

Lake Shipp Elementary School



2016-17 Schoolwide Improvement Plan

Lake Shipp Elementary School

250 CAMELLIA DR, Winter Haven, FL 33880

<http://schools.polk-fl.net/lakeshippelementary>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	D	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk 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 Lake Shipp Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

The mission of Lake Shipp Elementary School is to create a culture that motivates success and equips students for the future.

The Mission of Polk County Public Schools is to provide a high quality education for all students.

District and school-based Title I Parent Involvement Programs in Polk County will strive to build RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day.

b. Provide the school's vision statement.

Vision:

At Lake Shipp Elementary students are educated through a collaborative team consisting of parents, school staff, peers, and the community to become lifelong learners. Children take risks and become productive and innovative without fear of failure; their gifts and talents are recognized and celebrated.

2. School Environment

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

We will provide students with resources to encompass the students' cultures that are represented here at Lake Shipp Elementary. This year we plan to add a cultural fair.

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

The morning show will provide lessons through our network TV system that will air throughout the year. No bullying zone signs are posted throughout the school.

Teachers will follow the district bullying curriculum the 2nd week of school.

In the mornings and afternoons, students are supervised by both adults and student patrols. Car doors are opened for students and the parents are greeted. This assists us in building strong relationships with both our parents and students.

Our CHAMPS/PBS Committee facilitated PD for all staff during teacher orientation week on our CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) and PBS (positive behavior support) system and MTSS system. Training showed how the three pieces fit together to increase student engagement and on-task behaviors.

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.

1. Professional development was given during teacher orientation week on Routines, Rituals, and Expectations following the CHAMPS model for all school personnel to ensure the system is fair and consistently enforced. Teachers were given resources such as posters, charts and the CHAMPS guide book. Emphasis was placed on consistent clear expectations being taught from the time students arrive at the door in the morning and embedded in each curriculum block daily in the classroom and out. A class mission statement and data board to support student learning will be in every classroom. This along with engagement strategies will create an environment where learning can be maximized.
2. CHAMPS/PBS did a PD on PBS structures and procedures for positive behavioral support for inside and outside the classroom. Emphasis was placed on all staff being consistent with school wide procedures which we have implemented. A decision tree and disciplinary procedures for classroom and office managed behaviors, documentation with intervention plans, and support from MTSS Team was reviewed. Our online referral system was reviewed and how to track the data on students. Tracking the data will help teachers look at when support is needed for students struggling with behavior and when an intervention plan should be put in place.

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.

Our administration and leadership team have reviewed previous year's data and discussed retained, ESE, ELL, and students with discipline issues. Early detection regarding students' with needs will be address for academic or behavioral support. The MTSS Team will include: School Psychologist, Guidance Counselor, Interventionists (behavior, math, reading). They will work cohesively to enhance student learning and behavior.

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.

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
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	3	3	3	1	6	5	0	0	0	0	0	0	0	21
One or more suspensions	4	2	1	5	8	10	0	0	0	0	0	0	0	30
Course failure in ELA or Math	12	5	9	10	5	11	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	17	20	24	0	0	0	0	0	0	0	61

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	2	0	3	9	6	7	0	0	0	0	0	0	0	27	

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

Nine week Incentive for attendance (bike drawing)
MTSS and Intervention plan
Mentors
Tutoring before and after school
Guidance groups
PBS Goals and incentives

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322102>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We have an active School Advisory Council. Our SAC meets monthly to discuss the school's needs, data and budget to support Lake Shipp Elementary.

Parent volunteer and community volunteers support our school on a weekly basis.

We have scheduled Spirit Nights with Chipolte and Beef O'Brady's where we earn a percentage of the sales on our scheduled nights.

This year we will be starting a PTA, which includes parents, teachers, and community members, which will assist in the support of our school and our students.

