

Lake County Schools

# Leesburg Elementary School



2017-18 Schoolwide Improvement Plan

# Leesburg Elementary School

2229 SOUTH ST, Leesburg, FL 34748

<https://lel.lake.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	94%
<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	65%

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	F

*\*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 Lake 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 Leesburg 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.

Empowering Students to Become Tomorrow's Leaders

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

To create an elementary school community that develops students who achieve greatness both academically and socially to become productive leaders in society.

#### 2. School Environment

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

This year, teachers will continue to receive professional development that focuses on cultivating a positive school culture where strong and viable relationships lead to high student achievement. Teachers will be provided the opportunity to learn and practice research-based strategies for building connections, establishing school family rituals, and creating a safe learning environment. These activities will also ask teachers and students to explore their cultural identification.

Additional professional development goals will be aimed at creating a learning culture through implementing Leader in Me as the framework for how are students and staff govern themselves. Leader in Me's Seven Habits of Happy kids structures. A learning culture grounded in inquiry allows individuals to construct meaning based on their individual background, while also experiencing the values and backgrounds of classmates. Collaboration exposes students to different ways of thinking that will challenge or support their own.

Interaction between the family and school provides opportunities to gain knowledge about the cultures represented throughout the school. Our parent involvement plan includes a variety of academic and non-academic family nights that offer parents and staff a chance to engage and build relationships.

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

Every morning our students are greeted by one of the three administrators and welcomed on campus with positive words of encouragement. Supervision is spread throughout the campus, so there is always an adult in view of students. During the school day, students are escorted by an adult when transitioning to lunch and specials. If a student needs to go to the office, media center, or the nurse, he/she is escorted by another student. Should a classroom disruption arise in which the teacher needs assistance, the teacher contacts an administrator, and the administrator responds quickly. Students are always treated with respect and given an opportunity to correct their behavior and return to the classroom when appropriate. At the end of the school day, all students are supervised until their mode of transportation arrives. Discipline data and EWS data are reviewed monthly to gauge LES's progress towards meeting our goals of providing a safe and positive learning environment. Our Potential Specialist oversees our PBS program to ensure that students are meeting behavioral expectations.

**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.**

LEL's discipline ladder is progressive in nature and exists for the purpose of allowing administration to effectively mete out consequences in a systematic and logical manner based upon the nature of the referral or discipline history of the student. There are a total of 11 rungs or steps on this ladder, with the first OSS being step 9. The fact that there are 8 steps preceding the first OSS for a student ensures that every effort to remediate the behaviors has been exhausted before the last alternative of OSS is effected. By offering numerous steps on the ladder, this will aid in our school reducing the number of OSS. Students who experience their first OSS will be signed up for MTSS in order to remediate their behavior and prevent future suspensions. The exception to this progression would be students who manifest aggressive behaviors including physical attacks, racial slurs, altercations, etc. Since LEL has zero tolerance for certain aggressive behaviors, students who engage in such will be immediately disciplined with higher level of consequences, including OSS. Standard Operating Procedures have been established for all common areas and expectations are taught and modeled to all grade levels during the first few weeks of school.

Leadership has implemented an array of systems and measures to prevent problem behaviors, which lead to fewer suspensions. PBS, Morning Meetings, Bully Proofing Your School, and Leader in Me, have all been implemented to ensure a safe and positive learning environment. All faculty and staff have been trained in PBS, Leader In Me, Ruby Payne/Eric Jensen, and Bully Proofing Your School. During our weekly Leadership Team meetings, the Potential Specialist and Instructional Dean, discuss any areas of concerns as it relates to our school's progress towards meeting our goals of a safe and positive school environment.

**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.**

When necessary, teachers write a guidance referral for students who have specific social-emotional needs. The guidance counselors provide support for the student and seeks additional help when needed, as well as, providing small group sessions for students in need. Leesburg Elementary also has mentors who are assigned to our Boys to Men Academy who mentor our most at-risk struggling students in 4th- 5th grades. Guidance and administration work with the school's social worker to provide support for parents of students when appropriate. In addition, our school has implemented the Leader In Me curriculum which serves as a framework for how students, faculty, and staff, interact with each other and conduct ourselves on campus. This leadership framework is based upon Covey's 7 Habits and it is integral in promoting a positive school culture throughout our campus.

### **3. Early Warning Systems**

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

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

Our early warning system, DecisionEd, includes all the EWS indicators and others as needed. It includes discipline data, attendance data, statewide assessment data, etc. The system is designed for the user to build reports as needed. Our school also looks at tardies and early checkouts and provides incentives monthly.

**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	33	26	15	26	21	16	0	0	0	0	0	0	0	137
One or more suspensions	4	10	5	12	9	5	0	0	0	0	0	0	0	45
Course failure in ELA or Math	17	21	22	23	43	6	0	0	0	0	0	0	0	132
Level 1 on statewide assessment	0	0	0	92	79	146	0	0	0	0	0	0	0	317
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	18	11	15	26	29	17	0	0	0	0	0	0	0	116

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

Intervention Strategies Include but are not limited to the following:

- I-Ready
- Lexia/Reading Plus
- After School Tutoring
- 21st Century Grant
- Push in support for Reading by Teacher Assistants and Academic Tutors
- Attendance - Committee reviews attendance data and implement child study team meetings to problem solve student needs.
- Small group instruction
- Attendance and Discipline incentive awards
- MTSS (Multi-Tiered System of Support) is designed to assist all students.
- Potential Specialist, Accelerated Resource Teacher, Content Area Coaches, SBLT providing support during Wacky Wednesday for each grade level, Sig A Grant for tutors
- All grade levels have coteach/inclusion class to provide support.

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/445909>.

**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**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.**

Leesburg Elementary builds and sustains partnerships with the local community and its members in a number of different ways. School driven community groups such as SAC, Parent Teacher Organization (PTO), local businesses, community groups, and churches, all of whom donate on a regular basis, student classroom materials and supplies for families in need. Currently, our volunteer program has over 60 members who visit on a weekly basis and work one on one with identified students and their specific needs.

Leesburg Elementary also provides communication through our updated website, flyers, and our School Messenger System, which sends informational phone calls to parents.

Our Family School Liaison works with community partners to support families in need.

**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
Gelb, Heather	Principal
Jordan, Susan	Assistant Principal
Scovack, Kristin	Teacher, Adult
Noblin, Jessica	Other
Hastie, Jessica	Instructional Coach
Mauriell, Christy	Instructional Coach
Sellers, Sandra	Instructional Coach
Simmons, Maurice	Assistant Principal
Christ, Deborah	Other
Kogos, David	School Counselor
Grice, Venise	School Counselor
McGrew, LaGuardia	Teacher, K-12
Peters, Christine	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.**

Heather Gelb, Principal [gelbh@lake.k12.fl.us](mailto:gelbh@lake.k12.fl.us)  
 Instructional: ESE & Leadership, Non Instructional: Office & Clerks, Discipline: ESE (Self Contained) House

- Discipline
- Instruction
- Professional Development
- Attendance

- MTSS

- Assessments

School Instructional Plan, Team Leaders, TEAM Assessments, Budget, Leadership Team, Media Contact /News Releases, SIP Team, Leave Requests, Genius Bar, PTO/SAC

Susan Jordan, Assistant Principal [jorrdans@lake.k12.fl.us](mailto:jorrdans@lake.k12.fl.us)

Instructional: K-2nd House & Enrichment, Non Instructional: Cafeteria & Nurse, Discipline: Grades K-2nd

House

- Discipline
- Instruction
- Professional Development
- Attendance
- MTSS
- Assessments

Master Schedule, Lunch Schedule, TQR (Certification), Textbook Manager, Field Trip Coordinator, Student Clubs

Staff Committees, Title One Budget, Health Coordinator, TEAM Assessments, Eduphoria Contact

Maurice Simmons, Assistant Principal [simmons@lake.k12.fl.us](mailto:simmons@lake.k12.fl.us)

Instructional: 3rd – 5th & Academies, Non Instructional: TAs & Custodians, Discipline: Academies House

- Discipline
- Instruction
- Professional Development
- Attendance
- MTSS
- Assessments

Duty Schedule, TA Schedule, Student Attendance Celebrations, Staff Attendance Initiatives, Roster Verification

ESOL Coordinator, LIFT Budget, Business Contact, TEAM Assessments Personnel Awards (TOY, RTOY, SREOY, etc.)

