

Lakeview Elementary School



2016-17 Schoolwide Improvement Plan

Lakeview Elementary School

2900 5TH ST, Saint Cloud, FL 34769

www.osceolaschools.net

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 95% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 55% |

School Grades History

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

**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 Osceola 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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 6 |
| Supportive Environment | 6 |
| Family and Community Engagement | 9 |
| Effective Leadership | 9 |
| Public and Collaborative Teaching | 13 |
| Ambitious Instruction and Learning | 14 |
| 8-Step Planning and Problem Solving Implementation | 18 |
| Goals Summary | 18 |
| Goals Detail | 18 |
| Action Plan for Improvement | 21 |
| Appendix 1: Implementation Timeline | 30 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 31 |
| Professional Development Opportunities | 31 |
| Technical Assistance Items | 35 |
| Appendix 3: Budget to Support Goals | 35 |

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 Lakeview Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Central - Lucinda Thompson | 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.

Lakeview Elementary will continue to improve performance through developing a culture of shared excellence that promotes students who are respectful, responsible, problem solvers.

b. Provide the school's vision statement.

Instruction at Lakeview is grounded in collaborative and reflective teacher practices that actively engage students in cognitively complex, standards-based lessons daily that move students towards and beyond proficiency making us the premiere school in the district.

2. School Environment

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

Developing strong relationships with our Lakeview families and staff is a founding principle for the success of our school. We take great care in providing multiple opportunities to celebrate our diversity and foster relationships between home, school, community and staff. Lakeview Elementary celebrates the various cultures and traditions of their students' families through the following events:

Open campus philosophy for student/parent interaction

Content area evening events for parents to develop home-to-school relationships

School-wide Cultural Awareness Activities

Ethnic studies embedded in ELA and Social Studies

Media center literacy focus on varied cultures and customs

Provide translated academic materials to students in the classroom

School to home communication is offered in Spanish

Bi-Lingual staff is available to assist in daily communication

ELL Parent Leadership Council Meetings

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

Lakeview Elementary has an "open campus" philosophy where students, parents and community members are encouraged to participate in a multitude of school activities. This open feel allows students to feel safe and connected to their families before, during and after school.

Lakeview Elementary is a PBIS school. As such, all students participate in the three tenants of acceptable social behavior- Respectful, Responsible, Problem Solvers. This language is used throughout the school to define expectations across campus. In addition to a school-wide behavior plan, LVES also promotes these expectations with positive rewards that are student and family centered.

Additionally, LVE has a bullying designee who works to identify potential issues regarding bullying. Students have an opportunity to make personal or anonymous reports using a variety of strategies. These include, but are not limited to telling an adult, filling out a "suggestions from anonymous" form, working with administration, or using an on-line submission form.

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.

LVES uses the PBIS model for behavior intervention. The minor infraction form is used to track specific behaviors and the instructional staff works along side the student to re-teach necessary expectations regarding behaviors. Teachers use these forms in their classrooms to provide on-going feedback to both parents and intervention team if necessary. The administration handles each behavior incident individually. Staff members new to LVES will receive additional training throughout the year to identify potential issues with student behavior and to increase engagement through practices that have proven successful over time. (Kagan, Lesson Design, Behavior Intervention Plans etc.) The PBIS team has modified some of the practices in place for supporting positive behavior. Both students and staff will receive training in order to implement these up-dates effectively. In addition to PBIS tracking forms, we are able to communicate behavior expectations through the student agenda on a frequent and on-going basis.

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.

Students' needs at Lakeview are taken very seriously. Through the use of the Intervention Assistance Team, frequent meetings in PLC, on-going data chats, and parent requests we identify students in need of assistance. Once a student is identified the proper resources are put in place to help the child. This may include support from the guidance counselor, peer mentoring, employee mentoring, increased communication with the parent, alignment of outside resources, or in some cases support through social services. Students are provided opportunities through extra-curricular club such as Instafriend,, art club, chorus and Beach Club

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.

LVE uses weekly, bi-weekly and monthly reports to identify students who are exhibiting behaviors that cause concern in regards to disengaged learners. Students falling in these categories are added to the Weekly, bi-weekly or monthly progress monitoring meetings for review in the MTSS process. (IAT team)

The Early Warning Systems used at LVE are identified in this order.

1. Attendance below 90% excused or unexcused, monitored monthly
2. Previously retained in grades K-5
3. Level 1 on standardized state tests
4. Over 1 discipline referrals that resulted in suspension (ISS or OSS)
5. Students performing below the 20th percentile in grades K-2 in Star Reading and Math

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 | 17 | 15 | 10 | 8 | 12 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 |
| One or more suspensions | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Course failure in ELA or Math | 2 | 1 | 4 | 7 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 25 | 19 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| Retention K-5 | 3 | 11 | 8 | 13 | 15 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |
| Level 1 Math | 0 | 0 | 0 | 26 | 20 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| IReady K-5 Reading | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| IReady K-5 Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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 | 1 | 5 | 2 | 2 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |

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

Several strategies may be used for students falling into multiple categories. The following descriptors are broken down into three categories: Academics, Attendance and Social Emotional Support.

