

Lost Lake Elementary School



2016-17 Schoolwide Improvement Plan

Lost Lake Elementary School

1901 JOHNS LAKE RD, Clermont, FL 34711

<https://loe.lake.k12.fl.us//>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	44%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	54%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	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 Lake 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 Lost Lake 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.

Lost Lake Elementary, inspires, nurtures and facilitates students in becoming critical and global thinkers, leaders and problem solvers of tomorrow.

b. Provide the school's vision statement.

Investing in our future, one child at a time!

2. School Environment

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

Lost Lake Elementary School's process for learning about cultures and building relationships between teachers and students begins with student registrations and continues with Meet the Teacher, student data sheets and Standard Operating Procedures (SOP) Nights. These initial steps build a foundation for fostering a positive relationship between home and school. Throughout the school year, Lost Lake Elementary hosts various academic and social events such as; honor roll, student-led parent conferences, STEM Night, Fall Festival, chorus concerts, Veteran's Day Program, Student of The Months (Covey Habits), Terrific Kids and book fairs. Teachers maintain this relationship by communicating with parents and students through student agendas, teacher webpages, newsletters and telephone calls. The school enhances this process by producing monthly school newsletters and utilizing the school call out system to encourage family involvement in all school activities.

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

Lost Lake Elementary has a Safety Committee that meets monthly to review policy and procedures for the safety, health and well being of our staff and students. The school provides staff, volunteers, Pride Patrols, and community volunteers for student supervision to maintain a safe campus before and after school. Our school also includes curriculum to address respect of self and others and bullying prevention. Lost Lake has also implemented the Positive Behavior Support and offers guidance services for students and staff as needed.

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.

Lost Lake Elementary School's school wide behavior system is Positive Behavioral Support. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate, increased academic performance, and establish positive school cultures. Reward systems are in place for students exhibiting positive behavior and protocols are in place for a tiered discipline ladder for problem behaviors. We also have a progressive discipline plan that is used by all instructional staff and enforced by administration. Teachers have access to the Infraction Report via the share folder to track student behavior. Once the student has exhausted all classroom interventions they receive a discipline referral.

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.

In the fall and spring Lost Lake Elementary School's leadership meets with teachers individually to discuss each students needs. Classroom performance, assessment data, social and behavioral interactions are evaluated and discussed at the Data Chats. Services are then provided to each student based on need. Lost Lake also has on staff two guidance counselors who work with students regularly and a well established mentoring base of volunteers. The school has also implemented Steps to Respect, Second Step, Covey 7 and Bullyproofing your School into the curriculum.

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.

Each month, the EWS report for LLES is pulled by the Lake County School's Teaching & Learning Department; the leadership team of Lost Lake uses that report to monitor attendance, grades, and/or suspensions.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	7	11	9	8	9	0	0	0	0	0	0	0	55
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	1	31	6	4	8	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	12	39	57	0	0	0	0	0	0	0	108

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	2	6	0	0	0	0	0	0	0	8

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

Attendance is one of our SIP goals this year; we have instituted a reward system to encourage students to come to school every day and be on time. Students who have scored a level one and/or have failed a course are in MTSS if they have not already been identified as a SWD and/or 504. For all students who are performing in the lowest 30%, we (teachers and leadership team) are monitoring their progress, teachers are pulling them into small groups, there is an aide assisting students with academic needs, and these students will be offered after school tutoring.

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

Lost Lake Elementary School uses a variety of efforts to keep its families informed. Constant communication between the school and families is maintained through daily student agendas and the distribution of classroom, grade level and school-wide newsletters. Students track academic progress in Data Notebooks which are used for Student-Led conferences with parents in the fall and spring. Phone conferences are held frequently throughout the year with families for any student who has academic, behavior or attendance concerns. Families are encouraged to become registered volunteers and student mentors. Additionally, families are encouraged to participate in LLE events such as Meet the Teacher, Curriculum Nights, Fall Festival, Science Fair, Book Fairs and Standards Night. Lost Lake also has a very active Parent Teacher Organization and School Advisory Council. All families are kept up to date on the meeting dates by email, school's website calendar and call-out system.

As stated in our BPIE, LLES works with all parents including SWD parents to build a positive relationship and to involve them in making decisions about their child's education. Also, all parents (including SWD parents) are made aware about activities that are happening within the school and any opportunities there may be for them to be involved in school committees (PTO, SAC, BPIE Committee).

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 Business Partner Breakfast is held to discuss potential resources that would benefit all stakeholders. An appreciation dinner is held at the end of the year to honor our stakeholders and their continuous support of our school. Lost Lake Elementary is in its third year of implementation of the Gates Foundation Personalized Learning grant. Our local community support will be essential in the sustainability of this award.

