

Lake Shipp Elementary School



2015-16 School Improvement Plan

Lake Shipp Elementary School

250 CAMELLIA DR, Winter Haven, FL 33880

<http://schools.polk-fl.net/lakeshippelementary>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	67%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	60%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk 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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lake Shipp Elementary School is to create a culture that motivates success and equips students for the future.

Provide the school's vision statement

Vision:

At Lake Shipp Elementary students are educated through a collaborative team consisting of parents, school staff, peers, and the community to become lifelong learners. Children take risks and become productive and innovative without fear of failure; their gifts and talents are recognized and celebrated.

School Environment

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

In the past learning about different cultures has been embedded in social studies lessons, studies of different countries, our schools TV network, and through holidays. This year we plan to add a cultural fair.

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

We began the first week with a "No Bullying" Assembly for grades 3-5 that ended with a pledge by all students to help stamp out bullying, and a song that says, "BU-LLY-ING Bullying others isn't Me." We have also created a bulletin board with the pledge not to bully and a signed hand print from each student as a commitment to not support bullying of any kind. Students caught bullying will have to take their hand down from the board. No bullying zone signs are being posted throughout the school. Teachers will have bullying lessons the 2nd week of school.

Lessons through our network TV system will air each Friday. We have a weekly Focus on a character trait. Our PBS Team members do live skits.

We are receiving from our district support staff as advisors. A psychology group has partnered with our school to help parents and students understand bullying.

Our Climate/PBS Committee facilitated PD for all staff during teacher orientation week on our PBS(positive behavior support) system and MTSS system.

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

1. Professional development was given during teacher orientation week on Routines, Rituals, and Expectations for all school personnel to ensure the system is fairly and consistently enforced. Emphasis was placed on consistent clear expectations being taught from the time students arrive at the door in the morning and embedded in each curriculum block daily in the classroom and out. A class mission statement and data board to support student learning will be in every classroom. This along with engagement strategies will create an environment where learning can take place. .
2. PBS/Climate did a PD on PBS structures and procedures for positive behavioral support for inside

and outside the classroom. Emphasis was placed on all being consistent with procedures we have put in place. Ways to support students positively was demonstrated. A decision tree and disciplinary procedures for classroom and office managed behaviors, documentation with intervention plans, and support from MTSS Team was reviewed. Our online referral system was reviewed and how to track the data on students. Tracking the data will help teachers look at when support is needed for students struggling with behavior and when an intervention plan should be put in place.

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

Our administration and leadership team have reviewed previous year's data and discussed retained, ESE, ELL, and students with discipline issues. We are beginning early with meeting about students' that have needs that need to be address for academics or behavior support. We have a target list and type of support that is needed, and who will help. Meetings with teachers are being scheduled by guidance and meetings with parents.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	8	8	4	19	14	64
One or more suspensions	4	2	1	5	8	10	30
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	20	24	61

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	2	1	4	3	9	23

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

Nine week Incentive for attendance (bike drawing)

MTSS and Intervention plan

Mentors
Tutoring before and after school
Guidance group
PBS Goals and incentives

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/200055>.

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

We have an active school advisory council. Our SAC meets monthly to does the schools needs, data and budget to support the school.

Parent volunteer and community volunteers support our school on a weekly basis.

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
Chipman, Sharon	Principal
Nelson, Stacy	Assistant Principal
Scott, Lakisha	Instructional Coach
Malczyk, Cheryl	Teacher, K-12
Hayes, Linda	Teacher, K-12

Duties

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

Sharon Chipman, Principal - responsible for the Academic Team, Leadership Teams and SAC committee, conduct classroom observations and walkthroughs, ensure collaborative/effective lesson planning and lesson delivery, reviewing student data, assisting in the implementation of PBS

procedures and expectations to reduce classroom disruptions, monitoring the execution of procedures, facilitating professional development to meet teacher needs, communicating with other members of the team to ensure student academic success, and assisting in the MTSS process to ensure students receive the assistance they need to be successful.