Academic Interventions:

ELO: 30 sessions of 45 minutes each in the areas of math and reading are provided after school hours in grades 2-5

ELO+: 30 sessions of 45 minutes each in the areas of math and reading are provided during school hours in grades K-5

Classroom Intervention: Teachers have a plethora of research based materials to use for re-teaching content to struggling students.

Course Acceleration: Students with multiple retentions are given an opportunity to move into appropriate grades with accelerated opportunities to succeed.

MTSS Progress Monitoring: LVES has a well established process for identifying students in need and monitoring their progress using research based strategies based on student need.

Attendance

Early Notification of Concern: Initial contact is made by the classroom teacher when there is a concern regarding attendance. Parents are notified by administration when they have fallen below 90% average daily attendance. Reports are generated for review bi-weekly.

Attendance Contracts: Students are placed on a school level attendance contract once they have reached 5 days unexcused.

Social Emotional Support

Mentoring: Identified students receive a mentor (outside their grade level) to check in with them

Weekly Check-ins

Behavior Contracts

Outside Support

Social Skills Groups with the Guidance Counselor or Interventionist

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/304463>.

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.

LVES has strong business partner relationships. We have a designated business partner coordinator as well as a Parent Liaison funded by Title I. She volunteers her time as a retired LVES teacher. Our business partner coordinator works hard to secure and maintain this process. At current we have 27 business partners that donate time, funding and outside resources to support our academic achievement rewards programs, behavior incentives, and staff incentive programs. They support student of the month, bookmark buddies, PBS incentives, and our FIT families.

In addition, LVES is working with several faith based organizations to provide on campus student support after school hours and to provide campus beautification services after hours 4 times per year. As part of our annual Five Star status, we seek to input new ideas for involving the community. In 2016-2017 one way we will support community involvement is by conducting a food drive (Local pantry) in conjunction with "Red Nose Day" to end childhood popverty.

Some ideas from the past have included, the Principal Postcard, Remind.com, Veteran's Day Event and the Dolphin Dash 5K.

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 |
|------------------|---------------------|
| Shenuski, Tracy | Principal |
| Brady, Theresa | Instructional Coach |
| Myers, Joyce | Instructional Media |
| Pagan, Shelby | Assistant Principal |
| Fiola, Annamaria | School Counselor |

b. Duties

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

Principal: The principal is the primary person responsible for all public relations requests. She works with students, parents, and staff to maintain an atmosphere focusing on performance through an established culture of shared excellence. The principal conducts walkthroughs, informal and formal observations and provides feedback to teachers regarding instructional practices and student data. The Administrative team works within the leadership team to determine the needs of the school as a whole. The leadership team analyzes classroom instructional practice data to determine both student and teacher needs. Information gathered is shared with all staff and input from staff is requested. The administrative team identifies and supports the coaching cycle as it is a primary part of our professional development offering.

Assistant Principal: The assistant principal works directly with staff in the area of scheduling students, creating classes and handles all extended learning opportunities. She works with staff members and seeks input about all of these areas. In addition, the assistant principal conducts walkthroughs, informal and formal observations and provides feedback to teachers regarding instructional practices and student data.

Literacy Coach: The literacy coach is an integral part of the leadership team. She provides support for literacy instruction through professional development, peer coaching, data analysis, and student engagement in literacy. As a member of our team, Ms. Brady brings the most current classroom best practices and a deep understanding of the Lakeview staff and community. Ms. Brady continues to attend district workshops and brings back new ideas and professional development opportunities to Lakeview.

Math/Science Coach: The math/science coach is an integral part of the leadership team. She provides support for math/science instruction through providing professional development, peer coaching, data analysis, and student engagement in math/science. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum. She continues to attend district workshops and brings back innovative ideas and professional development opportunities to Lakeview.

Media Specialist: The media specialist is an integral part of the leadership team. She provides support in the area of literacy through an open door policy regarding access to the media center, incentive programs, knowledge and professional development regarding Renaissance Learning/ Accelerated Reader. In addition, the media specialist provides school-wide instructional support with various literacy standards ranging from whole group instruction to individualized research support.

Guidance Counselor:

The guidance counselor sets the MTSS agenda each week, listing specific students about whom we will be meeting. The assistant principal arranges classroom coverage so the teachers of these students can participate in the meeting. The school psychologist takes detailed notes on each student or classroom/grade level we discuss. The curricular support staff (instructional coaches, ESE teachers) and administrators make recommendations in terms of interventions and forms of progress monitoring. The classroom teacher implements the intervention and monitors the effectiveness of the intervention.

