



## Lacochee Elementary School

38815 CUMMER RD, Dade City, FL 33523

<https://les.pasco.k12.fl.us>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	98%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	D	F*	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 Pasco 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 Lacochee Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

We will work together as a community to foster respect and integrity, while creating a safe and nurturing environment to ensure that every child is empowered to reach his or her highest potential.

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

The vision at Lacochee Elementary is to bridge community and school to create lifelong learners.

#### 2. School Environment

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

During the first two weeks of school, all staff members will set a positive tone and clarify the expectations for student and staff through the explicit teaching of Positive Behavior Support and the guidelines for acceptable interpersonal relationships. Building positive relationships with students and families will be reinforced through the use of the Exceptional Eagle, a positive referral system designed to provide recognition and reinforcement to students. When students receive an Exceptional Eagle, the parent will receive a positive phone call home and/or a copy of the positive referral. Students are recognized at the school-wide Monday Morning Meeting. Teachers are encouraged to spend time with students, building and strengthening interpersonal relationships through team building activities and class pledges/guidelines.

LES has implemented a Mentoring program to match students with adult volunteer mentors. Mentors spend time building relationships with their mentees, providing positive support and modeling acceptable behaviors.

Through our School Counseling Department, a comprehensive developmental school counseling program focused on developing the social-emotional behaviors that result in positive relationships between students and teachers will be delivered to all classrooms, KG-5.

Prior to the beginning of the school year, LES will partner with local agencies to hold a Health and Safety Fest.

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

All staff members, instructional and noninstructional, will receive training on the district's anti-bullying policy, as well as strategies and interventions to help keep students safe. Training also includes the process for reporting violations of the anti-harassment and anti-bullying policies. A large, locked box has been placed in an accessible area, accompanied by directions for students to report not just a bully, but also a buddy. If students feel supported or have been helped, they can also report that and the buddy will be recognized. The school counselor instructs each class in this process, as well as distributing a videocast for students. LES has a PBS committee, meeting monthly, to discuss the processes and procedures in place to support a safe environment. Data is reviewed monthly and interventions and tiered levels of support are adjusted according to the data. The school counselor and the graduation enhancement teacher support students through a differentiated system of school counseling and support services with dedicated time for the core social-emotional curriculum (developmental guidance required units), supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports, based on need and data.

**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.**

Positive Behavior Support (PBS) has been implemented at LES as a school-wide behavioral system of support. All staff has been trained, a sharepoint site has been set up to allow all staff to access resources. There are four clear behavioral expectations (SOAR), with clearly stated examples of behavior for each expectation. The expectations are further defined by setting, such as classroom, cafeteria, hallway, etc. Teachers and staff follow a flow chart protocol for behavior incidents, to ensure the system is fairly and consistently enforced. We have an active PBS Team that meets monthly to review data and implement tiered levels of support and/or intervention as needed. Each teacher/team has developed a set of procedures further support and define the routine behavior expectations, such as arrival time, transitions in the hall, lining up, etc. The school-wide behavioral expectations are taught in the first two weeks of school, with ongoing reinforcement. We also have an Attendance Subcommittee, to address issues pertaining to attendance, review data, and provide tiered levels of support, as indicated by the data.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

In addition to the school-wide system of support through PBS, the School counselor and Graduation Enhancement teacher have scheduled social-emotional lessons, delivered through the Why Try Program. The Check-in/Check-out student system is utilized with students in need of tiered levels of support; students are provided positive feedback throughout the school day. "Lunch Bunch" groups are scheduled and support is given through these strategically planned lunch groups that students cycle through based on need. Developmental School Guidance lessons are implemented through Tier I. LES has a Mentoring program, where volunteer adult mentors are matched with students in need of additional support.

### **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.**

The District School Board of Pasco County supports data collection of early warning system data through the myEWS system.

