

Bradford County School District

Lawtey Elementary School



2016-17 Schoolwide Improvement Plan

Lawtey Elementary School

22703 N PARK ST, Lawtey, FL 32058

bradfordschools.org/lawtey

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-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	F	

**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 Bradford 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 Lawtey Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

Our mission in partnership with the entire community, is dedicated to providing a quality education in a safe learning environment so that all students can excel academically and socially in order to become productive citizens.

b. Provide the school's vision statement.

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will provide students with learning opportunities that are rigorous and relevant to today's educational standards. We will ensure a working and learning environment that is built on being respectful, responsible, reliable, and ready to learn. Through these Champion Values, we will maximize student potential and promote individual expectations.

2. School Environment

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

The school learns about the students' cultures and builds relationships between teachers and students through daily lessons with the reading and writing curriculum Making Meaning and Being a Writer. Making Meaning and Being a Writer establishes connections between students through respectful collaboration and discussions which are incorporated in all subject areas and social situations throughout the day.

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

Lawtey Elementary has implemented a CHAMPS program. This ensures that all students understand and follow the same procedures and are rewarded for positive behavior. These procedures are carried throughout the entire campus including music, PE, cafeteria and assemblies.

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.

The faculty and staff have had an inservice and input in the school wide "CHAMPS" program. This program helps the students know and understand the school wide expectations on the sidewalk, transition expectations, arrival expectations, cafeteria expectations, bathroom expectations, outside expectations, dismissal expectations and assembly expectations. It also has a component that includes positive relationships, rigor and parent expectations. The tiered behavior system sets clear behaviors, consequences, and rewards that are reviewed consistently by the teacher with the students. Dolphin dollars are earned by the students school wide and are then exchanged for PBS days each nine weeks. The grade levels have set their expectations for the amount of dolphin dollars needed for each nine weeks activities.

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.

The social emotional needs of the students are being met through the Making Meaning reading curriculum that emphasizes connections and respectful discussions among students. Our Character Education program is embedded through the social-emotional aspect of the Making Meaning curriculum. Other social emotional needs are being met through counseling services provided by the school and through Meridian. The program Child Safety Matters is taught by our guidance counselor and Safer Smarter Schools is taught by the teachers.

3. Early Warning Systems

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

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

We have a system to identify students who need additional support to improve academic performance and stay engaged in school. The early warning system includes a process to monitor the following early warning signs:

Attendance below 90 percent, regardless of whether absence is excused, unexcused or a result of out-of-school suspension: 15 or more unexcused absences the prior year, absent 5 days per 9-weeks or any 45 day period, contact any who miss two consecutive days,

One or more suspensions, whether in school or out of school, and two or more referrals

Course failure (including Ds) in English Language Arts or mathematics,

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. Also track those scoring level 2.

Students who fall into these areas are put into prevention or intervention programs through MTSS.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	11	7	8	2	8	0	0	0	0	0	0	0	47
One or more suspensions	1	0	1	0	0	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	3	8	4	7	3	9	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	14	7	15	0	0	0	0	0	0	0	36

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	2	6	1	5	0	0	0	0	0	0	0	17

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

Students identified by the early warning systems receive interventions in academics. We are seeking assistance from the School Resource Officer and the Student Attendance Review Board for attendance issues.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305777>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

Local entities are invited to participate in the schools Open House, Fall Festival and to briefly speak to the teachers on our professional development days. Community members are scheduled to tour the school and read to our students thus enhancing communication and collaboration between the school and the local community. IFIS is involved with the teachers and students by teaching nutrition, gardening and local agriculture through activities such as planting gardens.

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
Vaughan, Jennifer	Principal
Ansley, Rebecca	Other
Alvarez, Sherree	Other

b. Duties

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

Principal: Oversees the process, instructional leader, lead professional learning communities

Reading Coach: Provides guidance on K-12 reading plan; provides professional development and technical assistance to teachers regarding data-based instructional planning.

CRT: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning;

supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Ensures that the classroom teachers are implementing MTSS with fidelity. Completes process checks to ensure implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

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.