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 team, consisting of our guidance counselor, school psychologist, school administrators, literacy coach, math coach, and ESE teacher meets weekly to discuss the needs of the school, specific classrooms, identified groups, and individual students. We use data from assessments such as IReady Reading, iReady Math, Florida Assessment, and SAT 10 to identify specific students and classes that need support in terms of interventions or instructional coaching.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-------------------|--------------------|
| Tracy Shenuski | Principal |
| Jehyra Davis | Parent |
| Laura Perez | Parent |
| Kelly Merchant | Parent |
| Chris Burns | Teacher |
| Shelia Askew | Business/Community |
| Stephanie Walcott | Teacher |
| Stacey Poole | Teacher |
| Amanda Politano | Teacher |
| Tracy Shenuski | Student |
| Francine Thompson | Parent |

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 LVES summer SAC sub committee met on 7/21/16 to analyze last year's school improvement plan in order to review current goals and develop the new goals for the 2016-2017 school year. At this meeting, current school data was shared and suggestions for ways to improve were collected by administration. We reviewed our data from the 2nd administration of the FSA and were able to speak more concretely about goals for performance.

b. Development of this school improvement plan

The School Advisory Committee (SAC) will assist in the development of parent involvement activities and be part of the decision making process for the purchases of selected academic/curriculum materials. In addition, SAC will also be part of the developing of the Title I Compact, PIP, and expenditures. SAC will review school-wide data, and be part of developing objectives and strategies for the annual SIP. The SAC will work together to develop and review School Improvement Plan (SIP) goals and strategies. These will be aligned with district and state initiatives. Each year a SAC sub-committee reviews school data and demographics to plan for the SIP. The SIP is then presented to the committee and is used to guide the decision making process.

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

Once the school's budget is released from the district finance department, it is brought to the staff for review. The principal shares the budget allocations at a staff meeting and also at a SAC meeting. Questions are addressed and suggestions gathered prior to final submission.

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

The SAC funds allocated from the state assist in purchasing items used for classroom support. Lakeview is a Title I school, SAC does assist with decisions involving the expenditures that relate to professional development and academic materials that support the school improvement plan goals. In the 2015-2016 school year, SAC funds were utilized for the following expenditures:

Agendas= \$3296

Student Achievement Medals=\$145.61
STEM Kits= \$399.60

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 |
|-----------------|---------------------|
| Shenuski, Tracy | Principal |
| Brady, Theresa | Instructional Coach |
| Myers, Joyce | Instructional Media |
| Pagan, Shelby | Assistant Principal |
| Ziemer, Lanelle | |

b. Duties

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

Identifying essential vertical standards and developing proficiency scales will be a year long focus. The ELA committee will work on ensuring that all classrooms support a balanced literacy approach. The committee will also examine how instructional groups are utilized, implement flexible groupings, analyze iReady performance, and identify literacy resources available to teachers. Standards based planning of highly engaging lessons will continue to be a focus throughout the school year. Student "engaged time" in reading will be the focus for external reading programs and this will be monitored closely throughout the year with student incentives tied to performance. The school has several literacy based activities that take place throughout the year to promote literacy at school and home. These include but are not limited to the Story Book Character Parade, AR Points incentives, AR engaged time incentives, Pirates & Princesses Night, Polar Express night, iReady incentives, 3 Scholastic Book Fairs, Family Literacy Night, Book Buffets, and Celebrate Literacy Week.

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.

Collaborative planning and positive employee interaction are grounded in the foundation of LVES. Teacher teams work together through the use of common planning time. PLCs meet twice per month and part of this process includes development of common assessments and unified lesson plans. We have vertical content teams that meet three times per year to identify gap standards and work to plan for implementation of grade specific non-negotiable essential standards all students must master. Teachers use a variety of resources to access curriculum timelines and Florida Standards aligned resources.

Positive working relationships are promoted monthly at faculty meetings with staff generated shout-outs. The Principal and Assistant Principal use positive notes to encourage positive collaborative relationships. The administrative team has begun to utilize Dolphinomenal Awards to recognize staff. These awards focus on the 4 pillars of a strong working environment- motivate, lead, navigate, succeed. Employees are recognized for the specific work they do in each of these areas. In addition, we have started the Lifesaver Staff PBIS board for staff to recognize each other for their hard work on a frequent and on-going basis.

The administrative team orchestrates team building activities that are on-going throughout the year and may include but are not limited to the welcome back breakfast, shout outs, monthly celebrations, staff appreciation week, gift drawings and staff recognition awards.

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

The Leadership Team provides teachers with professional development and academic resources. The content Coaches conduct committee meetings that relate to topics involving the instructional Marzano Elements. In addition, various activities are facilitated that focus on items outside direct instruction. Such activities as Teacher Chats, PLC meetings allow teachers, specifically Category I to discuss concerns/ best practices. LVES Leadership team continues to work with the district recruitment team to build a data-base of teachers to have as a resource for new hires. Each year LVES does request Junior and Senior interns to assist in our instruction and allows for recruitment. Over the past years many interns have been hired at LVES in grades K-5. Teachers are encouraged to attend workshops and conferences outside of LVES professional development activities. After completing workshops and conferences the teachers return and facilitate the new information to the designated grade levels.

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

The Literacy Coach and Math/Science Coach both provide support to the new teachers at LVES. The critical path provides resources to the teachers. A specific mentor is assigned to each new teacher. The lead teachers assist in all aspects of the instructional and non-instructional requirements. monthly meetings are supported by Administration, including PLC and grade groups.

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.

The district of Osceola County employs standard common material adoption practices to ensure all materials are aligned to Florida's standards.

Through professional development at the county and school level, schools are provided best instructional practice that supports the fidelity of the adopted, approved programs and standards.