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
Pegram, Susan	Principal
Hart, Karen	Assistant Principal
Shryock, Donna	School Counselor
Gault, Bonnie	School Counselor
Olafsen, Kirsten	Instructional Coach
Danner, Sam	Assistant Principal
Pinkston, Katherine	Instructional Coach
McCurdy, Chelsey	Instructional Coach
Tarquine, Amy	Teacher, ESE

b. Duties

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

Lost Lake Elementary School's leadership team meets weekly to work towards a common vision for student success through data-based decision-making. The role of each member is as follows:
School administration - under the direction of the principal, will provide leadership in the implementation and monitoring of data driven decisions and ensure that relevant academic programs are in place. The administrative team has a core belief in Shared Decision making. All stakeholders are involved in decision making process for the school's betterment.

Curriculum Resource Teacher/Literacy Coach - The instructional coaches will lead in the development and implementation of new Florida Standards. They will identify intervention strategies that are evidenced and scientific-based, assist with the school's overall MTSS program implementation and monitoring.

Guidance Counselors - Organize and schedule MTSS meetings to review student data and identify students in need of academic or behavioral intervention. Working cooperatively, the team will plan instructional strategies, determine the effectiveness of interventions and create a system for continued monitoring of student progress. The guidance department serves as testing coordinator, Homeless Liaison, 504 Contact, and ELL Contact for the school.

ESE School Specialist - The ESE School Specialist will oversee students covered by IDEA. The specialist will ensure that all procedures and policies of IDEA are followed correctly to ensure the academic success of all identified students.

Personalized Learning Facilitator - The facilitator provides support, leadership and strategies for the successful implementation and scale-up of personalized learning.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team also meets with the School Advisory Council and the Parent Teacher Organization monthly to review school-wide needs. Both committees maintain minutes of their meetings to define their plan for funds. The Principal, AP, and bookkeeper hold weekly budget meetings to assess the budget's successfulness. SAC is kept abreast of the school budget.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gregory Dortch	Parent
Susan Pegram	Principal
Elena Morales	Education Support Employee
Sally Albertson	Parent
Staci Dortch	Parent
Heather Langford	Parent
Craig Lanoue	Teacher
Gina Tovine	Business/Community
Deborah Diaz	Education Support Employee

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

Lost Lake Elementary's SAC made plans to support Lost Lake's school goals through monetary and volunteer support. The SAC provides input to the operations of the school, fund additional science and STEM programs for classroom use, and approve the school's SIP.

b. Development of this school improvement plan

SAC will review the current draft of the School Improvement Plan and make recommendations to administration as to how monetary support can be dispersed to help Lost lake meet their current academic goals. The plan will be reviewed in our October meeting and placed on the agenda for final approval.

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

SAC reviews Lost Lake Elementary School's annual budget and plan for meeting the needs of staff and students. SAC submits their plan for purchasing or renewing academic programs and services to administration for the upcoming school year.

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

SAC successfully funded programs during the 2015-2016 school year to help LLE meet their academic goals. Science programs were purchased and implemented school wide. Additionally, staff compensation for Tuesday Media Nights was funded.

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.

Members of the SAC are elected for the counsel by each member group: parents, instructional, non-instructional. The business and community members are recommended to SAC by the school's principal. The SAC make-up reflects the ethnicity and economic make-up of the school.

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
Olafsen, Kirsten	Instructional Coach

b. Duties

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

The LLT will focus on identifying the needs of the students by analyzing data and trends. The LLT will develop and implement a plan for intervention and enrichment for every grade level. SIPP, iStation and county Wonders Reading series will be used to remediate those students who are identified as struggling through data analysis. The LLT will create initiatives to promote independent reading such as Accelerated Reader and Battle of the Books. Lost Lake Elementary will also continue to implement Celebrate Literacy Week, Read Across America, the Lake County Superintendent Reading Challenge, Lost Lake Reading Challenge, Humane Education and daily D.E.A.R. time. We will continue to participate in the Barbara Bush Family Literacy Foundation Mentoring Program.

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.

Grade levels are given common planning daily to collaborate when planning for instruction and implementation of the Florida Standards. Team leaders hold weekly PLC's with their grade level to discuss best practices, the Florida standards, curriculum, instructional methodologies and assessments. Additionally, the team leaders collaborate with other grade chairs bi-monthly at Team Leader meetings held by the Leadership team. Administration establishes mentoring relationships for new teachers to Lost Lake. In the intermediate grades team teaching is used to enhance learning. Lake County Schools has provided funds to implement grade level planning days for the 2016-2017 school year.