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team meets once every three weeks to engage in the following activities: 1.) Discuss data and interventions in the classroom. 2.) Discuss commonalities for strategies to be used in the classroom. 3.) Discuss targeted strategies in dealing with classroom challenges and/or unsuccessful students. This will be met during our grade group meetings.

Title I, Part A: Title 1, Part A provides computer assisted instruction, paraprofessionals and material and supplies to support the academic achievement of students. The after school program ASPIRE and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title 1, Part A plan.

Title I, Part C-Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title 1 director to ensure that migrant needs are met.

Title II: The district receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title VI: Provides funds to support a drop out prevention teacher, and support for implementation of educational technology through Performance Matters.

Title X - Homeless; Title 1 supplements the funds that are provided through Title X to support homeless students. Funds are used for student materials and school support. District homeless coordinator works with schools to identify and provide the necessary resources. The district has secured a Homeless Specialist through a Title X grant for the 2015 school year. The Homeless Specialist will be providing services to the students under the Duties of the Homeless Liaison, sec.772[g][6]

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title 1 to provide highly qualified teachers for summer school for students that qualify.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA- Take Responsibility for your Actions) and Character Education (Character Counts, Positive Action), as well as, Positive Behavior Support (PBS) are implemented to help students make positive decision when interacting with their peers.

Nutrition Programs: Free breakfast and lunch for all students

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as; nursing, welding, auto mechanics and technology.

Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. Through the GED Exit option students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goal of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bernard Brown	Parent
Salatheia Brown	Parent
Lisa Harley	Parent
Judy Becker	Business/Community
Jennifer Vaughan	Principal
Lisa Schiller	Teacher

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

Data for last year for grades 3-5 have been released from the Florida Department of Education. The scores for third through fifth grade were reviewed with the SAC Committee. Attendance data and issues were also discussed along with fluency and vocabulary. The parent initiatives were successful. The SAC would have liked to keep two Title 1 paraprofessionals if possible and have Title 1 funds to support funding for teachers requests and student needs.

b. Development of this school improvement plan

Each year, the SAC meets to review the draft, gives input, and give final approval to both the School Improvement Plan and the Title I Parent Involvement Plan. They also meet throughout the year to review data and implementation progress.

c. Preparation of the school's annual budget and plan

The SAC would like to keep two Title 1 paraprofessionals if possible and have title 1 funds to support funding for teachers requests and student needs. Secondly, they were supportive of using Title 1 funds for math/reading professional development to help raise our test scores.

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

We purchased SRA materials to help improve reading throughout the school. Chromebooks were purchased for the third grade students along with a charging cart. Headphones were ordered to replenish the computer labs for the students.

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
Vaughan, Jennifer	Principal
Ansley, Rebecca	Other
Alvarez, Sherree	Other

b. Duties

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

- Book Fair
- AR and Home Connect software
- Free book give-away made possible through our local Education Foundation during the Book Fair
- Participation in the state-wide Literacy Week
- Book Bingo Parent Involvement Nights
- Bring in community members to read to the students each 9 weeks

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.

Third and fourth grade teachers are departmentalized. They have common planning time to collaborate on grade level data and instruction. We also have Vertical Team meetings with grades K-5 in math/

science and K-5 in ELA. They will also participate in lesson study and guided planning throughout the year. A Teacher Learning Community is being offered to all of the teachers who would like to participate.

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

District Recruitment Program through HR - Randy Whytsell, School building administrators, District personnel.

Providing On-going Professional Development - District Reading Coach, School Curriculum Resource Teacher, District personnel, Professional Learning Community and Teacher Learning Community.

Weekly grade level collaborative meetings - Curriculum Resource Teacher, District Reading Coach, Teacher Support Colleague, District Personnel and Principal

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

At this time, there aren't any beginning teachers or any teachers with less than three years experience. However, additional support is given to teachers who have changed grade levels. Mentoring through grade group meetings, vertical teaming and school based committees is how all teachers are supported.

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.

