

Clay County Schools

Lakeside Elementary School



2016-17 Schoolwide Improvement Plan

Lakeside Elementary School

2752 MOODY AVE, Orange Park, FL 32073

<http://les.oneclay.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-6	No	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Clay 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 Lakeside Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lakeside Elementary School's mission is to work collaboratively with all stakeholders to provide a public education that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

b. Provide the school's vision statement.

Lakeside Elementary School exists to prepare life-long learners for success in a global and competitive workplace in acquiring applicable life skills.

2. School Environment

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

Starting the first week of school, teachers take the opportunity to get to know their students with "getting to know you" activities. We also send home an interest inventory/questionnaire for both parents and students to learn more about the specific personalities of the child so that we can tailor our instruction methods around the best needs of the children. Teachers interact and talk with students on a daily basis to help create bonds. Information about different cultures are integrated into many lessons. Teachers hold parent conferences and meet with parents at orientation/open house. The school also offers activities outside of school such as family projects and Parent Faculty Association (PFA) sponsored events including restaurant spirit nights, Jump Zone activities, and Skate Station activities.

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

Teachers greet students with a smile when they come to class. The school is fenced in to prevent unauthorized visitors. The gates remained locked during school hours. There is constant supervision of students before, during, and after school. Students are escorted to parent pick-up for safety. Parents are issued a parent pick-up card and must present their card to a staff member before picking up their child. A program to prevent bullying has been implemented. The resource teachers are all teaching character education lessons. Teachers fill out a Clay Bus screener on all of their students twice a year to track behavior. The school also conducts regular safety drills to prepare the students in case of an emergency.

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.

In order to minimize distractions and keep students engaged during instructional time, Lakeside Elementary School implements school-wide behavior guidelines and consistently enforces them. Student are required to follow a set of school rules. Each grade level team implements a grade-wide

positive behavior management system with common rules and expectations. A reward system is in place to monitor students behavior in the cafeteria. School wide procedures are in place such as attention signal and conversation levels. During the first month of school students participate in a bus safety lesson, and bus reward tracking system is in place to recognize students for positive choices.

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.

Lakeside Elementary School ensures the social/emotional needs of all students are being met in several ways. We introduce our guidance services in a Laker 101 informational meeting in which both school administrators and guidance counselors meet with all students. New instructional resources (Being a Writer and Making Meaning) promote social responsibility and welfare. The guidance counselor, Heather Trest provides services with a pull out program for students with specific needs. ESE teachers provide social skills activities in accordance with students' IEPs. All homeroom teachers use the Second Step curriculum to provide Tier 1 school-wide social/emotional and behavioral expectations and lessons. Guidance counselors visit classrooms and present social lessons. After school programs are available for social opportunities. Resource teachers present monthly character education lessons. Resource teachers and guidance counselors also provide organized mentoring to select sixth grade students who are at risk for retention.

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.

Our online student database, FOCUS, provides a report six times per year showing any 6th graders who meet two or more of the following Early Warning System (EWS) indicators:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or mathematics
- * Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

When a student exhibits two or more EWS indicators, the EWS team convenes to determine appropriate intervention strategies for the student. We mail the parents a meeting invitation at least 10 days prior to the meeting indicating the purpose, time, and location of the meeting.

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	0	0	0	0	0	0	11	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	8	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	0	0	0	0	0	0	2	0	0	0	0	0	0	2

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

If attendance is a problem for students, the student and parent will be asked to sign an attendance contract, provide a doctor's note, or a social worker referral will be completed. If the students grades are indicated in the early warning system, tutoring and/or remediation will be provided. When discipline is indicated as an area of warning, the student will be placed on a behavior contract, school service work, or detention.

