

Sumter District Schools

# Lake Panasoffkee Elementary School



2016-17 Schoolwide Improvement Plan

## Lake Panasoffkee Elementary School

790 CR 482N, Lake Panasoffkee, FL 33538

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

### School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Lake Panasoffkee Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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.

##### c. 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.
  - \$5 Class Osprey Wings are distributed for model behavior in the lunchroom, at PE, music, and for other occasions where the class is observed on campus, this includes random 100% homework participation and 100% attendance for testing dates. This allows students to help motivate their peers in demonstrating model behaviors.
  - We have an Osprey Store on campus that teachers may visit, with assistance given to the Pre-K, Kindergarten and First Grades. Classes in grades 2-5 are able to visit the store every other week.
  - 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 monthly 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.

#### **d. 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.

### **B. Family and Community Engagement**

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

#### **1. 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. Â§ 6314(b)(1)(F).

##### **a. Will the school use its PIP to satisfy this question?**

Yes

##### **1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.



## 2. Description

85% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member.

### 2. 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.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wade, Nicole	Principal
Ashley, Allen	Teacher, K-12
Cole, Kiley	Teacher, K-12
Hunt, Shelly	Teacher, K-12
James, Connie	Teacher, K-12
Paul, Jennifer	Teacher, K-12
Randolph, Cynthia	Teacher, K-12
Sherman, Landrea	School Counselor
Wojnarowski, Rosemary	Teacher, K-12
Ashley, Sissy	Assistant Principal
Sovercool, Wendi	Teacher, K-12
Davin, Ashley	Teacher, K-12

#### b. Duties

##### 1. 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.

**2. 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.

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

### **a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Stephanie Caine	Education Support Employee
Scotti Davis	Parent
Pamela Evans	Teacher
Marguerite Matthews	Business/Community
Sandra Miraglia	Teacher
Terra Norris	Parent
Yadira Padilla	Parent
Laura Rumer	Parent
Elizabeth Sellers	Parent
Doug Strickland	Parent
Amanda Taylor	Teacher
Maribel Vera	Teacher
Rein Williams	Parent
Brianna Wine	Parent
Nicole Wade	Principal

#### **b. Duties**

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

###### **a. 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 statutes. 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.

###### **b. 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.

###### **c. 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.

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

In total, \$404.94 was rolled over from last year. These funds were approved to be spent on resources for third grade ELA.

##### **3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

### 3. Literacy Leadership Team (LLT)

#### a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Wade, Nicole	Principal
Ashley, Allen	Teacher, K-12
James, Connie	Teacher, K-12
Paul, Jennifer	Teacher, K-12
Randolph, Cynthia	Instructional Coach
Sherman, Landrea	School Counselor
Wojnarowski, Rosemary	Teacher, K-12
Davin, Ashley	Teacher, K-12
Sovercool, Wendi	Teacher, K-12
Ashley, Sissy	Assistant Principal

#### b. Duties

##### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

### D. Public and Collaborative Teaching

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

#### 1. 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.

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

The Human Resource recruitment team actively pursues certified and highly qualified applicants through college recruitment fairs, Teachers-Teachers recruiting service, and Sumter's online applicant tracking system available on the District's website.

**3. 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

***1. 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.

#### **b. Instructional Strategies**

***1. 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.

**2. 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:** 1,200

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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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.

#### **b. College and Career Readiness**

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

## **II. Needs Assessment**

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### **A. Problem Identification**

#### **1. Data to Support Problem Identification**

##### **b. 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:

*No files were uploaded*

#### **2. 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.



## **B. 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.

## **C. Strategic Goals**

## 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.** 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

## G1. Increase student achievement in Mathematics 1a

G083487

### Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	75.0
Math Gains	75.0
Math Lowest 25% Gains	70.0

### Targeted Barriers to Achieving the Goal 3

- Not enough time to cover all skills
- Lack of understanding of the new standards

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Successmaker Computer Program
- District Math Field Day
- School-based Math Coach
- Go Math (Think Central)
- 

