

Bay District Schools

Lynn Haven Elementary School



2017-18 Schoolwide Improvement Plan

Lynn Haven Elementary School

301 W 9TH ST, Lynn Haven, FL 32444

<https://lynnhaven.bay.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	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 Bay 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 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	32

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 Lynn Haven Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We, at Lynn Haven Elementary School, celebrate educational excellence, value the individual, and are dedicated to facilitating all children to become life-long learners, in a safe, nurturing environment.

b. Provide the school's vision statement.

We, at Lynn Haven Elementary School, celebrate educational excellence, value the individual, and are dedicated to facilitating all children to become life-long learners, in a safe, nurturing environment.

2. School Environment

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

Initial background information is obtained through a review of student cumulative folders. Additional student information is gathered through parent surveys, student surveys, and beginning of the year conferences.

Orientation and Open House further extends opportunities to develop relationships between teachers, parents and students.

Positive Behavior Support, commonly known as PBS, provides a foundation for teachers and students to build a positive culture throughout the school environment.

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

Before and after school teachers and staff are located throughout the campus to assist students and supervise them for safety. Teachers and staff wear school badges to identify they are "safe adults" who can assist if a student needs anything during the day. Also, we have established procedures such as a buddy system for students when traveling around campus. The Eagle Eye program has been introduced this year where 4th and 5th grade students will assist other students in the morning to get to their classrooms and the correct waiting areas.

The Seven Habits of Happy Kids, are a part of our school-wide expectations supporting PBS. Our school-wide expectations: Be Safe, Be Respectful and Be Responsible are posted in the halls, cafeteria, restrooms, playground and classrooms.

The Habits include:

Habit 1 — Be Proactive

Habit 2 — Begin with the End in Mind

Habit 3 — Put First Things First

Habit 4 — Think Win- Win

Habit 5 — Seek First to Understand/then to be Understood

Habit 6 — Synergize

Habit 7 — Sharpen the Saw

By exhibiting the school-wide expectations and the 7 Habits students have the opportunity to earn Soaring Eagle of the month.

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.

For Tier 1 we will implement a school-wide program, Core Essentials. It will take place in the classrooms as well as on the morning announcements. Teachers will utilize weekly lesson plans and resources to address the monthly character theme/trait.

Positive Behavior Support (PBS) is a student behavior management system used to eliminate challenging behaviors and replace them with appropriate social skills. By using PBS, our desire is to decrease the need for more intrusive or adverse interventions (i.e., consequences or suspension) and keep students in the classroom.

The leadership team has established a flowchart for teachers to follow as protocol for misbehavior. The team has also created an in-house discipline form, Classroom Referral (CR), to document classroom behaviors. The purpose of the CR is to allow students an opportunity to manage their own behaviors. The CR makes students aware of the infraction, but it then gives several opportunities for self-correction. This process is done to help diminish the number of students needing more extensive interventions.

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.

Guidance counselors are very involved on a school-wide level and more importantly on a classroom level.

Counselors also offer individual support to students. For our military parents and students, we have a counselor on campus three days a week.

Counselors provide monthly lessons to all classrooms on subjects related to students' needs. Our counselors are also available to assist parents with parenting skills and offer strategies for family success.

4th and 5th graders assisting other students in the morning to get to their classrooms and build a relationship, Eagle Eye program.

MTSS Problem Solving Process

Tier 2 Interventions: Social skills groups, Zoo-U, Check-in/check-out mentoring, ISS 360, etc.

tier 3 interventions: individualized functional behavior assessments & positive behavioral interventions
Plans

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.

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	19	16	13	10	13	19	0	0	0	0	0	0	0	90
One or more suspensions	4	3	1	3	3	2	0	0	0	0	0	0	0	16
Course failure in ELA or Math	0	2	5	4	3	2	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	0	0	0	7	19	43	0	0	0	0	0	0	0	69

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	1	4	9	8	0	0	0	0	0	0	0	24

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

MTSS Interventions may include the use of research-based, state approved materials, and other teacher selected materials for individual interventions as needed.