The early warning indicators below are tracked through this student data system:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics or, for students in grades K-3, a substantial reading deficiency

**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	8	12	7	10	15	5	0	0	0	0	0	0	0	57
One or more suspensions	1	0	0	1	1	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	2	9	6	26	22	6	0	0	0	0	0	0	0	71
Level 1 on statewide assessment	1	4	13	28	13	13	0	0	0	0	0	0	0	72

**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	1	5	7	21	15	6	0	0	0	0	0	0	0	55

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

We have implemented Multi-tiered systems of support (MTSS) for Academics and Behavior. We provide tiers of support for academics based on student needs, within grade levels (Tier 1), as well as small groups (Tier II). Students with more intensive needs may receive Tier III support. Positive Behavior Support (PBS) is implemented school-wide (Tier 1), with the use of Exceptional Eagle recognition to reinforce school behavioral expectations. Our Graduation Enhancement teacher and Guidance Counselor support students in small groups (Tier II) that change based on need. Additionally, students in need of specific behavior intervention may participate in Check in-Check out, a Tier II system of targeted intervention for students who have failed to respond to other interventions, lack motivation, or need more targeted support. Students may also receive Tier III intervention and support through the Guidance Counselor and/or Graduation Enhancement Teacher. We have an attendance subcommittee to review data, design tiered levels of support and intervention, and monitor attendance data.

**B. Family and Community Engagement**

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

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

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

Yes

**1. PFEP Link**

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

**2. Description**

We will increase the active participation of parents in school related activities to support our students reaching their highest academic and social potential by providing a variety of school functions.

**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.**

Lacoochee Elementary, local businesses, and community members work together to benefit students, teachers, and entire community. Lacoochee Elementary has strong partnerships with several community members and organizations. They are great partners focusing on the needs of the whole child so students are better equipped to reach their full learning potential. Our community partners are an invaluable resource to our school and families. Our partnerships include the following:

- Boys and Girls Club
- Garden Club
- LTT
- Christian Edge
- African American Club
- Premier Community Healthcare Group
- Prodigy
- Hugh Embry Library
- UF Extension 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
Jordan, Latoya	Principal
Dunham, Sherri	Assistant Principal
Donahue, Cynthia	Instructional Coach
Williams, Marisa	Instructional Coach

#### b. Duties

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

**Principal:** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

**Select General Education Teachers (Primary and Intermediate):** Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teachers:** Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

**Instructional Coach(es) ELA and Math:** Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to

be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

**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.**

Step 1 Identify goals to help you achieve your targets.

- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
- Analysis of school-wide and grade-level data in order to identify goals to achieve targets.
- Analysis of disaggregated data in order to identify trends and groups in need of intervention.
- Assessment of school staff's skill development (MTSS/RtI Skills Survey).

Step 2 Brainstorm available resources and potential barriers, prioritize barriers

Step 3 Choose a barrier to address based on alterable elements of curriculum, instruction, environment, organizational systems and actionable impact.

Step 4 Brainstorm and prioritize strategies to reduce or eliminate each barrier.

Step 5 Identify action steps to implement strategies.

Step 6 Determine how strategies will be monitored for fidelity of implementation.

- Development of assessment calendar
- Method of assessment (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).

Step 7 Determine how strategies will be monitored for effectiveness.

- Review of Progress Monitoring data.

Step 8 Determine how progress toward each goal will be monitored.

Title I, Part A

Title I funds will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of Lacoochee Elementary. Title I funds will be used to expand the Extended School Year Program to incoming 3rd grade students.. Students will be given the opportunity to attend extended school day, extended school year opportunities through Migrant, Science and Technology Camps.

#### Title I, Part C- Migrant

Title I, Part C- Migrant funds will be used to provide Instructional Assistants to serve migrant and/or homeless students at Lacoochee Elementary. Title I, Part C- Migrant students will be offered the opportunity to attend Migrant extended school year.

#### Title II

Title II and Title I funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of Lacoochee Elementary. IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Instruction/Intervention and positive behavior supports (RTI) strategies that are proven to work with all students, including students with disabilities and students with behavior problems.

#### Title III

Title III funds will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering after school tutoring in academic language acquisition, to assist ELL's in meeting the academic content and English Proficiency.

#### Title X- Homeless

Title X will coordinate Students in Transition to provide stability for homeless students.

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level I readers.

#### Violence Prevention Programs

Anti-Bullying campaigns and Cyber Safety will be offered as violence prevention programs.

#### Nutrition Programs

Title I funds will be coordinated with Healthy Snacks and nutrition programs to provide healthy snacks and free breakfast for all students, and free and reduced lunch.