## 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

Nicole Wade

#### Schedule

Biweekly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

Results of 2017 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

G083488

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Gains	70.0

**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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Core Connections Training
- Writing Coordinator
- Next Generation Learning-Focused Training
- Reading Wonders (Connect Ed)
- Successmaker
- Istation
- KidBiz (Achieve 3000)

**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**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

Results of 2017 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

 G083489

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

**Targeted Barriers to Achieving the Goal** 3

- Students lack authentic science experiences at the elementary level.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- SEEC Center
- Pearson Science Curriculum
- Study Island

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

Data from State 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**

Nicole Wade

**Schedule**

Biweekly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

Results from State 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

 G083490

**Targets Supported** 1b

Indicator	Annual Target
District Parent Survey	96.0

**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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- PTO
- SAC
- PAC
- Title I Committee

**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 8/10/2016 to 5/31/2017

**Evidence of Completion**

Progress will be made toward the selected target if 90% of the students at LPES are represented at a 2016-2017 school function by a parent/guardian or family member.

**G5. Decrease discipline referrals** 1a

 G083491

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	210.0

**Targeted Barriers to Achieving the Goal** 3

- Student engagement and motivation to stay on task

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- PBS Program
- Guidance Program
- 

**Plan to Monitor Progress Toward G5.** 8

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

**Person Responsible**

Sissy Ashley

**Schedule**

Annually, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

Comparative Discipline Reports



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

 G083492

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	92.0

**Targeted Barriers to Achieving the Goal** 3

- Student engagement and parents understanding the importance of attendance

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**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 23 (4%) to 15 (3%) students.

**Person Responsible**

Sissy Ashley

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

**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**

 **G083487**

#### **G1.B1** Not enough time to cover all skills **2**

 **B221405**

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

 **S233694**

### 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

Nicole Wade

### Schedule

Daily, from 8/10/2016 to 5/31/2017

### 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**

Nicole Wade

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***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**

Nicole Wade

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***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

 S233695

### 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

Nicole Wade

#### Schedule

Daily, from 8/10/2016 to 5/31/2017

#### 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

Nicole Wade

#### Schedule

Weekly, from 8/10/2016 to 5/31/2017

#### 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

Nicole Wade

### Schedule

Weekly, from 8/10/2016 to 5/31/2017

### 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

 S233696

### Strategy Rationale

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

## Action Step 1 5

Math resource teacher will pull small groups and work with struggling students in grades 4 - 5.

### Person Responsible

Shelly Hunt

### Schedule

Daily, from 8/10/2016 to 5/31/2017

### 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**

Nicole Wade

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***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**

Nicole Wade

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

walkthrough data, assessment data, feedback from teachers,

**G1.B2** Lack of understanding of the new standards **2**

 B221406

**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**

 S233697

**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**

Nicole Wade

**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**

Nicole Wade

**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**

Nicole Wade


**Schedule**

On 5/31/2017

***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. PLCs will use this data to collaboratively plan lessons and share resources. 4

 S233698

**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**

Sissy Ashley

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

PLC agendas and sign in sheets

**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**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***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**

Nicole Wade

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

assessment results: formatives, DEA, classroom

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

 G083488

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

 B221407

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

 S233699

**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**

Nicole Wade

**Schedule**

Daily, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Lesson plans, classroom walkthroughs

**Action Step 2 5**

"ELA Excellence" Bulletin Board- Students will have model writing samples at each grade level posted in the lunchroom.

**Person Responsible**

Sissy Ashley

**Schedule**

Daily, from 8/10/2016 to 5/31/2017

***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**

Nicole Wade

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***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**

Nicole Wade

**Schedule**

Biweekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

Results of 2017 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** 4th and 5th Grade students utilizing the Kid Biz program to increase writing to text, articles are based on interest and written at students' Lexile levels **4**

 S233700

### **Strategy Rationale**

Having resources used on a daily basis at students instructional level will help increase comprehension and allow them to write based on that increased comprehension.

