

# Lake Butler Elementary School



2015-16 School Improvement Plan

## Lake Butler Elementary School

800 SW 6TH ST, Lake Butler, FL 32054

[www.union.k12.fl.us/lbes](http://www.union.k12.fl.us/lbes)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
70%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
22%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan was approved by the Union County School Board on 11/10/2015.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
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 the Union County School District is to provide a learning environment where students, staff, parents, and community excel.

##### **Provide the school's vision statement**

The vision of the Union County School District is to become a foundation of educational excellence for all.

#### School Environment

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

The school learns about the students' cultures and builds relationships in a variety of ways. First, they interact with the students in the classroom setting. The teachers spend time talking and listening to the students during class, enrichment, recess, and after school. Since our county is small, many of the teachers have a relationship or see the students outside of the school setting.

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

The school makes sure that visitors sign in and receive a pass before visiting classrooms. In addition, classroom doors remain locked throughout the day. A variety of safety drills are practiced during the year to ensure safety. For example, we have monthly fire drills, stranger danger awareness, inclement weather, and stranger on campus drills. The school has a "no bullying policy". Students are encouraged to share concerns with staff and administration. The guidance counselors cover bullying with 4th grade and Mrs. Coburn teaches a unit in Health class.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school utilizes PBS (Positive Behavior System) in all classrooms. Students are given "tiger tickets" for positive behavior. Every few weeks, students are able to exchange their "tiger tickets" in the PBS store. In addition, once a nine weeks, there is a PBS party where students who have exhibited positive behavior are allowed to participate. Majority of classrooms have implemented a behavioral scale where students have the ability to clip up and clip down throughout the day. Teachers and staff members also chose a student to mentor during the school year. This mentoring helps to improve the discipline in the school.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school works diligently to ensure the social-emotional needs of all students. First, the guidance counselors and a licensed mental health counselor provide counseling to students who need it. The students are referred by teachers, school staff, and parents. The teachers also mentor at risk students. They spend time with them, help with classroom assignments, and offer encouragement.

## 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/51623>.

#### **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 works with local businesses to help support the school and improve student achievement. Local businesses and the Department of Corrections donated school supplies to help students in need. Career Day is one example during the year when many local businesses and the community are involved. Another time is literacy week, where the local community reads to different classes. Farm Bureau reads to classes and sponsors the cabbage growing contest for third grade to promote agricultural awareness. The fourth grade classes use partnerships with 4H, Project Learning Tree, VFW, and various guest speakers to enhance their curriculum. Third grade students benefit from the donation of dictionaries from the Rotary Club. Also, there are other classes throughout the school that have miscellaneous guest speakers throughout the year for a variety of purposes.

## 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
Rimes, Stacey	Principal
Taylor, Shanna	Other
Kish, Maria	Guidance Counselor
Tucker, Marcie	Assistant Principal
Weeks, Lilian	Guidance Counselor
Adams, Tammy	Instructional Coach
Johns, Barbara	Instructional Coach

#### Duties

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

Stacey R. Rimes, Principal = Provides a vision for data-based decision making. Ensures that the team is implementing Rtl. Provides professional development to support Rtl implementation and communicates with parents regarding school-based Rtl plans and activities.

Marcie Tucker, Assistant Principal = Provides a vision for data-based decision making. Ensures that the team is implementing Rtl. Provides professional development to support Rtl implementation and communicates with parents regarding school-based Rtl plans and activities.

Tammy Adams, Reading Coach = Develops, leads, and evaluates school reading content standards and programs. Identifies and analyzes literature and research on reading. Identifies and establishes intervention strategies. Assists with school wide screening programs that provide early intervention services for children to be considered "at risk". Analyzes reading data so that appropriate professional development is planned.

Shanna Taylor, Math Coach = Develops, leads, and evaluates school math content standards and programs. Identifies and analyzes literature and research on math. Identifies and establishes intervention strategies. Analyzes math data so that appropriate professional development is planned.

Maria Kish, Guidance Counselor = Participates in collection, interpretation, and analysis of data. Provides support for intervention planning and program evaluation.

Lilian Weeks, Guidance Counselor = Participates in collection, interpretation, and analysis of data. Provides support for intervention planning and program evaluation.

Barbara Johns, Teacher Support Colleague = Mentors staff by modeling and developing lessons/ strategies. Helps administration and teachers disaggregate data.