Scott Baltunis, Math/Science Coach 3-5 [baltuniss@lake.k12.fl.us](mailto:baltuniss@lake.k12.fl.us)

PLC Wacky Wednesday Meetings, Data Analysis Progress Monitoring, Professional Development, Retention Meetings, Teacher Talks, Model Lessons, Math Night Coordinator, Leadership Learning Walks, SIP Team, iReady Contact,

New Teacher Mentoring, MSP Grant, 5th Grade GLIST, iReady Celebrations

Christine Peters Math/Science Coach K-2 [petersc@lake.k12.fl.us](mailto:petersc@lake.k12.fl.us)

PLC Wacky Wednesday Meetings, Data Analysis Progress Monitoring, Professional Development, Retention Meetings, Teacher Talks, Model Lessons, Math Night Coordinator, Leadership learning Walks, SIP Team, iReady Contact,

New Teacher Mentoring, MSP Grant, 2nd Grade GLIST, iReady Celebrations

Jessica Hunter, Literacy Coach K-2 [hunter@lake.k12.fl.us](mailto:hunter@lake.k12.fl.us)

PLC Wacky Wednesday Meetings, Data Analysis Progress Monitoring, Professional Development, Retention Meetings, Teacher Talks, Model Lessons, Leadership Learning Walks, SIP Team, Istation Contact, Snuggle Up & Read Night, New Teacher Mentoring, Morning Lab Coordinator, Literacy Week, Lexia (MTSS Intervention) Contact,

Reading A-Z Contact, Curriculum Associates Contact, DRA Contact, K Grade GLIST, Istation Celebration

Christy Mauriell, Literacy Coach 3-5

PLC Wacky Wednesday Meetings, Data Analysis Progress Monitoring, Professional Development, Retention Meetings, Teacher Talks, Model Lessons, Leadership Learning Walks, SIP Team, New Teacher Mentoring, Tropicana Speech, Spelling Bee, Write Score Contact, Accelerated Reader Contact, Literacy Week, Istation Celebration  
Superintendent's Reading Challenge, 3rd Grade GLIST

LaGuardia McGrew, Potential Specialist mcgrewl@lake.k12.fl.us

Data Analysis, Retention Meetings, Teacher Talks, SIP Team, MTSS III Behavior Interventions, New Teacher Mentoring, Community Outreach, School Wide SOP (posters, rotations, in-service), PBS Store,  
No Referral Celebrations, Academy GLIST

Jessica Noblin, Curriculum Resource Teacher noblinj@lake.k12.fl.us

Retention Meetings, Teacher Talks, Professional Development, Model Lessons, Assist AP w/ Textbooks, SIP Team, Leadership Learning Walks, 3rd Grade Portfolios, New Teacher Orientation, Title I Liaison, New Teacher Mentoring,  
5 STAR School Award, Parent Involvement Award, Golden School Award, Webmaster & Facebook, Summer School Coordinator, 3rd-5th Science Support, Science Bootcamp Contact, Tutoring 4 Kids Coordinator, Monday Minutes, CWT Tool & Reports, STEM Contact, 4th Grade GLIST ESOL Contact

Venise Grice, Guidance Counselor, K-2 gricev@lake.k12.fl.us

MTSS, 504, Retention Meetings, Teacher Talks, Career Day, DCF Contact, Attendance Data /Meetings, Articulation, Character Lessons (WW), SIP Team, Crisis, Grief & Loss Contact, "A" & A/B Honor Roll Breakfast,  
Individual/Group Counseling, Homeless Liaison, End of the Year Award Ceremonies, Record Review (Oct.)

Davis Kogos, Guidance Counselor, 3-5 kogosd@lake.k12.fl.us

MTSS, 504, Retention Meetings, Teacher Talks, Career Day, DCF Contact, Attendance Data / Meetings, Articulation, Character Lessons (WW), SIP Team, "A" & A/B Honor Roll Breakfast, Individual/Group Counseling,  
End of the Year Award Ceremonies, Record Review (Oct.)

Debbie Christ, ESE School Specialist christd@lake.k12.fl.us

MTSS III, Retention Meetings, Teacher Talks, ESE Professional Development, Model Lessons, Articulation,  
Leadership Learning Walks, ESE Contact, ESE Records, IDEA Funds, IEPs, Placements (Laws & Compliance), SIP Team,  
Light It Up Blue, Student Council, YAP, Red Ribbon Week Contact

Sandra Sellers, Instructional Dean sellers@lake.k12.fl.us

Learning Walks, Discipline Data, SIP Team, Bus Discipline, After School Detention, Student Discipline (Buses)  
New Teacher Mentoring, Technology Coordinator, ISS Supervision (Wednesdays), School Safety Coordinator, "Bully Proofing Your School" Curriculum, No Referral Celebrations, 1st Grade GLIST

Kristin Scovak, MTSS Coordinator scovakk@lake.k12.fl.us

MTSS interventions, EWS Data, Leadership Learning Walks, SIP Team, New Teacher Mentoring,

Administration:

Heather Gelb, Principal: Administers the coordination and management of the school campus and academic activities. The principal's responsibilities include developing, administering, and monitoring educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. The principal is accountable for enforcing and ensuring academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives.

Susan Jordan and Maurice Simmons, Assistant Principals: Assists in the administration, coordination and management of all elementary school campus and academic activities. Assists the Principal in the development, administration, and monitoring of educational programs, optimizing academic opportunities, and promoting safe and successful development of each student. Position is accountable for enforcing academic integrity, compliance with the faculty contract, appropriate credentials of teaching faculty, and the achievement of academic objectives through instructional programs, and accomplishes such in coordination with Schools Board goals and initiatives.

Instructional Coaches: Christy Mauriell, Literacy Coach (3-5); Jessica Hunter, Literacy Coach (K-2); Christine Peters, Math Coach: Scott Baltunis 3-5 Math/Science. Instructional Coaches provide leadership in data analysis, classroom strategies, curriculum development, and instructional methodology. Coaches model high quality teaching, observe teachers in their classrooms, and give feedback in methodology.

Each member of the School Leadership Team serves as a GLIST (Grade Level Instructional Support Teacher) to a particular grade level. The Primary Purpose of GLIST is to act as the mentor on that grade level for ALL new teachers as well as any teachers in need. Additionally, leadership team members will ensure that all webpages are established and have updated newsletters posted. Finally, leadership team members will ensure that all lesson plans are uploaded to the share drive.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The Leadership Team reviews data from screening assessments at the school level, grade level, classroom level, and subgroup level as it becomes available. Adjustments to core instruction may be made based upon these assessments according to the FCIM model. Individual students are initially targeted for intervention based upon these assessments.

The MTSS Team begins meeting in August to determine the interventions that are available for use with struggling students. At the completion of beginning of the year testing, data will be reviewed by the MTSS Team to determine which students are in the most need of Tier 2 interventions. Students will be appropriately placed into interventions to target their specific needs and will be monitored by the person delivering the intervention. If student improvement has not been demonstrated through the use of the prescribed interventions when mid-year testing occurs, the MTSS team will determine if interventions need to intensify. If this is the case, the student will be placed in Tier 3 interventions in addition to their Tier 2 interventions determined by the MTSS Team, teacher, and parents. This process will continue to increase support until the needs of the student are met. If the interventions are found to be successful, the student will be gradually removed from the process and returned to Tier 1 Status. The MTSS Team will meet again at the conclusion of end of year testing to determine

which students will need to begin the following year with intervention support already in place.

#### Title I, Part A

Services are provided to ensure students receive any remediation assistance they may require to achieve their best in the academic environment. These services include afterschool tutoring, District on-site instructional coaches, as well as school-based differentiated instructional material. Additionally, two Literacy Coaches, Family School Liaison, TLC Coordinator, & Teacher Assistants are provided. In combination, these supports will serve to give all students the opportunity to achieve to their fullest academic potential.

#### Title I, Part C- Migrant

Migrant Liaisons / Parent Liaisons provide services and support to students and parents who require additional resources to ensure the achievement of all students. The district based liaison coordinates with all Title Services.

#### Title I, Part D

The Title I Part D Program Specialist helps identify and support the needs of students who are labeled neglected and delinquent.

#### Title II

The Lake County School District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs, based on student need.

#### Title III

Services are provided through the Lake County School District for educational materials and ELL support services to improve the education of immigrant and English Language Learners. These resources include Rosetta Stone, an ELL Teacher Assistant, word-to-word dictionaries, TransAct translation services, compliance training, and initial placement tests for identification of ELLs.

#### Title IX- Homeless

School based guidance counselors monitor students deemed "homeless". District Homeless Social Workers provide resources to assist in providing the identified students with an equitable education, and additional staff from the district serve to assist.

#### IDEA

IDEA funds are utilized to ensure that our students with exceptionalities are receiving the services and support that is required by their IEPs. These resources are integral in us making certain that our ESE students are receiving a free and appropriate education (FAPE).