Horizon Phonics, Making Meaning, Being a Writer, Eureka and enVision math curriculum and materials have been approved by the State Adoption list. These core instructional programs were approved and adopted by the Bradford County School Board. These programs are being taught and aligned with the Florida State standards as indicated in their lesson plans. Curriculum maps and Pacing Guides align with Florida State Standards.

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.

Data is analysed and discussed weekly in grade group meetings. Students who are recognized as below level are placed in MTSS (Multi- Tiered Student Support) to work in small groups with the classroom teacher, ESE teacher, or a paraprofessional on the skills they need. Teachers will also monitor progress in the I-Ready Reading and Math computer programs and SRA groups. All students are in the Tier 2 MTSS process and are placed in SRA differentiated groups based on their academic level.

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: Before School Program

Minutes added to school year: 36,000

Approximately 20 students each in grades three - five will be tutored four mornings per week beginning in January and ending before the state assessments begin as follows:

3rd grade Reading and Math 2 days a week each subject for 20 minutes

4th grade ELA and Math 2 days a week in each subject for 20 minutes

5th grade ELA, Math and Science 4 days a week for 20 minutes

Enrichment Group uses the computer lab 4 days a week

All 3rd - 5th grade students will have access to the computer lab on Friday's

Strategy Rationale

The students will receive differentiated instruction and academic support.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Vaughan, Jennifer, vaughan.jennifer@mybradford.us

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

I-Ready Reading and Math, Achieve 3000

Strategy: After School Program

Minutes added to school year: 44,625

Thirty students stay after school every day for enrichment in Language Arts, Math and Science through an after school program called ASPIRE.

Strategy Rationale

Students in the afternoon will receive hands on experience learning math/science and project based learning for Language Arts and Social Studies.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Alvarez, Sherree, alvarez.sherree@mybradford.us

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

I-Ready Reading, I-Ready Math, Achieve 3000 and Reflex Math

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.

In the fall, a Kindergarten Open House/ Orientation meeting is held for kindergarten students and their families. Pre-K collaboration with the Kindergarten teachers throughout the year to discuss strategies being used in the classroom. In the Spring, the Principal of BMS will visit the 5th grade students to discuss expectations and scheduling for the Middle School. Class requirements along with test score requirements will also be reviewed. At the end of the year the 5th grade students will visit Bradford Middle School to take a tour of the campus.

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.

Every year in the Spring our school has a Career Day with many businesses represented. Law Enforcement, Fire and Rescue, Bradford Union Technical Center and Santa Fe College and business owners participate. Through Career Day many opportunities are shared with the students.

The fifth grade students will also have an opportunity to tour Santa Fe College in Bradford County to be exposed to the college and meet the Santa Fe Center Director Cheryl Canova. She will speak to them about what Santa Fe College has to offer.

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

Through Career Day, the speakers share the certifications and requirements that need to be met in order to be able to be employed in that particular career. The speakers share what their job description and what their responsibilities are to the students during their presentation. The speakers include law enforcement, fire and rescue, cosmetology, nursing, truck driving and college careers. Santa Fe College also speaks about their program College for Kids.

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

IFAS and 4-H will be providing lessons with different age groups along with agriculture to promote STEM learning. Two years ago we received a WeatherSTEM grant. This grant provides us with the equipment to monitor our own weather data to use within the classrooms.

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.

The students are struggling with reading texts fluently and understanding the vocabulary in the necessary to comprehend the text.

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.

The students have limited independent reading time during the instruction schedule everyday. This lack of practice leads to students not reading fluently. This school is a high poverty school and the students are limited to the use of learned vocabulary within the school environment.

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

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

Strategic Goals Summary

- G1.** If we focus on improving our K-5th Grade Earth Space Science instruction, we will see an increase in our Science scores.
- G2.** If we differentiate 1st - 5th Grade reading instruction then we will see an increase in reading proficiency.
- G3.** If we communicate with the parents, we will see an increase in home and school collaboration.