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

Lakeside's mission and vision statements are posted in common areas and in every classroom. Copies of the vision and mission statement, along with the school's collective commitments have been distributed several ways including, weekly student folders, orientation/open house, newsletters, PFA meetings, and School Advisory Council (SAC) meetings. We involve parents/guardians/family members through our volunteer program, participation in PFA sponsored activities, and SAC membership. Parents and community members are updated with the most current school information via our website, Facebook page, web-based telephone parent notification system, marquee, the OneClay app, and newsletters. Parents are also able to access their child's grades and other important student information through the FOCUS parent portal. We provide several ways to help parents understand the process of teaching and learning on campus that includes orientation/open house and content area and safety family involvement nights. Also, several concerts and special programs are held throughout the year, such as our Veterans' Day program in which many area veterans are recognized and honored.

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.

A fundamental process in how we build relationships with business partners is one company at a time. Our school participates with various businesses to support student achievement. We have a business partner liaison who contacts potential new business partners and maintains relationships with existing partners. The most involved business partners are recognized at the end of year for their continued support.

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
Schriver, Jeff	Principal
Ivins, April	Teacher, K-12
Grybb, Megan	Teacher, K-12
Jernigan, Kelly	Instructional Media
Mazzella, Susan	School Counselor
Wolfe, Dawn	Assistant Principal
Nguyen, Angela	Teacher, K-12
Bily, Michelle	Teacher, K-12
Hill, Cameron	Teacher, K-12
Tracanna-Breault, Kim	Teacher, K-12
Wells, Tim	Teacher, K-12
Morrell, Susan	Teacher, K-12
Taylor, Sarah	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 function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students, to modify instructional environment to support students, to make recommendations that have been determined to have a high probability of success given the problem identified, and to collect relevant data and monitor student progress frequently to assess response to the interventions. The data to be analyzed includes Foundational Skills Assessment for grades K-2, Performance Matters benchmark reading assessment for grades 3-6, Performance Matters benchmark math assessment for grades K-6, and formal state-wide assessments such as the Florida Standards Assessment (FSA). The principal is the leader of the meetings. The assistant principal attends the meetings in a support role for the principal. The intervention team facilitator serves to suggest effective interventions for Tier 1 instructional needs. The team leaders serve on the SBLT as a liaison to other teachers in their grade.

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 role of the SBLT/MTSS leadership team is to review records and documentation, while providing expertise and guidance in developing strategies and interventions for students who have been unsuccessful in the classroom. Once specific strategies are identified and determined to be effective, the grade levels use these strategies to meet the goals of the school improvement plan. All K-6 grade

students participate in a benchmark assessment three times per year. The school-based leadership team meets after each assessment period to review assessment data. The quality of Tier 1 instruction will be analyzed within these meetings. Our school and district funds are used to support the goals of the School Improvement Plan and to meet the needs of all students, as well as professional development for teachers and staff. Collaboration and corporation are essential in providing an instructional program to assist all students with the development of skills and the knowledge needed to meet the challenging state academic standards and assessment.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jeff Schriver	Principal
Danielle Knotts	Teacher
Ivy Gernhard	Teacher
Jennifer Salliotte	Education Support Employee
Michael Porter	Parent
Liza Porter	Parent
Paige Osowski	Parent
Farrah Collins	Parent
Marvelle Neville	Parent
Julie Griffis	Parent
Barbara Albright	Parent
Van Quang	Parent
Timothy Lee	Parent
Kimberley Almas	Parent
Salli Wallace	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC works with the administrative team to review school data as it comes in throughout the school year. The end of each year school data is reviewed by the leadership team to determine if the established goals were met. The team evaluates the SIP to determine what worked and what needs to be adjusted for next year. The SAC has a review and approval process in October for the final draft to be submitted for district approval.

b. Development of this school improvement plan

Lakeside Elementary SAC is to assist in the annual preparation of a school improvement plan that addresses funding, training, instructional materials, technology, staffing, student support services and, also approves all school improvement fund expenditures.

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

Florida Statute 24.121 (5) (c) places the following requirements on School Improvement fund expenditures:

*School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan.

