

School District of Osceola County, FL

Lakeview Elementary School



2017-18 Schoolwide Improvement Plan

Lakeview Elementary School

2900 5TH ST, Saint Cloud, FL 34769

www.osceolaschools.net

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	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Osceola 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>.

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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 Lakeview Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lakeview Elementary will continue to improve performance through developing a culture of shared excellence that promotes students who are respectful, responsible, problem solvers.

b. Provide the school's vision statement.

Instruction at Lakeview is grounded in collaborative and reflective teacher practices that actively engage students in cognitively complex, standards-based lessons daily that move students towards and beyond proficiency making us the premiere school in the district.

2. School Environment

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

Developing strong relationships with our Lakeview families and staff is a founding principle for the success of our school. We take great care in providing multiple opportunities to celebrate our diversity and foster relationships between home, school, community and staff. Lakeview Elementary celebrates the various cultures and traditions of their students' families through the following events and policies:

Open campus philosophy for student/parent interaction

Content area evening events for parents to develop home-to-school relationships

School-wide Cultural Awareness Activities

Ethnic studies embedded in ELA and Social Studies

Media center literacy focus on varied cultures and customs within the circulation population

Provide translated academic materials to students in the classroom

School to home communication is offered in Spanish

Bi-Lingual staff is available to assist in daily communication

ELL Parent Leadership Council Meetings

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

Lakeview Elementary has an "open campus" philosophy where students, parents and community members are encouraged to participate in a multitude of school activities. This open feel allows students to feel safe and connected to their families before, during and after school.

Lakeview Elementary is a PBIS school. As such, all students participate in the three tenants of acceptable social behavior- Respectful, Responsible, Problem Solvers. This language is used throughout the school to define expectations across campus. In addition to a school-wide behavior plan, LVES also promotes these expectations with positive rewards that are student and family centered. Our MTSS process incorporates a system to address repeated/ concerning behaviors to provide support for students who struggle socially. This includes behavior plans, small group social skills, and work with outside agencies if applicable.

Additionally, LVE has a bullying designee who works to identify potential issues regarding bullying. Students have an opportunity to make personal or anonymous reports using a variety of strategies.

These include, but are not limited to telling an adult, filling out a "suggestions from anonymous" form, working with administration, or using an on-line submission form.

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.

LVES uses the PBIS model for behavior intervention. The minor infraction form is used to track specific behaviors and the instructional staff works along side the student to re-teach necessary expectations regarding behaviors. Teachers use these forms in their classrooms to provide on-going feedback to both parents and intervention team if necessary. The administration handles each behavior incident individually. Staff members new to LVES will receive additional training throughout the year to identify potential issues with student behavior and to increase engagement through practices that have proven successful over time. (Kagan, Lesson Design, Behavior Intervention Plans etc.) The PBIS team modifies some of the practices in place for supporting positive behavior to address individual, student group, or grade group concerns when necessary.. Both students and staff receive training in order to implement these up-dates effectively. In addition to PBIS tracking forms, we are able to communicate behavior expectations through the student agenda on a frequent and on-going basis.

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.

Students' needs at Lakeview are taken very seriously. Through the use of the Intervention Assistance Team, frequent meetings in PLC, on-going data chats, and parent requests we identify students in need of assistance. Once a student is identified the proper resources are put in place to help the child. This may include support from the guidance counselor, peer mentoring, employee mentoring, increased communication with the parent, alignment of outside resources, or in some cases support through social services. Students are provided opportunities to engage in appropriate social settings through extra-curricular clubs such as Instafriend, art club, chorus, running club and Beach Club. Our PBIS system supports the idea that all students on campus have a trusted adult they can speak to when ever they need it. We utilize a "free pass" system that allows students an opportunity to get to their person at any time. This philosophy is shared during parent meetings, conference nights, events, and beginning of the year assemblies. We believe that all students deserve to have a connection to the adults on our campus.

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.

LVE uses weekly, bi-weekly and monthly reports to identify students who are exhibiting behaviors that cause concern in regards to disengaged learners. Students falling in these categories are added to the Weekly, bi-weekly or monthly progress monitoring meetings for review in the MTSS process. (IAT team)

The Early Warning Systems used at LVE are identified in this order.

1. Attendance below 90% excused or unexcused, monitored monthly
2. Previously retained in grades K-5
3. Level 1 on standardized state tests
4. Over 1 discipline referrals that resulted in suspension (ISS or OSS)

5. Students performing below the 20th percentile in grades K-5 using the iReady diagnostic assessment tool

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	13	19	12	16	13	16	0	0	0	0	0	0	0	89
One or more suspensions	0	2	0	1	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	2	1	4	7	0	12	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	18	13	21	0	0	0	0	0	0	0	52
Retention K-5	3	11	8	13	15	18	0	0	0	0	0	0	0	68
Level 1 Math	0	0	0	18	20	20	0	0	0	0	0	0	0	58
iReady K-5 Reading	26	22	16	28	20	9	0	0	0	0	0	0	0	121
iReady K-5 Math	17	17	18	24	21	19	0	0	0	0	0	0	0	116

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	8	9	13	17	21	0	0	0	0	0	0	0	68

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

Several strategies may be used for students falling into multiple categories. The following descriptors are broken down into three categories: Academics, Attendance and Social Emotional Support.

Academic Interventions:

Extended Learning Opportunities: 30 sessions of 45 minutes each in the areas of math and reading are provided during school hours in grades k-5 based on teacher application

Morning Book Club: students in grades 2-5 are invited to attend morning book club to gain opportunities for interacting with complex text in an informal setting. (Author studies, read alouds, literature circles, reader's theater, etc.)

Classroom Intervention: Teachers have many district approved intervention resources and research based materials to use for re-teaching content to struggling students.

Course Acceleration: Students with multiple retentions are given an opportunity to move into appropriate grades with accelerated opportunities to succeed.

MTSS Progress Monitoring: LVES has a well established process for identifying students in need and monitoring their progress using research based strategies based on student need.

Attendance

Early Notification of Concern: Initial contact is made by the classroom teacher when there is a concern regarding attendance. Parents are notified by administration when they have fallen below 90% average daily attendance. Reports are generated for review bi-weekly.

Attendance Contracts: Students are placed on a school level attendance contract once they have reached 5 days unexcused.

Social Emotional Support

Mentoring: Identified students receive a mentor (outside their grade level) to check in with them

Weekly Check-ins

Behavior Contracts

Outside Support

Social Skills Groups with the Guidance Counselor or Interventionist

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

Our School is Title I funded and as such we receive some funding to be able to engage parents and families in our school. throughout the year we host a myriad of Family Engagement events. These are content specific, assessment related, and /or community involvement events. Lakeview typically has stellar attendance at each event with numbers in the 100-200 range for attendance. The summary of our plan is listed below and is part of the student handbook in each agenda. We provide it to all families in English and Spanish.

