

Bay District Schools

Lynn Haven Elementary School



2016-17 Schoolwide Improvement Plan

Lynn Haven Elementary School

301 W 9TH ST, Lynn Haven, FL 32444

<https://lynnhaven.bay.k12.fl.us/>

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	No	55%
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	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	

**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 Bay 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 Lynn Haven Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	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.

We, at Lynn Haven Elementary School, celebrate educational excellence, value the individual, and are dedicated to facilitating all children to become life-long learners, in a safe, nurturing environment.

b. Provide the school's vision statement.

We, at Lynn Haven Elementary School, celebrate educational excellence, value the individual, and are dedicated to facilitating all children to become life-long learners, in a safe, nurturing environment.

2. School Environment

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

Initial background information is obtained through a review of student cumulative folders. Additional student information is gathered through parent surveys, student surveys, and beginning of the year conferences.

Orientation and Open House further extends opportunities to develop relationships between teachers, parents and students.

Positive Behavior Support, commonly known as PBS, provides a foundation for teachers and students to build a positive culture throughout the school environment.

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

Before and after school teachers and staff are located throughout the campus to assist students and supervise them for safety. Teachers and staff wear school badges to identify they are "safe adults" who can assist if a student needs anything during the day. Also, we have established procedures such as a buddy system for students when traveling around campus.

The Seven Habits of Happy Kids, are a part of our school-wide expectations supporting PBS. Our school-wide expectations: Be Safe, Be Respectful and Be Responsible are posted in the halls, cafeteria, restrooms, playground and classrooms.

The Habits include:

Habit 1 — Be Proactive

Habit 2 — Begin with the End in Mind

Habit 3 — Put First Things First

Habit 4 — Think Win- Win

Habit 5 — Seek First to Understand/then to be Understood

Habit 6 — Synergize

Habit 7 — Sharpen the Saw

During the day students earn the opportunity to be "Soaring Eagle of the Day" by exhibiting the school-wide expectations and the 7 Habits.

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.

Positive Behavior Support (PBS) is a student behavior management system used to eliminate challenging behaviors and replace them with appropriate social skills. By using PBS, our desire is to decrease the need for more intrusive or adverse interventions (i.e., consequences or suspension) and keep students in the classroom.

The leadership team has established a flowchart for teachers to follow as protocol for misbehavior. The team has also created an in-house discipline form, Classroom Referral (CR), to document classroom behaviors. The purpose of the CR is to allow students an opportunity to manage their own behaviors. The CR makes students aware of the infraction, but it then gives several opportunities for self-correction. This process is done to help diminish the number of students needing more extensive interventions.

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.

Guidance counselors are very involved on a school-wide level and more importantly on a classroom level.

Counselors also offer individual support to students. For our military parents and students, we have a counselor on campus three days a week.

Counselors provide monthly lessons to all classrooms on subjects related to students' needs. Our 5th grade mentoring program, SOS (Students Offering Support), is a weekly program designed to offer another level of support for younger students. Our counselors are also available to assist parents with parenting skills and offer strategies for family success.

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.

N/A

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	16	17	14	15	12	17	0	0	0	0	0	0	0	91
One or more suspensions	0	1	2	0	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	1	2	4	3	2	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	6	11	25	0	0	0	0	0	0	0	42

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	0	0	0	3	5	3	0	0	0	0	0	0	0	11

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

MTSS Interventions include the use of research-based, state approved materials.

Core curriculum remediation is provided using supplemental materials in small group settings.

We have employed an attendance clerk to record data, to schedule attendance meetings according to school board policy, and to strengthen the home-school connection.

Discipline intervention is addressed through the PBS school-wide plan to provide support for Tier II and Tier III students.

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?

No

1. PIP Link

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

2. Description

Positive relationships with families are increased through academic and non-academic opportunities for parental involvement.

Academic Opportunities include:

PBS Implementation

Semi-annual Curriculum Based Events

Parent Conferences/Emails

Parent Portal

Student Agendas

Weekly Progress Folders

Classroom Volunteers

Honor Roll Assemblies

Non-Academic Opportunities include:

Field Trip Chaperones

Classroom Volunteers

Picture Day

Health Screenings

PTO

SAC

Going Green Celebration

Christmas/Thanksgiving Lunches

Book Fairs

Spring Fling
Star Gazing Night
Student Performances
Immediate Response Information System (IRIS)
School Website
School Handbook
Facebook
Soaring Eagle of the Month
Other parent events are scheduled throughout the year in an effort to increase parent participation and involvement.