#### Housing Programs

Coordination with local section 8 housing that surrounds the school. Lacoochee Elementary School also works closely with Habitat for Humanity and the Department of Housing, Urban Development to host meetings for parents, provide information regarding affordable housing referrals, and supporting families in obtaining services.

#### Head Start

Head Start and Volunteer Pre-K services provide opportunities for early childhood learning, and FLDRS offers screening for at-risk 2-4 year olds.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

Cooperation with Career Central and other job training programs to support parent and family needs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Latoya Jordan	Principal
Hope Buchanan	Education Support Employee
Leslie Lankist	Parent
Janine Corbitt	Parent
Cris Tejada	Parent
Dora Limas	Parent
Bobbi Blount	Business/Community
Wilson Blount	Business/Community
Maria Campos	Parent
Maria Casillas	Parent
Maria Lekuín	Parent
Leticia Mendoza	Parent
Maribel Mendoza	Parent
Teresa Valdez Hernandez	Parent
Reyna Tomas	Parent
Micheala Sampson	Education Support Employee
Daniel Vazquez	Teacher
Princess Wainwright	Teacher

### 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 Improvement Plan was reviewed with SAC members, members were asked to provide suggestions.

##### *b. Development of this school improvement plan*

Throughout the 2016-2017 school year, the SAC members participated in data analysis and problem-solving connected to the development of the 2017-2018 School Improvement Plan. SAC members focused specifically on student achievement data, as well as early warning indicators, such as absences and tardies, and parent involvement. The SAC also focused on school climate improvement.

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

The Title 1 budget was passed out for members to read over. Members were informed that each year, we are required to review/revise it. SAC members were asked to provide suggestions or input.

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

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.**

No

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
Jordan, Latoya	Principal
Dunham, Sherri	Assistant Principal
Williams, Marisa	Instructional Coach

**b. Duties**

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

The LLT team will analyze data, provide input into the School Improvement Plan, and monitor the progress of goals and objectives throughout the year. They include:

- ELA-CCSS (Instructional shifts)
- Writing across the content areas
- Enhancement and differentiation of Literacy Instruction
- Differentiate instruction through student conferencing
- Data analysis for effective problem solving within Tier 1 and Tier 2

**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.**

PLC times will be used to collaboratively unpack the standards, develop scales aligned to those standards, create common assessments, and determine the effectiveness of instruction by analyzing student work samples.

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

Retain: School wide professional development and support delivered by Instructional Coaches.

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

Ongoing support is provided to teachers based on data. Beginning teachers are assigned highly qualified teachers, who are trained as mentors to provide support, resources and advice throughout the year. Veteran teachers, who are identified based on data, are provided support from Instructional Trainer Coaches in identified areas.

**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.**

Teacher teams are provided 80-90 minutes each week to plan and determine the effectiveness of instruction. FSA Specifications are used as guide when unwrapping the standards. During PLCs we will ensure that assessments and instruction are aligned to the Florida Standards. Additionally, common formative assessments and student work is analyzed.

### 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.**

Lacoochee Elementary uses the 3 PLC questions as a guide when planning for instruction. Questions 3 and 4 involve reflecting on results and identifying the most effective teaching strategies to assist in planning for interventions and enrichment.

#### **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 Year

**Minutes added to school year:** 10,800

Lacoochee Elementary offers extended ELA services to 3rd grade students.

#### **Strategy Rationale**

Instruction is differentiated to meet the needs of individual students.

#### **Strategy Purpose(s)**

- Core Academic Instruction

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

Jordan, Latoya, lcjordan@pasco.k12.fl.us

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

Data from Unit Assessments will be used to drive instructional focus.

## 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.**

At Lacoochee Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to determine individual and group needs and to assist in the development of

effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated by the middle of September 2016. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Specific screening tools our school will use include: FLKRS (FAIR and ECHOS)/IRLA

## **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.**

To help students make the connection between the careers they aspire towards and the role of a postsecondary degree, 2nd through 5th grade students will visit institutions of postsecondary education in the fall. In addition to visiting universities, teachers and students will be encouraged to wear shirts featuring their favorite college or university.

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

To help students make the connection between the careers they aspire towards and the role of a postsecondary degree, 2nd through 5th grade students will visit institutions of postsecondary education in the fall. In addition to visiting universities, teachers and students will be encouraged to wear shirts featuring their favorite college or university.