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

The school leadership team meets every Monday to discuss issues relevant to the school. This team disaggregates the data to see which programs and resources should be implemented at each grade level. They also research programs that best enhances the instruction to ensure all students show learning gains. This team decides which personnel would best met the needs for each program. The team develops interventions and provides resources to help students and teachers. The team decides if the intervention is working or if they need to change the intervention.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Stacey R. Rimes	Principal
Sandy Oden	Teacher
Annette Redman	Education Support Employee
Mary Brown	Business/Community
Tennile Brannen	Parent
Ashley Cox	Parent
Ryan Green	Parent
Beverly Lasseter	Parent
Alexis Thomas	Parent
LaShonda Tucker	Parent
Charity Ward	Parent
Elizabeth Vandiver	Teacher
Barbara Zipperer	Teacher
Joann Bryant	Teacher
Pam Boykin	Parent
Nicole Webb	Teacher

### Duties

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

*Evaluation of last year's school improvement plan*

Last year's school improvement plan was successful. Lake Butler Elementary School is continuing to show growth in the areas of reading and math. The school works with the community to make sure that all students are successful.

*Development of this school improvement plan*

The SAC chairperson and several members of the SAC committee were instrumental in the writing of this year's school improvement plan. The SAC committee reviewed the school improvement plan and offered suggestions before voting on the plan.

*Preparation of the school's annual budget and plan*

The SAC committee and the PTO organization are working closely to provide new playground equipment for the school. In addition, the SAC committee will decide activities and incentives for Red Ribbon Week. Also, the SAC committee will encourage parents to send in "Boxtops for Education" so that the money received from this endeavor can be used to purchase rewards and incentives for the students.

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

There are no funds allocated for school improvement. The funds used are funds that have been left over from previous years. We plan to use \$300 for Red Ribbon Week Incentives.

**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
Adams, Tammy	Instructional Coach
Rimes, Stacey	Principal
Short, Cindy	Teacher, K-12
Dukes, Kelly	Teacher, K-12
Hardin, Sue	Teacher, PreK
Popoff, Govinda	Teacher, K-12
Sapp, Dodie	Teacher, K-12
Pruitt, Hannah	Teacher, K-12
Norman, Jeanna	Teacher, K-12
Oden, Sandy	Teacher, K-12
Personette, Tawnya	Teacher, K-12
Black, Tammy	Teacher, K-12
Croft, Megan	Teacher, K-12
Smith, Kim	Teacher, K-12
O'Steen, MaryAnne	Teacher, K-12
Crews, Rebecca	Teacher, ESE
Moseley, Jacquie	Instructional Media
Knable, Lauren	Teacher, ESE
Ball, Darlene	Teacher, K-12
Elixson, Leslie	Instructional Coach
Keen, Rebecca	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The school based literacy leadership team is led by the principal and the reading coach. There is a representative from each grade level, all reading interventionists and ESE representatives that provide input and suggestions as they relate to their specific grade and/or area. The literacy leadership team discusses reading research and professional development as it relates to curriculum. One of the major initiatives this year focuses on higher order thinking strategies in grades PreK through 4th grade. Another initiative is process writing in which you compare multiple texts using text based evidence. Grades 2-4 will continue to implement Achieve 3000 to build reading comprehension. In addition, grades K through 4 will use interventionists and para-professionals to support struggling readers (lower quartile). Technology is a key element throughout the school and will be facilitated through the use of chromebooks in grades 2-4.

**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**

Each grade level has a common planning time that is used for meetings with the leadership team. This planning time is also used to discuss strategies to work with low achieving students. In addition, this common planning time is used for the team to work collaboratively to plan units of instruction and to share ideas/materials they are using in their classrooms. Furthermore, many grade levels meet after school on a weekly basis to plan for the next week. All grade levels have been encouraged to share ideas via paper, email, etc. Inclusion teachers are given a planning day each nine weeks to plan for the next nine weeks.

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

1. Regular meetings between the Principal and new teachers. This will be conducted by the Principal and will be on-going.
2. Partner new teachers with veteran staff. The Principal will be responsible for this strategy. This strategy will continue throughout the year.
3. Solicit referrals from current employees. The Principal will be responsible for this strategy. This strategy will be used when needed.
4. Attend job fairs and e-recruiting at universities. The District Staff will be responsible for this strategy. This will occur in May 2016.
5. Release time is offered for teachers to observe other teachers. The Principal and Reading Coach will be responsible for this strategy. This strategy will be on-going.
6. District contacts with NEFEC (local consortium) are available to provide programs in alternative certification and reading endorsement. The Principal and Reading Coach will be responsible for this strategy. This strategy will be on-going.
7. Modeling by Reading/Math coaches and reading interventionists. The Reading and Math Coaches will be responsible for this strategy. This strategy will be on-going.