Lakeview's 2017 – 2018 Title I Parent Involvement Plan

Parental involvement is vital to the success of our students and our school. As a Title I school, Lakeview developed our Parent Involvement Plan to describe the ways we will include parents in the educational process. This plan was developed during School Advisory Committee (SAC) meetings in order to include parents in the process. We appreciate the great ideas our parents contributed and hope you will join us this year during our SAC meetings, which are held the second Thursday of each month beginning at 6 PM.

What follows is a summary of our Parent Involvement Plan (PIP). You may view the entire PIP document by using the link on our school's website page at <http://lves.osceolaschools.net> or by requesting a hard copy in the school's front office.

How can parents learn more about the curriculum and their child's progress?

We share information with parents about the curriculum in a variety of formats, including during SAC meetings and during evening events such as Open House. We offer several sessions throughout the year to show parents how to navigate through the wide range of online resources available to support students. Parents are encouraged to use the Parent Portal through FOCUS to monitor student grades. Student agendas are a key home/school communication tool for students in grades K-5. Parents are also highly encouraged to contact their child's teacher to arrange a parent conference to discuss their child's progress.

What events does Lakeview offer for parents and families?

The following events are scheduled for this school year. More events may be added during the year. You can find out about upcoming events on the school's website, through the callout system, by subscribing to Lakeview's Remind.com service and by reading the monthly school newsletter. You can join Lakeview's Remind.com group by texting @cd6dc to (407) 219-9672 or by going to www.remind.com , clicking on "I'm a student or parent" and using our school code cd6dc to join our

group. If you need special accommodations for language interpretation or special needs accessibility, please contact the front office in advance so we can make suitable arrangements.

August 2017 – Kindergarten Night

September 2017 – Title One Parent Night and Open House

December 2017 – Reading Night

February 2018 –Math Night

May 2018 Science Night

TBA STEM Night

How can parents be involved at Lakeview Elementary?

All parents are invited to participate in the School Advisory Committee and Parent Teacher

Organization. Parents are encouraged to participate in OASIS training in order to volunteer at

Lakeview. Please check the school website and newsletter for additional opportunities to be involved.

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.

LVES has strong business partner relationships. We have a designated business partner coordinator as well as a Parent Liaison funded by Title I. Our business partner coordinator volunteers her time as a retired LVES teacher. Our business partner coordinator works hard to secure and maintain this process. At current we have 29 business partners that donate time, funding and outside resources to support our academic achievement rewards programs, behavior incentives, and staff incentive programs. They support student of the month, bookmark buddies, PBS incentives, and our FIT families.

In addition, LVES is working with several faith based organizations to provide on campus student support after school hours and to provide campus beautification services after hours 2 times per year. As part of our annual Five Star status, we seek to input new ideas for involving the community. In 2017-2018 one way we will support community involvement is by conducting a food drive (Local pantry) in conjunction with "Shoe Drive" to provide children who may lack the resources to obtain shoes that fit. Some ideas from the past have included, the Principal Postcard, Remind.com, Veteran's Day Event, Red Nose Day, and the Dolphin Dash 5K.

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
Shenuski, Tracy	Principal
Brady, Theresa	Instructional Coach
Myers, Joyce	Instructional Media
Pagan, Shelby	Assistant Principal
Fiola, Annamaria	School Counselor
Smith, Amanda	Instructional Coach
Walcott, Stephanie	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.

Principal: The principal is the primary person responsible for all public relations requests. She works with students, parents, and staff to maintain an atmosphere focusing on performance through an established culture of shared excellence. The principal conducts walkthroughs, informal and formal observations and provides feedback to teachers regarding instructional practices and student data. The Administrative team works within the leadership team to determine the needs of the school as a whole. The leadership team analyzes classroom instructional practice data to determine both student and teacher needs. Information gathered is shared with all staff and input from staff is requested. The administrative team identifies and supports the coaching cycle as it is a primary part of our professional development offering.

Assistant Principal: The assistant principal works directly with staff in the area of scheduling students, creating classes and handles all extended learning opportunities. She works with staff members and seeks input about all of these areas. In addition, the assistant principal conducts walkthroughs, informal and formal observations and provides feedback to teachers regarding instructional practices and student data. The AP works along side the leadership team to provide professional development to address teaching and learning.

Literacy Coach: The literacy coach is an integral part of the leadership team. She provides support for literacy instruction through professional development, peer coaching, data analysis, and student engagement in literacy. As a member of our team, Ms. Brady brings the most current classroom best practices and a deep understanding of the Lakeview staff and community. Ms. Brady continues to attend district workshops and brings back new ideas and professional development opportunities to Lakeview. She works through the MTSS process with teachers to provide support my modeling enrichment and intervention strategies.

Math/Science Coach: The math/science coach is an integral part of the leadership team. She provides support for math/science instruction through providing professional development, peer coaching, data analysis, and student engagement in math/science. As a member of our team, she brings the most current classroom best practices and a deep understanding of the content and curriculum. She continues to attend district workshops and brings back innovative ideas and professional development opportunities to Lakeview. She works through the MTSS process with teachers to provide support my modeling enrichment and intervention strategies

Media Specialist:

The media specialist is an integral part of the leadership team. She provides support in the area of literacy through an open door policy regarding access to the media center, incentive programs, knowledge and professional development regarding Renaissance Learning/Accelerated Reader. In addition, the media specialist provides school-wide instructional support with various literacy standards ranging from whole group instruction to individualized research support. She also serves as the testing coordinator.

Guidance Counselor:

The guidance counselor sets the MTSS agenda each week, listing specific students in Tier 2 nd 3 about whom we will be meeting. The team arranges classroom coverage so the grade level teachers of these students can participate in the meeting. The school psychologist takes detailed notes on each student or classroom/grade level we discuss. The curricular support staff (instructional coaches, ESE teachers) and administrators make recommendations in terms of interventions and forms of progress monitoring. The classroom teacher implements the intervention and monitors the effectiveness of the intervention. In addition, the guidance counselor participates in providing interventions for behavior in the iii/ MTSS process.

K-5 Interventionist:

For the 2017-2018 school year, we have employed a reading interventionist to assist with providing

intervention to students in all grade levels to close the achievement gap. She will work with teams to identify students whose skills are lacking in reading. (tier 2) She will also provide support to grade levels in intervention analysis and the collaborative processes associated with flexible grouping for enrichment and intervention.