Dr. Stacy Nelson, Assistant Principal - responsibilities within the Leadership Team include: classroom observations and walkthroughs, ensuring effective lesson planning and lesson delivery, reviewing student data, assisting in the implementation of PBS procedures and expectations to reduce classroom disruptions, monitoring the execution of procedures, facilitating professional development to meet teacher needs, communicating with other members of the team to ensure student academic success, and assisting in the MTSS process to ensure students receive the assistance they need to be successful.

Lakisha Scott, Reading Coach - responsibilities include assisting and coaching teachers, planning and coordinating FAIR FS, Improve testing throughout the school year, review data with the teachers to guide instruction for reading. provide planning support for staff weekly and needed professional development.

Francine Knopp, Math Coach - responsibilities include assisting and coaching teachers, planning and coordinating Math assessments, Improve testing throughout the school year, review data with the teachers to guide instruction for math. provide planning support for staff weekly and needed professional development.

Linda Hayes K-2 Reading Interventionist - responsibilities include 30%Title 1, parent involvement activities and documentation, 70% small groups instruction with the lowest 25% in grades K,1, and 2. Cheryl Malczyk 3-5 Reading Interventionist - Reading Interventionist- responsibilities include 30%Title 1, parent involvement activities and documentation, 70% small groups instruction with the lowest 25% in grades 3,4, and 5

Candace Ducking Guidance Counselor- Responsible for the coordination of all MTSS meetings, which include those involving academics, behavior, and attendance. MTSS responsibilities include collaborating with parents and staff to assist through the MTSS process to ensure academic achievement. Additionally this position is responsible for the dissemination of ESE information as the LEA, and ESE Facilitator.

Gail Sedberry School Psychologist (K-12) - NASP Domains of Practice: data-based decision making and accountability; consultation and collaboration; interventions and instructional support to develop academic skills; interventions and mental health services to develop social and life skills; preventive and responsive services; family-school collaboration services; diversity in development and learning; school-wide practices to promote learning; research and program evaluation; legal, ethical, and professional practice.

Grade Chairs: Grade chairs provide leadership at the grade team level. The team chair is representative of their team in voicing ideas toward decision making with administrative leadership team. The grade chair leads grade level meetings and collaborative planning with support from coach. The grade chair is leadership for their team in collaboration of ways to intervene with struggling students and/or motivating their students as a whole toward the school's goal of success of all students.

L. Martinez -Kindergarten, L. Daniel-First Grade, Y. Kelsey-2nd grade, T. Mitchell -3rd grade, S. Preston-fourth Grade, R. Shell-5th grade

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

Highly qualified personnel is the greatest asset. The majority of Title I resources is geared toward school improvement. The support provided is tiered so that teachers have the support needed for

their own professional growth as well as support with planning to meet the needs of students. Title I funds were used to purchase a reading coach to help support the needs of our teachers professionally. This year federal funds were blended with state funds in order to purchase interventionists to help meet the needs of our lowest students in K-5. An interventionist for k-2 and an interventionist for 3-5 will support teachers with struggling students. Data will be used to identify students and plan instructional support during an extra hour of reading at every grade level for our students that are not proficient. Our interventionist are key support during the MTSS process for students in providing progress monitoring and growth data as we work students to improve the overall number of students that meet proficiency.

Grade Chairs are part of our leadership team as we align our systems and processes across our campus to create an environment that supports positive behavior and high achievement for all students. They are liaisons between administration and teachers so every stakeholder has a voice. They ensure teachers have a voice in creating the type of culture we can be proud to be a part of. Team Chairs ensure their team meets weekly for planning and discussion of student growth. Teachers plan horizontally as well as vertically together to ensure curriculum alignment and working together to problem solve.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sharon Chipman	Principal
Frank Hollister	Business/Community
Alicia Simmons	Parent
Anna Dunbar	Parent
Chad Langford	Business/Community
Linda Hayes	Education Support Employee
Cheryl Malczyk	Education Support Employee
Mahogany Reese	Education Support Employee
Nakesha Dunlap	Parent
Kaci. Hargreaves	Parent
	Student

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

Throughout the school year, the School Advisory Council reviewed the SIP and provided feedback based on administrative walk-through data and survey information. During the year SAC provided community support with action items. They actively helped with the parent portion of the SIP and made suggestions.