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
Nelson, Stacy	Principal
Schmitt, Courtney	Teacher, K-12
Murphy, Jane	Teacher, K-12
Irace, Karen	Assistant Principal
Sands, Dewitt	Teacher, K-12
Ducking, Candace	School Counselor

b. Duties

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

Dr. Stacy Nelson, Principal - responsible for the Academic Team, Leadership Teams and SAC committee, conduct classroom observations and walkthroughs, ensure collaborative/effective lesson planning and lesson delivery, reviewing student data, assisting in the implementation of PBS procedures and expectations to reduce classroom disruptions, monitoring the execution of procedures, facilitating professional development to meet teacher needs, communicating with other members of the team to ensure student academic success, and assisting in the MTSS process to ensure students receive the assistance they need to be successful.

Michelle Casper, Assistant Principal - responsibilities within the Leadership Team include: classroom observations and walkthroughs, ensuring effective lesson planning and lesson delivery, reviewing student data, assisting in the implementation of PBS procedures and expectations to reduce classroom disruptions, monitoring the execution of procedures, facilitating professional development to meet teacher needs, communicating with other members of the team to ensure student academic success, and assisting in the MTSS process to ensure students receive the assistance they need to be successful.

Courtney Schmitt, 3-5 Math Interventionist - responsibilities include 30% Title 1, parent involvement activities and documentation, 70% small groups instruction with the lowest 25% in grades 3,4, and 5.

Jane Murphy, 3-5 Reading Interventionist - responsibilities include 30% Title 1, parent involvement activities and documentation, 70% small groups instruction with the lowest 25% in grades 3,4, and 5.

Candace Ducking Guidance Counselor- Responsible for the coordination of all MTSS meetings, which include those involving academics, behavior, and attendance. MTSS responsibilities include collaborating with parents and staff to assist through the MTSS process to ensure academic achievement. Additionally this position is responsible for the dissemination of ESE information as the LEA, and ESE Facilitator.

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.

Highly qualified personnel is the greatest asset. The majority of Title I resources is geared toward school improvement. The support provided is tiered so that teachers have the support needed for their own professional growth as well as support with planning to meet the needs of students. This year federal funds were blended with state funds in order to purchase interventionists to help meet

the needs of our lowest students in 3-5. Data will be used to identify students and plan instructional support during an extra hour of reading at every grade level for our students that are not proficient. Our interventionists are key support during the MTSS process for students in providing progress monitoring and growth data as we work with students to improve the overall number of students that meet proficiency.

Grade Chairs are part of our leadership team as we align our systems and processes across our campus to create an environment that supports positive behavior and high achievement for all students. They are liaisons between administration and teachers so every stakeholder has a voice. They ensure teachers have a voice in creating the type of culture that will make us proud. Team Chairs ensure their team meets weekly for planning and discussion of student growth. Teachers plan horizontally as well as vertically together to ensure curriculum alignment and work together to problem solve.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stacy Nelson	Principal
Alicia Simmons	Parent
Chad Langford	Business/Community
Jane Murphy	Education Support Employee
Courtney Schmitt	Teacher
Antoshia Reed	Parent
Mirian Colon	Parent
Tisha Jones	Parent
Joyce Dilts	Business/Community
Ken Sherman	Business/Community
Tricia Wall	Parent
Michelle Casper	Principal
Felicia McKennon	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Throughout the school year, the School Advisory Council reviewed the SIP and provided feedback based on administrative walk-through data and survey information. During the year SAC provided community support with action items. They actively helped with the parent portion of the SIP and made suggestions.

b. Development of this school improvement plan

The SAC committee will again be able to help with on-going feedback and support as we work through this living on-going document.

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

The SAC will be able to view areas for improvement and our budget and give feedback. Our business partners give community support toward our plan and budget.