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

To help students make the connection between the careers they aspire towards and the role of a postsecondary degree, 2nd through 5th grade students will visit institutions of postsecondary education in the fall. In addition to visiting universities, teachers and students will be encouraged to wear shirts featuring their favorite college or university. Guidance classes will also have a focus on college and career readiness.

### **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

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

## Strategic Goals Summary

- G1.** If behavior expectations are communicated, taught, modeled and monitored, then student behavior will improve.
- G2.** Within multi-tiered systems of support, LES will provide rigorous standards-based learning experiences and monitor for student understanding. (High Impact Instruction)

## 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 behavior expectations are communicated, taught, modeled and monitored, then student behavior will improve. 1a

G096379

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	96.0
Students exhibiting two or more EWS indicators (Total)	10.0

**Targeted Barriers to Achieving the Goal** 3

- Behavior expectations are inconsistent school-wide.

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

- PBIS Committee
- District PBIS support
- classroom engagement support
- Graduation Enhancement Teacher
- Guidance Counselor
- Resource Teacher
- Regional MTSS support

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

The PBS Committee will review the data, including Minor Incident Reports, logs, and the Office Discipline Referrals at the monthly PBS Committee Meetings.

**Person Responsible**

Sherri Dunham

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Monthly PBS Committee minutes will support the monthly monitoring and actions taken. The evidence toward meeting the goal will be demonstrated through an increased attendance rate and a decrease in students with 2 or more indicators on the EWS.

**G2.** Within multi-tiered systems of support, LES will provide rigorous standards-based learning experiences and monitor for student understanding. (High Impact Instruction) 1a

G096380

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
FSA ELA Achievement	80.0
FCAT 2.0 Science Proficiency	60.0

**Targeted Barriers to Achieving the Goal** 3

- deep understanding of standards

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

- math coach
- standards
- test specs
- PLC groupings
- Time
- district coaches
- Marzano's Framework
- District ELA Overview
- Math Units of instruction

**Plan to Monitor Progress Toward G2.** 8

District Quarterly Assessments

**Person Responsible**

Sherri Dunham

**Schedule**

Quarterly, from 10/18/2017 to 5/25/2018

**Evidence of Completion**

BASELINE DATA to be added after first quarter assessments Reading: Percent of students scoring at or above proficiency (70%) on the quarterly reading assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. Mathematics: Percent of students scoring at or above proficiency (70%) on the quarterly mathematics assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. Science: Percent of students scoring at or above proficiency (70%) on quarterly science assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. GOAL From September 2017 to May 2018, the average number of students scoring proficient will increase by 20% in each testing period from baseline data (see above) as measured on Quarterly Assessment.

**Plan to Monitor Progress Toward G2. 8**

District Quarterly Assessments

**Person Responsible**

Sherri Dunham

**Schedule**

Quarterly, from 10/18/2017 to 5/25/2018

**Evidence of Completion**

QUARTER 2 DATA : Dec 11-22 (Quarter 2 assessment window) Reading: Percent of students scoring at or above proficiency (70%) on the quarterly reading assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. Mathematics: Percent of students scoring at or above proficiency (70%) on the quarterly mathematics assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. Science: Percent of students scoring at or above proficiency (70%) on quarterly science assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. GOAL From September 2017 to May 2018, the average number of students scoring proficient will increase by 20% in each testing period from baseline data (see above) as measured on Quarterly Assessment. Q1 to Q2 Proficiency: Reading: The average number of students scoring proficient (70%) on the quarterly reading assessment increased from % to %, for an increase of %. (Goal: 20%). Math: The average number of students scoring at or above proficiency (70%) on the quarterly math assessment increased from % to % for an increase of %. (Goal: 20%). Science: The average number of students scoring at or above proficiency (70%) on the quarterly Science assessment increased from % to %, for an increase of %. (Goal: 20%).

