

Polk County Public Schools

Chain Of Lakes Elementary School



2017-18 Schoolwide Improvement Plan

Chain Of Lakes Elementary School

7001 STATE HIGHWAY 653, Winter Haven, FL 33884

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

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	74%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Chain Of Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We believe each child is unique and has potential. We believe it is our responsibility to instill in each child the ability to think critically, work cooperatively, pursue knowledge, respect others and make responsible healthy choices.

b. Provide the school's vision statement.

Chain of Lakes Elementary is a family partnership committed to excellence. We expect everyone to cooperatively acquire the skills and knowledge necessary to become successful lifelong learners and productive citizens with respect for themselves, others and the world around them.

2. School Environment

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

Through educating teachers, we enable them to work effectively with students of various cultures and promote appropriate interactions. This year, we will have training on working with ESOL students. We have also provided training on the special needs of homeless students and students involved with the Department of Children and Families.

We also educate our students through direct instruction in the classroom, as well as through our school news program. The focus is on developing a tolerance for differences and other character building skills, allowing students to build positive relationships with others.

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

Our school follows the PBS model to teach, model and reward appropriate behaviors in the school environment as well as practicing routines and expectations. We also provide classroom climates conducive to learning through furniture and equipment arrangements as well as displaying exemplary student work to establish expectations. Bully lessons provide not only parameters for appropriate behavior but also skills for dealing with conflict. We also have two guidance counselors who are available to meet with students, teachers, and parents to problem-solve. In addition, we have adults, as well as trained safety patrol students, stationed in specified areas in the morning and afternoon to ensure safe transitions. We also teach and practice safety drills related to fire and other emergencies on a scheduled basis.

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.

A Positive Behavior Supports system is in place at Chain of Lakes Elementary that establishes expectations related to respect, safety, cooperation and listening in all environments. All students participate at the Tier 1 level. Tier 2 and 3 supports are available for students who are not demonstrating successful behaviors. These supports include individual behavior plans, check-in/check-out, and small group counseling.

Teachers receive training for PBS and disciplinary procedures such as classroom managed behaviors, parental support strategies and how to write a referral.

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.

Through an open line of communication between the staff, families and the school counselor we are able to identify students needing additional attention due to social-emotional needs. Additionally, students are able to self-refer, and the counselors are highly visible on campus. The counselors work in conjunction with the LEA, school psychologist and school social worker to provide for student needs. Information regarding outside agencies providing on-going counseling or financial assistance are available through the school counselor as well. The district's Crisis Intervention Team assessment tools are used by the counselor when students are expressing a desire to harm themselves or others. In addition, our school's news program features vignettes related to character development that allows students to gain skills in relating to others.

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.

Chain of Lakes Elementary is a PreK-5 Elementary School.

Students identified missing 10+ days of school are monitored through the guidance counselor, school attendance clerk, and school social worker.

Students who earn "F" in reading and math are monitored through the Progress Monitoring Plan which includes parent and teacher conferences to identify areas of concern and appropriate strategies.

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	15	11	10	10	15	13	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	27	32	0	0	0	0	0	0	0	62

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	0	0	0	4	5	0	0	0	0	0	0	0	9

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

The school counselors and school social worker meet at least every two weeks to identify students with excessive absences. A warning letter is sent out after five unexcused absences in 30 calendar days or ten excused absences in the past calendar year. A meeting is scheduled with parents if a child accrues ten unexcused absences in 90 calendar days or if there is a pattern of nonattendance. The school social worker and school counselors work with parents to problem-solve any barriers to attendance and then continue to monitor throughout the remainder of the year.

To encourage attendance, students are rewarded with attendance brag tags every nine weeks as well as attendance awards periodically and at the end of the year. A local business donates bicycles as another attendance incentive.

To address the academic performance of any struggling student, teachers monitor performance on district assessments and grade level standards. If a student is not mastering the standards, the teacher uses research-based interventions in a small group setting to address deficiencies. If the student continues to struggle, the RtI team meets to determine what additional interventions are needed.