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I Funds to provide additional tutoring for Level 1 & 2 students.

#### Violence Prevention Programs

Leesburg Elementary School offers the "Too Good for Drugs" curriculum to our students. Additionally, students are taught Character education through the utilization of the Core Essentials curriculum. Leesburg Elementary also provides a bullying awareness and prevention program to students through a county provided program called "Bully-Proofing Your School". Additionally, our KG through 2nd grade classes are provided resources through a new Sanford Harmony Program, which focuses on building and maintaining relationships.

#### Personnel

We utilize our faculty and staff to the fullest extent possible, ensuring that our school is a safe place,

where standards-based instruction with an emphasis on Authentic literacy, is delivered and differentiated. We have instructional coaches on site who work with our teachers, providing professional development, coaching, resources, and other support that contributes to their success in their classrooms.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Heather Gelb	Principal
Glenda Hazellief	Teacher
Laura Mandrell	Teacher
Christine Peters	Teacher
David Jones	Education Support Employee
Leslie Thompson	Parent
Shelly Ward	Student
Crystal Santiago	Parent
Florence Katzenberger	Education Support Employee
Latesha Grier	Student

### 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 2016-2017 SIP was reviewed, finalized and submitted at the September SAC meeting, while plans were made for the upcoming school year. The changes will be presented during this year's first SAC meeting in September, and the new SAC will have the opportunity to revise and add plans for this school year.

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

The SAC provided input for the development of the school improvement plan by sharing anticipated barriers, discussing resources, and suggesting possible solutions to assist with those barriers during the final meeting of the 2016-17 school year. The updated plan will be presented during the first SAC meeting of the 2017-18 school year, and adjustments will be made as needed.

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

The school's annual budget and plan is created by the school's leadership team and brought to the School Advisory Council for discussion and approval. The budget and plan is reviewed at the meeting and any adjustments are made when necessary. Additionally, throughout the school year, as resources are needed and discussed, items will be presented to the SAC for review and voted on for approval.

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

Monies allocated for the school improvement fund were rolled over to the 2017-2018 school year in anticipation of needed technology replacement and refurbishment.

**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.

We are currently working on advertising for SAC positions and will begin the voting process in the next two weeks.

Voting is taking place, and Heather Gelb, will be checking the demographics of the members voted in and the current student demographics to ensure the school is in compliance.

The SIP will be updated as soon as completed.

**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
Mauriell, Christy	Instructional Coach
Peters, Christine	Instructional Coach
Scovack, Kristin	Other

**b. Duties**

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

The Literacy Leadership Team promotes literacy within the school community by identifying strategies and activities that teachers can use in their classrooms and that also encourage children and their parents to become involved with different reading activities. These activities include a Family Literacy Night where teachers can present parents with information about how to help children read, sending home information to parents about how they can work with their child on reading activities, creating a print rich environment throughout the school, encouraging the staff to talk actively with children about school, hobbies, books they had read, encouraging teachers to have children write and share their writing on a regular basis, train our older children about appropriate "reading coach" techniques by being reading buddies to younger grade level students, and identifying rewards for students who read a specific number of books as identified by the Accelerated Reader program. Members of the Literacy Leadership Team also serve on the Accelerated Reader Committee and continue to look for ways to motivate and increase interest in reading.

**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.**

Throughout the school year, teachers will continue to receive professional development and practice in the procedures and routines necessary to function as a PLC. Teachers will learn how to establish norms.

Group norms and routines will provide guidance in collaborative planning. Teachers will be provided time to meet as a grade level for a full day once every seven weeks due to our Wacky Wednesday initiative. Each grade level will be provided a GLIST, grade level support teacher to assist with data analysis, maintaining effective relationships, and aligning plans to the Florida Standards. The GLIST will offer support and guidance with the end goal of building teacher leadership capacity and knowledge. Teachers will be encouraged to observe in other classrooms and gain valuable information from their peers.

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

1. New Teacher Orientation was held on July 27-28, 2017, at the county level. Policies and Procedures were reviewed with all teachers that are new to the county and reinforced at the school level on July 28, 2017 during our New Teacher Orientation to Leesburg Elementary at the school.
2. Grade level GLISTs will be assigned as a mentor to each of our new teachers.
3. Weekly meetings will be held with all new teachers and the district Instructional Coaches.
4. Monthly meetings will be held between all new teachers, the TQR administrator, mentors and mentees on the fourth Monday of each month from 3:45 - 4:45 p.m.
5. The SearchSoft system is used to screen all applicants that would be considered highly qualified for any open positions. We also maintain communication with the district to stay abreast of internship and recruiting programs that may also provided highly qualified candidates for our school.
6. Retention of highly qualified, certified in-field teachers efforts will come from the district providing personnel that will work collaboratively with the school and teachers through coaching and mentoring. Our hopes are to train teachers while helping them grow into effective teachers who will incorporate high effect strategies that promote best practices.
7. Teachers also participate in grade level collaborative planning, PLC's, and meetings with their assigned administrator to help coach them throughout the school year as an effort to help retain effective teachers. Teachers also participate in staff development that is trained out by their peers through the ECET2 program.
8. Additionally, our Content Area Coaches work with all teachers to help with model best practices in the classroom and provide support through the Coaching Cycle.

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

All new teachers will meet on the fourth Monday of each month from 3:45 - 4:45 p.m. with their mentors, the TQR, and the CRT to help provide a support team between the mentor and the mentee. The focus of the meetings will be to provide support of upcoming events, standards-based instruction, updating grades in Skyward, lesson planning, incorporating best practices, sharing classroom management tips, and any other services needed to help our new teachers be successful.

## **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.**

Leesburg Elementary currently uses the county provided Scope & Sequence and Blueprint documents. These tools guide our staff in selecting the proper supplemental materials and resources we need to fill in our instructional needs. Our county adopted textbooks and Florida Ready workbooks are also used as a potential resource for the Florida Standards when the material is applicable and meets the rigor required to teach the full intent of the standard.

When selecting programs and materials, we first look to ensure they are aligned to the New Florida Standards. We do this by researching and meeting with the program representatives so they can explain the correlation. We then ensure they correlate with our county provided Scope & Sequence and Blueprints and decide whether they will be useful for core, remedial, or enrichment opportunities.

Each teacher participates in common planning with members of their grade level and the Leadership Team. The standards are deconstructed utilizing the Florida Test Item Specs and the County Blueprints. Common lesson plans are created and common assessments are produced. Data results are reviewed and reteaching or enrichment takes place as needed.

**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.**

ELA and Math Baseline Assessments will be given in September using I-Ready. Student data will be disaggregated to identify areas of strengths and weaknesses. Teachers will work with students in small groups to either remediate, maintain, or enrich their skills needed to master the Florida Standards. Mid-year assessments for I-Ready and Science, as well as, monthly monitoring for Lexia will be given to help track data and provide important information for teachers to determine small groups and proper placements in the Literacy Block classrooms. Each student has a Leadership Data Binder which they will update to demonstrate mastery of standards.

**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:** 3,240

Title I Math and Reading Tutoring will be held after school for level 2 students in 3rd, 4th, and 5th grades for 3 hours per week for eighteen weeks. Students will receive small group tutoring and will also engage in some project based learning activities and STEM activities that integrate reading and writing in an effort to increase their level of understanding.

**Strategy Rationale**

Math and Reading tutoring program will be used to differentiate instruction in the Florida Standards for students who are identified by their teacher and/or assessments as needed.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Sellers, Sandra, sellerss@lake.k12.fl.us

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

Data will be collected from I-Ready that will be analyzed for the Title 1 Tutoring program, pre- and post-tests.

**Strategy:** After School Program

**Minutes added to school year:** 3,240

Golden Eagles consist of 20 Tier 3 and 2 students in each of the following grades: first, second and third. There are 20 Level 1 and 2 ELA FSA students in fourth grade and 20 in fifth grade for a total of 100 students.

**Strategy Rationale**

Students will meet under the direction of the certified teachers to work on remedial and enrichment programs after school. A community group come in for enrichment. Students will also participate in theatrics. Teachers will lead students in problem based learning activities for ELA and math. This will run until the end of the school year.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Noblin, Jessica, noblinj@lake.k12.fl.us

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

Program attendance data, assessment data and grades will be analyzed to measure effectiveness.

**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.

This year Leesburg Elementary School has implemented a VPK program. Leesburg Elementary hosts a visitation day for students from the local HeadStart program as well as community-wide day cares. Kindergarten Round-Up is held in the Spring to help orient students and parents. Kindergarten teachers are available as students and parents visit classrooms and meet the teachers. Articulation meetings are held for ESE Pre-K students transitioning from Rimes Early Learning Center to Leesburg Elementary.