Reading: Journeys- HMH

Math: Go Math- HMH

Science: Fusion-HMH

Supplemental Materials:

iReady
Florida Ready MAFS/LAFS
Accelerated Reader
Flocabulary
Discovery Education
BrainPop Jr.
Quaver

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.

Through the disaggregation of data, LVES, is able to identify groups of students performing below, at and above grade level. Once students are identified, they are monitored using on-going district assessments, to monitor progress and increase achievement. Instruction is differentiated based upon results so that students receive instructional practice based upon their specific needs.

Instructional practices include, but are not limited to, the following:

Remedial instruction

- ELO
- ELO Plus
- Small group classroom level
- MTSS Tiered Intervention

On Grade Level Instruction

- Small group classroom level
- Performance on common assessments
- Access to computer aided programs based upon student performance

Above Grade Level Instruction

- County level acceleration program
- Project based learning opportunities
- Gifted screening and identification
- Florida Virtual School options

Professional Development:

- Core Connections
- Math Solutions
- District Designed Content Modules
- Proficiency Scales
- Standards Based Lessons Planning

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: Extended School Day

Minutes added to school year: 1,980

We provide targeted instruction in reading and math to students identified by iReady assessments as being at risk for academic failure. Those students are placed in classrooms with low student-teacher ratios of approximately 1:10. The specific skills needed by those students are identified using the iReady diagnostic software and updated with each successive assessment. Teachers are given research-based instructional materials such as Florida Ready MaFS/LAFS, SIPPS, Read for Real, and Go Math Strategic Intervention to use with these students. Students work 50% of the time in reading and 50% of the time in math. We found that most students who were identified as below grade level in one of those subjects was also below grade level in the other. Students complete 33 sessions of 60 minutes each spread out between October and March.

Strategy Rationale

Based on the percentage of our student population needing assistance, we feel that providing additional instruction during school, after school and on Saturdays depending on content and grade level best meets the needs of our students.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Pagan, Shelby, shelby.pagan@osceolaschools.net

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

The students who participate in our ELO program are grouped using iReady software and tracked by iReady progress monitoring assessments. The software identifies how much students' scaled scores should be increasing with each successive test and therefore helps us to gauge the effectiveness of our interventions.

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.

The current pre-school students housed on the LVES campus will interact in the facility as kindergarten classes. The teachers will attend LVES professional development and PLC meetings. Pre-school students will also complete visitations to the current kindergarten classes throughout the year. Students that will enroll into kindergarten will be invited to the annual Kindergarten Round-up the last week of May. This event is designed to introduce the Lakeview campus and to incoming Kindergarten students. The Kindergarten team provides a separate Kindergarten Parent Night to support the transition from home-to school learning.

All feeder Middle Schools provide orientations on-site to out going 5th grade students.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals


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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lakeview Elementary will effectively and efficiently support staff in the understanding and the implementation of Florida Standards through collaborative planning, on-going data analysis, and targeted professional development.
- G2.** Foster an environment that promotes high expectations for learning for all student groups at Lakeview.

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. Lakeview Elementary will effectively and efficiently support staff in the understanding and the implementation of Florida Standards through collaborative planning, on-going data analysis, and targeted professional development. 1a

G085393

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| ELA Achievement District Assessment | 60.0 |
| Math Achievement District Assessment | 62.0 |

Targeted Barriers to Achieving the Goal 3

- As the paradigm shift continues to focus on student learning in the 21st century, schools are challenged to leave behind past practice. For some this is difficult.
- Lack of in- depth content knowledge regarding Florida Standards (Vertical and Individual) has resulted in over reliance on the text to drive instructional decision making. (Surface teaching)

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district targeted professional development in Math and ELA supports the development of high quality standards based lessons. (Math Solutions, IReady Lessons, electronic resources, DBQ, Close Reading, Core Connections)
- Literacy Coach support to build teacher capacity for making data based decisions, designing rigorous lessons, implementation of intervention and enrichment. (Balanced Literacy approach)
- Math Coach support to build teacher capacity for differentiating math lessons and reaching the depth of the standard and providing intervention and enrichment.
- Leadership team accountability student progress meetings with teachers and grade levels- during collaborative planning days in addition to strategic vertical articulation.
- Site based professional development will be utilized school-wide in an effort to increase student engagement, data analysis and productivity across grade levels. The focus will be on developing rigorous lessons, common assessments and standards based proficiency scales.
- Collaborative planning sessions, time for PLC, and Instructional support for developing lessons aligned to the new Florida Standards will be provided.

Plan to Monitor Progress Toward G1. 8

Coaches will help identify teachers in need of extra support. Training and assistance will be provided to meet their needs. MTSS will review grade level recording sheets and identify classrooms or specific students who are not progressing as expected. Teachers will be given the opportunity and the support needed to analyze data regularly with the leadership team..

Person Responsible

Tracy Shenuski

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

During our on going data chats teachers will share current student data and articulate the desired growth expected. Evidence of student progress will be recorded during PLC meetings and on the student data trackers. (Data Chat class and student record sheets)

G2. Foster an environment that promotes high expectations for learning for all student groups at Lakeview.