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

Lost Lake Elementary follows the hiring procedures set by the Lake County School District. Candidates are carefully screened and interviewed. All teachers at LLE are Highly-Qualified as described by the Florida Department of Education. All new hires are required to complete New Beginnings. New Beginnings training offers Establishing Rules & Procedures, New Florida Standards for ELA, New Florida Standards for Math, TEAM and Deliberate Practice, Professional Ethics, Communicating Learning Goals & Feedback, Edmodo, Safari Montage, MTSS, Introduction to ELL, Working with Economically Disadvantaged Students, Communicating with Families, Inclusion Strategies, and Pathways to Professional Certification.

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

New teachers attend weekly grade level meetings, along with monthly administrative meetings as needed. Teacher mentors are assigned to each new teacher and are responsible for answering questions, modeling lessons, providing resources and feedback, checking periodically for needs/concerns, and helping to orient new teachers to the school. The Literacy Coach and the Curriculum

Resource Teacher provide support, as needed, for all teachers to educate them on best practices, data analysis, and for updates on policies and procedures.

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.

Lost Lake Elementary School's teachers follow the Lake County School's ELA, math, science and social studies Blueprints when planning for instruction. The Blueprints provide a frame for common learning experiences and outline student expectations that are aligned to the Florida Standards. Teachers use the FSA test specifications as a guide when planning for student mastery of the standards. Lake County School's scope and sequence ensures that the necessary Florida Standards are taught and practiced with the rigor expected within the time allotted. Teachers have been assigned the Florida Standards as their study area for grade level PLCs for this school year. Additionally, Lost Lake Elementary teachers utilize district and school-based resources in addition to the purchased core curriculum. Some of these instructional programs/materials include Thinking Maps and Science Boot Camp. I-Ready and IStation will be used to supplement instruction and intervention.

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.

Lost Lake Elementary uses several data management systems such as Skyward, Data Star, Early Warning Signs Report, Eduphoria Aware, and Decision Ed. These data collection tools are utilized to closely monitor attendance, standardized testing, grades, and discipline. By utilizing these data gathering tools, LLE has the ability to differentiate teaching strategies to accelerate or remediate needs in Math, Language Arts, Reading, and Science. The data gathered is essential to the MTSS Team to re-evaluate the interventions provided. In addition, staff may utilize the assistance of the school guidance counselors, psychologist, social worker, resource teachers, and ESE Varying Exceptionality teachers when differentiating instruction to meet the needs of all students.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 4,500

Lost Lake Elementary has added a 25 minute morning computer lab session for any student that needs help with IStation, iReady, and/or Rosetta Stone.

Strategy Rationale

By offering the morning lab session students receive additional time and practice with math and reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pegram, Susan, pegrams@lake.k12.fl.us

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

The data collected will reflect higher student proficiency on the Florida Standards Assessment as compared to the previous years' FSA data. We will analyze the Istation and iReady data to determine student progress.

Strategy: After School Program

Minutes added to school year: 1,440

Students will be pulled into small groups, teachers will offer support based upon Florida's Standards.

Strategy Rationale

By giving students extra academic support the students will become more successful in mastering Florida State Standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hart, Karen, hartk@lake.k12.fl.us

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

Assessment on Demand through Istation and I-Ready will be used to measure the effectiveness of the program.

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.

Lost Lake Elementary provides many opportunities to support students transitioning from one school level to another. Our rising kindergarteners and their families are invited to Cub Club in the spring to orient families to the school and help with the registration process. Curriculum Night is held for all grade levels but is especially helpful to these students by familiarizing families with the Florida Standards, curriculum, resources and expectation of the school. Pre-K articulation meetings provide time for teachers to communicate the social and academic needs of their students transitioning to the next level. Additionally, Pre-K is involved in many school-wide events, field trips and assemblies to help familiarize them to our school. Our upper level students are introduced to the team teaching experience to acclimate them to the middle school experience. Guidance counselors from our feeder middle schools visit the students to familiarize them with what to expect at middle school. Also, students with special needs that are transitioning meet with the middle school's placement specialist. The students can make requests for specialized classes at this time.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

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.** By utilizing EWS & Decision ED data, Lost Lake Elementary will increase attendance, decrease tardies and early check-outs, and maintain a safe and supportive environment for all students.
- G2.** With high expectations teachers will understand, plan, deliver and personalize standards based instruction in all content areas for all students.