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. If we focus on improving our K-5th Grade Earth Space Science instruction, we will see an increase in our Science scores. 1a

G084500

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0
Science Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- National Geographic curriculum content does not meet the rigor of the Earth Space Science standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mrs. Appling, Teacher Support Colleague
- Brainpop
- Discovery Education
- National Geographic curriculum
- 3rd - 5th have Earth Science Investigation kits

Plan to Monitor Progress Toward G1. 8

5th Grade FCAT 2.0 Science and K-4 End-of-Year test scores will increase in the area of Earth Science.

Person Responsible

Jennifer Vaughan

Schedule

Weekly, from 11/1/2016 to 3/31/2017

Evidence of Completion

FCAT and End-of Year Tests

G2. If we differentiate 1st - 5th Grade reading instruction then we will see an increase in reading proficiency.

1a

G084501

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0
ELA/Reading Gains	59.0
FCAT 2.0 Science Proficiency	41.0
ELA/Reading Lowest 25% Gains	59.0
ELA Achievement District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle to teach the SRA intervention with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Making Meaning
- Marzano Strategies
- National Geographic Science
- Florida State Standards
- I-Ready Reading
- Achieve 3000
- Paraprofessional and ESE support
- Being a Writer
- SRA curriculum - Language for Learning, Reading Mastery, SRA Corrective Reading
- SIPPS
- Horizon Phonics
- ReadWorks.com

Plan to Monitor Progress Toward G2. 8

Reading data and SRA data notebooks will be monitored during grade group meetings.

Person Responsible

Rebecca Ansley

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Classroom grades, STAR Reading, I-Ready Reading, Achieve 3000, and SRA testing and fluency data will be analyzed and discussed in grade group meetings.

Plan to Monitor Progress Toward G2. 8

Lesson Plans monitored for fidelity to pacing guides.

Person Responsible

Jennifer Vaughan

Schedule

Monthly, from 9/21/2015 to 5/30/2016

Evidence of Completion

Lesson Plans

G3. If we communicate with the parents, we will see an increase in home and school collaboration. 1a

G084502

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0
Students exhibiting two or more EWS indicators (Total)	5.0

Targeted Barriers to Achieving the Goal 3

- Scheduling of Parent Teacher Conferences

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title 1 Monthly Newsletters
- Reminder notices
- Tuesday Folders
- Remind Me
- Parent Teacher Conferences
- Parent Nights - Book Bingo; Book Fair, Math and Science Nights
- FOCUS
- Lawtey Elementary Facebook

Plan to Monitor Progress Toward G3. 8

Parent Teacher Conference forms

Person Responsible

Jennifer Vaughan

Schedule

Monthly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Compare the progress report and report card grades to the number of parent teacher conferences held.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we focus on improving our K-5th Grade Earth Space Science instruction, we will see an increase in our Science scores. 1

G084500

G1.B1 National Geographic curriculum content does not meet the rigor of the Earth Space Science standards. 2

B224503

G1.B1.S1 Teachers will use technology resources to supplement the Earth Science units. 4

S236950

Strategy Rationale

National Geographic does not meet the rigor of the standards.

Action Step 1 5

Mrs. Appling will populate the K-5 curriculum maps with resources for Earth Space Science.

Person Responsible

Rebecca Ansley

Schedule

Daily, from 10/3/2016 to 10/7/2016

Evidence of Completion

Curriculum Maps in Google Drive will include Earth Space Science resources.

Action Step 2 5

Discuss the additional resources for K-5 Earth Space Science in Guided Planning with Mrs. Appling.

Person Responsible

Rebecca Ansley

Schedule

Biweekly, from 11/1/2016 to 3/1/2017

Evidence of Completion

Guided Planning meeting notes

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

Make sure that the K-5 curriculum maps are populated with teacher friendly Earth Space Science resources.

Person Responsible

Rebecca Ansley

Schedule

On 10/10/2016

Evidence of Completion

Curriculum Maps in Google Drive

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

Mrs. Vaughan will conduct walk-throughs during guided planning.

Person Responsible

Jennifer Vaughan

Schedule

Biweekly, from 11/1/2016 to 3/3/2017

Evidence of Completion

Guided planning notes; observations

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

Lesson plans will be monitored to ensure that teachers are using the supplemental lessons from the curriculum maps.