1a

G085394

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| ELA Achievement District Assessment | 60.0 |
| Math Achievement District Assessment | 62.0 |

Targeted Barriers to Achieving the Goal 3

- 1.Lack of a common expectation for student performance. (All sub-groups)
- 2. Teachers may be challenged by implementing rigorous instruction to all student groups due to a lack of in-depth understanding of the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. PLC- developed tools and strategies by communicating with grade groups and academic committee members
- 2. In-House Instructional Rounds, classroom walkthroughs, and observations, data chats, voluntary grade levels (VGL)
- 3. District Reflective Visit Data

Plan to Monitor Progress Toward G2. 8

Leadership Team will review and monitor each PLC team and provide a detailed agenda for grade level meetings. Administrators will review lesson plans, PLC notes, Data Chat, Goal Setting and classroom walkthrough data to confirm that rigorous instruction is taking place in all classrooms.

Person Responsible

Tracy Shenuski

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Copies of Agenda(s), lesson plans, PLC notes, walkthrough data, data chat forms

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. Lakeview Elementary will effectively and efficiently support staff in the understanding and the implementation of Florida Standards through collaborative planning, on-going data analysis, and targeted professional development. 1

 G085393

G1.B1 As the paradigm shift continues to focus on student learning in the 21st century, schools are challenged to leave behind past practice. For some this is difficult. 2

 B227097

G1.B1.S1 Provide opportunities through PD and strategic coaching for teachers to become familiar with current resources that will assist with lesson differentiation. (located in teacher resource room) 4

 S239618

Strategy Rationale

To meet student needs in order to prepare them for college and career opportunities and increase proficiency.

Action Step 1 5

During Grade Groups and PLC meetings teachers will engage in opportunities to utilize professional resources, continued support in the use of instructional software, and have access to professional texts. In-house, Math Solutions vertical professional development will focus on effective questioning, depth of knowledge and math articulation. There will be a focus on development of standards based lessons, common assessments and implementation of proficiency scales for essential standards.

Person Responsible

Tracy Shenuski

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Meeting agendas, Coaching Notes, VGLs, Classroom Observations and PD critical path

Action Step 2 5

During Grade Groups and PLC meetings teachers will engage in opportunities to utilize professional resources, continued support in the use of instructional software, and have access to professional texts. Teachers will work with the literacy coach to access and/or create standards based lessons in K-5 ELA. They will have access to support for data-based decision making and professional development in ELA instructional strategies. (Reading Components, FSA Strands, Depth of Knowledge, Effective Questioning, and Core Connections) There will be a focus on development of standards based lessons, common assessments and implementation of proficiency scales for essential standards.

Person Responsible

Theresa Brady

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Meeting agendas, Coaching Notes, VGLs, Classroom Observations and PD critical path

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

Utilize leadership data chats that will require teachers to provide evidence of differentiation based on student performance (data record sheet). Leadership team will facilitate vertical PLC articulation to identify gaps in performance in order to make adjustments to our core curriculum. Development and use of standards-based proficiency scale will drive needs for flexible grouping. Voluntary grade levels will be used to disseminate information and build opportunity for strategic coaching.

Person Responsible

Tracy Shenuski

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

MyPCG, walk-through notes, Teacher data spreadsheets, iii groupings

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

Reading and Math iReady results will be used to build iii groups. Leadership team will provide PLC teams with a recording sheet to document the range of reading levels in each classroom and the guided reading groupings within each classroom. MTSS will become a responsibility of the entire team- whole group approach.MTSS will then determine appropriate intervention steps for teacher or individual students.

Person Responsible

Theresa Brady

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Completion of Data Chat spreadsheet. Assessment reports and iii rotation, MTSS notes

G1.B2 Lack of in- depth content knowledge regarding Florida Standards (Vertical and Individual) has resulted in over reliance on the text to drive instructional decision making. (Surface teaching) 2

 B227098

G1.B2.S1 Leadership team will ensure that all teachers are using data as a basis for guided reading groupings, flexible groupings and intervention. iReady assessment results will be utilized to identify the students needs and guide instruction. The same principles will be applied to math instruction. 4

 S239619

Strategy Rationale

Identify student needs to drive differentiated instruction

Action Step 1 5

During grade group and PLC meetings teachers will be given Progress monitoring reports. They will then use the data to develop instructional groups. iReady reports will be generated to provide teacher with data for progress monitoring. iReady and DRA results will provide teachers and staff with in-depth analysis of students' understanding of content.

Person Responsible

Theresa Brady

Schedule

Monthly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Meeting Agendas and quarterly data chats.

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

During CWT Leadership team will monitor iii and small group instruction.

Person Responsible

Schedule

Evidence of Completion

iObservation reports and agenda notes

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

iReady reports

Person Responsible

Michelle Schwartz

Schedule

Triannually, from 10/21/2016 to 5/26/2017

Evidence of Completion

Lesson plans and MTSS committee meetings.

G2. Foster an environment that promotes high expectations for learning for all student groups at Lakeview. 1

G085394

G2.B1 1.Lack of a common expectation for student performance. (All sub-groups) 2

B227099

G2.B1.S1 Teacher work within PLCs needs to focus on student performance data and the expectation that ALL student groups can move towards mastery of content. 4

S239621

Strategy Rationale

To increase teacher instructional proficiency in the use of standards based learning goals in order to increase student mastery of content.