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. By utilizing EWS & Decision ED data, Lost Lake Elementary will increase attendance, decrease tardies and early check-outs, and maintain a safe and supportive environment for all students. 1a

G086840

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- We do not have a system in place to review EWS and Decision ED data.
- We have a high number of tardies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- EWS Data
- Decision ED data
- List of protocols
- Leadership meetings
- Leadership team
- Social worker
- Data clerk
- Guidance counselors
- Tardy log
- Attendance meeting records
- EWS portfolio
- Skyward attendance
- Parent conference forms
- School messenger
- Newsletters
- Electronic communication

Plan to Monitor Progress Toward G1. 8

EWS & Decision ED data will be collected and analyzed during the leadership meeting on Wednesday right after the EWS report is uploaded to the K Drive. Data will also be shared at Team Leader and Grade Level meetings; also, during Data Chats (occurs in the fall and spring).

Person Responsible

Sam Danner

Schedule

Monthly, from 8/3/2016 to 5/19/2017

Evidence of Completion

EWS Data, Attendance Meeting Data, Agendas

G2. With high expectations teachers will understand, plan, deliver and personalize standards based instruction in all content areas for all students. 1a

G086841

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
FSA ELA Achievement	80.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of focus on standards based planning for depth and rigor.
- Inconsistent use and lack of teacher knowledge in best practices for standards based instruction in all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Blueprints
- FSA Test Specifications
- Literacy Coach
- Curriculum Resource Teacher (CRT)
- Personalized Learning Facilitator
- Classroom walkthroughs
- Lost Lake Lesson Design Template
- Student work samples
- Book: Collaborative Teams That Transform Schools

Plan to Monitor Progress Toward G2. 8

All standards based instruction tools (lesson design template, lesson plans, etc.) will be collected and analyzed to check for rigor and best practices during leadership team meetings and common planning.

Person Responsible

Karen Hart

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Lesson plans and student data & products

Plan to Monitor Progress Toward G2. 8

Student assessment, data, and work products will be collected and analyzed during leadership team meetings, common planning, and teacher data chats.

Person Responsible

Karen Hart

Schedule

Weekly, from 9/21/2016 to 5/17/2017

Evidence of Completion

MAP Testing, Istation, i-Ready, STAR and Benchmark Assessment results; and student work product (gallery walks).

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. By utilizing EWS & Decision ED data, Lost Lake Elementary will increase attendance, decrease tardies and early check-outs, and maintain a safe and supportive environment for all students. **1**


 G086840

G1.B1 We do not have a system in place to review EWS and Decision ED data. **2**

 B230862

G1.B1.S1 We will implement a system for reviewing EWS & Decision Ed data and develop action steps.

4

 S243565

Strategy Rationale

If we implement a system to monitor attendance data, then we will have a scheduled action plan in place to make sure that attendance is being monitored on a scheduled basis.

Action Step 1 **5**

Create and establish a system to review and monitor our EWS & Decision Ed data monthly.

Person Responsible

Sam Danner

Schedule

Monthly, from 8/29/2016 to 5/12/2017

Evidence of Completion

EWS & Decision ED data, list of protocols, and monthly leadership meetings focused on EWS data.

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

Establish protocols for a monthly review of EWS & Decision ED data to monitor attendance and behavior.

Person Responsible

Susan Pegram

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Protocols, EWS data, Decision Ed, EWS portfolio

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

Leadership Team will meet each month on Wednesday (after the EWS & Decision ED data is placed on K drive) to review EWS Data to monitor attendance and behavior.

Person Responsible

Karen Hart

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

EWS Data, Decision Ed, Leadership Meeting Agenda

G1.B1.S2 We will implement monthly attendance meetings. 4

 S243566

Strategy Rationale

If we hold monthly attendance meetings on a consistent basis, then our EWS data will show improved attendance, behavior and school environment.

Action Step 1 5

Create and establish monthly attendance meetings held with social worker, teacher, parents, and guidance counselor.

Person Responsible

Bonnie Gault

Schedule

Monthly, from 10/3/2016 to 5/12/2017

Evidence of Completion

EWS data, record of meetings, tardy log

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The guidance counselor will gather and review attendance data to schedule attendance meetings as needed.

Person Responsible

Bonnie Gault

Schedule

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

Evidence of Completion

Skyward attendance, DecisionEd EWS data, tardy log, parent conference form

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Attendance Team will hold monthly meetings to address attendance concerns (to include tardies, early check outs, and attendance).

Person Responsible

Bonnie Gault

Schedule

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

Evidence of Completion

Skyward attendance report, tardy and early check out log

G1.B2 We have a high number of tardies. 2

 B230863

G1.B2.S1 We will implement a reward system (PBS) and develop an action plan that will reduce the number of tardies. 4

 S243567

Strategy Rationale

If we implement, monitor, and support a reward system (PBS) then our tardies will decrease.