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.

Mutual support is established through our partnership with the City of Lynn Haven. During our annual Going Green Celebration, we collaborate with the city of Lynn Haven to educate our students on Earth Day and available recycling programs. During this day we invite members of the community and school system to take part by speaking and assisting in the planting of trees. The students of LHES participate in the recycling of paper and can tabs, while their families are also encouraged to recycle additional items through the city recycling program. Complete support is provided to our school by First Baptist Church of Lynn Haven. They cater a back to school luncheon for teachers, as well as provide school supplies, clothing, and holiday food baskets. First Presbyterian sponsors our weekly backpack program.

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
Spradley, Debra	Principal
Weeks, Lara	Teacher, K-12
Bauer, Kathy	Teacher, K-12
Merrill, Cheryl	School Counselor
Edwins, Christina	Teacher, K-12
Worcester, Angie	Teacher, K-12
Alford, Tonya	Teacher, K-12
Hall, Judy	Assistant Principal
Shepherd, Deena	Teacher, K-12
Eischens, Laura	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 consists of administrators, teachers and a counselor. The responsibilities of this team begins with reviewing previous school improvement plans and analyzing student performance

data. **The team discusses Plus 2 Look Fors, PBS, common formative/summative assessments, and core curriculum areas. After collaboration with all stakeholders, this information is then used by the team to develop the school improvement plan for the upcoming year. The current plan is then presented to faculty, staff and School Advisory Council for a final review.

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 members of the school-based leadership team take part in a variety of roles. Team members identify and align resources through participation on teacher interview teams, vertical planning teams, committees, Professional Learning Communities and grade level teams. This promotes collaboration among all teachers and helps identify resources to meet the needs of all students.

All funds will be distributed and utilized in accordance with local, state, and federal guidelines.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debra Spradley	Principal
Christina Edwins	Teacher
Lara Weeks	Teacher
Kathy Bauer	Teacher
Angie Worcester	Teacher
David Weeks	Business/Community
Sheri Sirois	Parent
Deena Shepherd	Teacher
Jennifer Fields	Education Support Employee
Jerae Blanton	Parent
Dawne Noble	Parent
Gwendalyn Pettis	Parent
Randy Zerfowski	Parent
Amy Mitchell	Parent
Samantha Griffins	Parent
Jonahtan Garrett	Parent
David Smith	Parent
Debi Ramos	Parent
	Student

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-based leadership team analyzed data and reviewed strategies from the 2015-2016 plan. The information will be presented to the SAC for discussion, and additional recommendations will be made for the upcoming year.

The School Advisory Council is involved in the overall completion of the school improvement plan. The members will review the plan to ensure that the students' needs are being met.

b. Development of this school improvement plan

The evaluation of last year's School Improvement Plan will be taken to the School Advisory Council by the leadership team. Goals, barriers, strategies, and action steps for the current year will be identified. The School Improvement Plan will be shared with the School Advisory Council for feedback. The plan will be continuously monitored and updated by the School Advisory Council.

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

There is no funding this school year.

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

N/A

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
Spradley, Debra	Principal
Weeks, Lara	Teacher, K-12
Mullins, Kim	Teacher, K-12
Shepherd, Deena	Teacher, K-12
Todd, Erica	Teacher, K-12
Walsingham, Jetiame	Teacher, K-12
Hagen, Susan	Teacher, ESE
Edwins, Christina	Teacher, K-12
Bauer, Kathy	Teacher, K-12
Clemons, Pat	Teacher, K-12
Nelson, Betsy	Teacher, K-12
Peacock, Cindy	Teacher, PreK

b. Duties

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

The major initiatives of the team will be to monitor the implementation of PLCs, participate in the district-wide ELA liaisons meetings, and discuss the continuous improvement of the PLCs and common assessments to disperse horizontally within their grade levels. The team will review data to ensure that proper implementation is taking place as well as to monitor the effectiveness of the strategies.

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.

The administration's main objective is to create a positive school climate which is conducive for learning and teaching to take place. We encourage positive working relationships by giving common planning times. The district is providing four PLC planning days. Teachers are also provided time each week to work with their grade level PLC. We also utilize vertical curriculum teams and allocate time for collaboration at the monthly faculty meetings.