*Monies may be expended on programs or projects selected by the School Advisory Council.

*The monies may not be used for capital improvements or for any projects or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent 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
Schriver, Jeff	Principal
Grybb, Megan	Teacher, K-12
Hill, Cameron	Teacher, K-12
Jernigan, Kelly	Instructional Media
Morrell, Susan	Teacher, K-12
Halifko, Lucille	Teacher, K-12
Knotts, Danielle	Teacher, K-12
Pellett, Marcy	Teacher, K-12
Wallace, Salli	Teacher, K-12
Addison, Tammy	Teacher, K-12
Williams, Tracy	Teacher, K-12

b. Duties

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

The team meets once a month to review ELA data used to drive classroom instruction, review progress monitoring data at the grade level and classroom level, and identify students to refer to the MTSS team who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate professional development in the form of Professional Learning Communities (PLC). The LLT also promotes literacy by spearheading school-wide literacy initiatives to include Celebrate Literacy Week,

Get Caught Reading program, character parade, setting Accelerated Reader goals, and sponsoring evening literacy events.

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 master schedule has been designed to provide consistent time for teachers to meet by common content/students. Teachers are required to attend a weekly PLC meeting where they collaboratively plan for instruction, create common formative assessments, and analyze student assessment data. Teachers are encouraged to share and communicate effective learning strategies for best practices to help students understand and achieve learning goals.

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

We use the Human Resource Department and its annual Education Recruiting Career Fair to recruit and retain highly qualified, certified-in-field, effective teachers. Mr. Jeff Schriver, the principal, is responsible for recruitment and staffing instructional positions.

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

Our school uses the county's teacher mentoring program, Beginning Educator Support Team (BEST). Beginning teachers are partnered with veteran teachers on their grade level. All mentors have taken the Clinical Educator coursework to become a mentor. Expectations and responsibilities are communicated at the beginning of the year.

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.

Curriculum pacing guides and rubrics are in place that clearly define student levels of growth and performance on essential elements of state and district standards. Every teacher is required to have lesson plans with standards documented and visible during an informal and formal observation. Teachers have created a FOCUS calendar to make sure that all the standards will be covered during the school year. Our administrator is willing to purchase additional resources in order to ensure all standards are covered.

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.

The school uses data to provide and differentiate instruction to meet the diverse needs of students. The assessments are used to accurately measure students' academic strengths and weaknesses, and provide a road map for the next steps in instruction. Informal and formal classroom-based assessments can be conducted throughout the year to track learning objectives. We utilize a balanced literacy approach that includes whole group, small group, and one-on-one instruction based on student needs. Resources are provided to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction). The leadership team makes sure teachers are familiar with interpreting data to drive their planning and instruction.

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: 3,600

After school tutoring is voluntarily offered by highly qualified classroom teachers on Tuesdays and/or Thursdays for one hour in grades 3-6 in reading and math between September and May.

Strategy Rationale

Tutoring allows additional small group core academic instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schrivier, Jeff, jeffrey.schrivier@myoneclay.net

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

Data is collected weekly by teachers using a variety of assessments. Results are analyzed and discussed amongst grade level teams to determine the effectiveness of strategies used.

Strategy: After School Program

Minutes added to school year: 4,320

After school clubs will be made available for 3rd-6th grade students.

Strategy Rationale

Enrichment

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schrivier, Jeff, jeffrey.schrivier@myoneclay.net

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

Strategy: Before School Program

Minutes added to school year: 5,760

Tutoring is offered before school to students in grades 3-6 by highly qualified teachers hired from within the school. Grades 3 - 6 offer 12 one-hour sessions of reading and math tutoring at the beginning of the third quarter.

Strategy Rationale

Tutoring allows additional small group core academic instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wolfe, Dawn , dawn.wolfe@myoneclay.net

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

Results of state-wide, district, and school assessments are analyzed by grade level teams and administrators to determine which students will be offered tutoring. Tutors then administer a variety of assessments throughout the 12 sessions and analyze results to determine the effectiveness of instructional strategies and how to best target students' remediation needs.