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 team, consisting of our guidance counselor, school psychologist, school administrators, literacy coach, math coach, and ESE teacher meets weekly to discuss the needs of the school, specific classrooms, identified groups, and individual students. We use data from assessments such as IReady Reading, iReady Math, Florida Assessment, ACCESS for ELLs, 2nd and 3rd grade portfolios and SAT10 to identify specific students and classes that need support in terms of interventions or instructional coaching.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tracy Shenuski	Principal
Jehyra Davis	Parent
Laura Perez	Parent
Kelly Merchant	Parent
Shelia Askew	Business/Community
Amanda Politano	Teacher
Jennifer Barbati	Parent
Rosa Caluse	Business/Community
Gail Foster	Parent
Toni Jones	Parent
Devon Long	Teacher
Melina Lucia	Parent
Tiffany Manzo	Education Support Employee
Mindi Merrifield	Parent
Janice Mogenson	Business/Community
Wendi Schroeder	Parent
Sue Tweedie	Teacher
Frances Velez	Education Support Employee

b. Duties

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

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 LVES summer SAC sub committee met on 7/25/17 to analyze last year's school improvement plan in order to review current goals and develop the new goals for the 2017-2018 school year. At this meeting, current school data was shared and suggestions for ways to improve were collected by administration. We reviewed our data from the 3rd administration of the FSA and were able to speak more concretely about goals for performance. Our overall grade increased from 62% to 65% A and exceeded our performance goals for ELA and Math.

b. Development of this school improvement plan

The School Advisory Committee (SAC) will assist in the development of parent involvement activities and be part of the decision making process for the purchases of selected academic/curriculum materials. In addition, SAC will also be part of the developing of the Title I Compact, PIP, and expenditures. SAC will review school-wide data, and be part of developing objectives and strategies for the annual SIP. The SAC will work together to develop and review School Improvement Plan (SIP) goals and strategies. These will be aligned with district and state initiatives. Each year a SAC sub-committee reviews school data and demographics to plan for the SIP. The SIP is then presented to the committee and is used to guide the decision making process.

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

Once the school's budget is released from the district finance department, it is brought to the staff for review. The principal shares the budget allocations at a staff meeting and also at a SAC meeting. Questions are addressed and suggestions gathered prior to final submission.

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

The SAC funds allocated from the state assist in purchasing items used for classroom support. Lakeview is a Title I school, SAC does assist with decisions involving the expenditures that relate to professional development and academic materials that support the school improvement plan goals. In the 2016-2017 school year, SAC funds were utilized for the following expenditures:

Agendas= (half the cost- split with PTO) \$1432

Flocabulary=\$1600

Math/Science Olympiad= \$145.61

Arts Enrichment= \$993.05

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
Shenuski, Tracy	Principal
Brady, Theresa	Instructional Coach
Myers, Joyce	Instructional Media
Pagan, Shelby	Assistant Principal
Politano, Amanda	Teacher, K-12
Walcott, Stephanie	Teacher, K-12

b. Duties

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

Identifying essential vertical standards and developing proficiency scales will be a year long focus. The ELA committee will work on ensuring that all classrooms support a balanced literacy

approach. The committee will also examine how instructional groups are utilized, implement flexible groupings, analyze iReady performance, and identify literacy resources available to teachers. Standards based planning of highly engaging lessons will continue to be a focus throughout the school year. Student "engaged time" in reading will be the focus for external reading programs and this will be monitored closely throughout the year with student incentives tied to performance. The school has several literacy based activities that take place throughout the year to promote literacy at school and home. These include but are not limited to the Story Book Character Parade, AR Points incentives, AR engaged time incentives, Pirates & Princesses Night, Polar Express night, iReady incentives, 3 Scholastic Book Fairs, Family Literacy Night, Book Buffets, and Celebrate Literacy Week.

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.

Collaborative planning and positive employee interaction are grounded in the foundation of LVES. Teacher teams work together through the use of common planning time. PLCs meet twice per month and part of this process includes development of common assessments and unified lesson plans. We have vertical content teams that meet three times per year to identify gap standards and work to plan for implementation of grade specific non-negotiable essential standards all students must master. Teachers use a variety of resources to access curriculum timelines and Florida Standards aligned resources.

Positive working relationships are promoted monthly at faculty meetings with staff generated shout-outs. The Principal and Assistant Principal use positive notes to encourage positive collaborative relationships. The administrative team has begun to utilize Dolphinomenal Awards to recognize staff. These awards focus on the 4 pillars of a strong working environment- motivate, lead, navigate, succeed. Employees are recognized for the specific work they do in each of these areas. In addition, we have started the Lifesaver Staff PBIS board for staff to recognize each other for their hard work on a frequent and on-going basis.

The administrative team orchestrates team building activities that are on-going throughout the year and may include but are not limited to the welcome back breakfast, shout outs, monthly celebrations, staff appreciation week, gift drawings and staff recognition awards.

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

The Leadership Team provides teachers with professional development and academic resources. The content Coaches conduct committee meetings that relate to topics involving the instructional Marzano Elements. In addition, various activities are facilitated that focus on items outside direct instruction. Such activities as Teacher Chats, PLC meetings allow teachers, specifically Category I to discuss concerns/ best practices. LVES Leadership team continues to work with the district recruitment team to build a data-base of teachers to have as a resource for new hires. Each year LVES does request Junior and Senior interns to assist in our instruction and allows for recruitment. Over the past years many interns have been hired at LVES in grades K-5. Teachers are encouraged to attend workshops and conferences outside of LVES professional development activities. After completing workshops and conferences the teachers return and facilitate the new information to the designated grade levels.

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

The Literacy Coach and Math/Science Coach both provide support to the new teachers at LVES. The critical path provides resources to the teachers. A specific mentor is assigned to each new teacher. The lead teachers assist in all aspects of the instructional and non-instructional requirements. Monthly meetings are supported by Administration, including PLC and grade groups.

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.

The district of Osceola County employs standard common material adoption practices to ensure all materials are aligned to Florida's standards.

Through professional development at the county and school level, schools are provided best instructional practice that supports the fidelity of the adopted, approved programs and standards.

Reading: Journeys- HMH
Math: Go Math- HMH
Science: Fusion-HMH
Social Studies

Supplemental Materials:
iReady
DBQ materials
Florida Ready MAFS/LAFS
Accelerated Reader
Flocabulary
Discovery Education
BrainPop Jr.
Quaver

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.

Through the disaggregation of data, LVES, is able to identify groups of students performing below, at and above grade level. Once students are identified, they are monitored using on-going district assessments, to monitor progress and increase achievement. Instruction is differentiated based upon results so that students receive instructional practice based upon their specific needs.