*Tier II: Wonders Tier II Intervention, Smarty Ants, Achieve 3000, SRA Phonemic Awareness, SRA Early Reading Tutor, Eureka Math Customized Components

Tier III: SRA Phonemic Awareness, SRA Early Reading Tutor, SRA Corrective Reading, SRA Reading Labs, SLP on consult, Dreambox Learning

Core curriculum remediation is provided using supplemental materials in small group settings.

We have employed an attendance clerk to record data, to schedule attendance meetings according to school board policy, and to strengthen the home-school connection.

Discipline intervention is addressed through the PBS school-wide plan to provide support for Tier II and Tier III students.

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?

No

1. PFEP Link

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

2. Description

Positive relationships with families are increased through academic and non-academic opportunities for parental involvement.

Academic Opportunities include:

PBS Implementation

Core Essentials Program
Semi-annual Curriculum Based Events
Parent Conferences/Emails
Parent Portal
Student Agendas
Weekly Progress Folders
Classroom Volunteers
Honor Roll Assemblies
Non-Academic Opportunities include:
Field Trip Chaperones
Classroom Volunteers
Picture Day
Health Screenings
PTO
SAC
Going Green Celebration
Christmas/Thanksgiving Lunches
Book Fairs
Spring Fling
Star Gazing Night
Student Performances
Immediate Response Information System (IRIS)
School Website
School Handbook
Facebook
Soaring Eagle of the Month
Core Essentials certificate given 4 times monthly
Other parent events are scheduled throughout the year in an effort to increase parent participation and involvement.

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.

Mutual support is established through our partnership with the City of Lynn Haven. During our annual Going Green Celebration, we collaborate with the city of Lynn Haven to educate our students on Earth Day and available recycling programs. During this day we invite members of the community and school system to take part by speaking and assisting in the planting of trees. The students of LHES participate in the recycling of paper and can tabs, while their families are also encouraged to recycle additional items through the city recycling program. Complete support is provided to our school by First Baptist Church of Lynn Haven. They cater a back to school luncheon for teachers and staff, as well as provide school supplies, clothing, and holiday food baskets. First Presbyterian hosts a back to school cook out for faculty and staff as well as sponsors our weekly backpack program.

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
Spradley, Debra	Principal
Weeks, Lara	Teacher, K-12
Bauer, Kathy	Teacher, K-12
Merrill, Cheryl	School Counselor
Edwins, Christina	Teacher, K-12
Worcester, Angie	Teacher, K-12
Alford, Tonya	Teacher, K-12
Shepherd, Deena	Teacher, K-12
Eischens, Laura	Teacher, K-12
Campbell, Phillip	Assistant Principal

b. Duties

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

The leadership team consists of administrators, teachers and a counselor. The responsibilities of this team begins with reviewing previous school improvement plans and analyzing student performance data. **The team discusses Walk Through data, PBS, common formative/summative assessments, and core curriculum areas. After collaboration with all stakeholders, this information is then used by the team to develop the school improvement plan for the upcoming year. The current plan is then presented to faculty, staff and School Advisory Council for a final review.

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 members of the school-based leadership team take part in a variety of roles. Team members identify and align resources through participation on teacher interview teams, vertical planning teams, committees, Professional Learning Communities and grade level teams. This promotes collaboration among all teachers and helps identify resources to meet the needs of all students.

All funds will be distributed and utilized in accordance with local, state, and federal guidelines.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Christina Edwins	Teacher
Lara Weeks	Teacher
Kathy Bauer	Teacher
Angie Worcester	Teacher
David Weeks	Business/Community
Sheri Sirois	Parent
Deena Shepherd	Teacher
Jennifer Fields	Education Support Employee
Dawne Noble	Parent
Randy Zerfowski	Parent
Amy Mitchell	Parent
Samantha Griffiss	Parent
Jonathan Garrett	Parent
David Smith	Parent
Debi Ramos	Parent
Cheryl Merrill	Teacher
Laura Eischens	Teacher
Tonya Alford	Teacher
Sarah Burgess	Parent
Colleen Price-Brooks	Parent
Elizabeth Shorter	Parent
Jackie Coatney	Parent
Kelli Garrett	Parent
Dawn Price	Parent

b. Duties

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

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-based leadership team analyzed FSA, MAP and Behavioral data revisiting strategies from the 2016-2017 school improvement plan. The SBLT drafted a new behavioral goal to address state requirements for character education and the implementation of the school's new character program. The information will be presented to the SAC for discussion, and additional recommendations will be made for the upcoming year.