**Plan to Monitor Progress Toward G2. 8**

District Quarterly Assessments

**Person Responsible**

Sherri Dunham

**Schedule**

Quarterly, from 10/18/2017 to 5/25/2018

**Evidence of Completion**

QUARTER 3 DATA : March 1-15 (Quarter 3 assessment window) Reading: Percent of students scoring at or above proficiency (\_\_)% on the quarterly reading assessment is \_\_% (\_\_) in second grade, \_\_% (\_\_) in third grade, \_\_% (\_\_) in fourth grade, and \_\_% (\_\_) in fifth grade. Mathematics: Percent of students scoring at or above proficiency (\_\_)% on the quarterly mathematics assessment is \_\_% (\_\_) in second grade, \_\_% (\_\_) in third grade, \_\_% (\_\_) in fourth grade, and \_\_% (\_\_) in fifth grade. Science: Percent of students scoring at or above proficiency (\_\_)% on quarterly science assessment is \_\_% (\_\_) in second grade, \_\_% (\_\_) in third grade, \_\_% (\_\_) in fourth grade, and \_\_% (\_\_) in fifth grade. GOAL From September 2017 to May 2018, the average number of students scoring proficient will increase by 20% in each testing period from baseline data (see above) as measured on Quarterly Assessment. Q2 to Q3 Proficiency: Reading: The average number of students scoring proficient (70%) on the quarterly reading assessment increased from % to %, for an increase of %. (Goal: 20%). Math: The average number of students scoring at or above proficiency (70%) on the quarterly math assessment increased from % to % for an increase of %. (Goal: 20%). Science: The average number of students scoring at or above proficiency (70%) on the quarterly Science assessment increased from % to %, for an increase of %. (Goal: 20%).

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

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

**G1.** If behavior expectations are communicated, taught, modeled and monitored, then student behavior will improve. **1**

 G096379

**G1.B1** Behavior expectations are inconsistent school-wide. **2**

 B259324

**G1.B1.S1** PBS Committee will analyze data to identify areas of need. The Committee will continue to analyze, monitor, and share with staff throughout the year. **4**

 S274675

### Strategy Rationale

After analyzing the data, we shifted our focus from Tier 1 to Tier 2. The data supported that 16% of the students were in need of Tiered levels of support.

### Action Step 1 **5**

LES will redesign a Check In/Check Out system to provide a targeted supports to meet student needs (Tier II).

#### Person Responsible

Sherri Dunham

#### Schedule

Daily, from 8/14/2017 to 5/25/2018

#### Evidence of Completion

Students will meet individually with the Graduation Enhancement Teacher and develop goals leading to improved behaviors. Students will be supported and monitored through a daily point system. The Graduation Enhancement teacher will provide reteaching, modeling, and opportunities for the students to lead to improved outcomes.

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

Students in Check In/Check out will be monitored through the use of a daily point sheet, with specific goals designed to target increase in positive behaviors. The sheets will be distributed and monitored daily by the Graduation Enhancement teacher.

**Person Responsible**

Sherri Dunham

**Schedule**

Daily, from 8/28/2017 to 5/25/2018

***Evidence of Completion***

Student point sheets will be collected daily, discussed with students, and communicated with parents. Students work toward a goal, and meeting the goal consistently.

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

The Graduation Enhancement teacher will closely monitor each student's progress toward improved outcomes. Monitoring occurs on a daily, weekly, and monthly basis.

**Person Responsible**

Sherri Dunham

**Schedule**

Daily, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

Student point sheets, evidence of improved student outcomes (decrease in behavior referrals).

**G1.B1.S2** PBS Committee will analyze data to identify areas of need. The Committee will continue to analyze, monitor, and share with staff throughout the year. 4

S274676

### Strategy Rationale

To maintain an effective Tier I level.

### Action Step 1 5

Teachers will communicate and teach behavior expectations to ensure that students learn in a classroom/school that has order.

#### Person Responsible

Sherri Dunham

#### Schedule

Quarterly, from 8/14/2017 to 5/25/2018

#### Evidence of Completion

Classroom teachers will teach each of the school-wide expectations and what it looks like to follow the expectation daily routines and settings.

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

The PBS committee will review the behavior data monthly to identify trends and students in need of additional support.

#### Person Responsible

Sherri Dunham

#### Schedule

Monthly, from 8/14/2017 to 5/25/2018

#### Evidence of Completion

Monthly PBS committee notes will reflect the data analysis and plan of action, if needed.

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

Call logs, MIR and ODR data will be analyzed monthly, and areas of concern identified by the PBS Committee.

**Person Responsible**

Sherri Dunham

**Schedule**

Monthly, from 9/6/2017 to 5/23/2018

***Evidence of Completion***

Monthly PBS Committee Meeting minutes will reflect the activities of the Committee, including the monthly analysis of Call logs, MIR and ODR data. Action planning to address areas of concern, and the results of the actions will also be reflected. As a result, we will see improvement in our data.