Action Step 1 5

Active engagement in PLC that focuses on analysis of assessment proficiency to determine student need, (by name and by need) will be used to guide instructional decision making. (Flexible grouping, guided groups, intervention)

Person Responsible

Tracy Shenuski

Schedule

Weekly, from 8/31/2015 to 6/9/2016

Evidence of Completion

Data Chat record forms, PLC meeting minutes, VGL agendas

Action Step 2 5

Teams will develop common formative assessments (parallel assessments) to move students through the continuum of learning. These may include district developed and team modified assessments by standard.

Person Responsible

Tracy Shenuski

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Professional Development critical path. CWT and meeting agendas

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

Have PLC teams share examples of successful integration of problem solving strategy instruction with staff at beginning of meetings as a way to provide models for other teams. Monitor the implementation of CCSS Standards for Mathematical Practice,

Person Responsible

Schedule

Monthly, from 9/14/2016 to 5/17/2017

Evidence of Completion

CWT/Standards Based Observation Data and meeting minutes.

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

Students will be able to use a variety of strategies when solving complex task in core academics. Provide evidence demonstrating that research proves if you wait until students have the basics (such as math facts) mastered before exposing students to problem-solving strategies, those students will never transition to more complex thinking

Person Responsible

Michelle Schwartz

Schedule

Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Quarterly progress monitoring assessments. Data chats with instructional teachers.

G2.B2 2. Teachers may be challenged by implementing rigorous instruction to all student groups due to a lack of in-depth understanding of the standards. **2**

 B227100

G2.B2.S1 Professional development will be directly aligned to providing teachers with increased vertical understanding of the standards they teach. **4**

 S239622

Strategy Rationale

An increased understanding of the depth of the standards will allow teachers the opportunity to meet the needs of students performing at various levels of proficiency.

Action Step 1 **5**

Tri-annual data chats will be conducted with each teacher to monitor student growth performance in ELA and Math. (Use of the Standards report)

Person Responsible

Tracy Shenuski

Schedule

Semiannually, from 10/10/2016 to 5/26/2017

Evidence of Completion

Data chat forms

Action Step 2 **5**

Teachers will conduct tri-annual data chats with their students to implement goal setting and monitor progress.

Person Responsible

Shelby Pagan

Schedule

Semiannually, from 10/10/2016 to 5/26/2017

Evidence of Completion

Student data forms, archived by the instructor.

Action Step 3 **5**

Voluntary Grade Levels (VGLs) will be offered weekly to address the implementation of rigorous instruction and student performance data.

Person Responsible

Tracy Shenuski

Schedule

Weekly, from 8/31/2015 to 6/9/2016

Evidence of Completion

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.B2.S1.MA1 M317843 | During CWT Leadership team will monitor iii and small group instruction. | | No Start Date | iObservation reports and agenda notes | No End Date once |
| G1.B2.S1.A1 A310240 | During grade group and PLC meetings teachers will be given Progress monitoring reports. They will... | Brady, Theresa | 8/31/2015 | Meeting Agendas and quarterly data chats. | 6/9/2016 monthly |
| G2.B1.S1.A1 A310241 | Active engagement in PLC that focuses on analysis of assessment proficiency to determine student... | Shenuski, Tracy | 8/31/2015 | Data Chat record forms, PLC meeting minutes, VGL agendas | 6/9/2016 weekly |
| G2.B2.S1.A3 A310245 | Voluntary Grade Levels (VGLs) will be offered weekly to address the implementation of rigorous... | Shenuski, Tracy | 8/31/2015 | | 6/9/2016 weekly |
| G2.B1.S1.MA1 M317846 | Have PLC teams share examples of successful integration of problem solving strategy instruction... | | 9/14/2016 | CWT/Standards Based Observation Data and meeting minutes. | 5/17/2017 monthly |
| G1.MA1 M317844 | Coaches will help identify teachers in need of extra support. Training and assistance will be... | Shenuski, Tracy | 8/10/2016 | During our on going data chats teachers will share current student data and articulate the desired growth expected. Evidence of student progress will be recorded during PLC meetings and on the student data trackers. (Data Chat class and student record sheets) | 5/26/2017 biweekly |
| G2.MA1 M317847 | Leadership Team will review and monitor each PLC team and provide a detailed agenda for grade level... | Shenuski, Tracy | 8/10/2016 | Copies of Agenda(s), lesson plans, PLC notes, walkthrough data, data chat forms | 5/26/2017 monthly |
| G1.B1.S1.MA1 M317840 | Reading and Math iReady results will be used to build iii groups. Leadership team will provide PLC... | Brady, Theresa | 8/10/2016 | Completion of Data Chat spreadsheet. Assessment reports and iii rotation, MTSS notes | 5/26/2017 biweekly |
| G1.B1.S1.MA1 M317841 | Utilize leadership data chats that will require teachers to provide evidence of differentiation... | Shenuski, Tracy | 8/10/2016 | MyPCG, walk-through notes, Teacher data spreadsheets, iii groupings | 5/26/2017 weekly |
| G1.B1.S1.A1 A310238 | During Grade Groups and PLC meetings teachers will engage in opportunities to utilize professional... | Shenuski, Tracy | 8/10/2016 | Meeting agendas, Coaching Notes, VGLs, Classroom Observations and PD critical path | 5/26/2017 biweekly |
| G1.B1.S1.A2 A310239 | During Grade Groups and PLC meetings teachers will engage in opportunities to utilize professional... | Brady, Theresa | 8/10/2016 | Meeting agendas, Coaching Notes, VGLs, Classroom Observations and PD critical path | 5/26/2017 biweekly |
| G1.B2.S1.MA1 M317842 | iReady reports | Schwartz, Michelle | 10/21/2016 | Lesson plans and MTSS committee meetings. | 5/26/2017 triannually |
| G2.B1.S1.MA1 M317845 | Students will be able to use a variety of strategies when solving complex task in core academics.... | Schwartz, Michelle | 8/10/2016 | Quarterly progress monitoring assessments. Data chats with instructional teachers. | 5/26/2017 quarterly |
| G2.B1.S1.A2 A310242 | Teams will develop common formative assessments (parallel assessments) to move students through... | Shenuski, Tracy | 8/15/2016 | Professional Development critical path. CWT and meeting agendas | 5/26/2017 monthly |
| G2.B2.S1.A1 A310243 | Tri-annual data chats will be conducted with each teacher to monitor student growth performance in... | Shenuski, Tracy | 10/10/2016 | Data chat forms | 5/26/2017 semiannually |
| G2.B2.S1.A2 A310244 | Teachers will conduct tri-annual data chats with their students to implement goal setting and... | Pagan, Shelby | 10/10/2016 | Student data forms, archived by the instructor. | 5/26/2017 semiannually |