Development of this school improvement plan

The SAC committee will again be able to help with on-going feedback and support as we work through this living on-going document.

Preparation of the school's annual budget and plan

The SAC will be able to view areas for improvement and our budget and give feedback. Our business partners give community support toward our plan and budget.

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

Money was budgeted toward
Personnel: Title I Facilitator, Reading Coach, Para-Educator
STEM and Seeds of Science Roots of Literacy curriculum
Accelerated Reader incentive and sets of novels
Educational Newspaper: E-weekly
Teacher Materials and Supplies
Technology and New Smartboards
Software to Support Math and Reading
Campus Improvement Projects

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
Chipman, Sharon	Principal
Hayes, Linda	Teacher, K-12
Nelson, Stacy	Assistant Principal
Malczyk, Cheryl	Teacher, K-12
Scott, Lakisha	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team meets and creates literacy program around a theme, incentives, and ideas to promote literacy across our campus.

We have Club Lectura for our Hispanic students that meet every Tuesday in the Library. Parents come with their students.

Read Across America Day is a nationwide reading day that our LLT supports .

We have POP (Parents on Premises) day that gets parents involved in Literacy in the classroom during a school day.

We set an AR Goal for school-wide points for the end of year and number of points for each student to set as a goal to reach.

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

Tuesday is collaborative planning day for teachers for Reading and Thursday is Math planning. Members of vertical teams meet almost quarterly to look at curriculum and progress of students that move up the ladder through their team.

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

A breakfast or luncheon is held for new teachers to orientate them to our school and help answer questions they may have.

New teachers coming in are supported by a mentor on their team, their team and the reading coach.

File is kept on possible recruits for the future

Monthly meetings with the Coaches help support new members in our processes and district processes.

It is also a time for the Coach to present PD in areas of concern.

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

The new teachers meet monthly with the reading coach as a group with set topics and as needed during the month. PD is offered through coaching, shadowing another teacher, or through the coaching model.

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

Use of item specifications are part of planning

Vertical teams meet and look at curriculum for alignment

Teachers utilize our district's curriculum maps when planning

Computer Based Programs that support the curriculum and Florida Standards

Focus Calendars are created based on the Florida Standards utilizing the district curriculum maps

Planning is supported by the administrators, reading and math coach

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

Summative and formative assessment data is used to help follow progress of students

Teachers utilize small groups and centers as part of the literacy block to support on level curriculum.

Data from weekly assessments, ongoing assessments help teachers look at needs of students.

Flexible small groups are formed through disaggregation of data from these assessments.

Power Hour is an extra hour of reading where students instructional needs are met. During this hour skill gaps students may have are part of planning to meet each individual's need.

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: 500

Teacher's provide after school tutoring in reading and/or math

Strategy Rationale

Based on progress monitoring data, students that need that extra time to learn in a small group setting are provided this opportunity through extended learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Nelson, Stacy, stacy.nelson@polk-fl.net

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

Pre and post test are used to analyze effectiveness

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

Orientation is held for incoming students and kindergarten roundup program.
Collaboration between schools prepare students for the next level of education(middle school).
Beginning of year administrator from transitioning middle school visit and holds assembly with transitioning students to share academic programs and expectations.
Middle schools plan field trips for students transitioning toward end of year.
The girl scouts come in yearly with a program for 5th grade girls involving peer pressure going into middle school.