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

Chain of Lakes Elementary promotes a parent night for each grade level to encourage parental involvement and build positive relationships with our families. We provide our mission and vision through our school website and send monthly newsletters with upcoming events and information. Teachers submit monthly communication logs, which reflect conferences, phone calls, and notes written to keep parents informed of their child's progress. Grade levels send weekly and/ bi-monthly news informing parents of standards assessed, homework/ classwork, as well as school-wide dates and events.

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.

Chain of Lakes Elementary builds and sustains partnerships within the local community through the School Advisory Council (SAC), Volunteers in Classrooms program (VIC), PTO and staff involvement in local civic organizations. The SAC committee members include community leaders. Chain of Lakes Elementary has a very active and large VIC program. This program diligently works beyond the scope of the parents and family members of the school. Our volunteer program has extended to several local retired communities. These communities provide valuable funding through donations and grants. In addition, these communities work to provide necessary support in classrooms directly impacting student achievement. The school PTO creates opportunities for local businesses to participate in school-wide events throughout the year. Our Great American Teach-In day solicits community helpers and business

people to come and educate students about their positions in the community. The school administration is actively involved in local civic organizations which provide insight into short and long-term community goals. This allows Chain of Lakes Elementary the opportunity to be proactive when securing resources available to our school.

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
Duncan, Victor	Principal
Nelson, Suzie	Assistant Principal
Ford, Beth	Assistant Principal
Baker, Krystal	Teacher, K-12
Murphy, Jason	Teacher, K-12
Linn, Heather	Instructional Coach
Scharff, Joanne	Instructional Coach
Palmer, David	Instructional Technology
Nottage, Laveria	School Counselor
Morse, Marie	Other
Drehmer, Melissa	Other
Schonrock, Amanda	Dean
Bilbrey, Danielle	Teacher, K-12

b. Duties

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

The role and responsibilities of each leadership team member includes managing and analyzing school data, identifying gaps between curriculum expectations and student skills, coordinating professional development to address instructional needs/ concerns through data analysis, using resource teachers to model and intervene in small group instruction, and monitoring the implementation of the SIP with fidelity, along as administering and handling of state-wide standardized assessments.

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.

School leadership identifies and aligns all available resources (personnel, instructional, curricular) by district personnel allocations and FTE funds. Additional resources are provided by parent/teacher organization based on the needs to improve student achievement school-wide.

-HEARTH: school counselors, office staff, and teachers work collaboratively to identify students

qualified to receive HEARTH services

-ELL: ELL TRST meets with school based ELL teacher monthly to view data and discuss the needs of students and teachers

-ESE: counselors, school psychologist, and SLP meets monthly to discuss and analyze students being monitored for staffing or additional support needed by classroom teacher

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Victor Duncan	Principal
Duane Hunt	Business/Community
Melissa Drehmer	Teacher
Alex Santiago	Business/Community
Janet Lester	Business/Community
Jackie Brock	Education Support Employee
Darcey Martin	Business/Community
Brian Reeves	Parent
Suzie Nelson	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 SAC committee evaluated and reviewed last year's school improvement plan. September 13th, the SAC Committee will be presented with Chain of Lakes Elementary's FSA data and school grade in correlation to the 2016-2017 SIP.

b. Development of this school improvement plan

The 2017-2018 School Improvement Plan was developed by the leadership team. On September 13th the SAC committee will participate in the reviewing, editing, and approval of the 2017-2018 School Improvement Plan for Chain of Lakes Elementary.

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

The 2017-2018 School Budget is developed by the administrative team. The funds are allocated towards effective instruction and student achievement.

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

All school improvement funds are used for instructional resources and materials used in the classroom to increase student achievement.

