and strengthen the student's performance.

Strategy Rationale

To increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Wade, Nicole, nicole.wade@sumter.k12.fl.us

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

Classroom grades will be collected at the beginning of the program and again at the completion of the program. Attendance will be reported each day. FSA Proficiency in Reading and Math will be reported as well as FCAT Science scores. The program will be considered successful if: 86% of regularly participating students will maintain a passing grade in reading (70% or higher) as demonstrated by such measures as quarterly school report card grades and 82% of regularly participating students will maintain a passing grade in math (70% or higher) as demonstrated by such measures as quarterly school report card grades. Also, 70% of regularly participating students will make a learning gain in ELA as demonstrated by FSA ELA, 65% of regularly participating students will make a learning gain in math as demonstrated by FSA Math, and 60% of regularly participating 5th grade students will score proficient on FCAT 2.0 Science.

Strategy: Summer Program

Minutes added to school year: 1,200

During the course of the program students will receive intensive instruction and learning opportunities in the areas of reading, mathematics, science, writing and personal enrichment. This program will creatively reinforce topics taught during the regular school year and will serve as a preview for upcoming learning goals.

Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Success Maker, Accelerated Reader, Accelerated Math, National Geographic Science, Kaplan Empowerment, Great Source After School Reading and Math, Harcourt Story Town Intervention Kit, Go Math Intervention, Brain Pop and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas. Students will also be involved in project based hands-on learning experiences to supplement and strengthen the student's performance

Strategy Rationale

To increase student achievement.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Veal, Bridget, bridget.veal@sumter.k12.fl.us

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

Attendance will be reported each day. A Pre and Post Test Probe Using Discovery Education in reading and mathematics will be given. The program will be considered successful if 80% of the students show improvement.

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

Each spring the school holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners. VPK is offered at the school for four year olds five days per week. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist. VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need. At the start of each school year, parents and guardians are invited to attend "Meet Your Teacher Day" and are encouraged to become volunteers. During the "Meet Your Teacher Day" event, parents and students are able to meet and discuss changes and concerns related to the transition to

a new grade in a non-threatened environment. Each year several other events take place to help support the transition from one grade level to another including: open house, grade-level information nights and evening conferences.

In the spring, 5th grade students take a field trip to the feeder middle school to ease the transition to middle school. 5th and 6th grade teachers from feeder patterns meet each year for an articulation to ensure curriculum is rigorous and consistent.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

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.   Increase student achievement in Mathematics

G2.   Increase student achievement in English Language Arts.

G3.   Increase student achievement in Science.

G4.   Increase parental involvement.

G5.   Decrease discipline referrals

G6.   Decrease number of students who have 10 or more unexcused absences.

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. Increase student achievement in Mathematics `1a`

Targets Supported `1b`

🔍 G073666

Indicator	Annual Target
Math Achievement District Assessment	75.0
Math Achievement District Assessment	85.0
FSA Mathematics - Achievement	0.0

Resources Available to Support the Goal `2`

- Successmaker Computer Program

- District Math Field Day

- School-based Math Coach

- Go Math (Think Central)

  -

Targeted Barriers to Achieving the Goal `3`

- Not enough time to cover all skills

- Lack of understanding of the new standards

Plan to Monitor Progress Toward G1. `8`

Data from Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise data, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

Person Responsible
Bridget Veal

Schedule
Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion
Results of 2016 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

G2. Increase student achievement in English Language Arts. 1a

Targets Supported 1b

🔍 G073667

Indicator	Annual Target
FSA English Language Arts - Achievement	
ELA Achievement District Assessment	70.0

Resources Available to Support the Goal 2

- Core Connections Training

- Writing Coordinator

- Next Generation Learning-Focused Training

- Reading Wonders (Connect Ed)

- Successmaker

- Istation

Targeted Barriers to Achieving the Goal 3

- Not enough emphasis on connection between reading and writing occurring across the curriculum in all grade levels

- Data analysis and collaborative planning

- Lack of Fluency in Grades K - 3

Plan to Monitor Progress Toward G2. 8

Data will be collected through the use of Performance Matters, Success Maker Enterprise Reports, Gradebook, and Classroom Walkthroughs. Successful implementation will produce steady progress toward proficiency. If progress is not made, increased support will be given.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Results of 2016 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine progress toward accelerating student reading achievement.

G3. Increase student achievement in Science. `1a`

🔍 G073668

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal `2`

- SEEC Center

- Pearson Science Curriculum

- District STEM Advisory Team Activities (Science Superstars and Science Explorers)

Targeted Barriers to Achieving the Goal `3`

- Students lack authentic science experiences at the elementary level.

Plan to Monitor Progress Toward G3. `8`

Data from 2016 FCAT Science Assessment, and Discovery Education reports will be the definitive evaluative tool. Student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

Person Responsible
Bridget Veal

Schedule
Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion
Results from 2016 FCAT Science Assessment, and Discovery Education reports will be the definitive evaluative tool. Student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

G4. Increase parental involvement. 1a

G073669

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	90.0

Resources Available to Support the Goal 2

- PTO
- SAC
- PAC
- Title I Committee

Targeted Barriers to Achieving the Goal 3

- Lack of skills and knowledge for "new" standards, tools for learning and expectations for students
- Hard to reach/reluctant parents

Plan to Monitor Progress Toward G4. 8

Parent rosters will be tracked and reviewed throughout the year for every parent involvement activity.

Person Responsible
Kiley Cole

Schedule
Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion
Progress will be made toward the selected target if 90% of the students at LPES are represented at a 2015-2016 school function by a parent/guardian or family member.

G5. Decrease discipline referrals [1a]

G073670

Targets Supported [1b]

Indicator	Annual Target
Discipline incidents	291.0

Resources Available to Support the Goal [2]

- PBS Program
- Guidance Program
-

Targeted Barriers to Achieving the Goal [3]

- Student engagement and motivation to stay on task

Plan to Monitor Progress Toward G5. [8]

Discipline referrals will decrease by at least 5% from the previous school year.