**G2.** Within multi-tiered systems of support, LES will provide rigorous standards-based learning experiences and monitor for student understanding. (High Impact Instruction) 1

G096380

**G2.B1** deep understanding of standards 2

B259326

**G2.B1.S1** PLC times will be used to collaboratively unpack the standards, create common assessments, and determine the effectiveness of instruction through examining student work. 4

S274677

### Strategy Rationale

PLCs play a critical role in all of this focused work. A PLC is ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators (Dufour, 2006).

A trio of researchers conducted a study of the teaching staffs in 24 schools to determine elements that contributed to the formation of strong professional learning communities (PLCs) and identified collaboration time as the most powerful factor, explaining 70 percent of the variation between schools in their relative strength of PLCs (Louis, et al, 1996). Separate research has found that in schools with well-developed PLCs students performed better in reading, math, science and history (Newman & Wehlage, 1995).

The PLC focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another.

Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal (Dufour, Dufour, Eaker & Many, 2006).

### Action Step 1 5

Unwrap standards to identify concepts and skills students must know, understand, and do in the Florida Standards.

#### Person Responsible

Latoya Jordan

#### Schedule

Monthly, from 8/14/2017 to 5/25/2018

#### Evidence of Completion

agendas, minutes, lesson plans

**Action Step 2** 5

Create/modify formative assessments to monitor students' acquisition of knowledge and skills.

**Person Responsible**

Latoya Jordan

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

PLC planning resource, minutes, lesson plans, common assessments

**Action Step 3** 5

Plan for students to expand oral language skills through conversations and text based discussions.

**Person Responsible**

Marisa Williams

**Schedule**

Biweekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

agendas, minutes, work samples, lesson plans, data from formative assessments

**Action Step 4** 5

Differentiate instruction to support grade level tasks.

**Person Responsible**

Latoya Jordan

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans, PLC Notes, Student writing samples

### Action Step 5 5

Plan opportunities for students to write across content areas to assess knowledge.

**Person Responsible**

Marisa Williams

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Lesson plans, PLC agenda minutes, classroom walkthroughs

### Action Step 6 5

Examine student work samples during PLCs.

**Person Responsible**

Latoya Jordan

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Writing samples, PLC minutes, lesson plans

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

PLC Problem-Solving/Inquiry Cycle Protocol

**Person Responsible**

Latoya Jordan

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

PLC minutes, Lesson plans, walkthrough, PLC Problem-Solving/Inquiry Cycle Protocol