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
Duncan, Victor	Principal
Nelson, Suzie	Assistant Principal
Ford, Beth	Assistant Principal
	Teacher, K-12
Baker, Krystal	Teacher, K-12
Murphy, Jason	Teacher, K-12
Linn, Heather	Instructional Coach
Scharff, Joanne	Instructional Coach

b. Duties

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

Chain of Lakes Elementary promotes literacy within the school by managing the school-wide Accelerated Reader Program and media services circulation data.

Teachers encourage students to read a minimum of twenty minutes each evening.

Incentives and rewards are provided for students achieving their reading goals.

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.

Teachers are provided common planning in order to collaboratively construct effective instructional plans. Weekly PLCs are coordinated to implement professional development to address instructional needs/concerns through data analysis and instruction.

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

The school utilizes the Recruitment and Hiring System provided by the district to screen applicants for available positions. Applicants are selected for interview and hired based on highly qualified status and diversity of student population.

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

The teacher mentoring program at Chain of Lakes Elementary is determined by data analysis and instructional walkthroughs. The rationale for the pairings is also based upon data analysis and

documented effective classroom strategies. Planned mentoring activities would include co-teaching and modeling of effective classroom strategies.

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 teachers utilize resources and learning maps provided by the district that is specifically aligned to Florida Standards.

b. Instructional Strategies

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

The school uses data from FAIR-FS (reading), STAR Early Literacy/STAR Math and Performance Matters (math and science) to target students who are having difficulty meeting the standards. In addition, Reading Wonders classroom assessments identify which students are having difficulty meeting grade-level standards. Differentiated instruction is provided in the classroom during iii and during reading and math, small groups.

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

Strategy: After School Program

Minutes added to school year: 1,080

After school core academic and enrichment programs will be offered to students meeting certain academic criteria.

Strategy Rationale

By providing students with additional instruction in core academics, students will show greater learning gains.

By providing students with additional enrichment opportunities, students will maintain or increase their scores on state assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Duncan, Victor, victor.duncan@polk-fl.net

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

State assessments will be used to determine effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

- Our school offers a Kindergarten round-up as well as an orientation night.
- Articulation meetings are held at the end of the school year for Students with Disabilities and Gifted Students. A representative from the middle school, where the student will attend, is invited to participate. The representative will share the services offered at their school and then the team will determine the services needed by the student based on data.
- Middle school guidance counselors are invited to speak to groups of 5th-grade students attending the various sites for 6th grade. Students are given the opportunity to tour the schools as well.
- Middle School Night is an event designed to bring all local middle schools, in the surrounding area, together to display and share with families the opportunities/specialized curriculums available at their school sites that may be of interest to the student.

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.

Points of Strength:

- Literacy Proficiency Grades 3-5
- Literacy Learning Gains Grades 3-5
- Literacy Bottom 25% Gains Grades 3-5
- Math Proficiency Grades 3-5
- Math Learning Gains Grades 3-5
- Math Bottom 25% Gains Grades 3-5

Areas of Need:

- 5th Grade Literacy Proficiency for SWD Students
- 5th Grade Math Proficiency for ELL Students
- 5th Grade Literacy Proficiency for ELL Students
- 5th Grade Math Proficiency for SWD Students
- 5th Grade Science Proficiency
- 4th Grade Literacy Proficiency for SWD Students

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.

Root Causes:

- Teacher's knowledge on how to effectively differentiate instruction for all students
- Using and placing supports to allow flexibility in teacher planning schedules
- Teacher Efficacy

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 we collaboratively plan differentiated standards-based lessons with teachers, including ELL/ESE teachers weekly, then our subgroup proficiency gap will be reduced.