Action Step 1 5

Utilize PBS to reward students for meeting our quarterly attendance goal which includes tardies and early checkouts.

Person Responsible

Sam Danner

Schedule

Quarterly, from 8/29/2016 to 5/12/2017

Evidence of Completion

Skyward attendance, DecisionEd, EWS data

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

PBS Team will review quarterly attendance data to determine students eligible for rewards.

Person Responsible

Sam Danner

Schedule

Quarterly, from 10/14/2016 to 5/12/2017

Evidence of Completion

Skyward attendance, DecisionEd, EWS Data, tardy log, Attendance Child Study Team (ACST) log

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

Data Clerk will pull quarterly attendance data to determine students eligible for attendance rewards and recognition.

Person Responsible

Sam Danner

Schedule

Quarterly, from 10/14/2016 to 5/24/2017

Evidence of Completion

Skyward Attendance, Tardy and Early Check Out Logs

G1.B2.S2 We will implement a communication plan so that all stakeholders are aware of our new attendance plan. 4

 S243568

Strategy Rationale

If we effectively communicate with our parents and community stakeholders then our tardies will decrease.

Action Step 1 5

Create a communication plan to share our PBS program with our stakeholders through School Messenger, meetings, events, and/or newsletters

Person Responsible

Sam Danner

Schedule

Daily, from 8/8/2016 to 5/26/2017

Evidence of Completion

School Messenger, meetings, events, newsletters, and electronic communication

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

A communication plan will be implemented by administration and all communication regarding attendance that is sent home (written, call outs, newsletter) will be reviewed by an administrator.

Person Responsible

Sam Danner

Schedule

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

Evidence of Completion

SAC agenda, School website, newsletter, parent feedback, parent survey, Open House/ Curriculum Nights

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Data Clerk will pull quarterly attendance data to determine students eligible for attendance rewards and recognition.

Person Responsible

Sam Danner

Schedule

Quarterly, from 10/14/2016 to 5/24/2017

Evidence of Completion

Skyward Attendance, Tardy and Early Check Out Logs

G2. With high expectations teachers will understand, plan, deliver and personalize standards based instruction in all content areas for all students. 1

 G086841

G2.B1 Lack of focus on standards based planning for depth and rigor. 2

 B230865

G2.B1.S1 CRT and Literacy Coach will establish a PLC for collaborative planning and will model effective standards based planning for depth and rigor. 4

 S243569

Strategy Rationale

If effective standards based lesson planning for depth and rigor is modeled, then effective planning will take place.

Action Step 1 5

Coaches (Pinkston & Olafsen) will establish a PLC and provide teachers with a standards based lesson design template for planning.

Person Responsible

Kirsten Olafsen

Schedule

Annually, from 8/10/2016 to 8/16/2016

Evidence of Completion

Lesson design template and lesson plans.

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

After modeling rigorous and effective standards based during weekly PLC, we will monitor collaborative PLC's by grade levels.

Person Responsible

Karen Hart

Schedule

Weekly, from 9/12/2016 to 5/15/2017

Evidence of Completion

CWTs, completed lesson design templates, lesson plans

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

Leadership team will meet monthly to review common planning products and adjust protocols as necessary.

Person Responsible

Susan Pegram


Schedule

Monthly, from 9/14/2016 to 5/26/2017

Evidence of Completion

Student improvement from Beginning-of-the-Year, Middle-of-Year and End-of-the Year data.

G2.B1.S2 Coaches will establish a PLC and provide teachers with a standards based lesson design template for planning. 4

 S243570

Strategy Rationale

If teachers are provided with a lesson design template, then focused standards based planning will take place.

Action Step 1 5

Coaches (Pinkston & Olafsen) will establish a PLC and provide teachers with a standards based lesson design template for planning.

Person Responsible

Kirsten Olafsen

Schedule

Annually, from 8/10/2016 to 8/16/2016

Evidence of Completion

Lesson design template and lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Provide teachers with a standards based lesson design template to plan with.

Person Responsible

Karen Hart

Schedule

Annually, from 8/10/2016 to 8/16/2016

Evidence of Completion

Completed lesson design templates, attending collaborative team meetings

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Coaches will meet monthly to review completed lesson design templates.

Person Responsible

Karen Hart

Schedule


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

Evidence of Completion

Completed lesson design templates

G2.B1.S3 On-going support will be provided to teachers during planning by coaches and administration.

4

 S243571

Strategy Rationale

If support is given to teachers and teams, then effective standards based planning will take place.

Action Step 1 5

Support for standards based planning will be provided to teachers during weekly PLC'S.