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

Money was budgeted toward
Personnel: Title I Facilitator, Reading Coach, Para-Educator
STEM and Seeds of Science Roots of Literacy curriculum
Accelerated Reader incentive and sets of novels
Educational Newspaper: E-weekly
Teacher Materials and Supplies
Technology and New Smartboards
Software to Support Math and Reading
Campus Improvement Projects

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
Murphy, Jane	Teacher, K-12
Nelson, Stacy	Principal
Schmitt, Courtney	Teacher, K-12
Irace, Karen	Assistant Principal
Sands, Dewitt	Other

b. Duties

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

The Literacy Team meets and creates literacy program around a theme, incentives, and ideas to promote literacy across our campus.

We have Club Lectura for our Hispanic students that meet every Tuesday in the Library. Parents come with their students.

Read Across America Day is a nationwide reading day that our LLT supports .

We have POP (Parents on Premises) day that gets parents involved in Literacy in the classroom during a school day.

We set an AR Goal for school-wide points for the end of year and number of points for each student to set as a goal to reach.

We are using Rosetta Stone with our ESOL students and their parents to enhance English language.

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.

Tuesday is collaborative planning day for teachers for Reading and Wednesday is Math/PLC planning. Members of the School Based Leadership Team will leave positive notes for teachers. The Media Specialist is sharing accomplishments for staff members on our morning show, such as: a child getting an award, a marriage, birth of a child or grandchild, etc.

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

New teachers coming in are supported by their grade chair, administrators and interventionists. A file is kept on possible recruits for the future. Monthly meetings with administrators help support new members in our processes and district procedures.

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

The new teachers meet monthly with the reading coach (our AP is handling this for now) as a group with set topics and as needed during the month. PD is offered through coaching, shadowing another teacher, or through the coaching model.

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.

Use of item specifications are part of planning
Teachers utilize our district's curriculum maps when planning
Computer Based Programs that support the curriculum and Florida Standards
Focus Calendars are created based on the Florida Standards utilizing the district curriculum maps
Planning is supported by the administrators and interventionists.

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.

Summative and formative assessment data is used to help follow progress of students. Teachers utilize small groups and centers as part of the literacy block to support on level curriculum. Data from weekly assessments, ongoing assessments help teachers look at needs of students. Flexible small groups are formed through disaggregation of data from these assessments. Power Hour is an extra hour of reading where students' instructional needs are met. During this hour, strategies are used to enhance students' individual academic needs in order to enhance their on grade level skills.

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: 100

The Learning Resource Center provides after school tutoring for our students twice a week.

Strategy Rationale

Based on progress monitoring data, students that need that extra time to learn in a small group setting are provided this opportunity through extended learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schmitt, Courtney, courtney.schmitt@polk-fl.net

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

Pre and post test are used to analyze effectiveness

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.

Orientation is held for incoming students and the kindergarten roundup is held for incoming kindergarten students..

Collaboration between schools prepare students for the next level of education(middle school).

At the end of the year, administrators from transitioning middle schools visit and holds assemblies with transitioning students to share academic programs and expectations.

The girl scouts come in yearly with a program for 5th grade girls involving peer pressure going into middle school.

Our fourth and fifth grades are departmentalized, which helps children become familiar with transitioning from one class to another. Thus, preparing them for middle school.

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.

Community members come in for a career day (Great American Teach-In)

Rotary Club comes in yearly with donation of dictionaries for 5th graders

Rotary Club also does a matching Grant program for Biztown Fieldtrip (minature town that teaches how our economic system works).

Horace Mann supports our school with incentives for student attendance, finance classes for teachers, and supports SAC

Nissan, Publix, Disney are partners that supports our school with supplies

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.

Our Biztown project supports real life community and job experiences for our fifth graders. Students learn, then prepare for jobs in which they interview. The culmination is a trip to Biztown where they run this miniature city working all types of jobs, including mayor and city managers.

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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


Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step

 S123456 = Quick Key

Strategic Goals Summary

- G1.** Through weekly collaborative planning, coaching, monitoring, and targeted professional development, Lake Shipp administrative team will effectively coach the faculty in the understanding and implementation of the Florida Standards with fidelity to increase student achievement.