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 we collaboratively plan differentiated standards-based lessons with teachers, including ELL/ESE teachers weekly, then our subgroup proficiency gap will be reduced. 1a

G097817

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Scheduling Collaborative Planning for ALL Teachers (ESE, ELL)
- Lack of Instructional Strategies for Sub-Group Students
- Parent Resources to Assist Students with Academics

Resources Available to Help Reduce or Eliminate the Barriers 2

- Flexible Planning Schedules/ESE SC Para's, ELL/SC Teacher Designated Planning Time
- Teacher Planning
- Extended Learning
- Classroom Libraries
- Media Books
- Parent Nights/Parent Communication Supplies
- Student Agendas

Plan to Monitor Progress Toward G1. 8

Parent/Student Feedback, Record of Attendance

Person Responsible

Victor Duncan

Schedule

Biweekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Parent/Student Feedback, Record of Attendance

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 we collaboratively plan differentiated standards-based lessons with teachers, including ELL/ESE teachers weekly, then our subgroup proficiency gap will be reduced. 1

 G097817

G1.B1 Scheduling Collaborative Planning for ALL Teachers (ESE, ELL) 2

 B263012

G1.B1.S1 Flexible Planning Schedules 4

 S278487

Strategy Rationale

Ensure all teachers participate in collaborative planning sessions weekly, provide additional days for teachers to plan standards

Action Step 1 5

Meet with ESE/ELL Teachers in Regards to Flexible Scheduling for Planning

Person Responsible

Victor Duncan

Schedule

On 8/10/2017

Evidence of Completion

Meeting Agenda and Notes (finalized schedule)

Action Step 2 5

Weekly Collaborative Planning Sessions w/Coaches

Person Responsible

Victor Duncan

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Sign-In Sheet/Lesson Plan/Observation

Action Step 3 5

Teacher Planning Days

Person Responsible

Victor Duncan

Schedule

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

Evidence of Completion

Lesson Plan/Observation

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

Receipt/Confirmation of Collaborative Planning Day and Time

Person Responsible

Victor Duncan

Schedule

On 8/7/2017

Evidence of Completion

Email/Posting of Schedule

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

Attendance/Sign-In Sheet

Person Responsible

Victor Duncan

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Physical Sign-In Sheet

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

Participation/Collaboration/Observation

Person Responsible

Victor Duncan

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Lesson Plans/Observation Notes

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

Collaborative Planning Attendance

Person Responsible

Victor Duncan

Schedule

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

Evidence of Completion

Sign-In Sheet/Observation

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

Implementation of Standards-Based Lesson Plans

Person Responsible

Victor Duncan


Schedule

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

Evidence of Completion

Classroom Observation Schedule/Feedback

G1.B2 Lack of Instructional Strategies for Sub-Group Students 2

 B263013

G1.B2.S1 Extended Learning 4

 S278488

Strategy Rationale

Additional opportunities for students to receive specific instruction on their deficiencies

Action Step 1 5

Extended Learning (Including DHH)

Person Responsible

Heather Linn

Schedule

On 11/16/2017

Evidence of Completion

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

Student Attendance, Classroom Observations

Person Responsible

Heather Linn

Schedule

On 11/16/2017

Evidence of Completion

Student Attendance, Student Engagement/Student Instruction

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

Ensure lessons are explicitly geared towards student deficiencies and students are engaged in learning. (student incentives for attendance and hard-work)

Person Responsible

Heather Linn

Schedule

On 11/16/2017

Evidence of Completion

Lesson Plans, Classroom Observations, Attendance Records

G1.B2.S2 Classroom Libraries/Media Books 4

 S278489

Strategy Rationale

Teaching skills through non-fiction text, giving students an array of text to practice standards.

Action Step 1 5

Embedding Various Text w/in Instruction, Classroom Libraries, Media Books

Person Responsible

Joanne Scharff

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Lesson Plans/Observations

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

Classroom Observations, Lesson Plans

Person Responsible

Victor Duncan

Schedule

Daily, from 9/4/2017 to 5/25/2018

Evidence of Completion

Small Group Instruction/Plans

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

Students master standards through the use of varied text.

Person Responsible

Victor Duncan


Schedule

Daily, from 9/4/2017 to 5/25/2018


Evidence of Completion

Progress Monitoring Data, FSA Data

G1.B3 Parent Resources to Assist Students with Academics 2

 B263014

G1.B3.S1 Make and Take Activities from Parent Nights/Websites 4

 S278490

Strategy Rationale

If parents are provided the opportunity to learn and implement learning strategies, they will be better equipped to support their child(s) learning at home.