Person Responsible

Katherine Pinkston

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

CWTs, completed Lost Lake lesson design templates, feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Establish a schedule for grade level PLC's.

Person Responsible

Katherine Pinkston

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

CWTs, completed Lost Lake lesson design template, feedback

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Leadership team will meet monthly to reflect on collaborative planning and determine necessary support needed.

Person Responsible

Susan Pegram


Schedule

Every 3 Weeks, from 8/15/2016 to 5/15/2017

Evidence of Completion

CWTs, completed lesson design templates, feedback

G2.B2 Inconsistent use and lack of teacher knowledge in best practices for standards based instruction in all content areas. **2**

 B230866

G2.B2.S1 We will implement common planning 45 minutes once per week, 90 minutes every six weeks, and 7.5 hours twice per year. **4**

 S243572

Strategy Rationale

If we provide scheduled common times for teachers to plan for standards based instruction, then knowledge of best practices for standards based teaching will increase.

Action Step 1 **5**

Collection of completed grade level PLC lesson design templates.

Person Responsible

Katherine Pinkston

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Schedule, list of protocols, and expected products.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Collection of completed grade level PLC lesson design templates.

Person Responsible

Karen Hart

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Schedule, list of protocols, and expected products

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Leadership team will conduct walkthroughs to monitor the implementation of standards based instruction.

Person Responsible

Karen Hart

Schedule

Quarterly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Classroom walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Coaches will review completed products from collaborative planning PLC's to monitor for best practices and defined protocols.

Person Responsible

Karen Hart

Schedule

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

Evidence of Completion

Expected products, completed lesson design templates, feedback, and student data & products

G2.B2.S2 Planning times and lesson plans will be monitored to make sure that Marzano high yield strategies are being incorporated into standards based planning. 4

S243573

Strategy Rationale

If we implement a common planning time that is focused on best practices, then teachers will be able to plan for standards based instruction and evaluate student work products.

Action Step 1 5

Monitor planning times and lesson plans to ensure Marzano high yield strategies are being incorporated into standards based planning.

Person Responsible

Katherine Pinkston

Schedule

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

Evidence of Completion

Lesson plans and lesson design templates

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Develop and utilize leadership schedule for attending and supporting weekly common planning.

Person Responsible

Kirsten Olafsen

Schedule

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

Evidence of Completion

Lesson plans and Lost Lake lesson design templates

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Coaches will attend and monitor collaborative planning times to ensure standards based planning is focused on Marzano high yield strategies as well as expected products.

Person Responsible

Karen Hart


Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Lesson plans and lesson design templates

G2.B2.S3 Team Leaders and Leadership Team will participate in a collaborative book study on Collaborative Teams That Transform Schools. 4

 S243574

Strategy Rationale

If the book study is completed by team leaders and the leadership team, then collaborative planning will focus on best practices.

Action Step 1 5

Complete a book study on Collaborative Teams That Transform Schools to shift the focus of collaborative planning towards best practices.

Person Responsible

Susan Pegram

Schedule

Monthly, from 8/31/2016 to 3/1/2017

Evidence of Completion

Team leader meeting agenda and notes, collaborative planning agenda and notes

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Discuss chapters of the book study Collaborative Teams That Transform Schools to determine a monthly focus for best practices in standards based planning.

Person Responsible

Susan Pegram

Schedule

Monthly, from 8/31/2016 to 3/1/2017

Evidence of Completion

Team leader meeting agenda and notes, collaborative planning agenda and notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Coaches will monitor and support PLC planning to ensure that it is based on the monthly focus determined by the book study on Collaborative Teams That Transform Schools.