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

PLC Problem-Solving/Inquiry Cycle Protocol

**Person Responsible**

Latoya Jordan

**Schedule**

Quarterly, from 8/17/2016 to 5/25/2018

***Evidence of Completion***

walk through data, quarterly assessments, Improved student outcomes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S2.MA1 M396466	Call logs, MIR and ODR data will be analyzed monthly, and areas of concern identified by the PBS...	Dunham, Sherri	9/6/2017	Monthly PBS Committee Meeting minutes will reflect the activities of the Committee, including the monthly analysis of Call logs, MIR and ODR data. Action planning to address areas of concern, and the results of the actions will also be reflected. As a result, we will see improvement in our data.	5/23/2018 monthly
G1.MA1 M396468	The PBS Committee will review the data, including Minor Incident Reports, logs, and the Office...	Dunham, Sherri	8/14/2017	Monthly PBS Committee minutes will support the monthly monitoring and actions taken. The evidence toward meeting the goal will be demonstrated through an increased attendance rate and a decrease in students with 2 or more indicators on the EWS.	5/25/2018 monthly
G2.MA1 M396471	District Quarterly Assessments	Dunham, Sherri	10/18/2017	BASELINE DATA to be added after first quarter assessments Reading: Percent of students scoring at or above proficiency (70%) on the quarterly reading assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. Mathematics: Percent of students scoring at or above proficiency (70%) on the quarterly mathematics assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. Science: Percent of students scoring at or above proficiency (70%) on quarterly science assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. GOAL From September 2017 to May 2018, the average number of students scoring proficient will increase by 20% in each testing period from baseline data (see above) as measured on Quarterly Assessment.	5/25/2018 quarterly
G2.MA2 M396472	District Quarterly Assessments	Dunham, Sherri	10/18/2017	QUARTER 2 DATA : Dec 11-22 (Quarter 2 assessment window) Reading: Percent of students scoring at or above proficiency (70%) on the quarterly reading assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. Mathematics: Percent of students scoring at or above proficiency (70%) on the quarterly mathematics assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. Science: Percent of students scoring at or above proficiency (70%) on quarterly science assessment is % () in second grade, % () in third grade, % () in fourth grade, and % () in fifth grade. GOAL From September 2017 to May 2018, the average number of students scoring proficient will increase by 20% in each	5/25/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				testing period from baseline data (see above) as measured on Quarterly Assessment. Q1 to Q2 Proficiency: Reading: The average number of students scoring proficient (70%) on the quarterly reading assessment increased from % to %, for an increase of %. (Goal: 20%). Math: The average number of students scoring at or above proficiency (70%) on the quarterly math assessment increased from % to % for an increase of %. (Goal: 20%). Science: The average number of students scoring at or above proficiency (70%) on the quarterly Science assessment increased from % to %, for an increase of %. (Goal: 20%).	
G2.MA3 M396473	District Quarterly Assessments	Dunham, Sherri	10/18/2017	<p>QUARTER 3 DATA : March 1-15 (Quarter 3 assessment window)</p> <p>Reading: Percent of students scoring at or above proficiency (___%) on the quarterly reading assessment is ___% (___) in second grade, ___% (___) in third grade, ___% (___) in fourth grade, and ___% (___) in fifth grade. Mathematics: Percent of students scoring at or above proficiency (___%) on the quarterly mathematics assessment is ___% (___) in second grade, ___% (___) in third grade, ___% (___) in fourth grade, and ___% (___) in fifth grade. Science: Percent of students scoring at or above proficiency (___%) on quarterly science assessment is ___% (___) in second grade, ___% (___) in third grade, ___% (___) in fourth grade, and ___% (___) in fifth grade. GOAL From September 2017 to May 2018, the average number of students scoring proficient will increase by 20% in each testing period from baseline data (see above) as measured on Quarterly Assessment. Q2 to Q3 Proficiency: Reading: The average number of students scoring proficient (70%) on the quarterly reading assessment increased from % to %, for an increase of %. (Goal: 20%). Math: The average number of students scoring at or above proficiency (70%) on the quarterly math assessment increased from % to % for an increase of %. (Goal: 20%). Science: The average number of students scoring at or above proficiency (70%) on the quarterly Science assessment increased from % to %, for an increase of %. (Goal: 20%).</p>	5/25/2018 quarterly
G1.B1.S1.MA1 M396464	The Graduation Enhancement teacher will closely monitor each student's progress toward improved...	Dunham, Sherri	8/14/2017	Student point sheets, evidence of improved student outcomes (decrease in behavior referrals).	5/25/2018 daily
G1.B1.S1.MA1 M396465	Students in Check In/Check out will be monitored through the use of a daily point sheet, with...	Dunham, Sherri	8/28/2017	Student point sheets will be collected daily, discussed with students, and communicated with parents. Students work toward a goal, and meeting the goal consistently.	5/25/2018 daily