Person Responsible

Jennifer Vaughan

Schedule

Weekly, from 11/1/2016 to 3/31/2017

Evidence of Completion

Lesson Plans

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

Grade K-2 teachers will give the unit tests for all the Earth Space Science units.

Person Responsible

Rebecca Ansley

Schedule

Monthly, from 1/3/2017 to 3/31/2017

Evidence of Completion

Test scores for chapter tests and end of year test

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

Grade 3-5 teachers will give the benchmark assessments for the Earth Space Science chapters.

Person Responsible

Rebecca Ansley

Schedule

On 1/27/2017

Evidence of Completion

Test scores for benchmark assessments, end of year tests and FCAT Science (5th).

G2. If we differentiate 1st - 5th Grade reading instruction then we will see an increase in reading proficiency.

1

G084501

G2.B4 Teachers struggle to teach the SRA intervention with fidelity. 2

B224509

G2.B4.S1 Teaching SRA to fidelity 4

S236953

Strategy Rationale

Teachers in grades 2 - 5 are using a new version of Reading Mastery.

Action Step 1 5

SRA placement testing for all students in the school.

Person Responsible

Rebecca Ansley

Schedule

On 9/9/2016

Evidence of Completion

Copies of the SRA Placement tests.

Action Step 2 5

Train the teachers on Direct Instruction and SRA Reading Mastery

Person Responsible

Jennifer Vaughan

Schedule

On 12/16/2016

Evidence of Completion

Sign in Sheets from the training

Action Step 3 5

Modeling and ongoing support of SRA

Person Responsible

Rebecca Ansley

Schedule

Biweekly, from 8/22/2016 to 5/1/2017

Evidence of Completion

Observations and feedback of observations and modeling of lessons

Action Step 4 5

Monitor for fidelity

Person Responsible

Jennifer Vaughan

Schedule

Biweekly, from 10/3/2016 to 5/19/2017

Evidence of Completion

Walk-through and formal observation data

Action Step 5 5

We will buy the textbooks and workbooks needed to teach Reading Mastery and Decoding to the students.

Person Responsible

Rebecca Ansley

Schedule

Quarterly, from 8/29/2016 to 2/24/2017

Evidence of Completion

Textbooks and workbooks will be placed in the correct classrooms based on placement testing.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

SRA data will be monitored during grade group meetings.

Person Responsible

Rebecca Ansley

Schedule

Biweekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Testing and fluency data from the SRA program.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

SRA Placement tests were collected and are kept in the CRT's office.

Person Responsible

Rebecca Ansley

Schedule

On 9/9/2016

Evidence of Completion

Groups were formed based on the testing and assigned a Teacher or Paraprofessional.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Make sure teachers have all materials needed to teach and test their SRA program.

Person Responsible

Rebecca Ansley

Schedule

Weekly, from 8/12/2016 to 5/19/2017

Evidence of Completion

Discussion and materials in the classroom

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Walk-through and formal observations

Person Responsible

Jennifer Vaughan

Schedule

Biweekly, from 10/3/2016 to 5/1/2017

Evidence of Completion

Walk-through and formal observations data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Classroom grades, STAR Reading, I-Ready Reading, Achieve 3000, and SRA testing and fluency data will be analyzed and discussed in grade group meetings.

Person Responsible

Rebecca Ansley

Schedule

Biweekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Classroom grades, STAR Reading, I-Ready Reading, Achieve 3000, and SRA testing and fluency data will be analyzed and discussed in grade group meetings. FSA Reading data will be evaluated.

G3. If we communicate with the parents, we will see an increase in home and school collaboration. 1

G084502

G3.B2 Scheduling of Parent Teacher Conferences 2

B224511

G3.B2.S1 Teachers will schedule conferences after progress report and report card grades for students who are making D's or F's. 4

S236954

Strategy Rationale

These are the students who are flagged for the Early Warning System.

Action Step 1 5

Teachers will keep a log of parent communication.

Person Responsible

Jennifer Vaughan

Schedule

Monthly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Teachers will turn in a copy of the parent conference form to Mrs. Vaughan

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

Teachers will have parent teacher conferences with students who have D's, and F's on their progress reports and report cards.