The local middle schools arrange a day that 5th grade students can visit their campus and receive information necessary for their transition to 6th grade. Articulation meetings are also held for those ESE students going to middle school and rising Kindergarteners.

### b. College and Career Readiness

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

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

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

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

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

## **B. Problem Analysis Summary**

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

## **C. Strategic Goals**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Leesburg Elementary School's faculty and staff will utilize the MTSS framework and differentiated instruction to implement intervention or acceleration strategies based on student need.
- G2.** Leesburg Elementary School's faculty and staff will utilize all Early Warning Sign Data to increase engaged behaviors in order to maintain a safe school environment for all students.
- G3.** Leesburg Elementary School's faculty and staff will understand, plan, deliver, and differentiate standards-based instruction, with an emphasis on Authentic Literacy, in all content areas for all students to improve student achievement.

## 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.** Leesburg Elementary School's faculty and staff will utilize the MTSS framework and differentiated instruction to implement intervention or acceleration strategies based on student need. 1a

G097882

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	52.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of time and fidelity of MTSS interventions
- Lack of teacher knowledge in helping the ESE student population through Support Facilitation.
- Lack of standards and skill differentiated teaching in the classroom to address each student's academic need.

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

- MTSS Coach
- Literacy Block
- The ESE Specialist who provided professional development for teachers with regards to delivering standards based instruction to our ESE population.
- Genius Bars will also provide PD for teachers with regards to differentiating instruction with an emphasis on Authentic Literacy.

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

Progress monitoring and Learning walk data will be analyzed and instructional coaches will be mobilized to coach teachers who are struggling with instructional strategies and the integration of Authentic Literacy. Low performing or Lowest quartile students will be identified with plans to remediate them put into place.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 9/1/2017 to 5/24/2018

**Evidence of Completion**

iReady, Lexia assessment data, Learning Walks data

**G2.** Leesburg Elementary School's faculty and staff will utilize all Early Warning Sign Data to increase engaged behaviors in order to maintain a safe school environment for all students. **1a**

G097883

**Targets Supported** **1b**

Indicator	Annual Target
Attendance Below 90% Kindergarten	28.0
Attendance Below 90% Grade 01	21.0
Attendance Below 90% Grade 02	10.0
Attendance Below 90% Grade 03	21.0
Attendance Below 90% Grade 04	16.0
Attendance Below 90% Grade 05	11.0
Discipline incidents	100.0

**Targeted Barriers to Achieving the Goal** **3**

- Lack of Teacher Classroom Management Strategies
- Lack of consistent school-wide strategies for bullying prevention and school-wide procedures due to the number of new faculty and staff members.
- Lack of consistent school attendance

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

- Administrators, Coaches, CRT, Wacky Wednesday Schedule, Potential Specialist, Progress Monitoring, Intervention Block, Genius Bar, Ruby Payne/Eric Jenson Training, Safe School committee, Community Partners, Mentors, Bully Proofing Your School program, EWS DATA, Guidance, School Social Worker, MTSS Procedures and MTSS Coordinator.

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

EWS data will be analyzed monthly to determine the success of attendance and behavioral processes. Data will be shared with the Leadership Team followed by dialogue regarding trends, and next steps.

**Person Responsible**

Maurice Simmons

**Schedule**

Monthly, from 9/1/2017 to 5/24/2018

**Evidence of Completion**

referral data, attendance reports

**G3.** Leesburg Elementary School's faculty and staff will understand, plan, deliver, and differentiate standards-based instruction, with an emphasis on Authentic Literacy, in all content areas for all students to improve student achievement. 1a

G097884

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	47.0
FCAT 2.0 Science Proficiency	38.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have a lack of prior knowledge of the standards as well as high yield-effect size instructional practices.
- Lack of an in-depth understanding of the academic shifts in ELA & Math
- A lack of data-based decision making.
- Some teachers have low expectations for students.
- Inefficient use and/or allocation of resources used to enhance student learning.

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

- Administrators, Coaches, CRT, District DA Lead, Curriculum Blueprints, Test Item Specs, Flip Book, State DA Lead, Wacky Wednesday Schedule, Potential Specialist, Progress Monitoring, Intervention Block, Genius Bar, Ruby Payne/Eric Jensen Training, Collaborative/Common Planning Structure

**Plan to Monitor Progress Toward G3.** 8

Standards-based instruction and the integration of Authentic Literacy will be monitored daily by Learning Walks, lesson plans, student products, and student leadership binders demonstrating mastery of the standards. Teachers who are identified as "hot spots" with regards to their instructional practices will receive coaching from our Content Area coaches. Students who are struggling in their academic achievement will be discussed with plans for remediation and differentiation implemented.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Learning Walk results, lesson plans, student products, student assessments, student leadership binders, Baseline and Midyear data from I-Ready and Science, Lexia data results

## 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.** Leesburg Elementary School's faculty and staff will utilize the MTSS framework and differentiated instruction to implement intervention or acceleration strategies based on student need. **1**

 G097882

**G1.B1** Lack of time and fidelity of MTSS interventions **2**

 B263179

**G1.B1.S1** Administration, Guidance, and the MTSS Coordinator will develop a framework that will ensure that all students in MTSS are delivered the intervention tailored to their academic need, including extended time for delivering classroom based Tier II interventions and intensive Tier III interventions. **4**

 S278678

### Strategy Rationale

If appropriate interventions are delivered to students based upon their specific academic needs, then student achievement will improve throughout our campus.

### Action Step 1 **5**

MTSS Coach will monitor MTSS interventions, weekly to ensure Tier 2 and 3 interventions are being delivered with fidelity.

#### Person Responsible

Kristin Scovack

#### Schedule

Daily, from 8/10/2017 to 5/17/2018

#### Evidence of Completion

student data, meeting agenda and notes

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

Learning Walks will be conducted to ensure MTSS interventions are being delivered with fidelity. MTSS Coach will meet with Administration to debrief us on how well MTSS interventions are being delivered.

**Person Responsible**

Kristin Scovack

**Schedule**

Weekly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

Learning walks data, iReady and Lexia assessment data

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

Tier II and Tier III Student data will be analyzed

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

progress monitoring data, assessment data

**G1.B1.S2** The MTSS team will meet quarterly to monitor progress of Tier II & Tier III intervention success and ensure that these interventions lead to higher student achievement. **4**

 S278679

### **Strategy Rationale**

If we monitor the efficacy of MTSS interventions each quarter, then we can ensure that our students' academic needs are being remediated appropriately and with fidelity.

### **Action Step 1 **5****

Progress monitoring students who are in MTSS to ensure their growth as measured by Lexia and iReady data.

#### **Person Responsible**

Kristin Scovack

#### **Schedule**

Monthly, from 8/21/2017 to 5/24/2018

#### **Evidence of Completion**

iReady progress monitoring assessments, Lexia

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

Meetings with MTSS teacher will be conducted to assess intervention success and identify areas of concerns that need to be addressed.

#### **Person Responsible**

Kristin Scovack

#### **Schedule**

Quarterly, from 9/1/2017 to 5/24/2018

#### **Evidence of Completion**

assessment data, progress monitoring data

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

Tier II and Tier III student data will be analyzed to measure effectiveness. On a macroscopic level, data will inform administrative decisions that relate to student achievement. Microscopically, this data will be used to drive classroom instruction for our lower quartile students.

**Person Responsible**

Heather Gelb

**Schedule**

Monthly, from 9/1/2017 to 5/24/2018

**Evidence of Completion**

student data, assessment results, Lexia, iReady

**G1.B2 Lack of teacher knowledge in helping the ESE student population through Support Facilitation. 2**

 B263180

**G1.B2.S1** ESE Inclusion team will meet monthly with the ESE Specialist to share progress monitoring data and ensure that teachers implement tiered level of support to align with IEP goals. 4

 S278680

**Strategy Rationale**

If ESE student's IEP goals are being met, then student achievement will be positively impacted.

**Action Step 1 5**

Meetings are facilitated to determine IEP goals are being met for all ESE students.

**Person Responsible**

Deborah Christ

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

meeting notes, student work samples and assessment data

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

Meetings will be conducted to monitor progress of ESE students. ESE students who are not meeting their IEP goals will be identified and next steps for them will be discussed.

**Person Responsible**

Deborah Christ

**Schedule**

Monthly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

assessment data, meeting notes

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

ESE Specialist will meet with principal to discuss progress of ESE students with regards to meeting their IEP goals.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

assessment data, Learning walk data

**G1.B3** Lack of standards and skill differentiated teaching in the classroom to address each student's academic need. 2

 B263181

**G1.B3.S1** Grade Level Writing teams will develop scales, rubrics, and associated tasks to demonstrate a progression of mastery for each standard in Reading and Math. 4

 S278681

### Strategy Rationale

If scales and rubrics are being used to track gauge student mastery of the reading and math standards, this will have a positive impact on student achievement.