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

Community members come in for a career day (All American Teach-In)
A judge comes in to speak with 5th graders about law and the constitution
Rotary Club comes in yearly with donation of dictionaries for 5th graders
Rotary Club also does a matching Grant program for Biztown Fieldtrip(minature town that teaches how our economic system works).
Horace Mann supports our school with incentives for student attendance, finance classes for teachers, and supports SAC
Nissan, Publix, Disney are partners that supports our school with supplies
Linkedin Psychological group supports us with programs for bullying and small group interventions

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

Our Biztown project supports real life community and job experiences for grade 5. Student learn then prepare for jobs that they interview for. The culmination is a trip to Biztown where they run this miniature city working all types of jobs, including mayor and city managers.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through weekly collaborative planning, coaching, monitoring, and targeted professional development, Lake Shipp administrative team will effectively coach the faculty in the understanding and implementation of the Florida Standards with fidelity to increase student achievement.

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. Through weekly collaborative planning, coaching, monitoring, and targeted professional development, Lake Shipp administrative team will effectively coach the faculty in the understanding and implementation of the Florida Standards with fidelity to increase student achievement. 1a

G073851

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal 2

- K-2 and 3-5 Interventionist, Reading and Math Coach
- Climate /PBS Committee
- Collaborative planning schedule and agenda
- Administrative Team and Leadership Team
- PD on expectations, routines, rituals and student engagement
- Extra Hour of Reading

Targeted Barriers to Achieving the Goal 3

- Teacher did not implement PBS initiatives correctly to improve student discipline and time on task.
- Lessons do not reflect standard based instruction that authentically engage all students.
- Teachers were not attending and planning collaboratively each week.

Plan to Monitor Progress Toward G1. 8

Analyze data from CWT, attend collaborative planning, discipline, attendance, and academic goals and/or targets, grades

Person Responsible

Sharon Chipman

Schedule

Monthly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Collaborative planning minutes, lesson plans, coaching logs, professional development log, student behavior charts and discipline charts, Student achievement data. Teacher data books and data walls

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. Through weekly collaborative planning, coaching, monitoring, and targeted professional development, Lake Shipp administrative team will effectively coach the faculty in the understanding and implementation of the Florida Standards with fidelity to increase student achievement. **1**

 **G073851**

G1.B1 Teacher did not implement PBS initiatives correctly to improve student discipline and time on task.

2

 **B192894**

G1.B1.S1 All stakeholders trained on PBS initiatives and school-wide discipline processes. Monthly newsletters with school-wide monthly character focus and updates/reminders about PBS initiatives will be sent to all staff **4**

 **S204388**

Strategy Rationale

School climate was at an all time low because of discipline issues in 2014-15. Time loss for classroom instructions because of discipline in the classroom in 2014-15 had a great impact on our school grade which is a "D."

Action Step 1 **5**

School-wide training for all stakeholders

Person Responsible

Sharon Chipman

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Monitor monthly discipline referrals, classroom data walls with graphs of student behavior and earned incentives

Action Step 2 5

Bullying training and assembly for all students

Person Responsible

Sharon Chipman

Schedule

Annually, from 8/31/2015 to 9/11/2015

Evidence of Completion

School-wide assembly for all grade on bullying and expectations, Bully lesson within each classrooms. Guidance will also work with targeted small student group support.

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

Monthly PBS Team meetings with a representative from each grade level present will be held. The team will view discipline data, the trends, and discuss incentives.

Person Responsible

Stacy Nelson

Schedule

Monthly, from 8/31/2015 to 6/1/2016

Evidence of Completion

The Discipline Reports and data , intervention plans for targeted students who are being referred for MTSS.

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

Use data collected from discipline, attendance, grades and assessments

Person Responsible

Sharon Chipman


Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Overall climate of school through stakeholder survey and student growth data

G1.B2 Lessons do not reflect standard based instruction that authentically engage all students. 2

 B192895

G1.B2.S1 Create and implement authentic standards based lessons that engage all students. 4

 S204389

Strategy Rationale

Implemented lessons will increase student achievement

Action Step 1 5

CWT will be conducted to ensure that lesson are implemented with fidelity.