Action Step 1 5

Academic Parent Nights/Resources

Person Responsible

Victor Duncan

Schedule

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

Evidence of Completion

Take Home Instructional Resources

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

School Events Calendar/Parent Invitation to Events

Person Responsible

Victor Duncan

Schedule

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

Evidence of Completion

Events Calendar/Parent Invitation to Events

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

Parent Night Surveys/Feedback

Person Responsible

Victor Duncan

Schedule

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

Evidence of Completion

Effectiveness of Parent Nights Determined by Surveys/Feedback

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

Parent Night Surveys/Feedback

Person Responsible

Victor Duncan

Schedule

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

Evidence of Completion

Effectiveness of Parent Nights Determined by Surveys/Feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M405199	Receipt/Confirmation of Collaborative Planning Day and Time	Duncan, Victor	8/3/2017	Email/Posting of Schedule	8/7/2017 one-time
G1.B1.S1.A1 A375144	Meet with ESE/ELL Teachers in Regards to Flexible Scheduling for Planning	Duncan, Victor	8/3/2017	Meeting Agenda and Notes (finalized schedule)	8/10/2017 one-time
G1.B2.S1.MA1 M405202	Ensure lessons are explicitly geared towards student deficiencies and students are engaged in...	Linn, Heather	10/9/2017	Lesson Plans, Classroom Observations, Attendance Records	11/16/2017 one-time
G1.B2.S1.MA1 M405203	Student Attendance, Classroom Observations	Linn, Heather	10/9/2017	Student Attendance, Student Engagement/Student Instruction	11/16/2017 one-time
G1.B2.S1.A1 A375147	Extended Learning (Including DHH)	Linn, Heather	10/9/2017		11/16/2017 one-time
G1.MA1 M405209	Parent/Student Feedback, Record of Attendance	Duncan, Victor	9/4/2017	Parent/Student Feedback, Record of Attendance	5/25/2018 biweekly
G1.B1.S1.MA1 M405197	Collaborative Planning Attendance	Duncan, Victor	8/10/2017	Sign-In Sheet/Observation	5/25/2018 weekly
G1.B1.S1.MA5 M405198	Implementation of Standards-Based Lesson Plans	Duncan, Victor	8/10/2017	Classroom Observation Schedule/ Feedback	5/25/2018 daily
G1.B1.S1.MA2 M405200	Attendance/Sign-In Sheet	Duncan, Victor	8/15/2017	Physical Sign-In Sheet	5/25/2018 weekly
G1.B1.S1.MA3 M405201	Participation/Collaboration/Observation	Duncan, Victor	8/15/2017	Lesson Plans/Observation Notes	5/25/2018 weekly
G1.B1.S1.A2 A375145	Weekly Collaborative Planning Sessions w/Coaches	Duncan, Victor	8/3/2017	Sign-In Sheet/Lesson Plan/Observation	5/25/2018 weekly
G1.B1.S1.A3 A375146	Teacher Planning Days	Duncan, Victor	8/10/2017	Lesson Plan/Observation	5/25/2018 quarterly
G1.B3.S1.MA1 M405206	Parent Night Surveys/Feedback	Duncan, Victor	8/10/2017	Effectiveness of Parent Nights Determined by Surveys/Feedback	5/25/2018 quarterly
G1.B3.S1.MA1 M405207	Parent Night Surveys/Feedback	Duncan, Victor	8/10/2017	Effectiveness of Parent Nights Determined by Surveys/Feedback	5/25/2018 quarterly
G1.B3.S1.MA1 M405208	School Events Calendar/Parent Invitation to Events	Duncan, Victor	8/10/2017	Events Calendar/Parent Invitation to Events	5/25/2018 quarterly
G1.B3.S1.A1 A375149	Academic Parent Nights/Resources	Duncan, Victor	8/10/2017	Take Home Instructional Resources	5/25/2018 quarterly
G1.B2.S2.MA1 M405204	Students master standards through the use of varied text.	Duncan, Victor	9/4/2017	Progress Monitoring Data, FSA Data	5/25/2018 daily
G1.B2.S2.MA1 M405205	Classroom Observations, Lesson Plans	Duncan, Victor	9/4/2017	Small Group Instruction/Plans	5/25/2018 daily
G1.B2.S2.A1 A375148	Embedding Various Text w/in Instruction, Classroom Libraries, Media Books	Scharff, Joanne	8/3/2017	Lesson Plans/Observations	5/25/2018 weekly