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.

At Lakeside Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to identify individual needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. The Florida Kindergarten Reading Screener (FLKRS) will be given within the first 30 days of school. The Florida Assessment in Reading (FAIR) will be administered one-on-one to all Kindergarten students to determine their initial success probability in reading.

Screening data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic skills identified by screening data. FAIR will be re-administered mid-year and again at the end of the year in order to determine students learning gains and the need for changes to the instructional/interventions.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Faculty and staff will work collaboratively to provide instruction in an inclusive educational setting so that our Students with Disabilities make at least a 3% gain on the FSA ELA Assessment.

- G2.** Student engagement and collaboration in grades 4-6 reading will increase as evidenced by at least a 3% increase in overall FSA ELA learning gains.

- G3.** Student engagement and collaboration in grades 4-6 math will increase as evidenced by at least a 3% increase in overall FSA math learning gains.

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. Faculty and staff will work collaboratively to provide instruction in an inclusive educational setting so that our Students with Disabilities make at least a 3% gain on the FSA ELA Assessment. 1a

G086095

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Lakeside is shifting this year from predominantly using an ESE pull-out model to a full inclusion model for most grade levels. Teachers may struggle with the dynamics of the ESE Inclusion model. Time restraints in regard to the ESE teacher schedules and common collaborative planning between ESE and regular education teachers may be a barrier.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Framework for Intentional and Targeted Teaching, ESE/VE and regular education teachers working collaboratively in the same classroom, ESE students receiving instruction with their regular education peers, small group instruction

Plan to Monitor Progress Toward G1. 8

Administrators and teachers will analyze local and district student performance data, attend monthly inclusion data meetings with inclusion teachers, VE teachers, and administration.

Person Responsible

Jeff Schriver

Schedule

Monthly, from 8/10/2016 to 6/5/2017

Evidence of Completion

Review of PLC logs and lesson plans to include SWD in the regular education classroom. Review of local and district assessment data. Minutes or notes from monthly inclusion meetings.

G2. Student engagement and collaboration in grades 4-6 reading will increase as evidenced by at least a 3% increase in overall FSA ELA learning gains. 1a

G086096

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	57.0

Targeted Barriers to Achieving the Goal 3

- Teachers may not have the adequate level of expertise in using the collaborative learning strategies and therefore not feel comfortable using them. Other barriers include time restraints, students with ESOL, speech, ESE, etc. Teachers may require modeling, practice, and additional support to build collaboration skills. Building collaborative structure in the classroom takes time and commitment, and does not occur overnight. The age and maturity of the students also needs to be taken into consideration.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Framework for Intentional Teaching; Kagan Strategies, Whole Brain Teaching Resources, and establishing professional learning communities (PLC) for common planning, creating formative assessments that align to standards, and analyzing and discussing school, district, and state assessment data.

Plan to Monitor Progress Toward G2. 8

Formative assessments, local and district student performance data
Monthly data meetings with each data team and administration. Review of grade level PLC logs and lesson plans.

Person Responsible

Jeff Schriver

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

New Formative assessments will be developed and implemented by PLCs, student work from the formative assessment will be analyzed as well as both district and school level benchmark data. Teachers will track progress of the lowest quartile in reading. Lesson plans will also be reviewed, and student data will be analyzed and reflected upon during PLCs.

G3. Student engagement and collaboration in grades 4-6 math will increase as evidenced by at least a 3% increase in overall FSA math learning gains. 1a

G086097

Targets Supported 1b

Indicator	Annual Target
Math Gains	78.0

Targeted Barriers to Achieving the Goal 3

- Teachers may not have the adequate level of expertise in using the collaborative learning strategies and therefore not feel comfortable using them. Other barriers include time restraints, students with ESOL, speech, ESE, etc. Teachers may require modeling, practice, and additional support to build collaboration skills. Building collaborative structure in the classroom takes time and commitment, and does not occur overnight. The age and maturity of the students also needs to be taken into consideration.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Framework for Intentional Teaching; Kagan Strategies, Whole Brain Teaching Resources, and establishing professional learning communities (PLC) for common planning, creating formative assessments that align to standards, and analyzing and discussing school, district, and state assessment data.