Person Responsible
Nicole Wade

Schedule
Annually, from 8/10/2015 to 5/27/2016

Evidence of Completion
Comparative Discipline Reports

G6. Decrease number of students who have 10 or more unexcused absences. `1a`

🔍 G073671

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	92.0

Resources Available to Support the Goal `2`

- Youth and Family Alternatives (YFA)
- Skyward Reports
- Guidance Counselor
- Data Entry Clerk

Targeted Barriers to Achieving the Goal `3`

- Student engagement and parents understanding the importance of attendance

Plan to Monitor Progress Toward G6. `8`

At least quarterly, administration will meet to analyze attendance reports and gain assistance from YFA, if needed, to assist with attendance issues. The goal is to decrease students who have 10 or more unexcused days from 56 (9%) to 40 (8%) students.

Person Responsible

Nicole Wade

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

meeting notes, reports,

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. Increase student achievement in Mathematics 1

🔑 G073666

G1.B1 Not enough time to cover all skills 2

🔑 B192363

G1.B1.S1 Ensure teachers are maximizing classroom instructional time (bell to bell teaching). 4

🔑 S203828

Strategy Rationale

By having more time engaged in learning, students will increase their knowledge of the mathematical concepts.

Action Step 1 5

Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".

Person Responsible

Bridget Veal

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plans and classroom walkthrough data.

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

Administration will review the lesson plans as well as complete walkthroughs to ensure students are receiving "bell to bell" instruction.

Person Responsible

Bridget Veal

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Administration will keep records of lesson plan review and classroom walkthrough data. Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".

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

Administration will review lesson plans and complete walkthroughs to ensure students are receiving math instruction from "bell to bell".

Person Responsible

Bridget Veal

Schedule

On 5/27/2016

Evidence of Completion

This strategy will be effective is walkthrough data as well as lesson plans show students are academically engaged from "bell to bell".

G1.B1.S2 Increase engagement to utilize the time available by using collaborative pairs and higher order thinking strategies taught by Learning Focused Solutions. 4

🔑 S203829

Strategy Rationale

By having students engaged and excited about learning, students will increase in their achievement.

Action Step 1 5

Use of LFS strategies to increase student engagement and higher order thinking activities.

Person Responsible

Bridget Veal

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plans and walkthroughs will show evidence of the use of collaborative pairs.

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

Administration will review lesson plans as well as complete walkthroughs looking for strategies.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Administration will keep records of lesson plans reviews as well as walkthrough data.

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

Administration will review lesson plans and complete walkthroughs to ensure that students are being required to collaborate.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

This strategy will be effective if walkthrough data as well as lesson plan reviews show student engagement.

G1.B1.S3 The math resource teacher will work with struggling students, focusing on areas of weakness as demonstrated by classroom and district assessments. `4`

S203830

Strategy Rationale

This will give targeted students additional support and time for learning the standards.

Action Step 1 `5`

Math resource teacher will go into classrooms and work with struggling students in grades 3 - 5.

Person Responsible

Shelly Hunt

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

The math resource teacher will create a schedule and submit to administration. Any changes throughout the year will also be submitted to administration. Administration will conduct classroom walkthroughs during the resource teacher's lessons to ensure schedule is followed and lessons are planned appropriately.

Person Responsible

Bridget Veal

Schedule

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

Evidence of Completion

Lesson plans, schedule, walkthrough data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Classroom walkthroughs are conducted weekly. Administration will monitor activities and lesson plans, as well as, collect feedback from teachers to ensure effectiveness of the resource teacher. Formative and district assessment data will also be collected for targeted students.

Person Responsible

Bridget Veal

Schedule

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

Evidence of Completion

walkthrough data, assessment data, feedback from teachers,

Sumter - 0181 - Lake Panasoffkee Elem. School - 2015-16 SIP

Lake Panasoffkee Elementary School

G1.B2 Lack of understanding of the new standards 2

🔑 B192364

G1.B2.S1 We will use departmentalization of grades 4 and 5. Each team of two will have a math/science teacher and an ELA/Social Studies teacher. 4

🔑 S203831

Strategy Rationale

This allows teachers to become the subject area expert, focusing on a set of standards.

Action Step 1 5

Grades 4 and 5 will consist of teams that are departmentalized.

Person Responsible

Bridget Veal

Schedule

Evidence of Completion

master schedule

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

Administration will create a master schedule that departmentalizes grades 4 and 5.

Person Responsible

Bridget Veal

Schedule

Evidence of Completion

Administration will keep documentation of the master schedule.

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

Administration will ensure through the use of strategic master schedule planning that grades 4 and 5 are departmentalized.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

This strategy will be effective if the master schedule shows departmentalization of grades 4 and 5.

G1.B2.S2 We will conduct monthly PLCs focused on data analysis using our "Student Summary Data Form". PLCs will use this data to collaboratively plan lessons and share resources. `4`

🔧 S203832

Strategy Rationale

Focusing on data will help teachers focus their efforts on specific standards and specific students who need additional support.

Action Step 1 `5`

Teachers will meet monthly with their PLCs to discuss student data, deconstruct the standards and work collaboratively to create lesson plans and activities that align to the standards.

Person Responsible

Shelly Hunt

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

PLC agendas and sign in sheets

Action Step 2 `5`

Four teachers will attend the Florida Conference of Teachers of Mathematics (FCTM). Teachers who attend this conference will provide PD for other math teachers in January.

Person Responsible

Ashley Davin

Schedule

Evidence of Completion

Agendas from conference; PD agenda and sign in sheets; PLC agendas;

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Administrators and math coach will attend PLCs to monitor conversations and ensure meetings are focused on data and standards.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Agendas and sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Classroom lesson plans and assessments, as well as formative and district DEA assessment data will be used to determine the effectiveness of the PLC meetings.