Person Responsible

Jennifer Vaughan

Schedule

Monthly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Parent teacher conference forms.

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

Teachers will keep a log of parent communication.

Person Responsible

Jennifer Vaughan

Schedule

Monthly, from 8/15/2016 to 5/25/2017

Evidence of Completion

Teachers will turn in a signed copy of the parent teacher conference form to Mrs. Vaughan.

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

Parents will complete the Spring Title I parent survey.

Person Responsible

Jennifer Vaughan

Schedule

On 5/5/2017

Evidence of Completion

We will have an increase in parent participation and positive responses on surveys.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA2 M312078	Lesson Plans monitored for fidelity to pacing guides.	Vaughan, Jennifer	9/21/2015	Lesson Plans	5/30/2016 monthly
G2.B4.S1.MA1 M312075	SRA Placement tests were collected and are kept in the CRT's office.	Ansley, Rebecca	4/1/2016	Groups were formed based on the testing and assigned a Teacher or Paraprofessional.	9/9/2016 one-time
G2.B4.S1.A1 A305990	SRA placement testing for all students in the school.	Ansley, Rebecca	4/1/2016	Copies of the SRA Placement tests.	9/9/2016 one-time
G1.B1.S1.A1 A305982	Mrs. Appling will populate the K-5 curriculum maps with resources for Earth Space Science.	Ansley, Rebecca	10/3/2016	Curriculum Maps in Google Drive will include Earth Space Science resources.	10/7/2016 daily
G1.B1.S1.MA1 M312063	Make sure that the K-5 curriculum maps are populated with teacher friendly Earth Space Science...	Ansley, Rebecca	10/10/2016	Curriculum Maps in Google Drive	10/10/2016 one-time
G2.B4.S1.A2 A305991	Train the teachers on Direct Instruction and SRA Reading Mastery	Vaughan, Jennifer	10/3/2016	Sign in Sheets from the training	12/16/2016 one-time
G1.B1.S1.MA2 M312062	Grade 3-5 teachers will give the benchmark assessments for the Earth Space Science chapters.	Ansley, Rebecca	11/1/2016	Test scores for benchmark assessments, end of year tests and FCAT Science (5th).	1/27/2017 one-time
G2.B4.S1.A5 A305994	We will buy the textbooks and workbooks needed to teach Reading Mastery and Decoding to the...	Ansley, Rebecca	8/29/2016	Textbooks and workbooks will be placed in the correct classrooms based on placement testing.	2/24/2017 quarterly
G1.B1.S1.A2 A305983	Discuss the additional resources for K-5 Earth Space Science in Guided Planning with Mrs. Appling.	Ansley, Rebecca	11/1/2016	Guided Planning meeting notes	3/1/2017 biweekly
G1.B1.S1.MA2 M312064	Mrs. Vaughan will conduct walk-throughs during guided planning.	Vaughan, Jennifer	11/1/2016	Guided planning notes; observations	3/3/2017 biweekly
G1.MA1 M312066	5th Grade FCAT 2.0 Science and K-4 End-of-Year test scores will increase in the area of Earth...	Vaughan, Jennifer	11/1/2016	FCAT and End-of Year Tests	3/31/2017 weekly
G1.B1.S1.MA1 M312061	Grade K-2 teachers will give the unit tests for all the Earth Space Science units.	Ansley, Rebecca	1/3/2017	Test scores for chapter tests and end of year test	3/31/2017 monthly
G1.B1.S1.MA5 M312065	Lesson plans will be monitored to ensure that teachers are using the supplemental lessons from the...	Vaughan, Jennifer	11/1/2016	Lesson Plans	3/31/2017 weekly
G2.B4.S1.MA1 M312072	Walk-through and formal observations	Vaughan, Jennifer	10/3/2016	Walk-through and formal observations data	5/1/2017 biweekly
G2.B4.S1.A3 A305992	Modeling and ongoing support of SRA	Ansley, Rebecca	8/22/2016	Observations and feedback of observations and modeling of lessons	5/1/2017 biweekly
G3.B2.S1.MA3 M312080	Parents will complete the Spring Title I parent survey.	Vaughan, Jennifer	3/1/2017	We will have an increase in parent participation and positive responses on surveys.	5/5/2017 one-time
G2.MA1 M312077	Reading data and SRA data notebooks will be monitored during grade group meetings.	Ansley, Rebecca	8/22/2016	Classroom grades, STAR Reading, I-Ready Reading, Achieve 3000, and SRA testing and fluency data will be analyzed and discussed in grade group meetings.	5/19/2017 weekly
G2.B4.S1.MA2 M312073	Classroom grades, STAR Reading, I-Ready Reading, Achieve 3000, and SRA testing and fluency data...	Ansley, Rebecca	8/22/2016	Classroom grades, STAR Reading, I-Ready Reading, Achieve 3000, and SRA testing and fluency data will be analyzed and discussed in grade group meetings. FSA Reading data will be evaluated.	5/19/2017 biweekly