Instructional practices include, but are not limited to, the following:

Remedial instruction
-ELO through Extended Day services
-Varied tutoring groups in all grades
-Small group classroom level
-MTSS Tiered Intervention in every classroom
-Flexible student groupings based on skill needs

On Grade Level Instruction

- Small group classroom level, with balanced instructional models in literacy and math
- Performance on common assessments
- Access to computer aided programs based upon student performance (iReady, Khan Academy)

Above Grade Level Instruction

- County level acceleration program
- Project based learning opportunities
- Gifted screening and identification
- Florida Virtual School options

Professional Development:

- Core Connections (VPK)
- iReady
- District Designed Content Modules
- Proficiency Scales and Learning Targets
- Standards Based Lessons Planning

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: 1,980

We provide targeted instruction in reading and math to students identified by iReady assessments as being at risk for academic failure. Those students are placed in classrooms with low student-teacher ratios of approximately 1:10. The specific skills needed by those students are identified using the iReady diagnostic software and updated with each successive assessment. Teachers are given research-based instructional materials such as Florida Ready MAFS/LAFS, SIPPS, Read for Real, and Go Math Strategic Intervention to use with these students. Students work 50% of the time in reading and 50% of the time in math. We found that most students who were identified as below grade level in one of those subjects was also below grade level in the other. Students complete 33 sessions of 60 minutes each spread out between October and March.

Strategy Rationale

Based on the percentage of our student population needing assistance, we feel that providing additional instruction during school, after school and on Saturdays depending on content and grade level best meets the needs of our students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pagan, Shelby, shelby.pagan@osceolaschools.net

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

The students who participate in our ELO program are grouped using iReady software and tracked by iReady progress monitoring assessments. The software identifies how much students' scaled scores should be increasing with each successive test and therefore helps us to gauge the effectiveness of our interventions.

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 current pre-school students housed on the LVES campus will interact in the facility as kindergarten classes. The teachers will attend LVES professional development and PLC meetings. Pre-school students will also complete visitations to the current kindergarten classes throughout the year. Students that will enroll into kindergarten will be invited to the annual Kindergarten Round-up the last week of May. This event is designed to introduce the Lakeview campus and to incoming Kindergarten students. The Kindergarten team provides a separate Kindergarten Parent Night to support the transition from home-to school learning.

All feeder Middle Schools provide orientations on-site to out going 5th grade students.

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.

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.** If Lakeview Elementary effectively and efficiently supports staff in collaborative processes focused on high expectations for all student sub-groups, then student achievement will continue to increase.

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. If Lakeview Elementary effectively and efficiently supports staff in collaborative processes focused on high expectations for all student sub-groups, then student achievement will continue to increase. 1a

G095419

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	61.0
ELA/Reading Lowest 25% Gains	72.0
FSA ELA Achievement - SWD	25.0
FSA ELA Achievement - ELL	41.0
Math Gains	70.0
Math Lowest 25% Gains	70.0
FSA Math Achievement - ELL	51.0
FSA Math Achievement - SWD	35.0
Statewide Science Assessment Achievement	61.0
FSA ELA Achievement	63.0
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Some staff do not value the collaborative process as a solution to increase achievement.
- Some staff are reluctant to change practice to meet the demands of rigorous standards based instruction.
- Some parents struggle with being involved in understanding the expectations for student performance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The district targeted professional development in Math and ELA supports the development of high quality standards based lessons. (CPGs and CUPS, IReady Lessons, electronic resources, DBQ, Close Reading, Core Connections)
- Literacy Coach support to build teacher capacity for making data based decisions, designing rigorous lessons, implementation of intervention and enrichment. (Balanced Literacy approach)
- Math Coach support to build teacher capacity for differentiating math lessons and reaching the depth of the standard and providing intervention and enrichment.
- Leadership team accountability student progress meetings with teachers and grade levels- during collaborative planning days in addition to strategic vertical articulation.
- Site based professional development through PLCs will be utilized school-wide in an effort to increase student engagement, data analysis and productivity across grade levels. The focus will be on developing rigorous lessons, common assessments and standards based proficiency scales.
- Collaborative planning sessions, time for PLC, and Instructional support for developing lessons aligned to the new Florida Standards will be provided.

Plan to Monitor Progress Toward G1. 8

Implementation of flexible grouping for intervention and enrichment in all grade levels will serve as the benchmark for effectiveness.

Person Responsible

Tracy Shenuski

Schedule

Every 6 Weeks, from 8/16/2017 to 5/18/2018

Evidence of Completion

During our on going data reviews teachers will share current student data and articulate the desired growth expected. Evidence of student progress will be recorded during PLC meetings and on the student data trackers. (Data Chat class and student record sheets) This will be represented in flexible groupings across all teams.

Plan to Monitor Progress Toward G1. 8

iReady Diagnostic review

Person Responsible

Tracy Shenuski

Schedule

Triannually, from 10/1/2017 to 5/18/2018

Evidence of Completion

iReady reports to review student growth towards standards mastery, expected growth meeting or exceeding one year, and school level projections for performance on FSA

Plan to Monitor Progress Toward G1. 8

MTSS monthly review

Person Responsible

Shelby Pagan

Schedule

Monthly, from 8/17/2017 to 5/18/2018

Evidence of Completion

Meeting notes

Plan to Monitor Progress Toward G1. 8

Common assessment results

Person Responsible

Shelby Pagan

Schedule

Monthly, from 9/13/2017 to 5/18/2018

Evidence of Completion

PLC Facilitator agendas, notes, and requests for assistance, use of Gradecam or other data collection

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. If Lakeview Elementary effectively and efficiently supports staff in collaborative processes focused on high expectations for all student sub-groups, then student achievement will continue to increase. 1

G095419

G1.B1 Some staff do not value the collaborative process as a solution to increase achievement. 2

B256891

G1.B1.S1 Guided collaborative planning for all teams 4

S271758

Strategy Rationale

Assistance with collaborative planning will produce rigorous lessons that benefit students and increase achievement.

Action Step 1 5

The leadership team will create a calendar for PLC dates and share with staff

Person Responsible

Tracy Shenuski

Schedule

Weekly, from 8/3/2017 to 5/18/2018

Evidence of Completion

Calendar, attendance sheets, leadership team participation, agendas for whole group meetings

Action Step 2 5

Quarterly collaborative planning dates for each grade level will be dedicated and during each session teams will receive guidance from instructional coaches.

Person Responsible

Theresa Brady

Schedule

Quarterly, from 8/3/2017 to 5/18/2018

Evidence of Completion

collaborative planning day agendas, notes, and team requests

Action Step 3 5

Scheduled data reviews will be conducted through the MTSS process.