### **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 8/10/2016 to 5/31/2017

#### **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 8/10/2016 to 5/31/2017

#### **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

Nicole Wade

### Schedule

Monthly, from 8/10/2016 to 5/31/2017

### Evidence of Completion

lesson plans, schedule, assessment data,

## G2.B2 Data analysis and collaborative planning 2

 B221408

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

 S233701

### 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 8/10/2016 to 5/31/2017

### Evidence of Completion

Agendas, data analysis spreadsheets, and PLC minutes

**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**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***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**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

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



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

B221409

### G2.B3.S1 AR Book Challenge weekly for grades K - 3. 4

S233702

#### Strategy Rationale

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

#### Action Step 1 5

All students grade K - 3 will have a goal of 6 books or 3 points per week with either 80% (K - 2) or 85% (3rd) accuracy each week. Students will earn Osprey Wings for meeting the goal and classes that have 80% of their students meeting this goal will earn a "Super AR Class" sticker for their door.

#### Person Responsible

Jeanine Peacock

#### Schedule

Weekly, from 8/10/2016 to 5/31/2017

#### 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

Sissy Ashley

#### Schedule

Weekly, from 8/10/2016 to 5/31/2017

#### 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**

Nicole Wade


**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

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

**G2.B3.S2 Utilize Saxon Phonics in Kindergarten and First Grade** 4

 S233703

**Strategy Rationale**

Direct Instruction in phonics will increase fluency.

**Action Step 1** 5

Kindergarten and First Grade Teachers will use the Saxon Phonics program for phonics instruction.

**Person Responsible**

Sissy Ashley

**Schedule**

Daily, from 8/24/2016 to 5/31/2017

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Walkthrough during ELA time and Lesson plan checks

**Person Responsible**

Sissy Ashley

**Schedule**

Weekly, from 8/24/2016 to 5/31/2017

***Evidence of Completion***

Walkthroughs during phonics instruction and documentation in the weekly lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Walkthrough during phonics instruction and weekly lesson plan reviews

**Person Responsible**

Sissy Ashley

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

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


**G3. Increase student achievement in Science.** 1

 G083489

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

 B221410

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

 S233704

**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**

Ashley Davin

**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**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

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

**G3.B1.S2** 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

 S233705

**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 8/10/2016 to 12/23/2016

**Evidence of Completion**

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

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

Nicole Wade

**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.S2** 7

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

**Person Responsible**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 12/23/2016

***Evidence of Completion***

Lesson plans, science fair packets and boards will be used as evidence.

**G3.B1.S3** Increase non-fiction Accelerated Reader books to at least 60 standards-based informational texts per student in 5th grade per year. 4

S233706

### 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 8/10/2016 to 5/31/2017

#### Evidence of Completion

AR Weekly Reports

### Plan to Monitor Fidelity of Implementation of G3.B1.S3 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

Nicole Wade

#### Schedule

Weekly, from 8/10/2016 to 5/31/2017

#### Evidence of Completion

AR Weekly Reports

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

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

**Person Responsible**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

AR reports, classroom assessment data, formative assessment data

**G4. Increase parental involvement.** 1

 G083490

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

 B221411

**G4.B1.S1** Grade levels will host parent conference nights. 4

 S233707

**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**

Kiley Cole

**Schedule**

On 12/23/2016

**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**

Nicole Wade

**Schedule**

On 12/23/2016

**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 2016-2017 school function by a parent or family member to at least 96% of students. Last year, we had 94%.

**Person Responsible**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

96% of the students at LPES will be represented at a 2016-2017 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

 S233708

**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 Fair Night, Young Authors Night, STEM Night, and Chili BINGO. AR Nights will also be held for parents to read with their child.

**Person Responsible**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***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**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***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 2016-2017 school function by a parent or family member

**Person Responsible**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

96% 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

 B221412

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

 S233709

**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, Remind app and mass emails to inform parents of special events.

**Person Responsible**

Shelly Hunt

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

**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 or Remind app

**Person Responsible**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***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**

Nicole Wade

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

96% of the students at LPES will be represented at a school function by a parent or family member.