Person Responsible

Bridget Veal

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

assessment results: formatives, DEA, classroom

G2. Increase student achievement in English Language Arts. [1]

<div style="text-align: right">🔑 G073667</div>

G2.B1 Not enough emphasis on connection between reading and writing occurring across the curriculum in all grade levels [2]

<div style="text-align: right">🔑 B192365</div>

G2.B1.S1 School-wide focus on "Readers, Writers and Editors" to emphasis the correlation between reading and writing. [4]

<div style="text-align: right">🔑 S203833</div>

Strategy Rationale

Daily reading and writing is an essential component to increase the level of learning in all content areas.

Action Step 1 [5]

Writing opportunities will be given in all subjects incorporating the ideas learned during Core Connections training. PLCs will discuss trainings and create lessons based on the examples given in training. Grade levels will work together to create collaborative lesson plans and activities.

Person Responsible

Bridget Veal

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plans, classroom walkthroughs

Action Step 2 [5]

"Lunchroom Literacy Lab" - Students create sample sentences using a mentor sentence shared on the morning announcements. Students may post their sentences in the lunchroom on the bulletin board for others to see.

Person Responsible

Sissy Ashley

Schedule

Daily, from 9/14/2015 to 12/18/2015

Evidence of Completion

Bulletin Board in the lunchroom

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

Administration will review lesson plans and complete classroom walkthroughs to monitor implementation of the strategy.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Administration will keep records of lesson plan reviews documenting writing activities across subject areas and classroom walkthroughs.

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

Data from Discovery Education, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will be utilized to determine the effectiveness of this strategy.

Person Responsible

Bridget Veal

Schedule

Biweekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Results of 2016 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

G2.B1.S2 Reading Resource teacher, also the Writing Coordinator, will work in classrooms with struggling students. 4

S203834

Strategy Rationale

Having additional support in the classroom will assist students and teachers with the correlation between reading and writing.

Action Step 1 5

Reading coach will create a schedule to work in the classrooms with students who need additional support.

Person Responsible

Cynthia Randolph

Schedule

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

Evidence of Completion

reading coach schedule, walkthrough data,

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Reading coach will create a schedule and submit to administration. The reading coach will update schedule as needed throughout the school year. Classroom walkthroughs will be completed during the time the reading resource teacher is working with students to ensure fidelity.

Person Responsible

Cynthia Randolph

Schedule

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

Evidence of Completion

classroom walkthrough data, schedule,

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Classroom assessment data, formative data, lesson plans and teacher feedback will be used to determine effectiveness. Changes will be made to the schedule and/or lesson plans, as needed.

Person Responsible

Bridget Veal

Schedule

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

Evidence of Completion

lesson plans, schedule, assessment data,

G2.B2 Data analysis and collaborative planning `2`

🔍 B192366

G2.B2.S1 Departmentalized PLCs will analyze data to drive instruction and collaboratively plan effective lessons. `4`

🔍 S203835

Strategy Rationale

Areas of needed improvement for students as well as in instruction will become evident during data analysis.

Action Step 1 `5`

Data analysis and lesson development based on the data will occur.

Person Responsible

Cynthia Randolph

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Agendas, data analysis spreadsheets, and PLC minutes

Action Step 2 `5`

Four teachers will attend the Florida Reading Association's conference. They will create and present PD for the other ELA teachers in January. This will also assist with the PLC conversations and agendas.

Person Responsible

Sissy Ashley

Schedule

Evidence of Completion

conference, PD and PLC agendas

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

Administration will collect agendas, data analysis spreadsheets, and PLC minutes submitted after the PLC.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

The copies of agendas, data analysis spreadsheets, and PLC minutes will be evidence that the action plan for the strategy was monitored.

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

Administration will attend the PLCs as well as collect and review the documentation from the weekly data analysis and lesson development.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

This strategy will be effective if the documentation shows week data analysis driving lesson development.

Sumter - 0181 - Lake Panasoffkee Elem. School - 2015-16 SIP

Lake Panasoffkee Elementary School

G2.B3 Lack of Fluency in Grades K - 3 [2]

🔑 B192367

G2.B3.S1 100 AR Book Challenge weekly for grades K - 3. [4]

🔑 S203836

Strategy Rationale

This will require students to read more books, thus creating more fluent readers.

Action Step 1 [5]

All classes grade K - 3 will have a goal of 100 AR books per week with either 80% (K - 2) or 85% (3rd) accuracy each week. Classes that reach this goal will receive a "$5. Class Osprey Wing" to use toward prizes.

Person Responsible

Jeanine Peacock

Schedule

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

Evidence of Completion

Weekly AR reports.

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

Classroom walkthroughs during AR time and AR reports will be used to ensure classes in grades K - 3 are following the AR guidelines.

Person Responsible

Jeanine Peacock

Schedule

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

Evidence of Completion

Weekly AR reports, walkthrough data

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

Classroom tests, formatives, and district assessments will demonstrate an increase in proficiency if students are reading more fluently. PLC groups will discuss this data.

Person Responsible

Bridget Veal

Schedule

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

Evidence of Completion

classroom tests, formative and district assessment data; PLC agendas,

G3. Increase student achievement in Science. 1

G073668

G3.B1 Students lack authentic science experiences at the elementary level. 2

B192368

G3.B1.S1 Host information sessions utilizing science experts. 4

S203837

Strategy Rationale

Sharing of information by experts in the science field will increase knowledge and achievement.

Action Step 1 5

Host a science fair informational session utilizing South Sumter High School Students.

Person Responsible

Allen Ashley

Schedule

Evidence of Completion

documented in lesson plan

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

Administration will attend the events utilizing science experts.

Person Responsible

Nicole Wade

Schedule

Evidence of Completion

Administration will keep records of events held at LPES utilizing science experts.

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

Administration will review formative assessment data looking for student growth.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

This strategy will be effective if growth is seen on the formative assessments.

G3.B1.S2 Implement Science Superstars and Science Explorers for 5th grade students with the support of the STEM advisory team. 4

S203838

Strategy Rationale

These activities will provide hands-on practice focused on the tested standards. These activities have been used by other schools in the district and showed an increase in student achievement.