Person Responsible

Karen Hart

Schedule

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
















Evidence of Completion

Team leader meeting agenda and notes, and completed LLES lesson design templates

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 A315123	Coaches (Pinkston & Olafsen) will establish a PLC and provide teachers with a standards based...	Olafsen, Kirsten	8/10/2016	Lesson design template and lesson plans.	8/16/2016 annually
G2.B1.S2.MA1 M326596	Provide teachers with a standards based lesson design template to plan with.	Hart, Karen	8/10/2016	Completed lesson design templates, attending collaborative team meetings	8/16/2016 annually
G2.B1.S2.A1 A315124	Coaches (Pinkston & Olafsen) will establish a PLC and provide teachers with a standards based...	Olafsen, Kirsten	8/10/2016	Lesson design template and lesson plans.	8/16/2016 annually
G2.B2.S3.MA1 M326605	Discuss chapters of the book study Collaborative Teams That Transform Schools to determine a...	Pegram, Susan	8/31/2016	Team leader meeting agenda and notes, collaborative planning agenda and notes	3/1/2017 monthly
G2.B2.S3.A1 A315128	Complete a book study on Collaborative Teams That Transform Schools to shift the focus of...	Pegram, Susan	8/31/2016	Team leader meeting agenda and notes, collaborative planning agenda and notes	3/1/2017 monthly
G1.B1.S1.A1 A315119	Create and establish a system to review and monitor our EWS & Decision Ed data...	Danner, Sam	8/29/2016	EWS & Decision Ed data, list of protocols, and monthly leadership meetings focused on EWS data.	5/12/2017 monthly
G1.B2.S1.MA1 M326589	PBS Team will review quarterly attendance data to determine students eligible for...	Danner, Sam	10/14/2016	Skyward attendance, DecisionEd, EWS Data, tardy log, Attendance Child Study Team (ACST) log	5/12/2017 quarterly
G1.B2.S1.A1 A315121	Utilize PBS to reward students for meeting our quarterly attendance goal which includes tardies and...	Danner, Sam	8/29/2016	Skyward attendance, DecisionEd, EWS data	5/12/2017 quarterly
G1.B1.S2.A1 A315120	Create and establish monthly attendance meetings held with social worker, teacher, parents, and...	Gault, Bonnie	10/3/2016	EWS data, record of meetings, tardy log	5/12/2017 monthly
G2.MA1 M326606	All standards based instruction tools (lesson design template, lesson plans, etc.) will be...	Hart, Karen	8/15/2016	Lesson plans and student data & products	5/15/2017 weekly
G2.B1.S1.MA1 M326594	After modeling rigorous and effective standards based during weekly PLC, we will monitor...	Hart, Karen	9/12/2016	CWTs, completed lesson design templates, lesson plans	5/15/2017 weekly
G2.B2.S1.MA1 M326599	Coaches will review completed products from collaborative planning PLC's to monitor for best...	Hart, Karen	8/15/2016	Expected products, completed lesson design templates, feedback, and student data & products	5/15/2017 monthly
G2.B2.S1.MA1 M326600	Collection of completed grade level PLC lesson design templates.	Hart, Karen	8/15/2016	Schedule, list of protocols, and expected products	5/15/2017 quarterly
G2.B2.S1.MA3 M326601	Leadership team will conduct walkthroughs to monitor the implementation of standards based...	Hart, Karen	8/15/2016	Classroom walkthrough data	5/15/2017 quarterly
G2.B2.S1.A1 A315126	Collection of completed grade level PLC lesson design templates.	Pinkston, Katherine	8/15/2016	Schedule, list of protocols, and expected products.	5/15/2017 quarterly
G2.B1.S2.MA1 M326595	Coaches will meet monthly to review completed lesson design templates.	Hart, Karen	8/15/2016	Completed lesson design templates	5/15/2017 monthly
G2.B2.S2.MA1 M326602	Coaches will attend and monitor collaborative planning times to ensure standards based planning is...	Hart, Karen	8/15/2016	Lesson plans and lesson design templates	5/15/2017 weekly
G2.B1.S3.MA1 M326597	Leadership team will meet monthly to reflect on collaborative planning and determine necessary...	Pegram, Susan	8/15/2016	CWTs, completed lesson design templates, feedback	5/15/2017 every-3-weeks
G2.B1.S3.MA1 M326598	Establish a schedule for grade level PLC's.	Pinkston, Katherine	8/15/2016	CWTs, completed Lost Lake lesson design template, feedback	5/15/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S3.A1  A315125	Support for standards based planning will be provided to teachers during weekly PLC'S.	Pinkston, Katherine	8/15/2016	CWTs, completed Lost Lake lesson design templates, feedback	5/15/2017 weekly
G2.B2.S3.MA1  M326604	Coaches will monitor and support PLC planning to ensure that it is based on the monthly focus...	Hart, Karen	8/15/2016	Team leader meeting agenda and notes, and completed LLES lesson design templates	5/15/2017 monthly
G2.MA2  M326607	Student assessment, data, and work products will be collected and analyzed during leadership team...	Hart, Karen	9/21/2016	MAP Testing, Istation, i-Ready, STAR and Benchmark Assessment results; and student work product (gallery walks).	5/17/2017 weekly
G1.MA1  M326592	EWS & Decision ED data will be collected and analyzed during the leadership meeting on Wednesday...	Danner, Sam	8/3/2016	EWS Data, Attendance Meeting Data, Agendas	5/19/2017 monthly
G1.B2.S1.MA1  M326588	Data Clerk will pull quarterly attendance data to determine students eligible for attendance...	Danner, Sam	10/14/2016	Skyward Attendance, Tardy and Early Check Out Logs	5/24/2017 quarterly
G1.B1.S2.MA1  M326586	Attendance Team will hold monthly meetings to address attendance concerns (to include tardies,...	Gault, Bonnie	8/31/2016	Skyward attendance report, tardy and early check out log	5/24/2017 monthly
G1.B1.S2.MA1  M326587	The guidance counselor will gather and review attendance data to schedule attendance meetings as...	Gault, Bonnie	8/31/2016	Skyward attendance, DecisionEd EWS data, tardy log, parent conference form	5/24/2017 weekly
G1.B2.S2.MA1  M326590	Data Clerk will pull quarterly attendance data to determine students eligible for attendance...	Danner, Sam	10/14/2016	Skyward Attendance, Tardy and Early Check Out Logs	5/24/2017 quarterly
G1.B2.S2.MA1  M326591	A communication plan will be implemented by administration and all communication regarding...	Danner, Sam	8/8/2016	SAC agenda, School website, newsletter, parent feedback, parent survey, Open House/Curriculum Nights	5/24/2017 daily
G1.B1.S1.MA1  M326584	Leadership Team will meet each month on Wednesday (after the EWS & Decision ED data is placed on K...	Hart, Karen	8/31/2016	EWS Data, Decision Ed, Leadership Meeting Agenda	5/26/2017 monthly
G1.B1.S1.MA1  M326585	Establish protocols for a monthly review of EWS & Decision ED data to monitor attendance and...	Pegram, Susan	8/31/2016	Protocols, EWS data, Decision Ed, EWS portfolio	5/26/2017 monthly
G2.B1.S1.MA1  M326593	Leadership team will meet monthly to review common planning products and adjust protocols as...	Pegram, Susan	9/14/2016	Student improvement from Beginning-of-the-Year, Middle-of-Year and End-of-the Year data.	5/26/2017 monthly
G1.B2.S2.A1  A315122	Create a communication plan to share our PBS program with our stakeholders through School...	Danner, Sam	8/8/2016	School Messenger, meetings, events, newsletters, and electronic communication	5/26/2017 daily
G2.B2.S2.MA1  M326603	Develop and utilize leadership schedule for attending and supporting weekly common...	Olafsen, Kirsten	8/15/2016	Lesson plans and Lost Lake lesson design templates	5/26/2017 weekly
G2.B2.S2.A1  A315127	Monitor planning times and lesson plans to ensure Marzano high yield strategies are being...	Pinkston, Katherine	8/15/2016	Lesson plans and lesson design templates	5/26/2017 weekly

