

The School District of Palm Beach County

# Lake Park Elementary School



2017-18 Schoolwide Improvement Plan

## Lake Park Elementary School

410 3RD ST, Lake Park, FL 33403

<https://lpe.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	99%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	D*	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 was approved by the Palm Beach County School Board on 11/8/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Lake Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

Lake Park Elementary School envisions a multicultural community where all learners reach their highest potential and are prepared for the rigor of middle and high school.

##### b. Provide the school's vision statement.

Lake Park Elementary School is committed to providing an equitable, high-quality educational experience so each student reaches his or her highest potential. Our empathetic staff will support instructional and social emotional needs of all students.

#### 2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(3) and S.B. Policy 2.09 (8) (b) as applicable to appropriate grade levels including by not limited to:

History of Holocaust

History of Africans and African Americans

Hispanic Contributions

Women's Contributions

Sacrifices of Veterans

We utilize an interdisciplinary approach to instruction throughout all grade levels that enable our instructional staff to educate all students in grades K-5 about both cultural and historical tragedies and the specific impacts that people from a variety of different cultural backgrounds have made to our culture and society. For instance, our students learn about the contributions of famous African Americans, the tragedy of the Holocaust, and contributions of a variety of contributions made by different people through non-fiction guided reading lessons during our 90 minute literacy block. A high percentage of our instructional staff has received their ESOL Certification. Part of this requirement includes taking a class in cross culture communication. Our educators understand the need to be respectful of student's heritage and background prior to declaring their major in college. For those who have not developed that sensitivity, they will learn the importance of appreciating student's heritage while earning their ESOL endorsement. Learning about and appreciating the various and rich cultural backgrounds of where students come from is also infused in our monthly professional development sessions.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported,

and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

The staff at Lake Park Elementary values and realizes the significance of student comfort and feeling of well being. We realize that students learn best when they are learning in an environment where they are free to express themselves without fear of being physically threatened. Students learn to appreciate individual differences through daily morning meetings conducted by all classroom teachers. We also offer peer mediation and conflict resolution school wide to help students learn how to constructively solve differences and problems. Many parents have expressed to us how pleased they are to have their child(ren) attend Lake Park Elementary because of the safe and respectful school environment that we maintain.

**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.**

- SwPBS plan in place with specific actions to address student misbehavior while encouraging appropriate behaviors
- Universal Guidelines and behavior matrix taught daily to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class morning meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place (Classroom Dojo and Cub Bucks)

**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.**

- Operational School Based Team that meets weekly to discuss students with barriers to academic and social success
- Mentors assigned to students identified with Social and Emotional Learning (SEL) concerns
- Mentoring program utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students
- Connect students to agencies who have Cooperative Agreements or are on campus
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic and social-emotional gaps by connecting all students with the services they need.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Lake Park Elementary will utilize existing data systems to identify students who have attendance, behavioral or academic concerns. We will also create data decision rules for number of absences or Out of School Suspension for referrals to School Based Team. School leaders will ensure teachers are aware of the decision rules and procedures for notification after students are identified as meeting one of the data decision rules. School staff will utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

**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	6	9	12	12	3	4	0	0	0	0	0	0	0	46
One or more suspensions	0	2	5	2	0	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	14	14	43	50	27	44	0	0	0	0	0	0	0	192
Level 1 on statewide assessment	0	0	0	37	20	34	0	0	0	0	0	0	0	91

**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	3	4	10	38	20	34	0	0	0	0	0	0	0	109

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

Lake Park Elementary School has effective multi-disciplinary teams in place to problem solve and create action plans. In order to facilitate intervention strategies Lake Park utilizes iReady adaptive technology, Imagine Learning, district-created reading intervention lessons, Supplemental Academic Instruction (SAI), Immediate Intensive Intervention (iii) , tutorials, Leveled Literacy Intervention (LLI), Academic Teacher Parent Teams (APTT), Foundations, School-wide Positive Behavior Support (SwPBS), and small group differentiated instruction.

School leaders and teachers engage in planned discussions through Pupil Progression three times per year to set goals and discuss interventions for identified students. We have notification procedures in place for parents. Lake Park Elementary has developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to develop and implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources. We have created evidence-based interventions to close student need gaps related to the early warning system.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

eighty percent of our parent population at Lake Park Elementary will attend at least one parent workshop or training during the FY 14 school year.