Person Responsible

Shelby Pagan

Schedule

Every 3 Weeks, from 8/11/2017 to 5/18/2018

Evidence of Completion

MTSS notes, iReady reports, intervention results

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

Create the PLC calendar and share with staff.

Person Responsible

Tracy Shenuski

Schedule

Annually, from 8/3/2017 to 5/18/2018

Evidence of Completion

Completed Calendar

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

Leadership team members will attend weekly PLC sessions based on assigned grade/team groupings.

Person Responsible

Tracy Shenuski

Schedule

Weekly, from 8/3/2017 to 5/18/2018

Evidence of Completion

Attendance notes from meetings

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

Agendas for PLC meetings will be created by teams to include next/steps or special requests for assistance and resources.

Person Responsible

Tracy Shenuski

Schedule

Weekly, from 8/3/2017 to 5/18/2018

Evidence of Completion

Documents will be submitted to the AP by teams. They may be hand written or submitted electronically.

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

Reading and Math iReady results will be used to build iii groups. Leadership team will provide PLC teams with a recording sheet to document the range of reading levels in each classroom and the guided reading groupings within each classroom. MTSS will become a responsibility of the entire team- whole group approach. MTSS will then determine appropriate intervention steps for teacher or individual students.

Person Responsible

Theresa Brady

Schedule

Monthly, from 8/9/2017 to 5/18/2018

Evidence of Completion

Completion of Data Chat spreadsheet. Assessment reports and iii rotation, MTSS notes

G1.B1.S2 Dedicated time for PLC that exceeds district expectations. 4

 S271759

Strategy Rationale

Creating a calendar with dedicated PLC time will strengthen opportunities for teams to collaborate within grade groups and vertically as well.

Action Step 1 5

The PLC vision from our district will be shared and all PLC Wednesdays will be reserved for this process.

Person Responsible

Tracy Shenuski

Schedule

Weekly, from 8/16/2017 to 5/23/2018

Evidence of Completion

Team meeting notes and leadership participation in Wednesday sessions

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

Leadership team members are assigned to each support each grade level.

Person Responsible

Shelby Pagan

Schedule

Weekly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Attendance at meetings, dedicated and shared schedule, assistance requests provided.

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

Leadership MTSS updates- monthly meeting

Person Responsible

Shelby Pagan

Schedule

Monthly, from 8/23/2017 to 5/18/2018

Evidence of Completion

Meeting agendas to include information from weekly attendance at PLC team meetings.

G1.B1.S3 Data review with reflection and opportunity to adjust instruction provided for all sub-groups of students. 4

 S271760

Strategy Rationale

Reviewing grade level performance data tri-annually will allow us an opportunity to course correct and make adjustment to instructional focus and resources provided.

Action Step 1 5

Through scheduled MTSS meetings, we will strategically review student performance data on iReady. We will make adjustments to interventions and enrichment opportunities for all student groups through this process.

Person Responsible

Shelby Pagan

Schedule

Every 3 Weeks, from 8/23/2017 to 5/18/2018

Evidence of Completion

MTSS meeting notes, with longitudinal data collected.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Student data will generate the need for further testing and identification for support services.

Person Responsible

Shelby Pagan

Schedule

Every 3 Weeks, from 8/16/2017 to 5/18/2018

Evidence of Completion

Teacher preparedness at meetings that show an increase in support services offered, and the use of flexible intervention strategies will serve as the indicators for completion.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Participation and student data collection will serve as indicators of implementation

Person Responsible

Shelby Pagan

Schedule

Weekly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Completion of student Tier 3 packets, documentation through gifted screenings, and completion of concurrent evaluations.

G1.B2 Some staff are reluctant to change practice to meet the demands of rigorous standards based instruction. 2

 B256892

G1.B2.S1 On-site embedded training with learning goals, targets and proficiency scales 4

 S271761

Strategy Rationale

On-site training from the leadership team through the PLC process will strengthen staff proficiency in using learning goals and scales with fidelity.

Action Step 1 5

Provide staff with essential standards per district guidelines and push out to all teacher desktop via computers, as this will grant all teachers immediate access to intended curriculum.

Person Responsible

Theresa Brady

Schedule

Annually, from 8/3/2017 to 5/18/2018

Evidence of Completion

Meeting Agendas and quarterly data chats.

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

Create document listing the essential standards and make available in hard copy and electronic form with live links.

Person Responsible

Shelby Pagan

Schedule

Annually, from 8/3/2017 to 5/18/2018

Evidence of Completion

document as created

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

iReady standards reports

Person Responsible

Shelby Pagan

Schedule

Semiannually, from 8/9/2017 to 5/18/2018

Evidence of Completion

Proficiency (standards) reports from iReady with student grouping information

G1.B2.S2 Identifying essential standards using student performance data and district guidelines. 4

 S271762

Strategy Rationale

Identifying students strengths and weaknesses with essential standards will provide teachers direction in planning for instruction and teaching to m mastery.

Action Step 1 5

Instructional coaches meet with the PLC leads and selected teachers to assist with creating, reviewing, developing proficiency scales and reviewing lesson plans/ tasks for alignment to the standards.

Person Responsible

Tracy Shenuski

Schedule

Monthly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Collection of artifacts for unit plans. (Actual scales and targets developed by each team using the Florida Standards.)

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

Grade level proficiency scales per essential standard

Person Responsible

Theresa Brady

Schedule

Monthly, from 8/9/2017 to 5/18/2018

Evidence of Completion

Grade teams will submit through the PLC process the scales that are created. Tjis may also include tasks developed as a team that support the targets on the scale.

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

Scales created with team input

Person Responsible

Shelby Pagan

Schedule

Monthly, from 8/9/2017 to 8/18/2017

Evidence of Completion

Student iReady data will indicate increased proficiency on the essential standards where scales have been developed.

G1.B2.S3 Leadership team assistance with locating and creating materials aligned to the standard **4**

 S271763

Strategy Rationale

Leadership team will provide assistance with locating/ or creating materials/assessments derived from the standards as part of the rigorous instruction provided to students.

Action Step 1 **5**

Periodic review of student data through PLC meetings, MTSS and collaborative planning

Person Responsible

Shelby Pagan

Schedule

Monthly, from 8/16/2017 to 5/18/2018

Evidence of Completion

MTSS notes, meeting agendas, and data reports from iReady that show student grouping.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 **6**

PLC focus Agendas identify standards that need addressed per grade level.