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

Teachers are paired with a mentor from a common grade level/subject area. Collaboration with team members provides examples of strategies, lesson plans, management strategies, etc. for novice teachers.

1. Joann Bryant is a first grade teacher. Her mentor is Brooke Barber. Brooke has 13 years teaching experience. The mentor and mentee will meet weekly to discuss curriculum, lesson plans, common core, school procedures, and testing.
2. Abbie Tucker is a second teacher. Her mentor is Kristen Moore, a 2nd grade teacher with 6 years experience. The mentor and mentee will meet weekly to discuss curriculum, lesson plans, common core, school procedures, and testing.
3. Kaitlyn Nicula is a third grade teacher. Her mentor is Pam Whitehead. Pam has 5 years of teaching experience. The mentor and mentee will meet weekly to discuss curriculum, lesson plans, common core, school procedures, and testing.
4. Nicole Webb is a third grade teacher. Her mentor is Mark Harrison. Mark has 10 years of teaching experience. The mentor and mentee will meet weekly to discuss curriculum, lesson plans, common core, school procedures, and testing.
5. Barbara Zipperer is a fourth grade teacher. Her mentor is Nadine Faulk, a 4th grade teacher with 31 years experience. The mentor and mentee will meet weekly to discuss curriculum, lesson plans, common core, school procedures, and testing.
6. Lauren Knabel is a second grade ESE teacher. Her mentor is Margaret Combs. Margaret has 15 years of teaching experience. The mentor and mentee will meet weekly to discuss curriculum, lesson

plans, common core, school procedures, and testing.

7. Lilian Weeks is a guidance counselor. Her mentor is Maria Kish. Maria has been a guidance counselor for 20 years. The mentor and mentee will meet weekly to discuss guidance issues, RtI, IEPs, and other related guidance issues.

## 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***

Each grade level has met to align the Florida Standards to their curriculum map. Our school wide goal focuses on evaluating the effectiveness of lessons and units. We will ensure that 85% of all lessons and units will incorporate a minimum of 3 out of 5 of the "high 5" strategies to improve student achievement. The "high 5" strategies are: higher order thinking, summarizing, vocabulary in context, advance organizer, non-verbal representation.

#### 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***

Each grade level analyzes the data to see which type of instruction would benefit each student. In first and second grade, there is an inclusion reading class and an inclusion math class that contains at least 3 adults to assist with small group instruction. In third and fourth grade, the lower quartile students have been placed in four classes and there is support from at least 2 adults in each class to provide differentiated instruction. Students who score "red" on Performance Matters Reading/FSA Reading will have reading intervention. In addition, each student that has an RtI (Response to Intervention) will have intervention in the classroom which is provided by the classroom teacher. There is also a pull-out program for intensive inclusion. Moreover, teachers differentiate their instruction to meet the diverse needs of the students. All teachers and paraprofessionals were trained in differentiated instruction and universal design for learning. All of these different programs ensure that the needs of the students are being met.

***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:** 6,480

The teachers will work on skills that have been identified to be weak areas in reading and math. They will integrate technology into their after school instruction to motivate and assist the students.

**Strategy Rationale**

The rationale for this strategy is that students will gain additional assistance by working in small groups with a teacher. The teacher will be able to reinforce skills that are covered during the school day.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kish, Maria, kishm@union.k12.fl.us

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

Performance Matters Test, FSA (Florida State Assessment), Achieve 3000, AR (Accelerated Reader) Level, STAR

**Strategy:** Summer Program

**Minutes added to school year:** 4,800

Students will work on skills in the area of reading that data has identified as being deficient.