The School Advisory Council is involved in the overall completion of the school improvement plan. The members will review the plan to ensure that the students' needs are being met.

b. Development of this school improvement plan

The evaluation of last year's School Improvement Plan will be taken to the School Advisory Council by the leadership team. Goals, barriers, strategies, and action steps for the current year will be identified. The School Improvement Plan will be shared with the School Advisory Council for

feedback. The plan will be continuously monitored and updated by the School Advisory Council.

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

The school advisory council will determine how to utilize the money rolled forward to support our instructional and character programs. These funds will be allocated as determined by the council.

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

An allocation for \$3584.00 was presented to the school at the end of the 2016-2017 school year. The money was rolled into the 2017-2018 school year because of the limited time to utilize the funds to effectively support school initiatives.

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
Spradley, Debra	Principal
Weeks, Lara	Teacher, K-12
Walsingham, Jetiame	Teacher, K-12
Nelson, Betsy	Teacher, K-12
Huber, Joy	Teacher, K-12
Walker, Katie	Teacher, K-12
Peters, Montoya	Teacher, K-12
Campbell, Phillip	

b. Duties

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

The major initiatives of the team will be to monitor the implementation of PLCs, participate in the district-wide ELA liaisons meetings, and discuss the continuous improvement of the PLCs and common assessments to disperse horizontally within their grade levels. The team will review data to ensure that proper implementation is taking place as well as to monitor the effectiveness of the strategies.

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.

The administration's main objective is to create a positive school climate which is conducive for learning and teaching to take place. We encourage positive working relationships by giving common planning and lunch times. The district is providing four PLC planning days. Teachers are also provided time each week to work with their grade level PLC. We also utilize vertical curriculum teams and allocate time for collaboration at the monthly faculty meetings.

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

The administration's ultimate goal is to create a positive school climate which is conducive to retaining highly qualified, certified, effective teachers. Strategies that are used at the school level are a team based interview approach, school-based professional development opportunities, school-wide grade level weekly PLC meetings, one-on-one conferences with teachers, common grade level planning and lunch times, effective and timely feedback, and team building activities that create a positive and collaborative school atmosphere.

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

There are five components to the LHES mentoring program.

1. New teachers are mentored by a district mentor.
2. Classroom coaches will mentor any teachers who have requested assistance with specific areas. These coaches will also provide mentoring to teachers with an overall summative rating of Needs Improvement.
3. Expert teachers at the school level will mentor other teachers in an effort to build capacity with a variety of programs and initiatives (ie. Focus, Guided Math, Planbook.com, ThinkCentral, MTSS, Kagan, etc.)
4. At the school level, teachers are given support through the pairing of a veteran teacher with a new teacher (either new to Lynn Haven, the profession, or grade level). This teacher offers support to help ensure a successful first year is achieved.
5. District Staff Training Specialists will work with all classroom teachers focusing on math and ELA on an individual needs basis and to support PLC work.

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.

All teachers are utilizing the Florida Common Core Standards in the areas of ELA and mathematics. Florida's Next Generation Standards are utilized in the area of Science. The district has adopted the new Eureka Math Curriculum to ensure proper pacing and rigorous instruction in the Florida Standards for Math. Teachers utilize the Bay Literacy Cafe for ELA pacing and the aligned instructional materials support mastery of the Florida Standards for ELA. The lesson plans are regularly reviewed to ensure that standards based teaching and learning are taking place.