**G5. Decrease discipline referrals** 1

 G083491

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

 B221413

**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

 S233710

**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**

Sissy Ashley

**Schedule**

Daily, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

The Osprey store will be open every day and utilized by teachers on a bi-weekly basis. 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**

Sissy Ashley

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

**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**

Sissy Ashley

**Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

**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

 S233711

**Strategy Rationale**

**Action Step 1** 5

Multiple classroom lessons and assemblies on Character Education and Bullying

**Person Responsible**

Landrea Sherman

**Schedule**

Monthly, from 8/10/2016 to 5/31/2017

**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 8/10/2016 to 5/31/2017

***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 8/10/2016 to 5/31/2017

***Evidence of Completion***

discipline reports, agendas,

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

 G083492

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

 B221414

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

 S233712

**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**

Sissy Ashley

**Schedule**

Daily, from 8/10/2016 to 5/31/2017

**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**

Sissy Ashley

**Schedule**

Weekly, from 8/10/2016 to 5/31/2017

**Evidence of Completion**

Skyward reports,



### 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**

Sissy Ashley

#### **Schedule**

Monthly, from 8/10/2016 to 5/31/2017

#### **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**

Sissy Ashley

#### **Schedule**

Quarterly, from 8/10/2016 to 5/31/2017

#### **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**

Sissy Ashley














#### **Schedule**

Quarterly, from 8/10/2016 to 5/31/2017


















#### **Evidence of Completion**

reports, meeting notes, call logs,

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B2.S1.MA1  M304167	Administration will create a master schedule that departmentalizes grades 4 and 5.	Wade, Nicole	8/10/2016	Administration will keep documentation of the master schedule.	No End Date one-time
G1.B2.S1.A1  A299786	Grades 4 and 5 will consist of teams that are departmentalized.	Wade, Nicole	8/10/2016	master schedule	No End Date one-time
G3.B1.S1.MA1  M304183	Administration will attend the events utilizing science experts.	Wade, Nicole	11/2/2016	Administration will keep records of events held at LPES utilizing science experts.	No End Date one-time
G3.B1.S1.A1  A299794	Host a science fair informational session utilizing South Sumter High School Students.	Davin, Ashley	11/2/2016	documented in lesson plan	No End Date one-time
G3.B1.S2.MA1  M304185	Plans for the classroom activities, professional development, PLC meetings and parent nights will...	Wade, Nicole	8/10/2016	Science fair packet and sign in sheets from parent night; PLC agendas; PD agenda and sign in sheet	No End Date one-time
G4.B1.S1.MA1  M304190	Administration will attend information night and collect parent roster and agenda.	Wade, Nicole	10/24/2016	agenda and roster from the information night	12/23/2016 one-time
G4.B1.S1.A1  A299797	Classroom teachers and instructional staff will host an evening information session in the first...	Cole, Kiley	10/24/2016	parent rosters and conference schedules	12/23/2016 one-time
G3.B1.S2.MA1  M304184	Administrators and teachers will work together to implement science fair. Lesson plans and...	Wade, Nicole	8/10/2016	Lesson plans, science fair packets and boards will be used as evidence.	12/23/2016 monthly
G3.B1.S2.A1  A299795	Increased emphasis on K- 5 science through Science Fair projects and displays. Displays will be...	Davin, Ashley	8/10/2016	Science Fair display boards, classroom lesson plans and sign in sheets from parent nights will be used as evidence.	12/23/2016 annually
G1.MA1  M304170	Data from Discovery Education reports will be the definitive evaluative tool. Success Maker...	Wade, Nicole	8/10/2016	Results of 2017 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.	5/31/2017 biweekly
G2.MA1  M304181	Data will be collected through the use of Performance Matters, Success Maker Enterprise Reports,...	Wade, Nicole	8/10/2016	Results of 2017 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.	5/31/2017 monthly
G3.MA1  M304188	Data from State Science Assessment, and Discovery Education reports will be the definitive...	Wade, Nicole	8/10/2016	Results from State 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.	5/31/2017 biweekly
G4.MA1  M304195	Parent rosters will be tracked and reviewed throughout the year for every parent involvement...	Cole, Kiley	8/10/2016	Progress will be made toward the selected target if 90% of the students at LPES are represented at a 2016-2017	5/31/2017 monthly


Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				school function by a parent/guardian or family member.	
G5.MA1 M304200	Discipline referrals will decrease by at least 5% from the previous school year.	Ashley, Sissy	8/10/2016	Comparative Discipline Reports	5/31/2017 annually
G6.MA1 M304203	At least quarterly, administration will meet to analyze attendance reports and gain assistance from...	Ashley, Sissy	8/10/2016	meeting notes, reports,	5/31/2017 quarterly
G1.B1.S1.MA1 M304160	Administration will review lesson plans and complete walkthroughs to ensure students are receiving...	Wade, Nicole	8/10/2016	This strategy will be effective is walkthrough data as well as lesson plans show students are academically engaged from "bell to bell".	5/31/2017 weekly
G1.B1.S1.MA1 M304161	Administration will review the lesson plans as well as complete walkthroughs to ensure students are...	Wade, Nicole	8/10/2016	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".	5/31/2017 weekly
G1.B1.S1.A1 A299783	Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".	Wade, Nicole	8/10/2016	Lesson plans and classroom walkthrough data.	5/31/2017 daily
G1.B2.S1.MA1 M304166	Administration will ensure through the use of strategic master schedule planning that grades 4 and...	Wade, Nicole	8/10/2016	This strategy will be effective if the master schedule shows departmentalization of grades 4 and 5.	5/31/2017 one-time
G2.B1.S1.MA1 M304171	Data from Discovery Education, Success Maker Enterprise results, student work produced, teacher...	Wade, Nicole	8/10/2016	Results of 2017 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.	5/31/2017 biweekly
G2.B1.S1.MA1 M304172	Administration will review lesson plans and complete classroom walkthroughs to monitor...	Wade, Nicole	8/10/2016	Administration will keep records of lesson plan reviews documenting writing activities across subject areas and classroom walkthroughs.	5/31/2017 weekly
G2.B1.S1.A1 A299788	Writing opportunities will be given in all subjects incorporating the ideas learned during Core...	Wade, Nicole	8/10/2016	Lesson plans, classroom walkthroughs	5/31/2017 daily
G2.B1.S1.A2 A299789	"ELA Excellence" Bulletin Board- Students will have model writing samples at each grade level...	Ashley, Sissy	8/10/2016	Bulletin Board in the lunchroom	5/31/2017 daily
G2.B2.S1.MA1 M304175	Administration will attend the PLCs as well as collect and review the documentation from the weekly...	Wade, Nicole	8/10/2016	This strategy will be effective if the documentation shows week data analysis driving lesson development.	5/31/2017 monthly
G2.B2.S1.MA1 M304176	Administration will collect agendas, data analysis spreadsheets, and PLC minutes submitted after...	Wade, Nicole	8/10/2016	The copies of agendas, data analysis spreadsheets, and PLC minutes will be evidence that the action plan for the strategy was monitored.	5/31/2017 monthly
G2.B2.S1.A1 A299791	Data analysis and lesson development based on the data will occur.	Randolph, Cynthia	8/10/2016	Agendas, data analysis spreadsheets, and PLC minutes	5/31/2017 weekly
G2.B3.S1.MA1 M304177	Classroom tests, formatives, and district assessments will demonstrate an increase in proficiency...	Wade, Nicole	8/10/2016	classroom tests, formative and district assessment data; PLC agendas,	5/31/2017 monthly
G2.B3.S1.MA1 M304178	Classroom walkthroughs during AR time and AR reports will be used to ensure classes in grades K - 3...	Ashley, Sissy	8/10/2016	Weekly AR reports, walkthrough data	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A1  A299792	All students grade K - 3 will have a goal of 6 books or 3 points per week with either 80% (K - 2)...	Peacock, Jeanine	8/10/2016	Weekly AR reports.	5/31/2017 weekly
G3.B1.S1.MA1  M304182	Administration will review formative assessment data looking for student growth.	Wade, Nicole	8/10/2016	This strategy will be effective if growth is seen on the formative assessments.	5/31/2017 monthly