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. Through weekly collaborative planning, coaching, monitoring, and targeted professional development, Lake Shipp administrative team will effectively coach the faculty in the understanding and implementation of the Florida Standards with fidelity to increase student achievement. 1a

G087100

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Teachers did not implement PBS initiatives with fidelity to improve student discipline and time on task. This year CHAMPS is an added component.
- Lessons did not authentically engage all students.
- Lessons did not include differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- 3-5 Interventionists for Reading and Math
- CHAMPS/PBS Committee
- Collaborative planning schedule and agenda
- School Based Leadership Team and Grade Level Team
- PD on expectations, routines, rituals, student engagement and differentiated instruction
- Extra Hour of Reading - Power Hour

Plan to Monitor Progress Toward G1. 8

Analyze data from IBTP, FAIR, district writing assessments, STAR, Reading Wonders unit assessments and data chats.

Person Responsible

Stacy Nelson

Schedule

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

Evidence of Completion

Collaborative planning minutes, lesson plans, coaching logs, professional development logs, student tracking forms, discipline charts, and student achievement data. Classroom data walls will monitor student progress in all content areas.

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Through weekly collaborative planning, coaching, monitoring, and targeted professional development, Lake Shipp administrative team will effectively coach the faculty in the understanding and implementation of the Florida Standards with fidelity to increase student achievement. **1**

 G087100

G1.B1 Teachers did not implement PBS initiatives with fidelity to improve student discipline and time on task. This year CHAMPS is an added component. **2**

 B231576

G1.B1.S1 All stakeholders trained on CHAMPS/PBS initiatives and school-wide discipline processes. Our Title I monthly newsletter will include a CHAMPS/PBS component **4**

 S244293

Strategy Rationale

The school's climate and culture is improving. However, work still needs to be done in order for it to be pervasive throughout the school setting. We took input from teachers to change our CHAMPS/PBS procedures, which should enhance our school environment. The Media Specialist is providing incentives for staff and students, including stress tips.

Action Step 1 **5**

School-wide training for all stakeholders

Person Responsible

Karen Irace

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Monitor monthly discipline referrals and classroom data walls.

Action Step 2 **5**

Bullying training for all students

Person Responsible

Stacy Nelson

Schedule

Annually, from 8/15/2016 to 6/2/2017

Evidence of Completion

School-wide training regarding bullying and expectations will be provided at the beginning of the year, and revisited throughout the school year if necessary. Guidance will also work with targeted small student group support.

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

Monthly CHAMPS/PBS Team meetings with grade chair representatives will be held. The team will view discipline data, the trends, and discuss incentives.

Person Responsible

Karen Irace

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The Discipline Reports, including intervention plans for targeted students, who are being referred for MTSS.

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

Use data collected from discipline, attendance, grades and assessments

Person Responsible

Stacy Nelson

Schedule

Monthly, from 8/15/2016 to 6/2/2017


Evidence of Completion

Overall climate of school through stakeholder survey and student growth data

G1.B2 Lessons did not authentically engage all students. 2

 B231577

G1.B2.S1 Create and implement authentic standards based lessons that engage all students. 4

 S244294

Strategy Rationale

Implemented lessons will increase student achievement

Action Step 1 5

Classroom walkthroughs will be conducted to ensure that lessons are implemented with fidelity.

Person Responsible

Stacy Nelson

Schedule

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

Evidence of Completion

Classroom walkthrough data

G1.B3 Lessons did not include differentiated instruction. 2

 B231578

G1.B3.S1 Teachers will attend weekly planning with the administrative team. 4

 S244295

Strategy Rationale

Teachers will plan weekly with administration to create standards based lessons including differentiated activities.

Action Step 1 5

Teachers will plan with administration weekly.

Person Responsible

Stacy Nelson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The planning and professional learning community forms for each grade level.