Plan to Monitor Progress Toward G3. 8

Formative assessments, local and district student performance data
Monthly data meetings with each data team and administration. Review of grade level PLC logs and lesson plans.

Person Responsible

Jeff Schriver

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Faculty and staff will work collaboratively to provide instruction in an inclusive educational setting so that our Students with Disabilities make at least a 3% gain on the FSA ELA Assessment. **1**

 G086095

G1.B1 Lakeside is shifting this year from predominantly using an ESE pull-out model to a full inclusion model for most grade levels. Teachers may struggle with the dynamics of the ESE Inclusion model. Time restraints in regard to the ESE teacher schedules and common collaborative planning between ESE and regular education teachers may be a barrier. **2**

 B228752

G1.B1.S1 ESE teachers and regular education teachers will spend at least one hour each week in PLC teams collaborating on the five components of the framework and will plan lessons to implement in the classroom using collaborative learning strategies. All inclusion teachers, regular education and ESE, will meet monthly with administration to discuss progress of ESE students. **4**

 S241213

Strategy Rationale

Action Step 1 **5**

ESE and regular education teachers will meet regularly.

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/9/2016 to 6/7/2017

Evidence of Completion

New Formative assessments will be developed and implemented by PLC teams, student work from the formative assessments will be analyzed as well as local and district benchmark data. Teachers will track progress of the lowest quartile students in reading and math. Lesson plans will also be reviewed, and student data will be analyzed and reflected upon during PLC team meetings. Administrators will review PLC logs weekly and provide feedback to each team. Administration will meet monthly with inclusion teachers to discuss progress of ESE students.

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

Administrators will attend weekly PLC team meetings, review PLC logs, and provide feedback. Administrators will also attend monthly inclusion meetings.

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/9/2016 to 6/7/2017

Evidence of Completion

Weekly PLC team logs with administrator feedback. Minutes and/or notes from monthly inclusion meetings.

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

Administrators will attend weekly PLC team meetings, review PLC logs, and provide feedback. Administrators will also attend monthly inclusion meetings.

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/9/2016 to 6/7/2017

Evidence of Completion

Weekly PLC team logs with administrator feedback. Minutes and/or notes from monthly inclusion meetings.

G2. Student engagement and collaboration in grades 4-6 reading will increase as evidenced by at least a 3% increase in overall FSA ELA learning gains. 1

G086096

G2.B1 Teachers may not have the adequate level of expertise in using the collaborative learning strategies and therefore not feel comfortable using them. Other barriers include time restraints, students with ESOL, speech, ESE, etc. Teachers may require modeling, practice, and additional support to build collaboration skills. Building collaborative structure in the classroom takes time and commitment, and does not occur overnight. The age and maturity of the students also needs to be taken into consideration. 2

B228754

G2.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons to implement in the classroom each week using the collaborative learning strategies. 4

S241214

Strategy Rationale

When teachers spend structured time weekly collaborating around teaching and learning; both intentionality and teaching practices improve. The framework for intentional teaching provides educators with the framework needed to do the right work in the classroom to support student engagement, learning, and growth.

Action Step 1 5

Weekly PLCs focused around the Framework for Intentional Teaching

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/20/2015 to 5/26/2016

Evidence of Completion

Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.

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

Administration will review lesson plans, monthly committee meeting minutes, weekly PLC team meeting logs, and use Group Learning Target Plan.

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Completed Group Learning Target Plan

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

Informal observations, Formative assessment data analyzed at the PLC meetings and logs.