Action Step 1 5

Implement Science Superstars and Science Explorers for 5th grade students with the support of the STEM advisory team.

Person Responsible

Allen Ashley

Schedule

On 5/27/2016

Evidence of Completion

Lesson plans, field trips, science classroom tests,

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Monitor activities to ensure they align with 5th grade tested standards.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

lesson plans, activity plans, formative results

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Formative assessment results and activity results will be reviewed to determine if the Science Superstars and Science explorer activities align with the standards and are being implemented with fidelity.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Formative assessment results, classroom assessments, lesson plans will be collected as evidence.

G3.B1.S3 Increased emphasis on K- 5 science through Science Fair projects and displays. Displays will be presented at parent nights to assist with parent involvement. `4`

🔍 S203839

Strategy Rationale

Hands-on science practice helps students solidify their understanding of the standards.

Action Step 1 `5`

Increased emphasis on K- 5 science through Science Fair projects and displays. Displays will be presented at parent nights to assist with parent involvement.

Person Responsible

Ashley Davin

Schedule

Annually, from 8/10/2015 to 1/8/2016

Evidence of Completion

Science Fair display boards, classroom lesson plans and sign in sheets from parent nights will be used as evidence.

Action Step 2 `5`

Send a faculty member to (FAST) Florida Association of Science Teachers Conference

> **Person Responsible**
>
> Wendi Sovercool
>
> **Schedule**
>
>
> *Evidence of Completion*
>
> Agendas from conference; the teacher will also lead a PD session in January for other faculty members.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 `6`

Plans for the classroom activities, professional development, PLC meetings and parent nights will be submitted to administration for approval prior to the events.

> **Person Responsible**
>
> Bridget Veal
>
> **Schedule**
>
>
> *Evidence of Completion*
>
> Science fair packet and sign in sheets from parent night; PLC agendas; PD agenda and sign in sheet

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Administrators and teachers will work together to implement science fair. Lesson plans and activities will be submitted to administration.

> **Person Responsible**
>
> Bridget Veal
>
> **Schedule**
>
> Monthly, from 8/10/2015 to 12/8/2015
>
> *Evidence of Completion*
>
> Lesson plans, science fair packets and boards will be used as evidence.

G3.B1.S4 Increase non-fiction Accelerated Reader books to at least 60 standards-based informational texts per student in 5th grade per year. 4

S203840

Strategy Rationale

By increasing the number of texts, students will be exposed to more science topics and vocabulary.

Action Step 1 5

By increasing non-fiction Accelerated Reader books to at least 60 standards-based informational texts per student in 5th grade, students will increase their knowledge of the science standards.

Person Responsible

Jeanine Peacock

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

AR Weekly Reports

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Administration will monitor weekly AR reports to ensure 5th grade students are reading non-fiction books. The media specialist will assist teachers and students in selecting books focused on the 5th grade tested standards.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

AR Weekly Reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 `7`

Administration will monitor weekly AR reports to ensure effectiveness. 5th grade formative data and classroom assessment data will also be monitored.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

AR reports, classroom assessment data, formative assessment data

G4. Increase parental involvement. `1`

🔑 G073669

G4.B1 Lack of skills and knowledge for "new" standards, tools for learning and expectations for students `2`

🔑 B192369

G4.B1.S1 Grade levels will host parent information sessions. `4`

🔑 S203841

Strategy Rationale

Parents will be more comfortable assisting their child if they are better informed.

Action Step 1 `5`

Classroom teachers and instructional staff will host an evening information session in the first semester.

Person Responsible

Wendi Sovercool

Schedule

On 12/18/2015

Evidence of Completion

parent rosters and conference schedules

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

Administration will attend information night and collect parent roster and agenda.

Person Responsible

Bridget Veal

Schedule

On 12/18/2015

Evidence of Completion

agenda and roster from the information night

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

Increased students represented at a 2015-2016 school function by a parent or family member to at least 90% of students. Last year, we had 89%.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

90% of the students at LPES will be represented at a 2015-2016 school function by a parent or family member. This will be evidenced by parent sign in sheets. The sign in sheets will be tallied by the Title 1 coordinator throughout the year. At the end of the school year, an overall average will be determined.

G4.B1.S2 "FAN" (Family Activity Nights) Club `4`

S203842

Strategy Rationale

Parents will be more comfortable assisting their child if they are better informed.

Action Step 1 `5`

"FAN" club nights will be held throughout the school year, including: Science Night, Young Authors Night, Technology Night, and Chili BINGO. AR Nights will also be held for parents to read with their child.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

sign in sheets, schedule of events.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Activity plans will be submitted to administration prior to event. Administration will also attend parent nights to participate and monitor.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

agendas, activity plans and sign in sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Increased students represented at a 2015-2016 school function by a parent or family member

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

90% of the students at LPES will be represented at a school function by a parent or family member. The sign in sheets will be tallied at each event.

G4.B2 Hard to reach/reluctant parents 2

B192370

G4.B2.S1 Utilize the district's call out system or mass emails to inform parents of special events. 4

S203843

Strategy Rationale

Increase parents' knowledge of events and school information.

Action Step 1 5

Parental Involvement Committee will utilize the district's call out system and mass emails to inform parents of special events.

Person Responsible

Shelly Hunt

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Parents contacted regularly through the use of the the call out system.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Administration will confirm use of district's call out system .

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Documentation of each time the system is utilized.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

The number of times the district's call system is used will be documented.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

90% of the students at LPES will be represented at a school function by a parent or family member.

Sumter - 0181 - Lake Panasoffkee Elem. School - 2015-16 SIP

Lake Panasoffkee Elementary School

G5. Decrease discipline referrals 1

G073670

G5.B1 Student engagement and motivation to stay on task 2

B192371

G5.B1.S1 Students will earn Osprey Wings and other classroom rewards for following "SOAR" expectations - Stay on task, Obey safety rules, Act responsibly, Respect others. 4

S203844

Strategy Rationale

Students will be motivated with the rewards to decrease negative behavior and increase positive behavior

Action Step 1 5

Students will receive Osprey Wings for following classroom rules and expectations. Classrooms will also receive wings for class rewards.