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.

Teachers use data to pinpoint students' specific learning deficiencies or areas of need and plan for differentiated instruction. This data based instruction will allow for remediation/enrichment of skills and concepts. Small academic groups allow students an opportunity to work on skills and strategies at their instructional level.

Collaboration within grade groups and across grade levels assures that differentiated instructional strategies, concepts and assessments are aligned with state standards.

Paraprofessionals provide support in all inclusion and kindergarten classrooms throughout the day.

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: 12,600

Fourth and fifth graders participate in Robotics Club.

Fourth and fifth graders participate in a choir group, Freedom Singers.

Third through fifth graders participate in Girls on the Run.

Fifth graders participate in our TV production group WFUN

Fifth grade Eagle Rockers.

Fourth and Fifth grade Eagle Eye safety program.

Strategy Rationale

Enrichment opportunities are provided to students in their area of interest.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

N/A

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.

Our school based Pre-K classes develop vocabulary and background knowledge through a variety of hands-on learning experiences. The program builds a capacity for literacy through a print-rich environment. Opportunities are provided to develop gross and fine motor skills through a variety of activities.

Pre-screening of students entering Kindergarten is administered during summer hours by our teachers. Kindergarten also has a staggered start to the school year.

Representatives visit the fifth grade classrooms to explain the transition to middle school. Additionally, fifth grade classes visit these schools to observe expectations and opportunities available for the upcoming school year.

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 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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Lynn Haven will implement a 15 minute daily character education program to decrease the total number of students receiving office discipline referrals by 5%.

- G2.** Lynn Haven will increase proficiency through the use of data driven instruction by utilizing research based strategies and materials. The goal is to increase proficiency in FSA math, FSA ELA (reading and writing), FCAT science, FSA Math gains, and FSA reading/writing gains by 5%.

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. Lynn Haven will implement a 15 minute daily character education program to decrease the total number of students receiving office discipline referrals by 5%. 1a

G095357

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	140.0

Targeted Barriers to Achieving the Goal 3

- Lack of student social and emotional skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core Essentials Program
- Promise Para
- Promise Room
- Zoo U
- Character Books Library
- District Support Staff

Plan to Monitor Progress Toward G1. 8

Monitor monthly RTIB and Focus Discipline reports.

Person Responsible

Debra Spradley


Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Focus and RTIB reports.

G2. Lynn Haven will increase proficiency through the use of data driven instruction by utilizing research based strategies and materials. The goal is to increase proficiency in FSA math, FSA ELA (reading and writing), FCAT science, FSA Math gains, and FSA reading/writing gains by 5%. 1a

 G095358

Targets Supported 1b

Indicator	Annual Target
Math Gains	59.0
ELA/Reading Gains	55.0
FCAT 2.0 Science Proficiency	50.0
FSA Mathematics Achievement	64.0
FSA ELA Achievement	65.0
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- PLCs have been focusing on lesson planning rather than preparation including differentiation for small group instruction
- Lack of parental involvement negatively impacts academic and non academic student performance.
- Students have limited feedback on their academic progress and lack strategies for appropriate goal setting.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff Training Specialists - Math, ELA, Writing, Science, MTSS District Supports, etc.
- Programs/Curriculum - Online resources such as: Eureka Math; SRA Reading and Math; Wonders, Guided Reading Library; Achieve 3000 and Smarty Ants; NWEA/MAP; K-5 Writing Rubrics, etc.
- Parent Communication/Involvement - Parent Conferences, Planners/Agendas for all students grades 1-4, IRIS, Website, Remind 101, Parent Portal, PTO/SAC, emails, newsletters, Facebook and special event flyers.
- Grade Level Collaboration - Common Planning Time, Common Lunch Time, Curriculum Teams (vertical alignment), and PLCs
- Core Essentials Program, Positive Motivation/Character Education - Implementation of 7 Habits of Happy Kids, Classroom Guidance, PBS, etc.