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

The administration's ultimate goal is to create a positive school climate which is conducive to retaining highly qualified, certified, effective teachers. Strategies that are used at the school level are a team based interview approach, school-based professional development opportunities, school-wide grade level weekly PLC meetings, one-on-one conferences with teachers, common grade level planning times, effective and timely feedback, and team building activities that create a positive and collaborative school atmosphere.

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

There are five components to the LHES mentoring program.

1. New teachers are mentored by a district mentor.

2. Classroom coaches will mentor any teachers who have requested assistance with specific areas. These coaches will also provide mentoring to teachers with an overall summative rating of Needs Improvement.
3. Expert teachers at the school level will mentor other teachers in an effort to build capacity with a variety of programs and initiatives (ie. Focus, Guided Math, Planbook.com, ThinkCentral, MTSS, Kagan, etc.)
4. At the school level, teachers are given support through the pairing of a veteran teacher with a new teacher (either new to Lynn Haven, the profession, or grade level). This teacher offers support to help ensure a successful first year is achieved.
5. District appointed math coaches will work with all classroom teachers focusing on math. ELA coaches will work with teachers on an individual needs basis.

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.

All teachers are utilizing the Florida Common Core Standards in the areas of ELA and mathematics, and Science Next Generation Standards as established by the state. The core textbooks have been thoroughly evaluated by the district to ensure they meet the requirements of the Florida Standards . Teachers work within their primary PLC to implement pacing guides for the curriculum. The lesson plans are regularly reviewed to ensure that standards based teaching and learning are taking place.

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 use data to pinpoint students' specific learning deficiencies or areas of need and plan for differentiated instruction. This data based instruction will allow for remediation/enrichment of skills and concepts. Small academic groups allow students an opportunity to work on skills and strategies at their instructional level.

Collaboration within grade groups and across grade levels assures that differentiated instructional strategies, concepts and assessments are aligned with state standards.

Paraprofessionals provide support in all inclusion and kindergarten classrooms throughout the day.

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: 12,600

Fourth and fifth graders participate in Robotics Club.
Fourth and fifth graders participate in a choir group, Freedom Singers.
Third through fifth graders participate in Girls on the Run.

Strategy Rationale

Enrichment opportunities are provided to students in their area of interest.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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.

Our school based Pre-K classes develop vocabulary and background knowledge through a variety of hands-on learning experiences. The program builds a capacity for literacy through a print-rich environment. Opportunities are provided to develop gross and fine motor skills through a variety of activities.

Pre-screening of students entering Kindergarten is administered during summer hours by our teachers. Kindergarten also has a staggered start to the school year.

Representatives visit the fifth grade classrooms to explain the transition to middle school. Additionally, fifth grade classes visit these schools to observe expectations and opportunities available for the upcoming school year.

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.

N/A

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

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.** The goal for LHES during the 2016-2017 school year, is to increase proficiency in math, ELA (reading and writing) and science by 5%.

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. The goal for LHES during the 2016-2017 school year, is to increase proficiency in math, ELA (reading and writing) and science by 5%. 1a

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Targets Supported 1b

Indicator	Annual Target
Math Gains	55.0
ELA/Reading Gains	50.0
FCAT 2.0 Science Proficiency	53.0
FSA Mathematics Achievement	63.0
FSA ELA Achievement	56.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Once formative assessments / pre-test data is received, there is limited follow-through on making meaningful instructional decisions based on that data.
- Lack of parental involvement negatively impacts academic and non academic student performance.
- Students have limited feedback on their academic progress and lack strategies for appropriate goal setting.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coach, Math Coach, Staff Training Specialists - Writing, Science, MTSS, Technology TOSAs, etc.
- Programs/Curriculum - Online resources such as: Xtra Math, test generator and math ninja; SRA Reading and Math; Wonders; Go Math; Guided Reading Library; SuccessMaker; Discovery Education; K-5 Writing Rubrics, etc.
- Parent Communication/Involvement - Parent Conferences, Planners/Agendas for all students grades 1-4, Leadership notebooks for all students grade 5, IRIS, Website, Remind 101, Parent Portal, PTO/SAC, emails, newsletters and special event flyers.
- Grade Level Collaboration - Common Planning Time, Curriculum Teams (vertical alignment), and PLCs
- Positive Motivation/Character Education - Implementation of 7 Habits of Happy Kids, Classroom Guidance, PBS, etc.