V. Professional Development Opportunities

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

G1. Lakeview Elementary will effectively and efficiently support staff in the understanding and the implementation of Florida Standards through collaborative planning, on-going data analysis, and targeted professional development.

G1.B1 As the paradigm shift continues to focus on student learning in the 21st century, schools are challenged to leave behind past practice. For some this is difficult.

G1.B1.S1 Provide opportunities through PD and strategic coaching for teachers to become familiar with current resources that will assist with lesson differentiation. (located in teacher resource room)

PD Opportunity 1

During Grade Groups and PLC meetings teachers will engage in opportunities to utilize professional resources, continued support in the use of instructional software, and have access to professional texts. In-house, Math Solutions vertical professional development will focus on effective questioning, depth of knowledge and math articulation. There will be a focus on development of standards based lessons, common assessments and implementation of proficiency scales for essential standards.

Facilitator

Leadership Team/Instructional Coaches

Participants

Instructional Staff

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

PD Opportunity 2

During Grade Groups and PLC meetings teachers will engage in opportunities to utilize professional resources, continued support in the use of instructional software, and have access to professional texts. Teachers will work with the literacy coach to access and/or create standards based lessons in K-5 ELA. They will have access to support for data-based decision making and professional development in ELA instructional strategies. (Reading Components, FSA Strands, Depth of Knowledge, Effective Questioning, and Core Connections) There will be a focus on development of standards based lessons, common assessments and implementation of proficiency scales for essential standards.

Facilitator

Leadership Team/Instructional Coaches

Participants

Instructional Staff

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

G1.B2 Lack of in- depth content knowledge regarding Florida Standards (Vertical and Individual) has resulted in over reliance on the text to drive instructional decision making. (Surface teaching)

G1.B2.S1 Leadership team will ensure that all teachers are using data as a basis for guided reading groupings, flexible groupings and intervention. iReady assessment results will be utilized to identify the students needs and guide instruction. The same principles will be applied to math instruction.

PD Opportunity 1

During grade group and PLC meetings teachers will be given Progress monitoring reports. They will then use the data to develop instructional groups. iReady reports will be generated to provide teacher with data for progress monitoring. iReady and DRA results will provide teachers and staff with in-depth analysis of students' understanding of content.

Facilitator

Academic Coaches and Teacher Leads

Participants

Instructional teachers

Schedule

Monthly, from 8/31/2015 to 6/9/2016

G2. Foster an environment that promotes high expectations for learning for all student groups at Lakeview.

G2.B1 1.Lack of a common expectation for student performance. (All sub-groups)

G2.B1.S1 Teacher work within PLCs needs to focus on student performance data and the expectation that ALL student groups can move towards mastery of content.

PD Opportunity 1

Active engagement in PLC that focuses on analysis of assessment proficiency to determine student need, (by name and by need) will be used to guide instructional decision making. (Flexible grouping, guided groups, intervention)

Facilitator

Leadership Team

Participants

Instructional Teachers

Schedule

Weekly, from 8/31/2015 to 6/9/2016

PD Opportunity 2

Teams will develop common formative assessments (parallel assessments) to move students through the continuum of learning. These may include district developed and team modified assessments by standard.

Facilitator

Leadership Team

Participants

Instructional Teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G2.B2 2. Teachers may be challenged by implementing rigorous instruction to all student groups due to a lack of in-depth understanding of the standards.