**Strategy Rationale**

The rationale for this strategy is that students will gain additional assistance by working in small groups with a teacher. The teacher will be able to reinforce skills that have been covered during the school year. In addition, most students attend the summer program to guarantee the maintenance of the skills taught.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Kish, Maria, kishm@union.k12.fl.us

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

Progress Monitoring, Teacher Observation, SAT-10 for 3rd grade

**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**

Collaboration between all Voluntary PreK (VPK) providers are consistent and on-going in order to facilitate an effective transition for young children into the kindergarten program at Lake Butler Elementary School. Lake Butler Elementary School serves 40 four year olds in a VPK/School Readiness Program taught by certified teachers and paraprofessionals. They also have one class of 9 children that serves the needs of special needs children in an ESE classroom with a certified ESE teacher and two paraprofessionals. Our PreK program is not funded by Title I monies. Tigers Den, a licensed daycare which is owned and operated by Union County School Board, serves the needs of 23 four year olds in a VPK/School Readiness Program. Little Rainbow Daycare, a licensed daycare in Lake Butler, has 50 four year olds in VPK classrooms.

On-going and consistent communication between Tigers Den, Little Rainbow, Union County School Board Staff, and Lake Butler Elementary School provides a smooth transition for these young children. We consistently share professional development opportunities, instructional strategies, resources and an array of learning opportunities to enhance the skills of the young children. There is a learning community between PreK and Kindergarten where ideas and information are shared. Every effort is made to ensure the academic success of these children as they enter kindergarten.

**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**

**Needs Assessment****Problem Identification****Data to Support Problem Identification****Portfolio Selection**

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

**Data Uploads**

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

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

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

**Problem Analysis Summary**

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

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## 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.** In grade 4, 80% of the students will score mastery on the District Assessment Science Test for 2016.
- G2.** In grade 4, 84% of the students will achieve mastery on the Performance Matters Math Assessment for 2016.
- G3.** In grade 4, 82% of the students will mastery on the ELA assessment for 2016.

## 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.** In grade 4, 80% of the students will score mastery on the District Assessment Science Test for 2016.

1a

G061348

**Targets Supported** 1b

Indicator	Annual Target
Science Proficiency District Assessment	80.0

**Resources Available to Support the Goal** 2

- Informational science texts
- Science resources and materials

**Targeted Barriers to Achieving the Goal** 3

- Finding quality assessments to measure progress throughout the year

**Plan to Monitor Progress Toward G1.** 8

Data will be collected using the District Science Assessment

**Person Responsible**

Tammy Adams

**Schedule**

Semiannually, from 9/14/2015 to 5/13/2016

**Evidence of Completion**

The data from the District Science Assessment will be analyzed to see if each student has shown growth.

**G2.** In grade 4, 84% of the students will achieve mastery on the Performance Matters Math Assessment for 2016. **1a**

G061349

**Targets Supported** **1b**

Indicator	Annual Target
Math Proficiency District Assessment	84.0

**Resources Available to Support the Goal** **2**

- Common Core Progress Math
- Internet Based Math Programs
- Hands-on Manipulatives

**Targeted Barriers to Achieving the Goal** **3**

- Encouraging teachers to increase focus on mathematical vocabulary and maintain consistency in terminology.

**Plan to Monitor Progress Toward G2.** **8**

Teachers will collect Performance Matters Math assessment scores.

**Person Responsible**

Shanna Taylor

**Schedule**

Semiannually, from 9/14/2015 to 5/13/2016

**Evidence of Completion**

Teachers will analyze Performance Matters Math scores to see if each student has shown growth.

**G3.** In grade 4, 82% of the students will mastery on the ELA assessment for 2016. 1a

G061351

**Targets Supported** 1b

Indicator	Annual Target
ELA Proficiency District Assessment	82.0

**Resources Available to Support the Goal** 2

- Journeys Texts
- Scholastic Magazines
- Highlights Magazines
- Words Their Way
- Storyworks
- Secret Stories
- Saxon Phonics

**Targeted Barriers to Achieving the Goal** 3

- Use of quality centers in small group instruction

**Plan to Monitor Progress Toward G3.** 8

The scores from the ELA test in Reading.

**Person Responsible**

Tammy Adams

**Schedule**

Quarterly, from 9/14/2015 to 5/13/2016

**Evidence of Completion**

Analyzing the Performance Matters Scores to see if growth has occurred for each student.

## 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.** In grade 4, 80% of the students will score mastery on the District Assessment Science Test for 2016. **1**

 G061348

**G1.B4** Finding quality assessments to measure progress throughout the year **2**

 B162446

**G1.B4.S1** Encourage teachers to use a variety of resources and the internet to find and write quality assessments to use with students throughout the year to measure progress. **4**

 S173864

### Strategy Rationale

Students need to have consistent assessment throughout the year in order to prepare them for the District Assessment in Science.