### Action Step 1 5

Create scales and rubrics as a bridge of support for students as they progress towards mastery of the standards.

#### Person Responsible

Heather Gelb

#### Schedule

Weekly, from 8/14/2017 to 5/24/2018

#### Evidence of Completion

Wacky Wednesday templates, Leadership Binders, data gathered from Learning Walks.

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

Learning Walks will be conducted to assess the implementation of learning goals and scales.

#### Person Responsible

Heather Gelb

#### Schedule

Weekly, from 9/1/2017 to 5/24/2018

#### Evidence of Completion

Learning Walks data

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

Learning Walks data will be reviewed to identify instructional trends and "hot spots." Teachers who are identified as "hot spots" will receive support from instructional coaches. Teachers who are strong in this area, will be set us as Model Classroom, which will be visited by faculty members on Teacher Walks.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 9/1/2017 to 5/24/2018

**Evidence of Completion**

Learning Walks data

**G1.B3.S2** Students will track their progression of mastery in each standard in their Leadership Binders. teachers will conference with each student on their standards mastery progression. 4

 S278682

**Strategy Rationale**

If teacher and students are accurately tracking their progress towards mastery of the reading and math standards, this will result in an increase in student achievement.

**Action Step 1** 5

Tracking student progress towards standards mastery in the Leadership Binders.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

**Evidence of Completion**

Leadership Binders

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

Learning Walks and classroom evaluations will be conducted to ensure students ownership in their learning.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

Learning Walks and evaluation data

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

Teacher Data gained from Learning Walks be analyzed to determine, strengths, opportunities for growth, and next steps for improving student data tracking.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

Leadership binders, assessment data

**G1.B3.S3** Leadership will provide on-going professional development through monthly Genius Bars to support needed effective strategies observed during Learning Walks. 4

S278683

### **Strategy Rationale**

If teachers receive monthly professional development which supports effective instructional strategies, this will positively impact student achievement at LES.

### **Action Step 1** 5

Monthly PD will be provided to help teachers improve their differentiated instruction with an emphasis on Authentic Literacy.

#### **Person Responsible**

Heather Gelb

#### **Schedule**

Monthly, from 8/22/2017 to 5/24/2018

#### **Evidence of Completion**

Genius Bar schedules, agendas and sign-in sheets

### **Plan to Monitor Fidelity of Implementation of G1.B3.S3** 6

Learning Walks and Classroom Observations will be conducted to ensure MTSS interventions are being delivered for all students who need them.

#### **Person Responsible**

Heather Gelb

#### **Schedule**

Weekly, from 9/1/2017 to 5/24/2018

#### **Evidence of Completion**

Learning walk and teacher evaluation data

**Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7**

Student achievement data will be reviewed and analyzed to gauge student achievement and teacher instructional practices.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

student achievement results, progress monitoring data, Learning Walks data

**G2.** Leesburg Elementary School's faculty and staff will utilize all Early Warning Sign Data to increase engaged behaviors in order to maintain a safe school environment for all students. 1

G097883

**G2.B1** Lack of Teacher Classroom Management Strategies 2

B263182

**G2.B1.S1** Provide professional development on the Leader in Me to incorporate SOPs, Growth mindset, and Morning meetings and include monthly professional development centered around classroom management in faculty and Genius Bar. 4

S278684

### Strategy Rationale

If we provide the PD that focuses on creating a safe and positive school culture conducive to learning, then our students will adhere to school wide SOPS and will increase their positive interactions with peers and staff, resulting in fewer discipline referrals.

### Action Step 1 5

Our Professional Development (PD) for teachers has been scheduled for the year and Genius Bars are also being scheduled. PD on the Genius Bars has been revised to reflect our school's Instructional Non-Negotiables.

#### Person Responsible

Heather Gelb

#### Schedule

Monthly, from 8/21/2017 to 5/24/2018

#### Evidence of Completion

Pre-planning schedule, sign in sheets, PBS documents, discipline data, Safe School Committee Meeting minutes

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

PBS implementation plan will be monitored during Learning Walks by observing student behavior charts in their leadership binders, tracking of student reward tickets used in the school store, and data in the student discipline folders.

**Person Responsible**

Sandra Sellers

**Schedule**

Daily, from 9/27/2020 to 9/27/2020

***Evidence of Completion***

Learning Walks results, discipline calls to the office, student classroom infraction results, and discipline referrals

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

Classroom walkthrough and discipline referral data will be reviewed monthly by the Dean and the Safe School Committee to determine if additional strategies need to be put in place.

**Person Responsible**

Sandra Sellers

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Learning Walk data, discipline data, and Safe School Committee agenda and minutes

**G2.B1.S2** Boys to Men Academy classes will be provided for our 22 most at-risk students in grades 4 - 5. **4**

 S278685

### **Strategy Rationale**

If we continue a program that targets our 22 most at-risk students, then we can provide consistent help for these students to become more successful both behaviorally and academically.

### **Action Step 1** **5**

Boys to Men Academy program has been created using discipline data to provide our at-risk students a program with site-based mentors to help them achieve personal goals to improve their behavior and reach their desired targets.

#### **Person Responsible**

Maurice Simmons

#### **Schedule**

Daily, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Classroom rosters, Mentoring Schedule, Master Schedule, Parent meeting sign in sheets, meeting agendas

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2** **6**

The implementation of the Boys to Men Academy program strategies will be monitored through classroom walkthrough data, Potential Specialist lesson plans, and discipline referrals.

#### **Person Responsible**

Maurice Simmons

#### **Schedule**

Daily, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Learning Walk results, lesson plans, classroom infraction reports, referrals

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

House administrator and Potential Specialist will analyze classroom walkthrough results, student performance data, and discipline referrals to make changes in the program as needed.

**Person Responsible**

Maurice Simmons

**Schedule**

Daily, from 8/10/2017 to 8/10/2017

***Evidence of Completion***

Learning Walks data, discipline data, and Boys to Men agenda and minutes

**G2.B1.S3** Implement Positive Behavior Support campus-wide to increase the percentage of students who comply with school-wide SOPs and meet expectations for positive behaviors. 4

S278686

### Strategy Rationale

If we implement a behavioral management system that recognizes and rewards students who comply with SOPs and engage in positive behaviors, then we will have an overall reduction in the number of discipline referrals.

### Action Step 1 5

Our school-wide Positive Behavior System (PBS) will be developed, trained out to faculty and staff, implemented, and monitored by the leadership team to ensure consistency in school-wide procedures, behavior consequences, and rewards throughout the campus.

#### Person Responsible

LaGuardia McGrew

#### Schedule

Daily, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Learning Walk data, discipline data, discipline calls to the office, student infraction results and discipline results.

### Action Step 2 5

Our Potential Specialist will operate a school store where students can spend tickets that they've earned by complying with school-wide SOPs.

#### Person Responsible

LaGuardia McGrew

#### Schedule

On 5/24/2018

#### Evidence of Completion

tickets

**Action Step 3** 5

Student discipline data will be monitored throughout the school year to identify targeted areas of concern. The data will also be used to develop next steps to continue to increase engaged behaviors

**Person Responsible**

Heather Gelb

**Schedule**

On 5/24/2018

***Evidence of Completion***

Learning Walks, discipline data

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Discipline data will be analyzed monthly for the purpose of measuring the effectiveness of the discipline system and processes that we have in place.

**Person Responsible**

Sandra Sellers

**Schedule**

Weekly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

referrals,

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Learning Walks will be conducted to identify trends, "hot spots" and areas of concerns. Coaches will be sent in to help support teachers who are identified as "hot spots."

**Person Responsible**

Sandra Sellers

**Schedule**

Monthly, from 9/1/2017 to 5/24/2018

***Evidence of Completion***

Learning Walks, referrals and EWS data

**G2.B2** Lack of consistent school-wide strategies for bullying prevention and school-wide procedures due to the number of new faculty and staff members. 2

B263183

**G2.B2.S1** Bully-Proofing Your School Implementation Plan which provides consistent procedures for handling potential bullying and harassment issues will be rolled out to all faculty and staff members to ensure consistency in handling bullying and harassment issues 4

S278687

### Strategy Rationale

If we provide a consistent school-wide plan for handling potential bullying and harassment situations, then faculty, staff, and students will be more aware of what distinguishes bullying/harassment from normal student conflict, and how to handle these situations.