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Informal Observation of the Framework

G3. Student engagement and collaboration in grades 4-6 math will increase as evidenced by at least a 3% increase in overall FSA math learning gains. **1**

 G086097

G3.B1 Teachers may not have the adequate level of expertise in using the collaborative learning strategies and therefore not feel comfortable using them. Other barriers include time restraints, students with ESOL, speech, ESE, etc. Teachers may require modeling, practice, and additional support to build collaboration skills. Building collaborative structure in the classroom takes time and commitment, and does not occur overnight. The age and maturity of the students also needs to be taken into consideration. **2**

 B228755

G3.B1.S1 Teachers will increase their knowledge of various collaborative learning strategies and how to effectively implement them. **4**

 S241215

Strategy Rationale

When teachers use collaboration in their classrooms students are actively engaged in learning. Differentiation occurs when students are allowed to use strategies such as peer tutoring.

Action Step 1 **5**

Implement the Framework for Intentional Teaching in all lessons.

Person Responsible

Jeff Schriver

Schedule

Semiannually, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 **6**

Review of grade level PLC logs and lesson plans

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans and PLC logs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review of grade level PLC logs and lesson plans

Person Responsible

Jeff Schriver

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson plans and PLC logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.A1 A312199	Weekly PLCs focused around the Framework for Intentional Teaching	Schrivier, Jeff	8/20/2015	Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework. Administrators will provide feedback to PLC groups and provide assistance when needed.	5/26/2016 weekly
G2.MA1 M321369	Formative assessments, local and district student performance data Monthly data meetings with each...	Schrivier, Jeff	8/17/2015	New Formative assessments will be developed and implemented by PLCs, student work from the formative assessment will be analyzed as well as both district and school level benchmark data. Teachers will track progress of the lowest quartile in reading. Lesson plans will also be reviewed, and student data will be analyzed and reflected upon during PLCs.	5/27/2016 biweekly
G3.MA1 M321372	Formative assessments, local and district student performance data Monthly data meetings with each...	Schrivier, Jeff	8/17/2015	Lesson plans	5/27/2016 quarterly
G2.B1.S1.MA1 M321367	Informal observations, Formative assessment data analyzed at the PLC meetings and logs.	Schrivier, Jeff	8/17/2015	Informal Observation of the Framework	5/27/2016 weekly
G2.B1.S1.MA1 M321368	Administration will review lesson plans, monthly committee meeting minutes, weekly PLC team meeting...	Schrivier, Jeff	8/17/2015	Completed Group Learning Target Plan	5/27/2016 weekly
G3.B1.S1.MA1 M321370	Review of grade level PLC logs and lesson plans	Schrivier, Jeff	8/17/2015	Lesson plans and PLC logs	5/27/2016 weekly
G3.B1.S1.MA1 M321371	Review of grade level PLC logs and lesson plans	Schrivier, Jeff	8/17/2015	Lesson plans and PLC logs	5/27/2016 weekly
G3.B1.S1.A1 A312200	Implement the Framework for Intentional Teaching in all lessons.	Schrivier, Jeff	8/17/2015	Lesson plans	5/27/2016 semiannually
G1.MA1 M321366	Administrators and teachers will analyze local and district student performance data, attend...	Schrivier, Jeff	8/10/2016	Review of PLC logs and lesson plans to include SWD in the regular education classroom. Review of local and district assessment data. Minutes or notes from monthly inclusion meetings.	6/5/2017 monthly
G1.B1.S1.MA1 M321364	Administrators will attend weekly PLC team meetings, review PLC logs, and provide feedback....	Schrivier, Jeff	8/9/2016	Weekly PLC team logs with administrator feedback. Minutes and/or notes from monthly inclusion meetings.	6/7/2017 weekly
G1.B1.S1.MA1 M321365	Administrators will attend weekly PLC team meetings, review PLC logs, and provide feedback....	Schrivier, Jeff	8/9/2016	Weekly PLC team logs with administrator feedback. Minutes and/or notes from monthly inclusion meetings.	6/7/2017 weekly
G1.B1.S1.A1 A312198	ESE and regular education teachers will meet regularly.	Schrivier, Jeff	8/9/2016	New Formative assessments will be developed and implemented by PLC teams, student work from the formative assessments will be analyzed as well as local and district benchmark data. Teachers will track progress of the lowest quartile students in reading and math. Lesson plans will also be reviewed, and student data will be analyzed and reflected upon during PLC team meetings. Administrators will review PLC logs weekly and provide feedback to each team. Administration will meet monthly with inclusion	6/7/2017 weekly