Person Responsible

Shelby Pagan

Schedule

Monthly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Agendas submitted after monthly meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Observation Data will indicate if classes are aligned and focused on common standards

Person Responsible

Tracy Shenuski

Schedule

Biweekly, from 8/16/2017 to 5/18/2018

Evidence of Completion

Observation data will allow us to assess instructional alignment to the standards.

G1.B3 Some parents struggle with being involved in understanding the expectations for student performance. 2

 B256893

G1.B3.S1 Grade level performance expectations shared with parents 4

 S271764

Strategy Rationale

If parents have a clear understanding of performance requirements they will become more involved and supportive in their child's education.

Action Step 1 5

Gain stakeholder input for grade level expectation document to be shared with parents

Person Responsible

Shelby Pagan

Schedule

Annually, from 5/24/2017 to 9/13/2017

Evidence of Completion

Creation of documents that indicate input from stakeholders.

Action Step 2 5

Print and distribute grade level expectations to all teachers with a calendar of when to share with parents.

Person Responsible

Shelby Pagan

Schedule

Quarterly, from 8/3/2017 to 8/18/2017

Evidence of Completion

Completion of documents kept by the teachers and signed quarterly by parents.

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

Sample class documentation quarterly

Person Responsible

Shelby Pagan

Schedule

Quarterly, from 9/13/2017 to 5/25/2018

Evidence of Completion

Archive grade sheets at the end of the year for retention purposes.

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

Data collection will be used to identify students who need assistance and enrichment based on data.

Person Responsible

Shelby Pagan

Schedule

Quarterly, from 8/9/2017 to 5/25/2018

Evidence of Completion

We can correlate data shared with MTSS process to make sure students are receiving intervention and/or enrichment as needed based on proficiency throughout the year.

G1.B3.S2 Community engagement events aligned to rigorous student expectations for performance 4

 S271765

Strategy Rationale

School sponsored events related to rigorous content area information will strengthen school-to-home connections.

Action Step 1 5

Schedule quarterly evening events that focus on rigorous learning tasks

Person Responsible

Shelby Pagan

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Flyers, attendance logs as documented through Title I

Action Step 2 5

Advertise evening events in multiple ways. (electronic, written, dial-out, social media)

Person Responsible

Shelby Pagan

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Copies of flyers, screenshots of social media, electronic copies of call outs

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Collect record sheets from teachers to determine participation.

Person Responsible

Tracy Shenuski

Schedule

Quarterly, from 8/9/2017 to 5/18/2018

Evidence of Completion

Quarterly copies retained by teacher for submission at the end of the year

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Participation logs from each evening event

Person Responsible

Shelby Pagan

Schedule

Quarterly, from 8/17/2017 to 8/18/2017

Evidence of Completion

Sign-in sheets collected at each event and retained for Title I.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Retain copies of communication logs for Title I

Person Responsible

Shelby Pagan

Schedule

Quarterly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Communication logs are retained by the teacher until the end of the year collection.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Collect the number of parent conference meetings that have been held where the expectation log was discussed.

Person Responsible

Tracy Shenuski

Schedule

Monthly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Emails with totals from each grade level

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Review data through MTSS and PLC to determine the percentage of students meeting expectations and making learning gains.