### Action Step 1 5

Faculty and Staff will be trained with the Bully-Proofing your School curriculum

#### Person Responsible

Sandra Sellers

#### Schedule

On 5/24/2018

#### Evidence of Completion

sign-in sheets, agenda

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

Instructional Dean and school Administration will ensure that faculty and students understand that there is a zero tolerance policy at LES, with regards to bullying. Teachers and students will be trained and taught how to recognize bullying and distinguish it from other behaviors.

#### Person Responsible

Sandra Sellers

#### Schedule

Daily, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

sign-in sheets from the bullying in-service facilitated by the Instructional Dean, discipline referral data, and Bullying/Harassment reporting forms.

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

Discipline and EWS data will be analyzed for trends, strengths, and areas of concerns.

**Person Responsible**

Sandra Sellers

**Schedule**

Monthly, from 9/1/2017 to 5/24/2018

**Evidence of Completion**

EWS and referral data

**G2.B3** Lack of consistent school attendance 2

 B263184

**G2.B3.S1** Develop and implement a School-wide Attendance Plan to include EWS data pulled from Decision Ed to initiate monthly attendance meetings and home visits. 4

 S278689

**Strategy Rationale**

If we partner with our parents/guardians through accountability measures such as attendance meetings and home visits, we could help eliminate barriers to students attending school.

**Action Step 1** 5

Teachers will refer students with 10 excessive absences to the school counselors who will in turn, set up attendance meetings with parents or guardians.

**Person Responsible**

Venise Grice

**Schedule**

On 5/14/2018

**Evidence of Completion**

Attendance conference forms

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

Attendance incentives will be given to students with perfect attendance each month

**Person Responsible**

Maurice Simmons

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

attendance meetings, EWS data

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

Analyze monthly Attendance data

**Person Responsible**

Heather Gelb

**Schedule**

Monthly, from 9/1/2017 to 5/24/2018

**Evidence of Completion**

attendance data, EWS

**G2.B3.S2** Establish a stronger home/school connection by implementing monthly Parent information Nights for our lower quartile students and their families. Community partnerships will be in attendance and provide resources and support for our families academically and personally. 4

S278690

### Strategy Rationale

If we strengthen collaboration between home and school, then parents will be more diligent in making certain that their children attend school.

### Action Step 1 5

Family School Liaison will invite parents to the monthly Parent Information Nights

#### Person Responsible

Maurice Simmons

#### Schedule

Monthly, from 10/2/2017 to 5/24/2018

#### Evidence of Completion

sign-in sheets

### Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Administration will attend monthly Parent Information Nights

#### Person Responsible

Maurice Simmons

#### Schedule

Monthly, from 10/2/2017 to 5/24/2018

#### Evidence of Completion

sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Attendance data will be reviewed monthly

**Person Responsible**

Maurice Simmons

**Schedule**

Monthly, from 10/2/2017 to 5/24/2018

**Evidence of Completion**

EWS and attendance reports

**G2.B3.S3** As a community school we were able to obtain the 21st Century grant, which allowed us to provide daily after-school enrichment for our lower quartile students. A requirement of the program mandates student attendance with no more than three absences per quarter. 4

 S278691

**Strategy Rationale**

If students attend the daily enrichment program, this will positively correlate to increased school attendance.

**Action Step 1** 5

Tutoring which reflects the instructional shifts in ELA and Math will be held weekly for lower quartile students.

**Person Responsible**

Jessica Noblin

**Schedule**

Weekly, from 9/18/2017 to 5/24/2018

**Evidence of Completion**

attendance sheets

**Plan to Monitor Fidelity of Implementation of G2.B3.S3** 6

Attendance of students in the enrichment program will be monitored.

**Person Responsible**

Jessica Noblin

**Schedule**

Weekly, from 9/19/2017 to 5/24/2018

***Evidence of Completion***

attendance sheets

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3** 7

Attendance reports will be reviewed monthly, with a focus on students who have chronic absences.

**Person Responsible**

Venise Grice

**Schedule**

Weekly, from 9/18/2017 to 5/24/2018

***Evidence of Completion***

attendance reports, EWS data

**G3.** Leesburg Elementary School's faculty and staff will understand, plan, deliver, and differentiate standards-based instruction, with an emphasis on Authentic Literacy, in all content areas for all students to improve student achievement. 1

G097884

**G3.B1** Teachers have a lack of prior knowledge of the standards as well as high yield-effect size instructional practices. 2

B263185

**G3.B1.S1** Implement " Wacky Wednesday" to allow a full day of uninterrupted standards-based planning for the teachers and coaches. 4

S278692

### Strategy Rationale

If we implement, monitor, and support facilitated common planning, then we will have a scheduled time for teachers to plan for standards-based instruction and evaluate student work products.

### Action Step 1 5

Common planning meetings will be held weekly with each grade level to review the lesson plans, standards, student products, and assessments to ensure teacher understanding of the standard and the incorporation of Authentic Literacy in each lesson.

#### Person Responsible

Heather Gelb

#### Schedule

Weekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Common Planning Meeting Notes, Lesson Plans, Agendas, CWT Data

### Action Step 2 5

Wacky Wednesday schedule will be created into the Master Schedule to grant each grade level a full day of common planning every seven weeks. Plans are expected to reflect the instructional shifts in Math and ELA as well as Authentic Literacy opportunities in all subject areas.

#### Person Responsible

Susan Jordan

#### Schedule

On 7/10/2017

#### Evidence of Completion

Master Schedule, Wacky Wednesday Schedule

**Action Step 3** 5

Wacky Wednesday Schedule will provide each grade level with a full day of common planning once every seven weeks to work with the content area coaches creating standards-based lessons. Plans are expected to reflect the instructional shifts in Math and ELA as well as Authentic Literacy opportunities in all subject areas.

**Person Responsible**

Susan Jordan

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Common planning meeting notes, agendas, standards-based lesson plans, classroom deliverables, student products, power points

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

The common planning meetings will be held once a week utilizing the lesson plans, blueprints, and test item specs to ensure the standards are being taught with intent and fidelity. The delivery of standards-based instruction and incorporation of Authentic Literacy will be monitored during Learning Walks.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 8/27/2017 to 5/24/2018

**Evidence of Completion**

Learning Walks tool results Lesson plans, blueprints, test item specs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Learning Walks will be used to monitor previously identified struggling teachers and determine if the teacher is growing in understanding, planning, delivering, and differentiating standards-based instruction as well as the integration of Authentic Literacy.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Learning Walks results

**G3.B1.S2** Teachers and coaches will meet weekly to discuss the implementation of plans and make adjustments where needed based on formative data. 4

S278693

### Strategy Rationale

If teachers and coaches collaborate weekly to discuss implementation of lesson plans, then we will see an improvement in delivery of standards-based instruction.

### Action Step 1 5

Develop and use a tool which incorporates the instructional look-fors found within the "Green Sheet" and identify focus areas. Provide timely actionable feedback.

#### Person Responsible

Jessica Noblin

#### Schedule

Weekly, from 8/27/2017 to 5/24/2018

#### Evidence of Completion

Learning Walk Tool and feedback protocol, Coaching meeting notes

### Action Step 2 5

Utilize weekly Leadership meetings to analyze Learning Walk trends and develop targeted next steps based on data.

#### Person Responsible

Heather Gelb

#### Schedule

Weekly, from 9/27/2017 to 5/24/2018

#### Evidence of Completion

Learning Walk data, Leadership Team notes, Next Steps Action Plan

**Plan to Monitor Fidelity of Implementation of G3.B1.S2 6**

Results of the classroom walkthroughs will be reviewed during the Leadership Team meetings to help identify struggling teachers and demonstration teachers to provide training during the Genius Bar professional development sessions.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 8/12/2017 to 5/24/2018

***Evidence of Completion***

Leadership Team minutes, Learning Walk results, Genius Bar schedule

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Teachers who continue to struggle with standards-based instruction will be provided help from a content area coach. Emphasis will be placed on high-yield-effect size strategies as well as the implementation of Authentic Literacy.

**Person Responsible**

Christy Mauriell

**Schedule**

Daily, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Coaching Cycle agenda and notes

**G3.B1.S3** We will implement facilitated professional development monthly, to increase teacher knowledge of content area standards. 4

S278694

### Strategy Rationale

If we implement, monitor, and support facilitated professional development, then we will have a scheduled time for teachers to increase their knowledge of content area standards.

### Action Step 1 5

Develop and implement our Genius Bar professional development schedule and facilitators identified from our targeted areas of concern.

#### Person Responsible

Heather Gelb

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Genius Bar Schedule, Learning Walk data

### Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Genius bar professional development sessions that reflect our Instructional Non-Negotiables will be provided to teachers and then monitored by the leadership team members to determine if additional help is needed.