Clay - 0352 - Lakeside Elementary School - 2016-17 SIP
Lakeside Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				teachers to discuss progress of ESE students.	

V. Professional Development Opportunities

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

G1. Faculty and staff will work collaboratively to provide instruction in an inclusive educational setting so that our Students with Disabilities make at least a 3% gain on the FSA ELA Assessment.

G1.B1 Lakeside is shifting this year from predominantly using an ESE pull-out model to a full inclusion model for most grade levels. Teachers may struggle with the dynamics of the ESE Inclusion model. Time restraints in regard to the ESE teacher schedules and common collaborative planning between ESE and regular education teachers may be a barrier.

G1.B1.S1 ESE teachers and regular education teachers will spend at least one hour each week in PLC teams collaborating on the five components of the framework and will plan lessons to implement in the classroom using collaborative learning strategies. All inclusion teachers, regular education and ESE, will meet monthly with administration to discuss progress of ESE students.

PD Opportunity 1

ESE and regular education teachers will meet regularly.

Facilitator

Jeff Schriver

Participants

all teachers

Schedule

Weekly, from 8/9/2016 to 6/7/2017

G2. Student engagement and collaboration in grades 4-6 reading will increase as evidenced by at least a 3% increase in overall FSA ELA learning gains.

G2.B1 Teachers may not have the adequate level of expertise in using the collaborative learning strategies and therefore not feel comfortable using them. Other barriers include time restraints, students with ESOL, speech, ESE, etc. Teachers may require modeling, practice, and additional support to build collaboration skills. Building collaborative structure in the classroom takes time and commitment, and does not occur overnight. The age and maturity of the students also needs to be taken into consideration.

G2.B1.S1 All teachers will spend 1 hour each week collaborating on the 5 components of the framework and will plan lessons to implement in the classroom each week using the collaborative learning strategies.

PD Opportunity 1

Weekly PLCs focused around the Framework for Intentional Teaching

Facilitator

Jeff Schriver and Dawn Wolfe

Participants

Teachers

Schedule

Weekly, from 8/20/2015 to 5/26/2016

G3. Student engagement and collaboration in grades 4-6 math will increase as evidenced by at least a 3% increase in overall FSA math learning gains.

G3.B1 Teachers may not have the adequate level of expertise in using the collaborative learning strategies and therefore not feel comfortable using them. Other barriers include time restraints, students with ESOL, speech, ESE, etc. Teachers may require modeling, practice, and additional support to build collaboration skills. Building collaborative structure in the classroom takes time and commitment, and does not occur overnight. The age and maturity of the students also needs to be taken into consideration.

G3.B1.S1 Teachers will increase their knowledge of various collaborative learning strategies and how to effectively implement them.

PD Opportunity 1

Implement the Framework for Intentional Teaching in all lessons.

Facilitator

Jeff Schriver and Dawn Wolfe

Participants

Teachers

Schedule

Semiannually, from 8/17/2015 to 5/27/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	ESE and regular education teachers will meet regularly.	\$0.00
2	G2.B1.S1.A1	Weekly PLCs focused around the Framework for Intentional Teaching	\$0.00
3	G3.B1.S1.A1	Implement the Framework for Intentional Teaching in all lessons.	\$0.00
Total:			\$0.00