Person Responsible

Sharon Chipman


Schedule

Weekly, from 8/31/2015 to 6/6/2016

Evidence of Completion

Classroom walkthrough data

G1.B3 Teachers were not attending and planning collaboratively each week. 2

 B192896

G1.B3.S1 Teachers will attend weekly planning with coaches and administrative team. 4

 S204390

Strategy Rationale

Teachers will plan weekly with coaches and administration to create standards based lessons.

Action Step 1 5

Teachers will plan with coaches and administrative weekly.

Person Responsible

Sharon Chipman

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

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

CWT will be conducted weekly by the administrative team

Person Responsible

Sharon Chipman

Schedule

Weekly, from 8/31/2015 to 6/1/2016

Evidence of Completion

CWT data will be discussed with all stakeholders during weekly meetings.

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	School-wide training for all stakeholders	Chipman, Sharon	8/24/2015	Monitor monthly discipline referrals, classroom data walls with graphs of student behavior and earned incentives	6/9/2016 monthly
G1.B2.S1.A1	CWT will be conducted to ensure that lesson are implemented with fidelity.	Chipman, Sharon	8/31/2015	Classroom walkthrough data	6/6/2016 weekly
G1.B3.S1.A1	Teachers will plan with coaches and administrative weekly.	Chipman, Sharon	8/17/2015		6/1/2016 weekly
G1.B1.S1.A2	Bullying training and assembly for all students	Chipman, Sharon	8/31/2015	School-wide assembly for all grade on bullying and expectations, Bully lesson within each classrooms. Guidance will also work with targeted small student group support.	9/11/2015 annually
G1.MA1	Analyze data from CWT, attend collaborative planning, discipline, attendance, and academic goals and/or targets, grades	Chipman, Sharon	8/31/2015	Collaborative planning minutes, lesson plans, coaching logs, professional development log, student behavior charts and discipline charts, Student achievement data. Teacher data books and data walls	5/30/2016 monthly
G1.B1.S1.MA1	Use data collected from discipline, attendance, grades and assessments	Chipman, Sharon	8/31/2015	Overall climate of school through stakeholder survey and student growth data	5/31/2016 monthly
G1.B1.S1.MA1	Monthly PBS Team meetings with a representative from each grade level present will be held. The team will view discipline data, the trends, and discuss incentives.	Nelson, Stacy	8/31/2015	The Discipline Reports and data , intervention plans for targeted students who are being referred for MTSS.	6/1/2016 monthly
G1.B3.S1.MA1	CWT will be conducted weekly by the administrative team	Chipman, Sharon	8/31/2015	CWT data will be discussed with all stakeholders during weekly meetings.	6/1/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Through weekly collaborative planning, coaching, monitoring, and targeted professional development, Lake Shipp administrative team will effectively coach the faculty in the understanding and implementation of the Florida Standards with fidelity to increase student achievement.

G1.B1 Teacher did not implement PBS initiatives correctly to improve student discipline and time on task.

G1.B1.S1 All stakeholders trained on PBS initiatives and school-wide discipline processes. Monthly newsletters with school-wide monthly character focus and updates/reminders about PBS initiatives will be sent to all staff

PD Opportunity 1

School-wide training for all stakeholders

Facilitator

Administration and PBS Team

Participants

All Teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

PD Opportunity 2

Bullying training and assembly for all students

Facilitator

Administrators and Guidance

Participants

All Students

Schedule

Annually, from 8/31/2015 to 9/11/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	School-wide training for all stakeholders	\$0.00
2	G1.B1.S1.A2	Bullying training and assembly for all students	\$0.00
3	G1.B2.S1.A1	CWT will be conducted to ensure that lesson are implemented with fidelity.	\$0.00
4	G1.B3.S1.A1	Teachers will plan with coaches and administrative weekly.	\$0.00
Total:			\$0.00