#### Person Responsible

Heather Gelb

#### Schedule

Monthly, from 8/17/2017 to 5/24/2018

#### Evidence of Completion

Learning Walks results

## Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Standards-based professional development will be an ongoing session on the Genius Bar to assist struggling teachers. The attendance of the following sessions will be observed: Implementation of Common Planning, Differentiated Instruction, Implementation of Leadership Binders, Positive Classroom Culture, and Accountable Talk.

### Person Responsible

Heather Gelb

### Schedule

Monthly, from 9/27/2017 to 5/24/2018

### Evidence of Completion

Genius Bar schedule, sign in sheets

## G3.B2 Lack of an in-depth understanding of the academic shifts in ELA & Math 2

 B263186

**G3.B2.S1** Leadership will develop a plan for teachers to incorporate the academic shifts into their instructional planning and delivery. These discussions will include noted strengths, weaknesses and next steps. Instructional coaches will also conduct Teacher Walks to observe best strategies. 4

 S278695

### Strategy Rationale

If leadership provides teachers with knowledge and training of the instructional shifts, it will positively impact lesson delivery and student achievement.

## Action Step 1 5

Weekly collaborative planning sessions will be held to ensure academic shifts are embedded in to classroom instruction. Emphasis will be placed on incorporating Authentic Literacy in all subjects.

### Person Responsible

Heather Gelb

### Schedule

Weekly, from 8/14/2017 to 5/21/2018

### Evidence of Completion

Sign-in sheets, lesson plans,

**Plan to Monitor Fidelity of Implementation of G3.B2.S1 6**

Administrators will sit in on common planning to check for the incorporation of academic shifts and Authentic Literacy into lesson plans. Instructional Coaches will facilitate these planning sessions to ensure fidelity to our Instructional Non-Negotiables.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 8/21/2017 to 5/24/2018

***Evidence of Completion***

sign-in sheets, lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

assessment, iReady and Lexia data will be analyzed to gauge student achievement as it relates to mastery of the standards. Data will also serve as a reflection of our teachers' instructional strategies.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 8/21/2017 to 5/24/2018

***Evidence of Completion***

student data results, meeting agendas, student products

**G3.B2.S2** Leadership will provide ongoing professional development through monthly Genius Bars, to support effective academic shifts implementation planned during Wacky Wednesday. The Genius Bars will include the following: Implementation of Common Planning, Differentiated Instruction, Implementation of Leadership Binders, Positive Classroom Culture, and Accountable Talk. 4

 S278696

### **Strategy Rationale**

If teachers are provided monthly professional development regarding academic shifts implementation this will result in higher student achievement.

### **Action Step 1** 5

PD on implementing academic shifts will be provided for teachers

#### **Person Responsible**

Heather Gelb

#### **Schedule**

Monthly, from 9/20/2017 to 5/24/2018

#### **Evidence of Completion**

agenda, sign-in sheets

### **Plan to Monitor Fidelity of Implementation of G3.B2.S2** 6

Facilitator of the PD will turn sign-in sheets in to the principal

#### **Person Responsible**

Heather Gelb

#### **Schedule**

Monthly, from 9/20/2017 to 5/24/2018

#### **Evidence of Completion**

sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7**

Learning walks and teacher evaluations will be conducted

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 9/18/2017 to 5/24/2018

**Evidence of Completion**

Learning Walk and evaluation data

**G3.B2.S3** Foster a school-home partnership where parents/guardians will become more involved in the curriculum aspect of their child's education. 4

 S278697

**Strategy Rationale**

If parents have a greater understanding of how to help their children in math, ELA, and science, then student achievement will improve.

**Action Step 1 5**

Science/Math Curriculum Nights

**Person Responsible**

Maurice Simmons

**Schedule**

On 12/30/2017

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G3.B2.S3 6**

Administration will oversee the various functions.

**Person Responsible**

**Schedule**

***Evidence of Completion***

sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7**

**Person Responsible**

Heather Gelb

**Schedule**

***Evidence of Completion***

**G3.B3** A lack of data-based decision making. 2

B263187

**G3.B3.S1** We will implement a schedule of data review meetings to analyze student data and monitor progress toward achievement goals. 4

S278698

**Strategy Rationale**

If we implement data meetings, then data will be used to drive standards-based instructional decisions.

**Action Step 1** 5

A Problem Solving Team schedule of MTSS meetings will be developed to analyze student data and monitor their progress toward their goals.

**Person Responsible**

Kristin Scovack

**Schedule**

On 5/24/2018

**Evidence of Completion**

Master Calendar with all meeting dates scheduled , student data results, meeting agendas, and meeting notes

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Implementation will be monitored through completion of scheduled meetings and desired outcomes.

**Person Responsible**

Kristin Scovack

**Schedule**

Weekly, from 9/27/2017 to 5/24/2018

**Evidence of Completion**

Meeting agenda, minutes, data results

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Using a schedule of consistent meetings among the Problem Solving Team, all instructional decisions will be driven by student data.

**Person Responsible**

Kristin Scovack

**Schedule**

Weekly, from 8/27/2017 to 5/24/2018

**Evidence of Completion**

Meeting agendas and minutes

**G3.B3.S2** Professional development will be provided for teachers to help them engage in data chats with their students. 4

 S278699

**Strategy Rationale**

If we provide professional development for teachers to use student data chats properly, then the students will be aware of their progress and have a better understanding of where they need to grow.

**Action Step 1 5**

Professional development sessions will be provided on the Genius Bar to explain and model for teachers how to engage in productive data chats with their students.

**Person Responsible**

Heather Gelb

**Schedule**

Monthly, from 9/27/2017 to 5/24/2018

**Evidence of Completion**

Genius Bar schedule, sign in sheets, agenda and notes

**Plan to Monitor Fidelity of Implementation of G3.B3.S2 6**

Student Awareness and Ownership of Their Learning sessions will be provided on the Genius Bar, to teachers identified by the leadership team, from classroom walkthrough data. These sessions taught on the Genius Bar will be reviewed in advance by Administration.

**Person Responsible**

Heather Gelb

**Schedule**

Monthly, from 9/27/2017 to 5/24/2018

***Evidence of Completion***

Genius Bar schedule, sign in sheets, PD lesson plan

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7**

Through the use of professional development and monitoring expectations through classroom walkthroughs with feedback, teacher to student data chats, with a focus on tracking progress towards mastery of the standards, will be implemented with fidelity.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 8/27/2017 to 5/24/2018

***Evidence of Completion***

Learning Walk results, P.D. sign in sheets, student data binders

**G3.B3.S3** Data-based decision making will be modeled for teachers during the Wacky Wednesday common planning sessions utilizing student assessment results and student products to make informed instructional decisions. 4

S278700

### Strategy Rationale

If we model for teachers how to look at the student assessment results and their student products, then teachers will have a better understanding of how to use the data to drive their next steps in instruction.

### Action Step 1 5

Content Area Coaches will model how to use student assessment results and student products to make informed data driven instructional decisions during common planning to develop next steps in instruction.

#### Person Responsible

Christy Mauriell

#### Schedule

Weekly, from 9/27/2017 to 5/24/2018

#### Evidence of Completion

lesson plans, common planning agendas and minutes, student data

### Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Modeling of data-based decision making will be an ongoing agenda item on the common planning agenda.

#### Person Responsible

Christy Mauriell

#### Schedule

Weekly, from 8/17/2017 to 5/24/2018

#### Evidence of Completion

Common Planning Agenda

**Plan to Monitor Effectiveness of Implementation of G3.B3.S3 7**

Data-based decision making will be culturally embedded during common planning sessions after consistently modeled and used by the content area coaches during common planning.

**Person Responsible**

Jessica Hastie

**Schedule**

Weekly, from 8/27/2017 to 5/24/2018

**Evidence of Completion**

Common planning agendas, minutes, lesson plans, assessments, student products

**G3.B4 Some teachers have low expectations for students. 2**

 B263188

**G3.B4.S1** Provide professional development on The Leader in Me to incorporate SOPs, growth mindset and morning meetings and include monthly professional development in faculty meetings and Genius Bar. 4

 S278701

**Strategy Rationale**

If we provide professional development to teachers on how to overcome low student expectations, then we will see an increase in student achievement.

**Action Step 1 5**

Provide monthly PD to help teachers in having high expectations for all students.

**Person Responsible**

Heather Gelb

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Staff Needs Assessment, Agendas, Sign in Sheets, Presentation notes

**Plan to Monitor Fidelity of Implementation of G3.B4.S1** 6

Learning Walks will be used to determine implementation of the professional development on establish a Positive Classroom Culture that reflects high expectations for all students.