**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.**

The school builds community partnerships to support students and their families. We utilize the APTT process to educate parents and make them part of our team.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
FLEMING, MICHELLE	Principal
Stevens, Veronica	Assistant Principal
Sulzbach, Jennifer	Teacher, K-12
Hoppenworth, Erin	Teacher, K-12
Collinsworth, Samantha	Other
Dean, Siporah	Teacher, K-12
Ehlers, Lisa	Teacher, K-12
Feldman, Susan	Teacher, ESE
Gooley , Joanne	School Counselor
Hurless, Elizabeth	Teacher, K-12
Wiederhold, Joal	Teacher, K-12
Azoy, Diomedis	Other
Lambrou, Monique	Teacher, K-12

**b. Duties**

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

The Academic Leadership Team, (Principal, Assistant Principal, and Single School Culture Coordinator) meets weekly to disaggregate and analyze assessment data to determine instructional

and professional development needs for instructional staff. All instructional staff and administrators are part of the instructional decision making team. Collaboration takes place through Professional Learning Community (PLC) Meetings to review data, unpack standards, and discuss best practices or approaches to meet the determined academic needs of students in an effort to drive instruction. Some of the proven strategies Lake Park teachers incorporate include: the literacy continuum, backwards design, and sharing of best practices during our PLC Meetings.

**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.**

Whole school pupil progression staffing are conducted at least 3 times throughout the school year-- most often September, January and April. At these meetings the progression of all of our students is addressed, staffing considerations are made and School Based Team Packets are distributed and completed to ensure that all of our students get the support that they need, Based on an individual student's response to intervention, he/she will be given an additional 30 minutes of instructional support per day (Tier 2) or 60 minutes (Tier 3) if more assistance is warranted before placement into our ESE Program. Bridges at Lake Park, a business partner, provides early intervention and support and intervention for student academic, social, and emotional needs.

Our title one funding is utilized to support a full time math coach, full time reading coach and part time parent liaison.

Our instructional staff also benefits from having a full time Single School Culture Professional Learning Facilitator on site and from district based trainings.

Our Title 3 funds support ELL teacher/coordinator to support student instruction in grades 1-5.

Our SAI teacher will work with our underachieving readers in grades 2 through 5.

Our school integrates Single School Culture by Sharing our Universal Guidelines for Success, following our Behavioral matrix and teaching Expected behaviors, Communicating with parents and monitoring SWPBS. We update our action plans during Learning team meetings. We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and implementation of SWPBS Programs.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Michelle Fleming	Principal

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school grade at LPES moved from a "C" to a "B" in SY 17. Grades 3-5 made strides in math using interventions and strategies that were mapped out in the School Improvement Plan from SY 17. Reading continues to be the school's weakness. The SY 17 ELA goals were very close to being met.

*b. Development of this school improvement plan*

Through a collaborative process the SAC Committee develops the objectives and strategies that form the basis for our School Improvement Plan. Members of SAC also facilitate the monthly monitoring of activities that underpin our School Improvement Plan objectives..

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

The Lake Park Elementary School annual allocation for positions and budget summary is 3.1 million.

The TITLE I Budget allocation is \$151,221.29

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

The balance of School Improvement Funds is \$5,760.10

These funds will be allocated for Professional Development, tutorial, and student materials.

In the previous year there were two conferences approved for the music teacher and a 2nd grade teacher to attend out of county professional development to improve their teaching craft.

**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
FLEMING, MICHELLE	Principal
Stevens, Veronica	Assistant Principal
Williams, Barbara	Teacher, Adult
Travanti, Dorothy	Teacher, K-12
Sulzbach, Jennifer	Teacher, K-12
OGorman, Jennifer	Teacher, K-12
Promoff, Marilina	Teacher, K-12
Donovan, Jessica	Teacher, K-12
Azoy, Diomedis	Other
Girard, Pamela	Teacher, K-12
Williams, Tara	Teacher, ESE
Lambrou, Monique	Teacher, K-12
Coston, Carol	Teacher, K-12

**b. Duties**

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

This group of professionals is comprised of leaders in literacy. This team will include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, Single School Culture Coordinator, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team will promote and support literacy in a variety of ways: through literacy nights, professional development, modeling and/or coaching with feedback, developing teacher leaders, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.**

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate. Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

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

- All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
- ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
- School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

## **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.***

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### **b. Instructional Strategies**

##### ***1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.***

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs and iReady curriculum and resources
- Scheduling an uninterrupted 90 minute reading block
- Scheduling an additional 30 minute reading block
- Scheduling an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with District and the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during PLC
- Conducting data chats with students
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR and iReady levels
- Students receiving services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction

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

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Thirty minutes of addition school time are allotted for differentiated reading instruction in small groups. A guided reading approach and LLI System is utilized that includes the use of both fiction and non-fiction literature. Extra personnel provide small group instruction along side of the classroom teacher daily.

**Strategy Rationale**

Providing small group instruction and utilizing LLI instructional materials are both data driven, research-based proven methods of instruction to help struggling learners.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

FLEMING, MICHELLE, michelle.fleming@palmbeachschools.org

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

Data is collected and charted by the classroom teacher and reviewed by the school based administration. The instructional staff reviews these results during weekly Professional Learning Communities and data chats with administration that are conducted bi-weekly. The assessments include Reading Running Records and formative reading assessments as well as iReady Data.