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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.B1.S1.A1 A368728	LES will redesign a Check In/Check Out system to provide a targeted supports to meet student needs...	Dunham, Sherri	8/14/2017	Students will meet individually with the Graduation Enhancement Teacher and develop goals leading to improved behaviors. Students will be supported and monitored through a daily point system. The Graduation Enhancement teacher will provide reteaching, modeling, and opportunities for the students to lead to improved outcomes.	5/25/2018 daily
G2.B1.S1.MA1 M396469	PLC Problem-Solving/Inquiry Cycle Protocol	Jordan, Latoya	8/17/2016	walk through data, quarterly assessments, Improved student outcomes	5/25/2018 quarterly
G2.B1.S1.MA1 M396470	PLC Problem-Solving/Inquiry Cycle Protocol	Jordan, Latoya	8/14/2017	PLC minutes, Lesson plans, walkthrough, PLC Problem-Solving/ Inquiry Cycle Protocol	5/25/2018 weekly
G2.B1.S1.A1 A368730	Unwrap standards to identify concepts and skills students must know, understand, and do in the...	Jordan, Latoya	8/14/2017	agendas, minutes, lesson plans	5/25/2018 monthly
G2.B1.S1.A2 A368731	Create/modify formative assessments to monitor students' acquisition of knowledge and skills.	Jordan, Latoya	8/14/2017	PLC planning resource, minutes, lesson plans, common assessments	5/25/2018 monthly
G2.B1.S1.A3 A368732	Plan for students to expand oral language skills through conversations and text based discussions.	Williams, Marisa	8/14/2017	agendas, minutes, work samples, lesson plans, data from formative assessments	5/25/2018 biweekly
G2.B1.S1.A4 A368733	Differentiate instruction to support grade level tasks.	Jordan, Latoya	8/14/2017	Lesson plans, PLC Notes, Student writing samples	5/25/2018 weekly
G2.B1.S1.A5 A368734	Plan opportunities for students to write across content areas to assess knowledge.	Williams, Marisa	8/14/2017	Lesson plans, PLC agenda minutes, classroom walkthroughs	5/25/2018 weekly
G2.B1.S1.A6 A368735	Examine student work samples during PLCs.	Jordan, Latoya	8/14/2017	Writing samples, PLC minutes, lesson plans	5/25/2018 weekly
G1.B1.S2.MA1 M396467	The PBS committee will review the behavior data monthly to identify trends and students in need of...	Dunham, Sherri	8/14/2017	Monthly PBS committee notes will reflect the data analysis and plan of action, if needed.	5/25/2018 monthly
G1.B1.S2.A1 A368729	Teachers will communicate and teach behavior expectations to ensure that students learn in a...	Dunham, Sherri	8/14/2017	Classroom teachers will teach each of the school-wide expectations and what it looks like to follow the expectation daily routines and settings.	5/25/2018 quarterly

## V. Professional Development Opportunities

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

**G2.** Within multi-tiered systems of support, LES will provide rigorous standards-based learning experiences and monitor for student understanding. (High Impact Instruction)

### **G2.B1** deep understanding of standards

**G2.B1.S1** PLC times will be used to collaboratively unpack the standards, create common assessments, and determine the effectiveness of instruction through examining student work.

#### **PD Opportunity 1**

Unwrap standards to identify concepts and skills students must know, understand, and do in the Florida Standards.

##### **Facilitator**

PLC facilitators, administration, Instructional Coaches

##### **Participants**

Instructional staff

##### **Schedule**

Monthly, from 8/14/2017 to 5/25/2018

#### **PD Opportunity 2**

Create/modify formative assessments to monitor students' acquisition of knowledge and skills.

##### **Facilitator**

PLC facilitators, administration, Instructional Coaches

##### **Participants**

Instructional staff

##### **Schedule**

Monthly, from 8/14/2017 to 5/25/2018

**PD Opportunity 3**

Plan for students to expand oral language skills through conversations and text based discussions.

**Facilitator**

PLC facilitators, administration

**Participants**

Instructional staff

**Schedule**

Biweekly, from 8/14/2017 to 5/25/2018

**PD Opportunity 4**

Examine student work samples during PLCs.

**Facilitator**

Core Connections

**Participants**

Classroom Teachers, LDC and administration

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	LES will redesign a Check In/Check Out system to provide a targeted supports to meet student needs (Tier II).				\$0.00
2	G1.B1.S2.A1	Teachers will communicate and teach behavior expectations to ensure that students learn in a classroom/school that has order.				\$0.00
3	G2.B1.S1.A1	Unwrap standards to identify concepts and skills students must know, understand, and do in the Florida Standards.				\$0.00
4	G2.B1.S1.A2	Create/modify formative assessments to monitor students' acquisition of knowledge and skills.				\$0.00
5	G2.B1.S1.A3	Plan for students to expand oral language skills through conversations and text based discussions.				\$0.00
6	G2.B1.S1.A4	Differentiate instruction to support grade level tasks.				\$0.00
7	G2.B1.S1.A5	Plan opportunities for students to write across content areas to assess knowledge.				\$0.00
8	G2.B1.S1.A6	Examine student work samples during PLCs.				\$9,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$9,100.00
			<i>Notes: Core Connections</i>			
					<b>Total:</b>	<b>\$9,100.00</b>