Person Responsible

Nicole Wade

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

The Osprey store will be open at least monthly for students to shop. The store will be monitored to ensure that all classes are given the opportunity to shop for prizes. Classes will earn wings from special areas and administration to cash in on class rewards.

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

The PBS Committee will meet quarterly to discuss the program plan. This meeting will ensure the plan is being followed by all and if modifications are needed.

Person Responsible

Nicole Wade

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Agendas, sign in sheets, PBS plan,

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

Student discipline data will be monitored at least quarterly by administration and shared with PBS team. Modifications will be made to the PBS plan, as needed.

Person Responsible

Nicole Wade

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Student data reports, PBS agendas and sign in sheets.

G5.B1.S2 Multiple lessons and assemblies on positive behavior: Guidance counselor will complete classroom lessons on bullying and other character education topics. The Character Connex program will be coordinated monthly to discuss character education. `4`

🔍 S203845

Strategy Rationale

Action Step 1 `5`

Multiple classroom lessons and assemblies on Character Education and Bullying

Person Responsible

Landrea Sherman

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Lesson plans, schedule of events

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Guidance counselor will report activities at faculty meetings and to the PBS team. Activity calendar will be submitted to administration for approval.

Person Responsible

Landrea Sherman

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Agendas, schedule of events,

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Discipline data will be monitored by administration and shared with the PBS team quarterly. Modifications to the activities and lesson plans will be made, as needed.

Person Responsible

Landrea Sherman

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

discipline reports, agendas,

G6. Decrease number of students who have 10 or more unexcused absences. `1`

🔧 G073671

G6.B1 Student engagement and parents understanding the importance of attendance `2`

🔧 B192372

G6.B1.S1 Monitor attendance and gain assistance from Youth and Family Alternatives (YFA) for families who have a habit of attendance issues. `4`

🔧 S203846

Strategy Rationale

Giving families support will assist them with getting students to school and increase attendance rate.

Action Step 1 `5`

Send letters home daily for students who have been absent reminding them to send in an excuse note.

Person Responsible

Nicole Wade

Schedule

Daily, from 8/10/2015 to 5/27/2016

Evidence of Completion

copies of letters, Skyward reports,

Action Step 2 `5`

Pull weekly attendance reports to identify students who have a pattern of absences.

Person Responsible

Nicole Wade

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

Skyward reports,

Sumter - 0181 - Lake Panasoffkee Elem. School - 2015-16 SIP

Lake Panasoffkee Elementary School

Action Step 3 `5`

Meet with YFA and families to determine reason for absence and create plan for improvement. Conduct Child Study Teams (CST) meetings, as needed, and make referrals to YFA.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CST meeting forms and notes, logs of parent communication,

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Documentation of all meetings and correspondences will be kept on file in office. Assistant Principal will monitor that data entry clerk sends out letters daily. Principal will monitor to ensure attendance policies are followed.

Person Responsible

Nicole Wade

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

copies of letters and call logs, Skyward reports,

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

At least quarterly, the administration will meet to review attendance reports and discuss possible solutions, if needed.

Person Responsible

Nicole Wade

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

reports, meeting notes, call logs,

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	Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".	Veal, Bridget	8/10/2015	Lesson plans and classroom walkthrough data.	5/27/2016 daily
G1.B1.S2.A1	Use of LFS strategies to increase student engagement and higher order thinking activities.	Veal, Bridget	8/10/2015	Lesson plans and walkthroughs will show evidence of the use of collaborative pairs.	5/27/2016 daily
G1.B1.S3.A1	Math resource teacher will go into classrooms and work with struggling students in grades 3 - 5.	Hunt, Shelly	8/24/2015		5/27/2016 daily
G1.B2.S1.A1	Grades 4 and 5 will consist of teams that are departmentalized.	Veal, Bridget	8/10/2015	master schedule	one-time
G1.B2.S2.A1	Teachers will meet monthly with their PLCs to discuss student data, deconstruct the standards and work collaboratively to create lesson plans and activities that align to the standards.	Hunt, Shelly	8/10/2015	PLC agendas and sign in sheets	5/27/2016 monthly
G2.B1.S1.A1	Writing opportunities will be given in all subjects incorporating the ideas learned during Core Connections training. PLCs will discuss trainings and create lessons based on the examples given in training. Grade levels will work together to create collaborative lesson plans and activities.	Veal, Bridget	8/10/2015	Lesson plans, classroom walkthroughs	5/27/2016 daily
G2.B1.S2.A1	Reading coach will create a schedule to work in the classrooms with students who need additional support.	Randolph, Cynthia	8/24/2015	reading coach schedule, walkthrough data,	5/27/2016 daily
G2.B2.S1.A1	Data analysis and lesson development based on the data will occur.	Randolph, Cynthia	8/10/2015	Agendas, data analysis spreadsheets, and PLC minutes	5/27/2016 weekly
G2.B3.S1.A1	All classes grade K - 3 will have a goal of 100 AR books per week with either 80% (K - 2) or 85% (3rd) accuracy each week. Classes that reach this goal will receive a "$5. Class Osprey Wing" to use toward prizes.	Peacock, Jeanine	8/24/2015	Weekly AR reports.	5/27/2016 weekly
G3.B1.S1.A1	Host a science fair informational session utilizing South Sumter High School Students.	Ashley, Allen	9/11/2015	documented in lesson plan	one-time
G3.B1.S2.A1	Implement Science Superstars and Science Explorers for 5th grade students with the support of the STEM advisory team.	Ashley, Allen	8/10/2015	Lesson plans, field trips, science classroom tests,	5/27/2016 one-time
G3.B1.S3.A1	Increased emphasis on K- 5 science through Science Fair projects and displays. Displays will be presented at parent nights to assist with parent involvement.	Davin, Ashley	8/10/2015	Science Fair display boards, classroom lesson plans and sign in sheets from parent nights will be used as evidence.	1/8/2016 annually
G3.B1.S4.A1	By increasing non-fiction Accelerated Reader books to at least 60 standards-based informational texts per student in 5th grade, students will increase their knowledge of the science standards.	Peacock, Jeanine	8/10/2015	AR Weekly Reports	5/27/2016 weekly
G4.B1.S1.A1	Classroom teachers and instructional staff will host an evening information session in the first semester.	Sovercool, Wendi	10/1/2015	parent rosters and conference schedules	12/18/2015 one-time
G4.B1.S2.A1	"FAN" club nights will be held throughout the school year, including:	Veal, Bridget	8/10/2015	sign in sheets, schedule of events.	5/27/2016 monthly