Plan to Monitor Progress Toward G1. 8

Students in all subgroups will increase proficiency in all core areas from baseline to mid-year and from mid-year to final.

Person Responsible

Debra Spradley

Schedule

Semiannually, from 8/18/2016 to 6/2/2017

Evidence of Completion

MAP and Common Assessments

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. The goal for LHES during the 2016-2017 school year, is to increase proficiency in math, ELA (reading and writing) and science by 5%. **1**

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G1.B1 Once formative assessments / pre-test data is received, there is limited follow-through on making meaningful instructional decisions based on that data. **2**

 B225062

G1.B1.S1 During PLCs multiple data points such as state assessments, MAP, checklists, and teacher selected common formative and summative assessments will be used to design small flexible groups.

4

 S237430

Strategy Rationale

Last year we implemented these strategies and believe that continued use will increase the number of students showing growth. This year we are adding common formative / pre-test assessments to drive instruction.

Action Step 1 **5**

Meet to disaggregate data as well as discuss instructional groupings through grade level PLCs.

Person Responsible

Debra Spradley

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Grade Level PLC Meeting Notes

Action Step 2 **5**

Overview of the training "Building Common Assessments"

Person Responsible

Debra Spradley

Schedule

Weekly, from 8/11/2016 to 6/2/2017

Evidence of Completion

Agenda and PLC minutes

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

Teacher lesson plans will reflect implementation of small flexible instructional groupings based on formative assessment / pre-test data.

Person Responsible

Debra Spradley

Schedule

Monthly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Lesson plans, classroom charts, formative assessments / pre-test data

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

Analyze data and review lesson plans to determine the implementation and effectiveness of small instructional groups.

Person Responsible

Judy Hall

Schedule

Quarterly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Lesson plans, copies of common formative assessments / pre-test and Focus gradebook

G1.B2 Lack of parental involvement negatively impacts academic and non academic student performance.

2

 B225063

G1.B2.S1 Continue to implement meaningful academic and non academic opportunities for parents to be involved in school activities throughout the year. 4

 S237431

Strategy Rationale

Increasing parent involvement will increase: student engagement, student motivation, student behavior and attendance.

Action Step 1 5

Grade level PLCs collaborate, identify, and implement activities to increase parent involvement in areas of reading, writing, math and science.

Person Responsible

Debra Spradley

Schedule

Semiannually, from 8/18/2016 to 6/2/2017

Evidence of Completion

Vertical planning minutes

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

Chairpersons discuss and review plans and activities with administrators.

Person Responsible

Debra Spradley

Schedule

Quarterly, from 8/18/2016 to 6/2/2017

Evidence of Completion

PLC minutes

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

Review and analyze attendance data obtained from family participation for school activities.

Person Responsible

Judy Hall

Schedule

Semiannually, from 8/18/2016 to 6/2/2017

Evidence of Completion

Number of tickets

G1.B3 Students have limited feedback on their academic progress and lack strategies for appropriate goal setting. 2

 B225064

G1.B3.S1 Continue to conduct data chats and implement student data notebooks school-wide; conferencing teacher with student and student with student will continue. 4

 S237432

Strategy Rationale

Data chats will continue this year. Our next step will be to continue teacher to student conversations using student developed data records and/or notebooks. We will also add student to student conversations using these same data pieces.

Action Step 1 5

Regularly scheduled informal data chats will occur using student data records and/or notebooks.

Person Responsible

Debra Spradley

Schedule

Biweekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Students' data records and/or notebooks, lesson plans.

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

Lesson plans and/or teacher data note book

Person Responsible

Judy Hall

Schedule

Biweekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Lesson plans and/or teacher data notebook

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Collaborative discussion and review within PLCs.