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Lawtey Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA1 M312074	SRA data will be monitored during grade group meetings.	Ansley, Rebecca	8/15/2016	Testing and fluency data from the SRA program.	5/19/2017 biweekly
G2.B4.S1.MA3 M312076	Make sure teachers have all materials needed to teach and test their SRA program.	Ansley, Rebecca	8/12/2016	Discussion and materials in the classroom	5/19/2017 weekly
G2.B4.S1.A4 A305993	Monitor for fidelity	Vaughan, Jennifer	10/3/2016	Walk-through and formal observation data	5/19/2017 biweekly
G3.MA1 M312082	Parent Teacher Conference forms	Vaughan, Jennifer	8/15/2016	Compare the progress report and report card grades to the number of parent teacher conferences held.	5/25/2017 monthly
G3.B2.S1.MA1 M312079	Teachers will keep a log of parent communication.	Vaughan, Jennifer	8/15/2016	Teachers will turn in a signed copy of the parent teacher conference form to Mrs. Vaughan.	5/25/2017 monthly
G3.B2.S1.MA1 M312081	Teachers will have parent teacher conferences with students who have D's, and F's on their progress...	Vaughan, Jennifer	8/15/2016	Parent teacher conference forms.	5/25/2017 monthly
G3.B2.S1.A1 A305995	Teachers will keep a log of parent communication.	Vaughan, Jennifer	8/15/2016	Teachers will turn in a copy of the parent conference form to Mrs. Vaughan	5/25/2017 monthly

V. Professional Development Opportunities

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

G2. If we differentiate 1st - 5th Grade reading instruction then we will see an increase in reading proficiency.

G2.B4 Teachers struggle to teach the SRA intervention with fidelity.

G2.B4.S1 Teaching SRA to fidelity

PD Opportunity 1

Train the teachers on Direct Instruction and SRA Reading Mastery

Facilitator

SRA Trainer

Participants

Teachers and Paraprofessionals

Schedule

On 12/16/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Mrs. Appling will populate the K-5 curriculum maps with resources for Earth Space Science.				\$0.00
2	G1.B1.S1.A2	Discuss the additional resources for K-5 Earth Space Science in Guided Planning with Mrs. Appling.				\$0.00
3	G2.B4.S1.A1	SRA placement testing for all students in the school.				\$0.00
4	G2.B4.S1.A2	Train the teachers on Direct Instruction and SRA Reading Mastery				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0131 - Lawtey Elementary School	Title I, Part A		\$2,000.00
5	G2.B4.S1.A3	Modeling and ongoing support of SRA				\$0.00
6	G2.B4.S1.A4	Monitor for fidelity				\$0.00
7	G2.B4.S1.A5	We will buy the textbooks and workbooks needed to teach Reading Mastery and Decoding to the students.				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	520-Textbooks	0131 - Lawtey Elementary School	Title I, Part A		\$8,500.00
	5100	510-Supplies	0131 - Lawtey Elementary School	Title I, Part A		\$4,000.00
8	G3.B2.S1.A1	Teachers will keep a log of parent communication.				\$0.00
					Total:	\$14,500.00