Sumter - 0181 - Lake Panasoffkee Elem. School - 2015-16 SIP

Lake Panasoffkee Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Science Night, Young Authors Night, Technology Night, and Chili BINGO. AR Nights will also be held for parents to read with their child.				
G4.B2.S1.A1	Parental Involvement Committee will utilize the district's call out system and mass emails to inform parents of special events.	Hunt, Shelly	8/10/2015	Parents contacted regularly through the use of the the call out system.	5/27/2016 monthly
G5.B1.S1.A1	Students will receive Osprey Wings for following classroom rules and expectations. Classrooms will also receive wings for class rewards.	Wade, Nicole	8/10/2015	The Osprey store will be open at least monthly for students to shop. The store will be monitored to ensure that all classes are given the opportunity to shop for prizes. Classes will earn wings from special areas and administration to cash in on class rewards.	5/27/2016 daily
G5.B1.S2.A1	Multiple classroom lessons and assemblies on Character Education and Bullying	Sherman, Landrea	8/10/2015	Lesson plans, schedule of events	5/27/2016 monthly
G6.B1.S1.A1	Send letters home daily for students who have been absent reminding them to send in an excuse note.	Wade, Nicole	8/10/2015	copies of letters, Skyward reports,	5/27/2016 daily
G1.B2.S2.A2	Four teachers will attend the Florida Conference of Teachers of Mathematics (FCTM). Teachers who attend this conference will provide PD for other math teachers in January.	Davin, Ashley	10/15/2015	Agendas from conference; PD agenda and sign in sheets; PLC agendas;	one-time
G2.B1.S1.A2	"Lunchroom Literacy Lab" - Students create sample sentences using a mentor sentence shared on the morning announcements. Students may post their sentences in the lunchroom on the bulletin board for others to see.	Ashley, Sissy	9/14/2015	Bulletin Board in the lunchroom	12/18/2015 daily
G2.B2.S1.A2	Four teachers will attend the Florida Reading Association's conference. They will create and present PD for the other ELA teachers in January. This will also assist with the PLC conversations and agendas.	Ashley, Sissy	10/9/2015	conference, PD and PLC agendas	one-time
G3.B1.S3.A2	Send a faculty member to (FAST) Florida Association of Science Teachers Conference	Sovercool, Wendi	10/22/2015	Agendas from conference; the teacher will also lead a PD session in January for other faculty members.	one-time
G6.B1.S1.A2	Pull weekly attendance reports to identify students who have a pattern of absences.	Wade, Nicole	8/10/2015	Skyward reports,	5/27/2016 weekly
G6.B1.S1.A3	Meet with YFA and families to determine reason for absence and create plan for improvement. Conduct Child Study Teams (CST) meetings, as needed, and make referrals to YFA.	Wade, Nicole	8/10/2015	CST meeting forms and notes, logs of parent communication,	5/27/2016 monthly
G1.MA1	Data from Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise data, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	Veal, Bridget	8/10/2015	Results of 2016 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	5/27/2016 biweekly
G1.B1.S1.MA1	Administration will review lesson plans and complete walkthroughs to ensure students are receiving math instruction from "bell to bell".	Veal, Bridget	8/10/2015	This strategy will be effective is walkthrough data as well as lesson plans show students are academically engaged from "bell to bell".	5/27/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administration will review the lesson plans as well as complete walkthroughs to ensure students are receiving "bell to bell" instruction.	Veal, Bridget	8/10/2015	Administration will keep records of lesson plan review and classroom walkthrough data. Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".	5/27/2016 daily
G1.B2.S1.MA1	Administration will ensure through the use of strategic master schedule planning that grades 4 and 5 are departmentalized.	Veal, Bridget	8/10/2015	This strategy will be effective if the master schedule shows departmentalization of grades 4 and 5.	5/27/2016 weekly
G1.B2.S1.MA1	Administration will create a master schedule that departmentalizes grades 4 and 5.	Veal, Bridget	8/10/2015	Administration will keep documentation of the master schedule.	one-time
G1.B1.S2.MA1	Administration will review lesson plans and complete walkthroughs to ensure that students are being required to collaborate.	Veal, Bridget	8/10/2015	This strategy will be effective if walkthrough data as well as lesson plan reviews show student engagement.	5/27/2016 weekly
G1.B1.S2.MA1	Administration will review lesson plans as well as complete walkthroughs looking for strategies.	Veal, Bridget	8/10/2015	Administration will keep records of lesson plans reviews as well as walkthrough data.	5/27/2016 weekly
G1.B2.S2.MA1	Classroom lesson plans and assessments, as well as formative and district DEA assessment data will be used to determine the effectiveness of the PLC meetings.	Veal, Bridget	8/10/2015	assessment results: formatives, DEA, classroom	5/27/2016 quarterly
G1.B2.S2.MA1	Administrators and math coach will attend PLCs to monitor conversations and ensure meetings are focused on data and standards.	Veal, Bridget	8/10/2015	Agendas and sign in sheets	5/27/2016 monthly
G1.B1.S3.MA1	Classroom walkthroughs are conducted weekly. Administration will monitor activities and lesson plans, as well as, collect feedback from teachers to ensure effectiveness of the resource teacher. Formative and district assessment data will also be collected for targeted students.	Veal, Bridget	8/24/2015	walkthrough data, assessment data, feedback from teachers,	5/27/2016 weekly
G1.B1.S3.MA1	The math resource teacher will create a schedule and submit to administration. Any changes throughout the year will also be submitted to administration. Administration will conduct classroom walkthroughs during the resource teacher's lessons to ensure schedule is followed and lessons are planned appropriately.	Veal, Bridget	8/24/2015	Lesson plans, schedule, walkthrough data	5/27/2016 weekly
G2.MA1	Data will be collected through the use of Performance Matters, Success Maker Enterprise Reports, Gradebook, and Classroom Walkthroughs. Successful implementation will produce steady progress toward proficiency. If progress is not made, increased support will be given.	Veal, Bridget	8/10/2015	Results of 2016 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine progress toward accelerating student reading achievement.	5/27/2016 monthly
G2.B1.S1.MA1	Data from Discovery Education, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will be utilized	Veal, Bridget	8/10/2015	Results of 2016 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher	5/27/2016 biweekly