Plan to Monitor Progress Toward G2. 8

Students in all subgroups will increase proficiency in all core areas from baseline to mid-year and from mid-year to final.

Person Responsible

Debra Spradley

Schedule

Semiannually, from 8/17/2017 to 6/1/2018

Evidence of Completion

MAP

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. Lynn Haven will implement a 15 minute daily character education program to decrease the total number of students receiving office discipline referrals by 5%. 1

G095357

G1.B1 Lack of student social and emotional skills 2

B256713

G1.B1.S1 Implementation of Core Essentials Character Program 4

S271507

Strategy Rationale

Need to strengthen student social and emotional skills. Implement Tier I core program.

Action Step 1 5

Professional development for Teachers and Staff on Core Essentials.

Person Responsible

Debra Spradley

Schedule

On 8/31/2017

Evidence of Completion

Sign in Sheet.

Action Step 2 5

Implement Core Essentials Program

Person Responsible

Debra Spradley

Schedule

Daily, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Classroom Observations, PLC notes

Action Step 3 5

Leadership team will complete 2 Monthly Traits Bulletin Boards

Person Responsible

Debra Spradley

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Core Essentials Materials and school trait posters

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

Monitor the implementation of the core essentials Monthly traits/themes.

Person Responsible

Debra Spradley

Schedule

Monthly, from 8/25/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, PLC minutes, Data Chats

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

Monitor Monthly Discipline data.

Person Responsible

Debra Spradley

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Office Discipline Referrals, Focus Reports, RTIB Reports.

G2. Lynn Haven will increase proficiency through the use of data driven instruction by utilizing research based strategies and materials. The goal is to increase proficiency in FSA math, FSA ELA (reading and writing), FCAT science, FSA Math gains, and FSA reading/writing gains by 5%. 1

G095358

G2.B1 PLCs have been focusing on lesson planning rather than preparation including differentiation for small group instruction 2

B256715

G2.B1.S1 PLC groups will focus on lesson preparation utilizing the protocol to strengthen differentiation which will allow for remediation and enrichment. 4

S271509

Strategy Rationale

Last year we continued the work of the PLC with a focus on planning and data analysis. We realize the need to shift from just planning to an increase focus on preparation.

Action Step 1 5

PLCs will work together to implement the planning protocol.

Person Responsible

Phillip Campbell

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Grade Level PLC Meeting Notes

Action Step 2 5

Do preplanning so preparation can be the focus of PLC meetings.

Person Responsible

Phillip Campbell

Schedule

Weekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Agenda and PLC minutes

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

Teacher lesson plans will reflect implementation of small flexible instructional groupings based on data.

Person Responsible

Debra Spradley

Schedule

Monthly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, classroom charts, assessment data, focus gradebook, CWT

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

Analyze data to determine the effectiveness of small instructional groups.

Person Responsible

Phillip Campbell

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson plans, copies of common summative assessments and Focus gradebook, CWT

G2.B2 Lack of parental involvement negatively impacts academic and non academic student performance.

2

 B256716

G2.B2.S1 Continue to implement meaningful academic and non academic opportunities for parents to be involved in school activities throughout the year with a focus on Eureka Math and Science Standards.

4

 S271510

Strategy Rationale

Increasing parent involvement will increase: student engagement, student motivation, student behavior and attendance. Introduction of the new math curriculum and a need for refocus on science standards.

Action Step 1 5

Grade level PLCs collaborate, identify, and implement activities to increase parent involvement in areas of Eureka Math and Science.

Person Responsible

Debra Spradley

Schedule

Semiannually, from 8/17/2017 to 6/1/2018

Evidence of Completion

Faculty meeting minutes/PLC brainstorming sheets

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

Chairpersons discuss and review plans and activities with administrators.

Person Responsible

Debra Spradley

Schedule

Quarterly, from 8/17/2017 to 6/1/2018

Evidence of Completion

PLC minutes

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

Review and analyze attendance data obtained from family participation for school activities.

Person Responsible

Phillip Campbell

Schedule

Semiannually, from 8/17/2017 to 6/1/2018

Evidence of Completion

Number of completed event tickets.