V. Professional Development Opportunities

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

G1. If we collaboratively plan differentiated standards-based lessons with teachers, including ELL/ESE teachers weekly, then our subgroup proficiency gap will be reduced.

G1.B2 Lack of Instructional Strategies for Sub-Group Students

G1.B2.S2 Classroom Libraries/Media Books

PD Opportunity 1

Embedding Various Text w/in Instruction, Classroom Libraries, Media Books

Facilitator

Joanne Scharff/Heather Linn

Participants

All Teachers

Schedule

Weekly, from 8/3/2017 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 we collaboratively plan differentiated standards-based lessons with teachers, including ELL/ESE teachers weekly, then our subgroup proficiency gap will be reduced.

G1.B1 Scheduling Collaborative Planning for ALL Teachers (ESE, ELL)

G1.B1.S1 Flexible Planning Schedules

TA Opportunity 1

Meet with ESE/ELL Teachers in Regards to Flexible Scheduling for Planning

Facilitator

Academic Leadership Team

Participants

ESE/ELL Teachers

Schedule

On 8/10/2017

TA Opportunity 2

Weekly Collaborative Planning Sessions w/Coaches

Facilitator

Academic Leadership Team

Participants

Instructional Staff (ESE/ELL)

Schedule

Weekly, from 8/3/2017 to 5/25/2018

TA Opportunity 3

Teacher Planning Days

Facilitator

Academic Leadership Team

Participants

Instructional Staff/Students

Schedule

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

VII. Budget						
1	G1.B1.S1.A1	Meet with ESE/ELL Teachers in Regards to Flexible Scheduling for Planning				\$0.00
2	G1.B1.S1.A2	Weekly Collaborative Planning Sessions w/Coaches				\$186,998.44
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0933 - Chain Of Lakes Elementary School	Title, I Part A		\$186,998.44
			Notes: Academic Coaches and Guidance Counselor			
3	G1.B1.S1.A3	Teacher Planning Days				\$17,625.60
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300		0933 - Chain Of Lakes Elementary School	Title, I Part A		\$17,625.60
			Notes: substitutes			
4	G1.B2.S1.A1	Extended Learning (Including DHH)				\$20,063.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900		0933 - Chain Of Lakes Elementary School	Title, I Part A		\$17,663.00
			Notes: Spring and Fall After School Tutoring			
	5900	100-Salaries	0933 - Chain Of Lakes Elementary School	Title, I Part A		\$2,400.00
			Notes: ASL tutoring for students, salaries for teachers			
5	G1.B2.S2.A1	Embedding Various Text w/in Instruction, Classroom Libraries, Media Books				\$58,234.56
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000		0933 - Chain Of Lakes Elementary School	Title, I Part A		\$58,234.56
6	G1.B3.S1.A1	Academic Parent Nights/Resources				\$5,577.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	0933 - Chain Of Lakes Elementary School	Title, I Part A		\$2,400.00
			<i>Notes: American Sign Language classes for families</i>			
	6150	510-Supplies	0933 - Chain Of Lakes Elementary School	Title, I Part A		\$3,177.00
			<i>Notes: supplies for Building Capacity</i>			
					Total:	\$288,498.60