G2.B2.S1 Professional development will be directly aligned to providing teachers with increased vertical understanding of the standards they teach.

PD Opportunity 1

Voluntary Grade Levels (VGLs) will be offered weekly to address the implementation of rigorous instruction and student performance data.

Facilitator

Leadership Team

Participants

All teachers

Schedule

Weekly, from 8/31/2015 to 6/9/2016

VI. Technical Assistance Items

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

G2. Foster an environment that promotes high expectations for learning for all student groups at Lakeview.

G2.B2 2. Teachers may be challenged by implementing rigorous instruction to all student groups due to a lack of in-depth understanding of the standards.

G2.B2.S1 Professional development will be directly aligned to providing teachers with increased vertical understanding of the standards they teach.

TA Opportunity 1

Tri-annual data chats will be conducted with each teacher to monitor student growth performance in ELA and Math. (Use of the Standards report)

Facilitator

Leadership Team

Participants

All Teachers

Schedule

Semiannually, from 10/10/2016 to 5/26/2017

TA Opportunity 2

Teachers will conduct tri-annual data chats with their students to implement goal setting and monitor progress.

Facilitator

Leadership Team

Participants

All instructors

Schedule

Semiannually, from 10/10/2016 to 5/26/2017

VII. Budget

| | | | |
|---|-------------|--|------------|
| 1 | G1.B1.S1.A1 | During Grade Groups and PLC meetings teachers will engage in opportunities to utilize professional resources, continued support in the use of instructional software, and have access to professional texts. In-house, Math Solutions vertical professional development will focus on effective questioning, depth of knowledge and math articulation. There will be a focus on development of | \$5,273.70 |
|---|-------------|--|------------|

Osceola - 0801 - Lakeview Elementary School - 2016-17 SIP
Lakeview Elementary School

| | | | | | | |
|---|-------------|---|--|-----------------|-----|--------------------|
| | | standards based lessons, common assessments and implementation of proficiency scales for essential standards. | | | | |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6400 | 120-Classroom Teachers | 0801 - Lakeview Elementary School | Title I, Part A | | \$4,850.00 |
| | | | <i>Notes: Math Vertical Articulation/ MTSS/Common Grading and Assessments</i> | | | |
| | 5100 | 360-Rentals | 0801 - Lakeview Elementary School | Title I, Part A | | \$423.70 |
| | | | <i>Notes: MobyMax</i> | | | |
| 2 | G1.B1.S1.A2 | During Grade Groups and PLC meetings teachers will engage in opportunities to utilize professional resources, continued support in the use of instructional software, and have access to professional texts. Teachers will work with the literacy coach to access and/or create standards based lessons in K-5 ELA. They will have access to support for data-based decision making and professional development in ELA instructional strategies. (Reading Components, FSA Strands, Depth of Knowledge, Effective Questioning, and Core Connections) There will be a focus on development of standards based lessons, common assessments and implementation of proficiency scales for essential standards. | | | | \$20,050.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 5100 | 360-Rentals | 0801 - Lakeview Elementary School | | | \$15,200.00 |
| | | | <i>Notes: All estimates pending PO approval from district: AR- (\$4000) KidBiz- (\$9000) Flocabulary- (\$1200) BrainPop-(\$1000) Pending approved PO</i> | | | |
| | 6400 | 120-Classroom Teachers | 0801 - Lakeview Elementary School | Title I, Part A | | \$4,850.00 |
| | | | <i>Notes: ELA/Writing/Interventions to Support Learning/Vertical Articulation</i> | | | |
| 3 | G1.B2.S1.A1 | During grade group and PLC meetings teachers will be given Progress monitoring reports. They will then use the data to develop instructional groups. iReady reports will be generated to provide teacher with data for progress monitoring. iReady and DRA results will provide teachers and staff with in-depth analysis of students' understanding of content. | | | | \$0.00 |
| 4 | G2.B1.S1.A1 | Active engagement in PLC that focuses on analysis of assessment proficiency to determine student need, (by name and by need) will be used to guide instructional decision making. (Flexible grouping, guided groups, intervention) | | | | \$11,400.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 6400 | 750-Other Personal Services | 0801 - Lakeview Elementary School | Title I, Part A | | \$11,400.00 |
| | | | <i>Notes: Substitute coverage for grade level collaborative planning days (K-5) 3 days per grade level @ \$100/day for coverage</i> | | | |
| 5 | G2.B1.S1.A2 | Teams will develop common formative assessments (parallel assessments) to move students through the continuum of learning. These may include district developed and team modified assessments by standard. | | | | \$0.00 |

| | | | |
|---------------|-------------|--|--------------------|
| 6 | G2.B2.S1.A1 | Tri-annual data chats will be conducted with each teacher to monitor student growth performance in ELA and Math. (Use of the Standards report) | \$0.00 |
| 7 | G2.B2.S1.A2 | Teachers will conduct tri-annual data chats with their students to implement goal setting and monitor progress. | \$0.00 |
| 8 | G2.B2.S1.A3 | Voluntary Grade Levels (VGLs) will be offered weekly to address the implementation of rigorous instruction and student performance data. | \$0.00 |
| Total: | | | \$36,723.70 |