G2.B3 Students have limited feedback on their academic progress and lack strategies for appropriate goal setting. 2

 B256717

G2.B3.S1 Continue to conduct data chats and implement student data notebooks focusing on Math and Science school-wide; conferencing teacher with student and student with student will continue. 4

 S271511

Strategy Rationale

Data chats will continue this year with a focus on Math and Science as data shows these are our areas of greatest need.

Action Step 1 5

Regularly scheduled informal data chats with students will occur using student data records and/or notebooks with a focus on Math and Science.

Person Responsible

Debra Spradley

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Students' data records and/or notebooks, lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Lesson plans and/or teacher data note book

Person Responsible

Phillip Campbell

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Lesson plans and/or teacher data notebook

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Collaborative discussion and review within PLCs.

Person Responsible

Debra Spradley

Schedule

Biweekly, from 8/17/2017 to 6/1/2018

Evidence of Completion

Individual students' records and/or notebooks, teacher data notebook, and PLC minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A364020	Professional development for Teachers and Staff on Core Essentials.	Spradley, Debra	8/9/2017	Sign in Sheet.	8/31/2017 one-time
G1.MA1 M389196	Monitor monthly RTIB and Focus Discipline reports.	Spradley, Debra	9/1/2017	Focus and RTIB reports.	6/1/2018 monthly
G2.MA1 M389203	Students in all subgroups will increase proficiency in all core areas from baseline to mid-year and...	Spradley, Debra	8/17/2017	MAP	6/1/2018 semiannually
G1.B1.S1.MA1 M389192	Monitor Monthly Discipline data.	Spradley, Debra	8/17/2017	Office Discipline Referrals, Focus Reports, RTIB Reports.	6/1/2018 monthly
G1.B1.S1.MA1 M389193	Monitor the implementation of the core essentials Monthly traits/themes.	Spradley, Debra	8/25/2017	Lesson Plans, PLC minutes, Data Chats	6/1/2018 monthly
G1.B1.S1.A2 A364021	Implement Core Essentials Program	Spradley, Debra	8/17/2017	Lesson Plans, Classroom Observations, PLC notes	6/1/2018 daily
G1.B1.S1.A3 A364022	Leadership team will complete 2 Monthly Traits Bulletin Boards	Spradley, Debra	8/17/2017	Core Essentials Materials and school trait posters	6/1/2018 monthly
G2.B1.S1.MA1 M389197	Analyze data to determine the effectiveness of small instructional groups.	Campbell, Phillip	8/17/2017	Lesson plans, copies of common summative assessments and Focus gradebook, CWT	6/1/2018 quarterly
G2.B1.S1.MA1 M389198	Teacher lesson plans will reflect implementation of small flexible instructional groupings based on...	Spradley, Debra	8/17/2017	Lesson Plans, classroom charts, assessment data, focus gradebook, CWT	6/1/2018 monthly
G2.B1.S1.A1 A364024	PLCs will work together to implement the planning protocol.	Campbell, Phillip	8/17/2017	Grade Level PLC Meeting Notes	6/1/2018 weekly
G2.B1.S1.A2 A364025	Do preplanning so preparation can be the focus of PLC meetings.	Campbell, Phillip	8/17/2017	Agenda and PLC minutes	6/1/2018 weekly
G2.B2.S1.MA1 M389199	Review and analyze attendance data obtained from family participation for school activities.	Campbell, Phillip	8/17/2017	Number of completed event tickets.	6/1/2018 semiannually
G2.B2.S1.MA1 M389200	Chairpersons discuss and review plans and activities with administrators.	Spradley, Debra	8/17/2017	PLC minutes	6/1/2018 quarterly
G2.B2.S1.A1 A364026	Grade level PLCs collaborate, identify, and implement activities to increase parent involvement in...	Spradley, Debra	8/17/2017	Faculty meeting minutes/PLC brainstorming sheets	6/1/2018 semiannually
G2.B3.S1.MA1 M389201	Collaborative discussion and review within PLCs.	Spradley, Debra	8/17/2017	Individual students' records and/or notebooks, teacher data notebook, and PLC minutes	6/1/2018 biweekly
G2.B3.S1.MA1 M389202	Lesson plans and/or teacher data notebook	Campbell, Phillip	8/17/2017	Lesson plans and/or teacher data notebook	6/1/2018 biweekly
G2.B3.S1.A1 A364027	Regularly scheduled informal data chats with students will occur using student data records and/or...	Spradley, Debra	8/17/2017	Students' data records and/or notebooks, lesson plans.	6/1/2018 biweekly