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

Classroom walkthroughs will be conducted weekly by the administrative team

Person Responsible

Stacy Nelson

Schedule

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

Evidence of Completion

Classroom walkthrough data will be discussed with all stakeholders during weekly meetings.

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

We will provide Professional Development on Differentiated Instruction.

Person Responsible

Karen Irace






Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

We will collect PLC planning forms, analyze data, review lesson plans, and conduct classroom walkthroughs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M328269	Analyze data from IBTP, FAIR, district writing assessments, STAR, Reading Wonders unit assessments...	Nelson, Stacy	8/15/2016	Collaborative planning minutes, lesson plans, coaching logs, professional development logs, student tracking forms, discipline charts, and student achievement data. Classroom data walls will monitor student progress in all content areas.	5/26/2017 monthly
G1.B2.S1.A1  A316332	Classroom walkthroughs will be conducted to ensure that lessons are implemented with fidelity.	Nelson, Stacy	8/15/2016	Classroom walkthrough data	5/26/2017 weekly
G1.B3.S1.MA1  M328267	We will provide Professional Development on Differentiated Instruction.	Irace, Karen	9/26/2016	We will collect PLC planning forms, analyze data, review lesson plans, and conduct classroom walkthroughs	5/26/2017 weekly
G1.B3.S1.MA1  M328268	Classroom walkthroughs will be conducted weekly by the administrative team	Nelson, Stacy	8/15/2016	Classroom walkthrough data will be discussed with all stakeholders during weekly meetings.	5/26/2017 weekly
G1.B1.S1.MA1  M328265	Use data collected from discipline, attendance, grades and assessments	Nelson, Stacy	8/15/2016	Overall climate of school through stakeholder survey and student growth data	6/2/2017 monthly
G1.B1.S1.MA1  M328266	Monthly CHAMPS/PBS Team meetings with grade chair representatives will be held. The team will view...	Irace, Karen	8/15/2016	The Discipline Reports, including intervention plans for targeted students, who are being referred for MTSS.	6/2/2017 monthly
G1.B1.S1.A1  A316330	School-wide training for all stakeholders	Irace, Karen	8/15/2016	Monitor monthly discipline referrals and classroom data walls.	6/2/2017 monthly
G1.B1.S1.A2  A316331	Bullying training for all students	Nelson, Stacy	8/15/2016	School-wide training regarding bullying and expectations will be provided at the beginning of the year, and revisited throughout the school year if necessary. Guidance will also work with targeted small student group support.	6/2/2017 annually
G1.B3.S1.A1  A316333	Teachers will plan with administration weekly.	Nelson, Stacy	8/15/2016	The planning and professional learning community forms for each grade level.	6/2/2017 weekly

V. Professional Development Opportunities

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

G1. Through weekly collaborative planning, coaching, monitoring, and targeted professional development, Lake Shipp administrative team will effectively coach the faculty in the understanding and implementation of the Florida Standards with fidelity to increase student achievement.

G1.B1 Teachers did not implement PBS initiatives with fidelity to improve student discipline and time on task. This year CHAMPS is an added component.

G1.B1.S1 All stakeholders trained on CHAMPS/PBS initiatives and school-wide discipline processes. Our Title I monthly newsletter will include a CHAMPS/PBS component

PD Opportunity 1

School-wide training for all stakeholders

Facilitator

Administration and CHAMPS/PBS Team

Participants

All Teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Bullying training for all students

Facilitator

Administrators and Guidance

Participants

All Students

Schedule

Annually, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	School-wide training for all stakeholders	\$0.00
2	G1.B1.S1.A2	Bullying training for all students	\$0.00
3	G1.B2.S1.A1	Classroom walkthroughs will be conducted to ensure that lessons are implemented with fidelity.	\$0.00
4	G1.B3.S1.A1	Teachers will plan with administration weekly.	\$0.00
Total:			\$0.00