Sumter - 0181 - Lake Panasoffkee Elem. School - 2015-16 SIP

Lake Panasoffkee Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to determine the effectiveness of this strategy.			observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	
G2.B1.S1.MA1	Administration will review lesson plans and complete classroom walkthroughs to monitor implementation of the strategy.	Veal, Bridget	8/10/2015	Administration will keep records of lesson plan reviews documenting writing activities across subject areas and classroom walkthroughs.	5/27/2016 weekly
G2.B2.S1.MA1	Administration will attend the PLCs as well as collect and review the documentation from the weekly data analysis and lesson development.	Veal, Bridget	8/10/2015	This strategy will be effective if the documentation shows week data analysis driving lesson development.	5/27/2016 monthly
G2.B2.S1.MA1	Administration will collect agendas, data analysis spreadsheets, and PLC minutes submitted after the PLC.	Veal, Bridget	8/10/2015	The copies of agendas, data analysis spreadsheets, and PLC minutes will be evidence that the action plan for the strategy was monitored.	5/27/2016 monthly
G2.B3.S1.MA1	Classroom tests, formatives, and district assessments will demonstrate an increase in proficiency if students are reading more fluently. PLC groups will discuss this data.	Veal, Bridget	8/24/2015	classroom tests, formative and district assessment data; PLC agendas,	5/27/2016 monthly
G2.B3.S1.MA1	Classroom walkthroughs during AR time and AR reports will be used to ensure classes in grades K - 3 are following the AR guidelines.	Peacock, Jeanine	8/24/2015	Weekly AR reports, walkthrough data	5/27/2016 weekly
G2.B1.S2.MA1	Classroom assessment data, formative data, lesson plans and teacher feedback will be used to determine effectiveness. Changes will be made to the schedule and/or lesson plans, as needed.	Veal, Bridget	8/24/2015	lesson plans, schedule, assessment data,	5/27/2016 monthly
G2.B1.S2.MA1	Reading coach will create a schedule and submit to administration. The reading coach will update schedule as needed throughout the school year. Classroom walkthroughs will be completed during the time the reading resource teacher is working with students to ensure fidelity.	Randolph, Cynthia	8/24/2015	classroom walkthrough data, schedule,	5/27/2016 weekly
G3.MA1	Data from 2016 FCAT Science Assessment, and Discovery Education reports will be the definitive evaluative tool. Student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	Veal, Bridget	8/10/2015	Results from 2016 FCAT Science Assessment, and Discovery Education reports will be the definitive evaluative tool. Student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	5/27/2016 biweekly
G3.B1.S1.MA1	Administration will review formative assessment data looking for student growth.	Veal, Bridget	8/10/2015	This strategy will be effective if growth is seen on the formative assessments.	5/27/2016 monthly
G3.B1.S1.MA1	Administration will attend the events utilizing science experts.	Wade, Nicole	9/11/2015	Administration will keep records of events held at LPES utilizing science experts.	one-time
G3.B1.S2.MA1	Formative assessment results and activity results will be reviewed to determine if the Science Superstars and Science explorer activities align with the standards and are being implemented with fidelity.	Veal, Bridget	8/10/2015	Formative assessment results, classroom assessments, lesson plans will be collected as evidence.	5/27/2016 monthly
G3.B1.S2.MA1	Monitor activities to ensure they align with 5th grade tested standards.	Veal, Bridget	8/10/2015	lesson plans, activity plans, formative results	5/27/2016 monthly