V. Professional Development Opportunities

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

G1. Lynn Haven will implement a 15 minute daily character education program to decrease the total number of students receiving office discipline referrals by 5%.

G1.B1 Lack of student social and emotional skills

G1.B1.S1 Implementation of Core Essentials Character Program

PD Opportunity 1

Professional development for Teachers and Staff on Core Essentials.

Facilitator

Phillip Campbell

Participants

LHES Teachers and Staff

Schedule

On 8/31/2017

G2. Lynn Haven will increase proficiency through the use of data driven instruction by utilizing research based strategies and materials. The goal is to increase proficiency in FSA math, FSA ELA (reading and writing), FCAT science, FSA Math gains, and FSA reading/writing gains by 5%.

G2.B1 PLCs have been focusing on lesson planning rather than preparation including differentiation for small group instruction

G2.B1.S1 PLC groups will focus on lesson preparation utilizing the protocol to strengthen differentiation which will allow for remediation and enrichment.

PD Opportunity 1

PLCs will work together to implement the planning protocol.

Facilitator

Teachers

Participants

Teachers

Schedule

Weekly, from 8/17/2017 to 6/1/2018

PD Opportunity 2

Do preplanning so preparation can be the focus of PLC meetings.

Facilitator

Teachers

Participants

Teachers

Schedule

Weekly, from 8/17/2017 to 6/1/2018

G2.B2 Lack of parental involvement negatively impacts academic and non academic student performance.

G2.B2.S1 Continue to implement meaningful academic and non academic opportunities for parents to be involved in school activities throughout the year with a focus on Eureka Math and Science Standards.

PD Opportunity 1

Grade level PLCs collaborate, identify, and implement activities to increase parent involvement in areas of Eureka Math and Science.

Facilitator

Administration and PLC facilitators

Participants

Faculty

Schedule

Semiannually, from 8/17/2017 to 6/1/2018

G2.B3 Students have limited feedback on their academic progress and lack strategies for appropriate goal setting.

G2.B3.S1 Continue to conduct data chats and implement student data notebooks focusing on Math and Science school-wide; conferencing teacher with student and student with student will continue.

PD Opportunity 1

Regularly scheduled informal data chats with students will occur using student data records and/or notebooks with a focus on Math and Science.

Facilitator

Teachers

Participants

Teachers, Students, and Parents

Schedule

Biweekly, from 8/17/2017 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.B1.S1.A1	Professional development for Teachers and Staff on Core Essentials.				\$0.00
2	G1.B1.S1.A2	Implement Core Essentials Program				\$225.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0171 - Lynn Haven Elementary School	General Fund		\$225.00
<i>Notes: Purchase of Core Essentials</i>						
3	G1.B1.S1.A3	Leadership team will complete 2 Monthly Traits Bulletin Boards				\$0.00
4	G2.B1.S1.A1	PLCs will work together to implement the planning protocol.				\$0.00
5	G2.B1.S1.A2	Do preplanning so preparation can be the focus of PLC meetings.				\$0.00
6	G2.B2.S1.A1	Grade level PLCs collaborate, identify, and implement activities to increase parent involvement in areas of Eureka Math and Science.				\$0.00
7	G2.B3.S1.A1	Regularly scheduled informal data chats with students will occur using student data records and/or notebooks with a focus on Math and Science.				\$0.00
					Total:	\$225.00