Person Responsible

Tracy Shenuski
















Schedule

Monthly, from 8/17/2017 to 5/18/2018

Evidence of Completion




Meeting notes with data attached

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.B3.S1.A2  A364396	Print and distribute grade level expectations to all teachers with a calendar of when to share with...	Pagan, Shelby	8/3/2017	Completion of documents kept by the teachers and signed quarterly by parents.	8/18/2017 quarterly
G1.B2.S2.MA1  M389868	Scales created with team input	Pagan, Shelby	8/9/2017	Student iReady data will indicate increased proficiency on the essential standards where scales have been developed.	8/18/2017 monthly
G1.B3.S2.MA2  M389877	Participation logs from each evening event	Pagan, Shelby	8/17/2017	Sign-in sheets collected at each event and retained for Title I.	8/18/2017 quarterly
G1.B3.S1.A1  A364395	Gain stakeholder input for grade level expectation document to be shared with parents	Pagan, Shelby	5/24/2017	Creation of documents that indicate input from stakeholders.	9/13/2017 annually
G1.MA1  M389879	Implementation of flexible grouping for intervention and enrichment in all grade levels will serve...	Shenuski, Tracy	8/16/2017	During our on going data reviews teachers will share current student data and articulate the desired growth expected. Evidence of student progress will be recorded during PLC meetings and on the student data trackers. (Data Chat class and student record sheets) This will be represented in flexible groupings across all teams.	5/18/2018 every-6-weeks
G1.MA2  M389880	iReady Diagnostic review	Shenuski, Tracy	10/1/2017	iReady reports to review student growth towards standards mastery, expected growth meeting or exceeding one year, and school level projections for performance on FSA	5/18/2018 triannually
G1.MA3  M389881	MTSS monthly review	Pagan, Shelby	8/17/2017	Meeting notes	5/18/2018 monthly
G1.MA4  M389882	Common assessment results	Pagan, Shelby	9/13/2017	PLC Facilitator agendas, notes, and requests for assistance, use of Gradecam or other data collection	5/18/2018 monthly
G1.B1.S1.MA1  M389858	Reading and Math iReady results will be used to build iii groups. Leadership team will provide PLC...	Brady, Theresa	8/9/2017	Completion of Data Chat spreadsheet. Assessment reports and iii rotation, MTSS notes	5/18/2018 monthly
G1.B1.S1.MA1  M389859	Create the PLC calendar and share with staff.	Shenuski, Tracy	8/3/2017	Completed Calendar	5/18/2018 annually
G1.B1.S1.MA3  M389860	Leadership team members will attend weekly PLC sessions based on assigned grade/team groupings.	Shenuski, Tracy	8/3/2017	Attendance notes from meetings	5/18/2018 weekly
G1.B1.S1.MA4  M389861	Agendas for PLC meetings will be created by teams to include next/steps or special requests for...	Shenuski, Tracy	8/3/2017	Documents will be submitted to the AP by teams. They may be hand written or submitted electronically.	5/18/2018 weekly
G1.B1.S1.A1  A364387	The leadership team will create a calendar for PLC dates and share with staff	Shenuski, Tracy	8/3/2017	Calendar, attendance sheets, leadership team participation, agendas for whole group meetings	5/18/2018 weekly
G1.B1.S1.A2  A364388	Quarterly collaborative planning dates for each grade level will be dedicated and during each...	Brady, Theresa	8/3/2017	collaborative planning day agendas, notes, and team requests	5/18/2018 quarterly
G1.B1.S1.A3  A364389	Scheduled data reviews will be conducted through the MTSS process.	Pagan, Shelby	8/11/2017	MTSS notes, iReady reports, intervention results	5/18/2018 every-3-weeks
G1.B2.S1.MA1  M389866	iReady standards reports	Pagan, Shelby	8/9/2017	Proficiency (standards) reports from iReady with student grouping information	5/18/2018 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1 M389867	Create document listing the essential standards and make available in hard copy and electronic form...	Pagan, Shelby	8/3/2017	document as created	5/18/2018 annually
G1.B2.S1.A1 A364392	Provide staff with essential standards per district guidelines and push out to all teacher desktop...	Brady, Theresa	8/3/2017	Meeting Agendas and quarterly data chats.	5/18/2018 annually
G1.B1.S2.MA1 M389862	Leadership MTSS updates- monthly meeting	Pagan, Shelby	8/23/2017	Meeting agendas to include information from weekly attendance at PLC team meetings.	5/18/2018 monthly
G1.B1.S2.MA1 M389863	Leadership team members are assigned to each support each grade level.	Pagan, Shelby	8/16/2017	Attendance at meetings, dedicated and shared schedule, assistance requests provided.	5/18/2018 weekly
G1.B2.S2.MA1 M389869	Grade level proficiency scales per essential standard	Brady, Theresa	8/9/2017	Grade teams will submit through the PLC process the scales that are created. Tjis may also include tasks developed as a team that support the targets on the scale.	5/18/2018 monthly
G1.B2.S2.A1 A364393	Instructional coaches meet with the PLC leads and selected teachers to assist with creating,...	Shenuski, Tracy	8/16/2017	Collection of artifacts for unit plans. (Actual scales and targets developed by each team using the Florida Standards.)	5/18/2018 monthly
G1.B3.S2.MA5 M389875	Review data through MTSS and PLC to determine the percentage of students meeting expectations and...	Shenuski, Tracy	8/17/2017	Meeting notes with data attached	5/18/2018 monthly
G1.B3.S2.MA1 M389876	Collect record sheets from teachers to determine participation.	Shenuski, Tracy	8/9/2017	Quarterly copies retained by teacher for submission at the end of the year	5/18/2018 quarterly
G1.B1.S3.MA1 M389864	Participation and student data collection will serve as indicators of implementation	Pagan, Shelby	8/16/2017	Completion of student Tier 3 packets, documentation through gifted screenings, and completion of concurrent evaluations.	5/18/2018 weekly
G1.B1.S3.MA1 M389865	Student data will generate the need for further testing and identification for support services.	Pagan, Shelby	8/16/2017	Teacher preparedness at meetings that show an increase in support services offered, and the use of flexible intervention strategies will serve as the indicators for completion.	5/18/2018 every-3-weeks
G1.B1.S3.A1 A364391	Through scheduled MTSS meetings, we will strategically review student performance data on iReady....	Pagan, Shelby	8/23/2017	MTSS meeting notes, with longitudinal data collected.	5/18/2018 every-3-weeks
G1.B2.S3.MA1 M389870	Observation Data will indicate if classes are aligned and focused on common standards	Shenuski, Tracy	8/16/2017	Observation data will allow us to assess instructional alignment to the standards.	5/18/2018 biweekly
G1.B2.S3.MA1 M389871	PLC focus Agendas identify standards that need addressed per grade level.	Pagan, Shelby	8/16/2017	Agendas submitted after monthly meetings.	5/18/2018 monthly
G1.B2.S3.A1 A364394	Periodic review of student data through PLC meetings, MTSS and collaborative planning	Pagan, Shelby	8/16/2017	MTSS notes, meeting agendas, and data reports from iReady that show student grouping.	5/18/2018 monthly
G1.B1.S2.A1 A364390	The PLC vision from our district will be shared and all PLC Wednesdays will be reserved for this...	Shenuski, Tracy	8/16/2017	Team meeting notes and leadership participation in Wednesday sessions	5/23/2018 weekly
G1.B3.S1.MA1 M389872	Data collection will be used to identify students who need assistance and enrichment based on data.	Pagan, Shelby	8/9/2017	We can correlate data shared with MTSS process to make sure students are receiving intervention and/or enrichment as needed based on proficiency throughout the year.	5/25/2018 quarterly
G1.B3.S1.MA1 M389873	Sample class documentation quarterly	Pagan, Shelby	9/13/2017	Archive grade sheets at the end of the year for retention purposes.	5/25/2018 quarterly
G1.B3.S2.MA1 M389874	Collect the number of parent conference meetings that have been held where the expectation log was...	Shenuski, Tracy	8/17/2017	Emails with totals from each grade level	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA3  M389878	Retain copies of communication logs for Title I	Pagan, Shelby	8/17/2017	Communication logs are retained by the teacher until the end of the year collection.	5/25/2018 quarterly
G1.B3.S2.A1  A364397	Schedule quarterly evening events that focus on rigorous learning tasks	Pagan, Shelby	8/10/2017	Flyers, attendance logs as documented through Title I	5/25/2018 quarterly
G1.B3.S2.A2  A364398	Advertise evening events in multiple ways. (electronic, written, dial-out, social media)	Pagan, Shelby	8/10/2017	Copies of flyers, screenshots of social media, electronic copies of call outs	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. If Lakeview Elementary effectively and efficiently supports staff in collaborative processes focused on high expectations for all student sub-groups, then student achievement will continue to increase.

G1.B2 Some staff are reluctant to change practice to meet the demands of rigorous standards based instruction.

G1.B2.S2 Identifying essential standards using student performance data nd district guidelines.

PD Opportunity 1

Instructional coaches meet with the PLC leads and selected teachers to assist with creating, reviewing, developing proficiency scales and reviewing lesson plans/ tasks for alignment to the standards.

Facilitator

Instructional Coaches

Participants

All grade level teams

Schedule

Monthly, from 8/16/2017 to 5/18/2018

G1.B3 Some parents struggle with being involved in understanding the expectations for student performance.

G1.B3.S2 Community engagement events aligned to rigorous student expectations for performance

PD Opportunity 1

Schedule quarterly evening events that focus on rigorous learning tasks

Facilitator

Instructional Coaches, Leadership Team

Participants

Parents and students attending the events

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

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

G1. If Lakeview Elementary effectively and efficiently supports staff in collaborative processes focused on high expectations for all student sub-groups, then student achievement will continue to increase.

G1.B1 Some staff do not value the collaborative process as a solution to increase achievement.

G1.B1.S1 Guided collaborative planning for all teams

TA Opportunity 1

The leadership team will create a calendar for PLC dates and share with staff

Facilitator

Leadership Team/Instructional Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/3/2017 to 5/18/2018

TA Opportunity 2

Quarterly collaborative planning dates for each grade level will be dedicated and during each session teams will receive guidance from instructional coaches.