G4.B1.S1.MA1  M304189	Increased students represented at a 2016-2017 school function by a parent or family member to at...	Wade, Nicole	8/10/2016	96% of the students at LPES will be represented at a 2016-2017 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.	5/31/2017 monthly
G4.B2.S1.MA1  M304193	The number of times the district's call system is used will be documented.	Wade, Nicole	8/10/2016	96% of the students at LPES will be represented at a school function by a parent or family member.	5/31/2017 monthly
G4.B2.S1.MA1  M304194	Administration will confirm use of district's call out system or Remind app	Wade, Nicole	8/10/2016	Documentation of each time the system is utilized.	5/31/2017 monthly
G4.B2.S1.A1  A299799	Parental Involvement Committee will utilize the district's call out system, Remind app and mass...	Hunt, Shelly	8/10/2016	Parents contacted regularly through the use of the the call out system.	5/31/2017 monthly
G5.B1.S1.MA1  M304196	Student discipline data will be monitored at least quarterly by administration and shared with PBS...	Ashley, Sissy	8/10/2016	Student data reports, PBS agendas and sign in sheets.	5/31/2017 quarterly
G5.B1.S1.MA1  M304197	The PBS Committee will meet quarterly to discuss the program plan. This meeting will ensure the...	Ashley, Sissy	8/10/2016	Agendas, sign in sheets, PBS plan,	5/31/2017 quarterly
G5.B1.S1.A1  A299800	Students will receive Osprey Wings for following classroom rules and expectations. Classrooms will...	Ashley, Sissy	8/10/2016	The Osprey store will be open every day and utilized by teachers on a bi-weekly basis. 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.	5/31/2017 daily
G6.B1.S1.MA1  M304201	At least quarterly, the administration will meet to review attendance reports and discuss possible...	Ashley, Sissy	8/10/2016	reports, meeting notes, call logs,	5/31/2017 quarterly
G6.B1.S1.MA1  M304202	Documentation of all meetings and correspondences will be kept on file in office. Assistant...	Ashley, Sissy	8/10/2016	copies of letters and call logs, Skyward reports,	5/31/2017 quarterly
G6.B1.S1.A1  A299802	Send letters home daily for students who have been absent reminding them to send in an excuse note.	Ashley, Sissy	8/10/2016	copies of letters, Skyward reports,	5/31/2017 daily
G6.B1.S1.A2  A299803	Pull weekly attendance reports to identify students who have a pattern of absences.	Ashley, Sissy	8/10/2016	Skyward reports,	5/31/2017 weekly
G6.B1.S1.A3  A299804	Meet with YFA and families to determine reason for absence and create plan for improvement. Conduct...	Ashley, Sissy	8/10/2016	CST meeting forms and notes, logs of parent communication,	5/31/2017 monthly
G1.B1.S2.MA1  M304162	Administration will review lesson plans and complete walkthroughs to ensure that students are being...	Wade, Nicole	8/10/2016	This strategy will be effective if walkthrough data as well as lesson plan reviews show student engagement.	5/31/2017 weekly
G1.B1.S2.MA1  M304163	Administration will review lesson plans as well as complete walkthroughs looking for strategies.	Wade, Nicole	8/10/2016	Administration will keep records of lesson plans reviews as well as walkthrough data.	5/31/2017 weekly
G1.B1.S2.A1  A299784	Use of LFS strategies to increase student engagement and higher order thinking activities.	Wade, Nicole	8/10/2016	Lesson plans and walkthroughs will show evidence of the use of collaborative pairs.	5/31/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1 M304168	Classroom lesson plans and assessments, as well as formative and district DEA assessment data will...	Wade, Nicole	8/10/2016	assessment results: formatives, DEA, classroom	5/31/2017 quarterly
G1.B2.S2.MA1 M304169	Administrators and math coach will attend PLCs to monitor conversations and ensure meetings are...	Wade, Nicole	8/10/2016	Agendas and sign in sheets	5/31/2017 monthly
G1.B2.S2.A1 A299787	Teachers will meet monthly with their PLCs to discuss student data, deconstruct the standards and...	Ashley, Sissy	8/10/2016	PLC agendas and sign in sheets	5/31/2017 monthly