Sumter - 0181 - Lake Panasoffkee Elem. School - 2015-16 SIP

Lake Panasoffkee Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.MA1	Administrators and teachers will work together to implement science fair. Lesson plans and activities will be submitted to administration.	Veal, Bridget	8/10/2015	Lesson plans, science fair packets and boards will be used as evidence.	12/8/2015 monthly
G3.B1.S3.MA1	Plans for the classroom activities, professional development, PLC meetings and parent nights will be submitted to administration for approval prior to the events.	Veal, Bridget	8/28/2015	Science fair packet and sign in sheets from parent night; PLC agendas; PD agenda and sign in sheet	one-time
G3.B1.S4.MA1	Administration will monitor weekly AR reports to ensure effectiveness. 5th grade formative data and classroom assessment data will also be monitored.	Veal, Bridget	8/10/2015	AR reports, classroom assessment data, formative assessment data	5/27/2016 monthly
G3.B1.S4.MA1	Administration will monitor weekly AR reports to ensure 5th grade students are reading non-fiction books. The media specialist will assist teachers and students in selecting books focused on the 5th grade tested standards.	Veal, Bridget	8/10/2015	AR Weekly Reports	5/27/2016 weekly
G4.MA1	Parent rosters will be tracked and reviewed throughout the year for every parent involvement activity.	Cole, Kiley	8/10/2015	Progress will be made toward the selected target if 90% of the students at LPES are represented at a 2015-2016 school function by a parent/guardian or family member.	5/27/2016 monthly
G4.B1.S1.MA1	Increased students represented at a 2015-2016 school function by a parent or family member to at least 90% of students. Last year, we had 89%.	Veal, Bridget	8/10/2015	90% of the students at LPES will be represented at a 2015-2016 school function by a parent or family member. This will be evidenced by parent sign in sheets. The sign in sheets will be tallied by the Title 1 coordinator throughout the year. At the end of the school year, an overall average will be determined.	5/27/2016 monthly
G4.B1.S1.MA1	Administration will attend information night and collect parent roster and agenda.	Veal, Bridget	10/1/2015	agenda and roster from the information night	12/18/2015 one-time
G4.B2.S1.MA1	The number of times the district's call system is used will be documented.	Veal, Bridget	8/10/2015	90% of the students at LPES will be represented at a school function by a parent or family member.	5/27/2016 monthly
G4.B2.S1.MA1	Administration will confirm use of district's call out system .	Veal, Bridget	8/10/2015	Documentation of each time the system is utilized.	5/27/2016 monthly
G4.B1.S2.MA1	Increased students represented at a 2015-2016 school function by a parent or family member	Veal, Bridget	8/10/2015	90% of the students at LPES will be represented at a school function by a parent or family member. The sign in sheets will be tallied at each event.	5/27/2016 monthly
G4.B1.S2.MA1	Activity plans will be submitted to administration prior to event. Administration will also attend parent nights to participate and monitor.	Veal, Bridget	8/10/2015	agendas, activity plans and sign in sheets	5/27/2016 monthly
G5.MA1	Discipline referrals will decrease by at least 5% from the previous school year.	Wade, Nicole	8/10/2015	Comparative Discipline Reports	5/27/2016 annually
G5.B1.S1.MA1	Student discipline data will be monitored at least quarterly by administration and shared with PBS team. Modifications will be made to the PBS plan, as needed.	Wade, Nicole	8/10/2015	Student data reports, PBS agendas and sign in sheets.	5/27/2016 quarterly
G5.B1.S1.MA1	The PBS Committee will meet quarterly to discuss the program plan. This meeting will ensure the plan is being followed by all and if modifications are needed.	Wade, Nicole	8/10/2015	Agendas, sign in sheets, PBS plan,	5/27/2016 quarterly
G5.B1.S2.MA1	Discipline data will be monitored by administration and shared with the PBS	Sherman, Landrea	8/10/2015	discipline reports, agendas,	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	team quarterly. Modifications to the activities and lesson plans will be made, as needed.				
G5.B1.S2.MA1	Guidance counselor will report activities at faculty meetings and to the PBS team. Activity calendar will be submitted to administration for approval.	Sherman, Landrea	8/10/2015	Agendas, schedule of events,	5/27/2016 quarterly
G6.MA1	At least quarterly, administration will meet to analyze attendance reports and gain assistance from YFA, if needed, to assist with attendance issues. The goal is to decrease students who have 10 or more unexcused days from 56 (9%) to 40 (8%) students.	Wade, Nicole	8/10/2015	meeting notes, reports,	5/27/2016 quarterly
G6.B1.S1.MA1	At least quarterly, the administration will meet to review attendance reports and discuss possible solutions, if needed.	Wade, Nicole	8/10/2015	reports, meeting notes, call logs,	5/27/2016 quarterly
G6.B1.S1.MA1	Documentation of all meetings and correspondences will be kept on file in office. Assistant Principal will monitor that data entry clerk sends out letters daily. Principal will monitor to ensure attendance policies are followed.	Wade, Nicole	8/10/2015	copies of letters and call logs, Skyward reports,	5/27/2016 quarterly

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. Increase student achievement in Mathematics

G1.B2 Lack of understanding of the new standards

G1.B2.S2 We will conduct monthly PLCs focused on data analysis using our "Student Summary Data Form". PLCs will use this data to collaboratively plan lessons and share resources.

PD Opportunity 1

Four teachers will attend the Florida Conference of Teachers of Mathematics (FCTM). Teachers who attend this conference will provide PD for other math teachers in January.

Facilitator

Ashley Davin, Tonya Merritt, Suzanne Miller, and Amanda Taylor

Participants

All 3 - 5 math teachers

Schedule

G2. Increase student achievement in English Language Arts.

G2.B1 Not enough emphasis on connection between reading and writing occurring across the curriculum in all grade levels

G2.B1.S1 School-wide focus on "Readers, Writers and Editors" to emphasis the correlation between reading and writing.

PD Opportunity 1

Writing opportunities will be given in all subjects incorporating the ideas learned during Core Connections training. PLCs will discuss trainings and create lessons based on the examples given in training. Grade levels will work together to create collaborative lesson plans and activities.

Facilitator

Anastasia Peters of Core Connections

Participants

All ELA Teachers

Schedule

Daily, from 8/10/2015 to 5/27/2016

G2.B2 Data analysis and collaborative planning

G2.B2.S1 Departmentalized PLCs will analyze data to drive instruction and collaboratively plan effective lessons.

PD Opportunity 1

Four teachers will attend the Florida Reading Association's conference. They will create and present PD for the other ELA teachers in January. This will also assist with the PLC conversations and agendas.

Facilitator

Sissy Ashley, Matt Davin, Luke Mutz and Cindy Randolph

Participants

All 3 - 5 ELA teachers

Schedule

G3. Increase student achievement in Science.

G3.B1 Students lack authentic science experiences at the elementary level.

G3.B1.S3 Increased emphasis on K- 5 science through Science Fair projects and displays. Displays will be presented at parent nights to assist with parent involvement.

PD Opportunity 1

Send a faculty member to (FAST) Florida Association of Science Teachers Conference

Facilitator

Wendi Sovercool

Participants

All Science Teachers

Schedule