### Action Step 1 **5**

Find quality science assessments

#### Person Responsible

Stacey Rimes

#### Schedule

On 5/13/2016

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

The administration will monitor the quality of the science assessments written

**Person Responsible**

Stacey Rimes

**Schedule**

Quarterly, from 9/14/2015 to 5/13/2016

***Evidence of Completion***

Assessments will be analyzed at team meetings by discussing validity of questions and reviewing students' grades on these assessments

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

The administration will participate/monitor the curriculum sessions

**Person Responsible**

Stacey Rimes

**Schedule**

Annually, from 9/14/2015 to 5/13/2016

***Evidence of Completion***

Grade level focus plan and notes from curriculum mapping sessions are turned in to administration.

**G2.** In grade 4, 84% of the students will achieve mastery on the Performance Matters Math Assessment for 2016. 1

G061349

**G2.B1** Encouraging teachers to increase focus on mathematical vocabulary and maintain consistency in terminology. 2

B156666

**G2.B1.S1** Encourage teachers to focus on mathematical vocabulary and maintain consistency in terminology. 4

S168208

### **Strategy Rationale**

Students need to have a strong understanding of mathematical vocabulary to be successful.

### **Action Step 1** 5

Monitor use of mathematical vocabulary in lessons.

#### **Person Responsible**

Shanna Taylor

#### **Schedule**

Quarterly, from 9/7/2015 to 5/13/2016

#### **Evidence of Completion**

Walk-throughs, math charts/posters

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

The administration will monitor lesson plans and due observations to see in mathematical vocabulary is being taught.

#### **Person Responsible**

Stacey Rimes

#### **Schedule**

Quarterly, from 9/14/2015 to 5/13/2016

#### **Evidence of Completion**

Lesson plans will be examined for use of vocabulary terms. Walk-throughs will indicate use of vocabulary being taught.

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

The administration will conduct walk-throughs and observations.

**Person Responsible**

Stacey Rimes

**Schedule**

Quarterly, from 9/14/2015 to 5/13/2016

**Evidence of Completion**

Walk-through feedback will be given to teachers and teachers will reflect on their own lessons.

**G3. In grade 4, 82% of the students will mastery on the ELA assessment for 2016. 1**

 G061351

**G3.B2 Use of quality centers in small group instruction 2**

 B156669

**G3.B2.S1 Teachers will use quality centers in small group instruction. 4**

 S168211

**Strategy Rationale**

Teachers will be able to maximize the instructional time through the use of quality centers to meet the needs of individual students.

**Action Step 1 5**

Teachers will develop quality centers and meet with each child daily.

**Person Responsible**

Tammy Adams

**Schedule**

Monthly, from 9/14/2015 to 5/13/2016

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

Developing the quality centers and modifying teacher schedules

**Person Responsible**

Tammy Adams

**Schedule**

Monthly, from 9/14/2015 to 5/13/2016

**Evidence of Completion**

observations, lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Monitoring will be done through lesson plans and lesson observations.

**Person Responsible**

Stacey Rimes

**Schedule**

Quarterly, from 9/14/2015 to 5/13/2016

**Evidence of Completion**

Lesson plans will be monitored for effectiveness and implementation.

**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
G2.B1.S1.A1	Monitor use of mathematical vocabulary in lessons.	Taylor, Shanna	9/7/2015	Walk-throughs, math charts/posters	5/13/2016 quarterly
G3.B2.S1.A1	Teachers will develop quality centers and meet with each child daily.	Adams, Tammy	9/14/2015		5/13/2016 monthly
G1.B4.S1.A1	Find quality science assessments	Rimes, Stacey	9/14/2015		5/13/2016 one-time
G1.MA1	Data will be collected using the District Science Assessment	Adams, Tammy	9/14/2015	The data from the District Science Assessment will be analyzed to see if each student has shown growth.	5/13/2016 semiannually
G1.B4.S1.MA1	The administration will participate/monitor the curriculum sessions	Rimes, Stacey	9/14/2015	Grade level focus plan and notes from curriculum mapping sessions are turned in to administration.	5/13/2016 annually
G1.B4.S1.MA1	The administration will monitor the quality of the science assessments written	Rimes, Stacey	9/14/2015	Assessments will be analyzed at team meetings by discussing validity of questions and reviewing students' grades on these assessments	5/13/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Teachers will collect Performance Matters Math assessment scores.	Taylor, Shanna	9/14/2015	Teachers will analyze Performance Matters Math scores to see if each student has shown growth.	5/13/2016 semiannually
G2.B1.S1.MA1	The administration will conduct walk-throughs and observations.	Rimes, Stacey	9/14/2015	Walk-through feedback will be given to teachers and teachers will reflect on their own lessons.	5/13/2016 quarterly
G2.B1.S1.MA1	The administration will monitor lesson plans and due observations to see in mathematical vocabulary is being taught.	Rimes, Stacey	9/14/2015	Lesson plans will be examined for use of vocabulary terms. Walk-throughs will indicate use of vocabulary being taught.	5/13/2016 quarterly
G3.MA1	The scores from the ELA test in Reading.	Adams, Tammy	9/14/2015	Analyzing the Performance Matters Scores to see if growth has occurred for each student.	5/13/2016 quarterly
G3.B2.S1.MA1	Monitoring will be done through lesson plans and lesson observations.	Rimes, Stacey	9/14/2015	Lesson plans will be monitored for effectiveness and implementation.	5/13/2016 quarterly
G3.B2.S1.MA1	Developing the quality centers and modifying teacher schedules	Adams, Tammy	9/14/2015	observations, lesson plans	5/13/2016 monthly