Person Responsible

Debra Spradley

Schedule

Biweekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Individual students' records and/or notebooks, and teacher data notebook

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					
G1.MA1 M313141	Students in all subgroups will increase proficiency in all core areas from baseline to mid-year and...	Spradley, Debra	8/18/2016	MAP and Common Assessments	6/2/2017 semiannually
G1.B1.S1.MA1 M313135	Analyze data and review lesson plans to determine the implementation and effectiveness of small...	Hall, Judy	8/18/2016	Lesson plans, copies of common formative assessments / pre-test and Focus gradebook	6/2/2017 quarterly
G1.B1.S1.MA1 M313136	Teacher lesson plans will reflect implementation of small flexible instructional groupings based on...	Spradley, Debra	8/18/2016	Lesson plans, classroom charts, formative assessments / pre-test data	6/2/2017 monthly
G1.B1.S1.A1 A306917	Meet to disaggregate data as well as discuss instructional groupings through grade level PLCs.	Spradley, Debra	8/18/2016	Grade Level PLC Meeting Notes	6/2/2017 weekly
G1.B1.S1.A2 A306918	Overview of the training "Building Common Assessments"	Spradley, Debra	8/11/2016	Agenda and PLC minutes	6/2/2017 weekly
G1.B2.S1.MA1 M313137	Review and analyze attendance data obtained from family participation for school activities.	Hall, Judy	8/18/2016	Number of tickets	6/2/2017 semiannually
G1.B2.S1.MA1 M313138	Chairpersons discuss and review plans and activities with administrators.	Spradley, Debra	8/18/2016	PLC minutes	6/2/2017 quarterly
G1.B2.S1.A1 A306919	Grade level PLCs collaborate, identify, and implement activities to increase parent involvement in...	Spradley, Debra	8/18/2016	Vertical planning minutes	6/2/2017 semiannually
G1.B3.S1.MA1 M313139	Collaborative discussion and review within PLCs.	Spradley, Debra	8/18/2016	Individual students' records and/or notebooks, and teacher data notebook	6/2/2017 biweekly
G1.B3.S1.MA1 M313140	Lesson plans and/or teacher data notebook	Hall, Judy	8/18/2016	Lesson plans and/or teacher data notebook	6/2/2017 biweekly
G1.B3.S1.A1 A306920	Regularly scheduled informal data chats will occur using student data records and/or notebooks.	Spradley, Debra	8/18/2016	Students' data records and/or notebooks, lesson plans.	6/2/2017 biweekly

V. Professional Development Opportunities

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

G1. The goal for LHES during the 2016-2017 school year, is to increase proficiency in math, ELA (reading and writing) and science by 5%.

G1.B1 Once formative assessments / pre-test data is received, there is limited follow-through on making meaningful instructional decisions based on that data.

G1.B1.S1 During PLCs multiple data points such as state assessments, MAP, checklists, and teacher selected common formative and summative assessments will be used to design small flexible groups.

PD Opportunity 1

Meet to disaggregate data as well as discuss instructional groupings through grade level PLCs.

Facilitator

Teachers

Participants

Teachers

Schedule

Weekly, from 8/18/2016 to 6/2/2017

PD Opportunity 2

Overview of the training "Building Common Assessments"

Facilitator

Debra Spradley, Judy Frye, Christina Edwins, Peggy Hanson, Laura Perry, Tonya Alford, Kerry Wittkopf

Participants

Teachers

Schedule

Weekly, from 8/11/2016 to 6/2/2017

G1.B2 Lack of parental involvement negatively impacts academic and non academic student performance.

G1.B2.S1 Continue to implement meaningful academic and non academic opportunities for parents to be involved in school activities throughout the year.

PD Opportunity 1

Grade level PLCs collaborate, identify, and implement activities to increase parent involvement in areas of reading, writing, math and science.

Facilitator

Lead teacher

Participants

Teachers, Students, and Parents

Schedule

Semiannually, from 8/18/2016 to 6/2/2017

G1.B3 Students have limited feedback on their academic progress and lack strategies for appropriate goal setting.

G1.B3.S1 Continue to conduct data chats and implement student data notebooks school-wide; conferencing teacher with student and student with student will continue.

PD Opportunity 1

Regularly scheduled informal data chats will occur using student data records and/or notebooks.

Facilitator

Teachers

Participants

Teachers, Students, and Parents

Schedule

Biweekly, from 8/18/2016 to 6/2/2017

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	Meet to disaggregate data as well as discuss instructional groupings through grade level PLCs.	\$0.00
2	G1.B1.S1.A2	Overview of the training "Building Common Assessments"	\$0.00
3	G1.B2.S1.A1	Grade level PLCs collaborate, identify, and implement activities to increase parent involvement in areas of reading, writing, math and science.	\$0.00
4	G1.B3.S1.A1	Regularly scheduled informal data chats will occur using student data records and/or notebooks.	\$0.00
Total:			\$0.00