G2.B1.S2.MA1 M304173	Classroom assessment data, formative data, lesson plans and teacher feedback will be used to...	Wade, Nicole	8/10/2016	lesson plans, schedule, assessment data,	5/31/2017 monthly
G2.B1.S2.MA1 M304174	Reading coach will create a schedule and submit to administration. The reading coach will update...	Randolph, Cynthia	8/10/2016	classroom walkthrough data, schedule,	5/31/2017 weekly
G2.B1.S2.A1 A299790	Reading coach will create a schedule to work in the classrooms with students who need additional...	Randolph, Cynthia	8/10/2016	reading coach schedule, walkthrough data,	5/31/2017 daily
G2.B3.S2.MA1 M304179	Walkthrough during phonics instruction and weekly lesson plan reviews	Ashley, Sissy	8/10/2016	classroom tests, formative and district assessment data; PLC agendas,	5/31/2017 weekly
G2.B3.S2.MA1 M304180	Walkthrough during ELA time and Lesson plan checks	Ashley, Sissy	8/24/2016	Walkthroughs during phonics instruction and documentation in the weekly lesson plans	5/31/2017 weekly
G2.B3.S2.A1 A299793	Kindergarten and First Grade Teachers will use the Saxon Phonics program for phonics instruction.	Ashley, Sissy	8/24/2016		5/31/2017 daily
G4.B1.S2.MA1 M304191	Increased students represented at a 2016-2017 school function by a parent or family member	Wade, Nicole	8/10/2016	96% 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.	5/31/2017 monthly
G4.B1.S2.MA1 M304192	Activity plans will be submitted to administration prior to event. Administration will also attend...	Wade, Nicole	8/10/2016	agendas, activity plans and sign in sheets	5/31/2017 monthly
G4.B1.S2.A1 A299798	"FAN" club nights will be held throughout the school year, including: Science Fair Night, Young...	Wade, Nicole	8/10/2016	sign in sheets, schedule of events.	5/31/2017 monthly
G5.B1.S2.MA1 M304198	Discipline data will be monitored by administration and shared with the PBS team quarterly....	Sherman, Landrea	8/10/2016	discipline reports, agendas,	5/31/2017 quarterly
G5.B1.S2.MA1 M304199	Guidance counselor will report activities at faculty meetings and to the PBS team. Activity...	Sherman, Landrea	8/10/2016	Agendas, schedule of events,	5/31/2017 quarterly
G5.B1.S2.A1 A299801	Multiple classroom lessons and assemblies on Character Education and Bullying	Sherman, Landrea	8/10/2016	Lesson plans, schedule of events	5/31/2017 monthly
G1.B1.S3.MA1 M304164	Classroom walkthroughs are conducted weekly. Administration will monitor activities and lesson...	Wade, Nicole	8/10/2016	walkthrough data, assessment data, feedback from teachers,	5/31/2017 weekly
G1.B1.S3.MA1 M304165	The math resource teacher will create a schedule and submit to administration. Any changes...	Wade, Nicole	8/10/2016	Lesson plans, schedule, walkthrough data	5/31/2017 weekly
G1.B1.S3.A1 A299785	Math resource teacher will pull small groups and work with struggling students in grades 4 - 5.	Hunt, Shelly	8/10/2016		5/31/2017 daily
G3.B1.S3.MA1 M304186	Administration will monitor weekly AR reports to ensure effectiveness. 5th grade formative data and...	Wade, Nicole	8/10/2016	AR reports, classroom assessment data, formative assessment data	5/31/2017 monthly
G3.B1.S3.MA1 M304187	Administration will monitor weekly AR reports to ensure 5th grade students are reading non-fiction...	Wade, Nicole	8/10/2016	AR Weekly Reports	5/31/2017 weekly

**Sumter - 0181 - Lake Panasoffkee Elem. School - 2016-17 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.A1  A299796	By increasing non-fiction Accelerated Reader books to at least 60 standards-based informational...	Peacock, Jeanine	8/10/2016	AR Weekly Reports	5/31/2017 weekly



## V. Professional Development Opportunities

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

### **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 8/10/2016 to 5/31/2017

## VI. Technical Assistance Items

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