Facilitator

Leadership Team/Instructional Coaches

Participants

Instructional Staff

Schedule

Quarterly, from 8/3/2017 to 5/18/2018

TA Opportunity 3

Scheduled data reviews will be conducted through the MTSS process.

Facilitator

Leadership Team/Instructional coaches

Participants

Instructional staff and instructional paraprofessional support staff

Schedule

Every 3 Weeks, from 8/11/2017 to 5/18/2018

G1.B1.S2 Dedicated time for PLC that exceeds district expectations.

TA Opportunity 1

The PLC vision from our district will be shared and all PLC Wednesdays will be reserved for this process.

Facilitator

Tracy Shenuski/ Shelby Pagan

Participants

Grade level teams

Schedule

Weekly, from 8/16/2017 to 5/23/2018

G1.B1.S3 Data review with reflection and opportunity to adjust instruction provided for all sub-groups of students.

TA Opportunity 1

Through scheduled MTSS meetings, we will strategically review student performance data on iReady. We will make adjustments to interventions and enrichment opportunities for all student groups through this process.

Facilitator

Shelby Pagan

Participants

Grade level teams, leadership team members, visiting itinerants involved in evaluation of student progress

Schedule

Every 3 Weeks, from 8/23/2017 to 5/18/2018

G1.B2 Some staff are reluctant to change practice to meet the demands of rigorous standards based instruction.

G1.B2.S1 On-site embedded training with learning goals, targets and proficiency scales

TA Opportunity 1

Provide staff with essential standards per district guidelines and push out to all teacher desktop via computers, as this will grant all teachers immediate access to intended curriculum.

Facilitator

Academic Coaches and Teacher Leads

Participants

Instructional teachers

Schedule

Annually, from 8/3/2017 to 5/18/2018

G1.B2.S3 Leadership team assistance with locating and creating materials aligned to the standard

TA Opportunity 1

Periodic review of student data through PLC meetings, MTSS and collaborative planning

Facilitator

Instructional Coaches

Participants

Grade level teams and content area representatives.

Schedule

Monthly, from 8/16/2017 to 5/18/2018

G1.B3 Some parents struggle with being involved in understanding the expectations for student performance.

G1.B3.S1 Grade level performance expectations shared with parents

TA Opportunity 1

Gain stakeholder input for grade level expectation document to be shared with parents

Facilitator

Shenuski/Pagan (Leadership Team)

Participants

Grade level teams, SAC, and teacher leaders

Schedule

Annually, from 5/24/2017 to 9/13/2017

TA Opportunity 2

Print and distribute grade level expectations to all teachers with a calendar of when to share with parents.

Facilitator

Leadership Team

Participants

Grade level teams

Schedule

Quarterly, from 8/3/2017 to 8/18/2017

G1.B3.S2 Community engagement events aligned to rigorous student expectations for performance

TA Opportunity 1

Advertise evening events in multiple ways. (electronic, written, dial-out, social media)

Facilitator

Pagan/ Pascual

Participants

Parents

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	The leadership team will create a calendar for PLC dates and share with staff				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0801 - Lakeview Elementary School	Title I, Part A		\$0.00
			<i>Notes: Collaborative team instructional planning. 4 times per year teams will meet for 0.5 days with substitute coverage.</i>			
	5100		0801 - Lakeview Elementary School	Title I, Part A		\$0.00
2	G1.B1.S1.A2	Quarterly collaborative planning dates for each grade level will be dedicated and during each session teams will receive guidance from instructional coaches.				\$8,040.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	750-Other Personal Services	0801 - Lakeview Elementary School	Title, I Part A	691.0	\$8,040.00
			<i>Notes: Providing substitutes for all core teachers for one half day of collaborative planning, 4 times per school year.</i>			
3	G1.B1.S1.A3	Scheduled data reviews will be conducted through the MTSS process.				\$0.00
4	G1.B1.S2.A1	The PLC vision from our district will be shared and all PLC Wednesdays will be reserved for this process.				\$0.00
5	G1.B1.S3.A1	Through scheduled MTSS meetings, we will strategically review student performance data on iReady. We will make adjustments to interventions and enrichment opportunities for all student groups through this process.				\$0.00
6	G1.B2.S1.A1	Provide staff with essential standards per district guidelines and push out to all teacher desktop via computers, as this will grant all teachers immediate access to intended curriculum.				\$0.00
7	G1.B2.S2.A1	Instructional coaches meet with the PLC leads and selected teachers to assist with creating, reviewing, developing proficiency scales and reviewing lesson plans/ tasks for alignment to the standards.				\$0.00
8	G1.B2.S3.A1	Periodic review of student data through PLC meetings, MTSS and collaborative planning				\$0.00
9	G1.B3.S1.A1	Gain stakeholder input for grade level expectation document to be shared with parents				\$0.00
10	G1.B3.S1.A2	Print and distribute grade level expectations to all teachers with a calendar of when to share with parents.				\$0.00
11	G1.B3.S2.A1	Schedule quarterly evening events that focus on rigorous learning tasks				\$0.00
12	G1.B3.S2.A2	Advertise evening events in multiple ways. (electronic, written, dial-out, social media)				\$2,694.04
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Osceola - 0801 - Lakeview Elementary School - 2017-18 SIP
Lakeview Elementary School

	6150	310-Professional and Technical Services	0801 - Lakeview Elementary School			\$515.00
			<i>Notes: Contracted consultant for STEM night</i>			
	6150	510-Supplies	0801 - Lakeview Elementary School	Title, I Part A	691.0	\$1,572.33
			<i>Notes: Supplies for parent involvement events scheduled for the year. (FSA Night, Annual Title I meeting, Math, Science and Literacy)</i>			
	6150	1020-DEFAULT AVERSION FEE	0801 - Lakeview Elementary School	Title, I Part A	691.0	\$300.00
			<i>Notes: Teacher pay for evening events- OPS contract</i>			
	6150	2100-STATE LICENSES & PERMITS-CONTINUED	0801 - Lakeview Elementary School	Title, I Part A	691.0	\$23.76
			<i>Notes: Retirement benefits calculation for OPS contract hours</i>			
	6150	2200-STATE LICENSES & PERMITS-CONTINUED	0801 - Lakeview Elementary School	Title, I Part A		\$22.95
			<i>Notes: SS benefits calculation for OPS contract hours</i>			
	6150	390-Other Purchased Services	0801 - Lakeview Elementary School	Title, I Part A		\$260.00
			<i>Notes: Parent materials for family STEM bus night, sponsored by Title I.</i>			
					Total:	\$10,734.04