V. Professional Development Opportunities

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

G1. By utilizing EWS & Decision ED data, Lost Lake Elementary will increase attendance, decrease tardies and early check-outs, and maintain a safe and supportive environment for all students.

G1.B1 We do not have a system in place to review EWS and Decision ED data.

G1.B1.S1 We will implement a system for reviewing EWS & Decision Ed data and develop action steps.

PD Opportunity 1

Create and establish a system to review and monitor our EWS & Decision Ed data monthly.

Facilitator

Samuel Danner/Leadership team

Participants

Staff/Stakeholders

Schedule

Monthly, from 8/29/2016 to 5/12/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create and establish a system to review and monitor our EWS & Decision Ed data monthly.	\$0.00
2	G1.B1.S2.A1	Create and establish monthly attendance meetings held with social worker, teacher, parents, and guidance counselor.	\$0.00
3	G1.B2.S1.A1	Utilize PBS to reward students for meeting our quarterly attendance goal which includes tardies and early checkouts.	\$0.00
4	G1.B2.S2.A1	Create a communication plan to share our PBS program with our stakeholders through School Messenger, meetings, events, and/or newsletters	\$0.00
5	G2.B1.S1.A1	Coaches (Pinkston & Olafsen) will establish a PLC and provide teachers with a standards based lesson design template for planning.	\$0.00
6	G2.B1.S2.A1	Coaches (Pinkston & Olafsen) will establish a PLC and provide teachers with a standards based lesson design template for planning.	\$0.00
7	G2.B1.S3.A1	Support for standards based planning will be provided to teachers during weekly PLC'S.	\$0.00
8	G2.B2.S1.A1	Collection of completed grade level PLC lesson design templates.	\$0.00
9	G2.B2.S2.A1	Monitor planning times and lesson plans to ensure Marzano high yield strategies are being incorporated into standards based planning.	\$0.00
10	G2.B2.S3.A1	Complete a book study on Collaborative Teams That Transform Schools to shift the focus of collaborative planning towards best practices.	\$0.00
Total:			\$0.00