**2. Student Transition and Readiness**

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### 1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The strategies for assisting preschool children in transition from early childhood programs to local elementary school programs include the administration of the statewide kindergarten screening tool to determine readiness. A pre-kindergarten transition meeting is held in May inviting all of the child day care centers and Voluntary pre-kindergarten sites in the area to visit Lake Park Elementary. A kindergarten Round-Up program in May is held to prepare students and parents for Kindergarten expectations and procedures. Lake Park Elementary encourages early Kindergarten registration at the kindergarten Round-Up program and explains the necessary documents for registration. Kindergarten Round -Up will also promote strategies to assist parents in helping students on kindergarten standards and parent training on readiness skills.

### b. College and Career Readiness

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

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

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

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

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

Math achievement and learning gains as well as learning gains of the lowest 25%.

## **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.** Deliver effective and relevant instruction to meet the needs of all students, in order to increase third grade reading proficiency to 33%.

## 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. Deliver effective and relevant instruction to meet the needs of all students, in order to increase third grade reading proficiency to 33%. 1a**

G094941

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement - Grade 3	54.0
FSA ELA Achievement - Grade 3	33.0
FSA ELA Achievement	36.0

**Targeted Barriers to Achieving the Goal 3**

- Lack of Parental Involvement
- High percentage of level 1 and 2 students in ELA
- We have a challenge of providing targeted individualized standards-based instruction to meet the needs of all students.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- PLC with specific outcomes for student achievement and teacher improvement
- Full time reading resource teacher
- Added support in the 90 minute literacy block
- Double Down intervention in ELA classes.
- 30 minutes of extended day.
- Title I funds used to provide academic in-school and after-school tutorial services.

**Plan to Monitor Progress Toward G1. 8**

Monitor iReady reports to monitor student progress and proficiency.

**Person Responsible**

Veronica Stevens

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

iReady Instructional Reports and Diagnostic data

## 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.** Deliver effective and relevant instruction to meet the needs of all students, in order to increase third grade reading proficiency to 33%. **1**

 G094941

**G1.B3** We have a challenge of providing targeted individualized standards-based instruction to meet the needs of all students. **2**

 B255446

**G1.B3.S1** Provide teachers with various professional development opportunities with a focus on utilizing data to effectively personalize instruction. **4**

 S269959

### Strategy Rationale

If we provide teachers with professional learning that aligns to their needs, then they will be better equipped to design standards-based lessons (with built in scaffolds) for core instruction as well as designing targeted interventions lessons to meet the needs of all students.

### Action Step 1 **5**

Teachers will work in team PLCs to identify strategies and develop lessons to differentiate instruction.

#### Person Responsible

MICHELLE FLEMING

#### Schedule

Weekly, from 8/21/2017 to 6/1/2018

#### Evidence of Completion

PLC agendas, classroom walk-throughs, and lesson plans

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

Students will track their own progress towards learning goals

**Person Responsible**

Veronica Stevens

**Schedule**

Weekly, from 8/21/2017 to 6/1/2018

***Evidence of Completion***

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

Frequent data analysis of various assessment tools

**Person Responsible**

MICHELLE FLEMING

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Various periodic reports will be pulled from Unify, EDW, and iReady to monitor mastery of specific standards.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M385703	Monitor iReady reports to monitor student progress and proficiency.	Stevens, Veronica	8/14/2017	iReady Instructional Reports and Diagnostic data	6/1/2018 weekly
G1.B3.S1.MA1 M385701	Frequent data analysis of various assessment tools	FLEMING, MICHELLE	8/14/2017	Various periodic reports will be pulled from Unify, EDW, and iReady to monitor mastery of specific standards.	6/1/2018 daily
G1.B3.S1.MA1 M385702	Students will track their own progress towards learning goals	Stevens, Veronica	8/21/2017		6/1/2018 weekly
G1.B3.S1.A1 A360997	Teachers will work in team PLCs to identify strategies and develop lessons to differentiate...	FLEMING, MICHELLE	8/21/2017	PLC agendas, classroom walk-throughs, and lesson plans	6/1/2018 weekly

## V. Professional Development Opportunities

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

**G1.** Deliver effective and relevant instruction to meet the needs of all students, in order to increase third grade reading proficiency to 33%.

**G1.B3** We have a challenge of providing targeted individualized standards-based instruction to meet the needs of all students.

**G1.B3.S1** Provide teachers with various professional development opportunities with a focus on utilizing data to effectively personalize instruction.

### **PD Opportunity 1**

Teachers will work in team PLCs to identify strategies and develop lessons to differentiate instruction.

#### **Facilitator**

PLC Leaders

#### **Participants**

All classroom teachers, Double Down teachers, administration

#### **Schedule**

Weekly, from 8/21/2017 to 6/1/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B3.S1.A1	Teachers will work in team PLCs to identify strategies and develop lessons to differentiate instruction.	\$0.00
<b>Total:</b>			<b>\$0.00</b>