## 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.** In grade 4, 80% of the students will score mastery on the District Assessment Science Test for 2016.

**G1.B4** Finding quality assessments to measure progress throughout the year

**G1.B4.S1** Encourage teachers to use a variety of resources and the internet to find and write quality assessments to use with students throughout the year to measure progress.

### PD Opportunity 1

Find quality science assessments

#### Facilitator

Tammy Adams, Reading Coach

#### Participants

Kindergarten through 4th grade

#### Schedule

On 5/13/2016

**G2.** In grade 4, 84% of the students will achieve mastery on the Performance Matters Math Assessment for 2016.

**G2.B1** Encouraging teachers to increase focus on mathematical vocabulary and maintain consistency in terminology.

**G2.B1.S1** Encourage teachers to focus on mathematical vocabulary and maintain consistency in terminology.

### PD Opportunity 1

Monitor use of mathematical vocabulary in lessons.

#### Facilitator

Shanna Taylor

#### Participants

PreK - 4th Grade

#### Schedule

Quarterly, from 9/7/2015 to 5/13/2016

**G3.** In grade 4, 82% of the students will mastery on the ELA assessment for 2016.

**G3.B2** Use of quality centers in small group instruction

**G3.B2.S1** Teachers will use quality centers in small group instruction.

**PD Opportunity 1**

Teachers will develop quality centers and meet with each child daily.

**Facilitator**

Tammy Adams, Reading Coach

**Participants**

PreK - 4th grade teachers

**Schedule**

Monthly, from 9/14/2015 to 5/13/2016

## Technical Assistance Items

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

### Budget

<b>Budget Data</b>						
<b>1</b>	<b>G1.B4.S1.A1</b>	<b>Find quality science assessments</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$0.00
<i>Notes: Ranger Rick</i>						
<b>2</b>	<b>G2.B1.S1.A1</b>	<b>Monitor use of mathematical vocabulary in lessons.</b>				<b>\$0.00</b>
<b>3</b>	<b>G3.B2.S1.A1</b>	<b>Teachers will develop quality centers and meet with each child daily.</b>				<b>\$61,064.64</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$14,454.76
<i>Notes: Saxon Phonics</i>						
	5000	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$8,100.00
<i>Notes: Secret Stories</i>						
	5100	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$5,262.00
<i>Notes: Journey's Reading</i>						
	5100	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$10,458.77
<i>Notes: Scholastic Magazine</i>						
	5000	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$647.50
<i>Notes: Highlights Magazine</i>						
	5100	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$2,553.61
<i>Notes: Words Their Way</i>						
	5100	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$1,509.84
<i>Notes: Storyworks</i>						
	5100	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$1,890.00
<i>Notes: Ranger Rick</i>						

<b>Budget Data</b>						
	5100	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$6,921.60
			<i>Notes: Math Textbooks (Kdg, 3rd)</i>			
	5100	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$699.00
			<i>Notes: Moby Max School License</i>			
	5100	520-Textbooks	0031 - Lake Butler Elementary School	General Fund		\$8,567.56
			<i>Notes: FSA Assessments 3rd, 4th ..ELA, Math Writing</i>			
					<b>Total:</b>	<b>\$61,064.64</b>