**Person Responsible**

Heather Gelb

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Learning Walks results

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1** 7

Student tests results will be used to help determine if the high expectations for all students are present and also measure how teacher expectations translate into student achievement.

**Person Responsible**

Heather Gelb

**Schedule**

Monthly, from 8/21/2017 to 5/24/2018

***Evidence of Completion***

Lexia, IReady, Science Benchmark, Classroom assessments, IEP Goals

**G3.B5** Inefficient use and/or allocation of resources used to enhance student learning. **2**

 B263189

**G3.B5.S1** Provide adequate, personnel technology, and classroom supplies needed to help deliver and differentiate standards-based instruction. **4**

 S278702

**Strategy Rationale**

If adequate personnel, classroom supplies and technology are integrated throughout all classrooms, teachers will have the proper resources to differentiate their standards-based instruction.

**Action Step 1** **5**

TAs, technology, and classroom supplies will be dispersed integrated appropriately throughout all classrooms.

**Person Responsible**

Heather Gelb

**Schedule**

Daily, from 8/14/2017 to 5/22/2018

**Evidence of Completion**

purchase orders, Learning Walks data

**Plan to Monitor Fidelity of Implementation of G3.B5.S1** **6**

Admin. will monitor the use of all resources via Learning Walks, Team Leader meetings, TA spot-checks and classroom observations

**Person Responsible**

Heather Gelb

**Schedule**

Daily, from 8/14/2017 to 5/22/2018

**Evidence of Completion**

DOPs, TA assignment rosters, Learning Walks data sheets

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

Analyzing student achievement data

**Person Responsible**

Heather Gelb

**Schedule**

Daily, from 9/4/2017 to 5/22/2018

***Evidence of Completion***

progress monitoring data Lexia, iready, LSA

## 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>					
G3.B2.S3.MA1 M405720	[no content entered]	Gelb, Heather	11/20/2017		No End Date one-time
G3.B2.S3.MA1 M405721	Administration will oversee the various functions.		11/6/2017	sign-in sheets	No End Date one-time
G3.B1.S1.A2 A375464	Wacky Wednesday schedule will be created into the Master Schedule to grant each grade level a full...	Jordan, Susan	7/10/2017	Master Schedule, Wacky Wednesday Schedule	7/10/2017 one-time
G2.B1.S2.MA1 M405697	House administrator and Potential Specialist will analyze classroom walkthrough results, student...	Simmons, Maurice	8/10/2017	Learning Walks data, discipline data, and Boys to Men agenda and minutes	8/10/2017 daily
G3.B2.S3.A1 A375471	Science/Math Curriculum Nights	Simmons, Maurice	11/30/2017		12/30/2017 one-time
G2.B3.S1.A1 A375460	Teachers will refer students with 10 excessive absences to the school counselors who will in turn,...	Grice, Venise	8/28/2017	Attendance conference forms	5/14/2018 one-time
G1.B1.S1.A1 A375448	MTSS Coach will monitor MTSS interventions, weekly to ensure Tier 2 and 3 interventions are being...	Scovack, Kristin	8/10/2017	student data, meeting agenda and notes	5/17/2018 daily
G3.B2.S1.A1 A375469	Weekly collaborative planning sessions will be held to ensure academic shifts are embedded in to...	Gelb, Heather	8/14/2017	Sign-in sheets, lesson plans,	5/21/2018 weekly
G3.B5.S1.MA1 M405730	Analyzing student achievement data	Gelb, Heather	9/4/2017	progress monitoring data Lexia, iready, LSA	5/22/2018 daily
G3.B5.S1.MA1 M405731	Admin. will monitor the use of all resources via Learning Walks, Team Leader meetings, TA...	Gelb, Heather	8/14/2017	DOPs, TA assignment rosters, Learning Walks data sheets	5/22/2018 daily
G3.B5.S1.A1 A375476	TAs, technology, and classroom supplies will be dispersed integrated appropriately throughout all...	Gelb, Heather	8/14/2017	purchase orders, Learning Walks data	5/22/2018 daily
G1.MA1 M405694	Progress monitoring and Learning walk data will be analyzed and instructional coaches will be...	Gelb, Heather	9/1/2017	iReady, Lexia assessment data, Learning Walks data	5/24/2018 weekly
G2.MA1 M405709	EWS data will be analyzed monthly to determine the success of attendance and behavioral processes....	Simmons, Maurice	9/1/2017	referral data, attendance reports	5/24/2018 monthly
G3.MA1 M405732	Standards-based instruction and the integration of Authentic Literacy will be monitored daily by...	Gelb, Heather	8/10/2017	Learning Walk results, lesson plans, student products, student assessments, student leadership binders, Baseline and Midyear data from I-Ready and Science, Lexia data results	5/24/2018 weekly
G1.B1.S1.MA1 M405682	Tier II and Tier III Student data will be analyzed	Gelb, Heather	9/1/2017	progress monitoring data, assessment data	5/24/2018 weekly
G1.B1.S1.MA1 M405683	Learning Walks will be conducted to ensure MTSS interventions are being delivered with fidelity....	Scovack, Kristin	9/1/2017	Learning walks data, iReady and Lexia assessment data	5/24/2018 weekly
G1.B2.S1.MA1 M405686	ESE Specialist will meet with principal to discuss progress of ESE students with regards to meeting...	Gelb, Heather	9/1/2017	assessment data, Learning walk data	5/24/2018 weekly
G1.B2.S1.MA1 M405687	Meetings will be conducted to monitor progress of ESE students. ESE students who are not meeting...	Christ, Deborah	9/1/2017	assessment data, meeting notes	5/24/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1 A375450	Meetings are facilitated to determine IEP goals are being met for all ESE students.	Christ, Deborah	8/10/2017	meeting notes, student work samples and assessment data	5/24/2018 monthly
G1.B3.S1.MA1 M405688	Learning Walks data will be reviewed to identify instructional trends and "hot spots." Teachers...	Gelb, Heather	9/1/2017	Learning Walks data	5/24/2018 weekly
G1.B3.S1.MA1 M405689	Learning Walks will be conducted to assess the implementation of learning goals and scales.	Gelb, Heather	9/1/2017	Learning Walks data	5/24/2018 weekly
G1.B3.S1.A1 A375451	Create scales and rubrics as a bridge of support for students as they progress towards mastery of...	Gelb, Heather	8/14/2017	Wacky Wednesday templates, Leadership Binders, data gathered from Learning Walks.	5/24/2018 weekly
G2.B1.S1.MA1 M405695	Classroom walkthrough and discipline referral data will be reviewed monthly by the Dean and the...	Sellers, Sandra	8/10/2017	Learning Walk data, discipline data, and Safe School Committee agenda and minutes	5/24/2018 monthly
G2.B1.S1.A1 A375454	Our Professional Development (PD) for teachers has been scheduled for the year and Genius Bars are...	Gelb, Heather	8/21/2017	Pre-planning schedule, sign in sheets, PBS documents, discipline data, Safe School Committee Meeting minutes	5/24/2018 monthly
G2.B2.S1.MA1 M405701	Discipline and EWS data will be analyzed for trends, strengths, and areas of concerns.	Sellers, Sandra	9/1/2017	EWS and referral data	5/24/2018 monthly
G2.B2.S1.MA1 M405702	Instructional Dean and school Administration will ensure that faculty and students understand that...	Sellers, Sandra	8/10/2017	sign-in sheets from the bullying in-service facilitated by the Instructional Dean, discipline referral data, and Bullying/Harassment reporting forms.	5/24/2018 daily
G2.B2.S1.A1 A375459	Faculty and Staff will be trained with the Bully-Proofing your School curriculum	Sellers, Sandra	8/10/2017	sign-in sheets, agenda	5/24/2018 one-time
G2.B3.S1.MA1 M405703	Analyze monthly Attendance data	Gelb, Heather	9/1/2017	attendance data, EWS	5/24/2018 monthly
G2.B3.S1.MA1 M405704	Attendance incentives will be given to students with perfect attendance each month	Simmons, Maurice	8/10/2017	attendance meetings, EWS data	5/24/2018 weekly
G3.B1.S1.MA1 M405710	Learning Walks will be used to monitor previously identified struggling teachers and determine if...	Gelb, Heather	8/10/2017	Learning Walks results	5/24/2018 weekly
G3.B1.S1.MA1 M405711	The common planning meetings will be held once a week utilizing the lesson plans, blueprints, and...	Gelb, Heather	8/27/2017	Learning Walks tool results Lesson plans, blueprints, test item specs	5/24/2018 weekly
G3.B1.S1.A1 A375463	Common planning meetings will be held weekly with each grade level to review the lesson plans,...	Gelb, Heather	8/10/2017	Common Planning Meeting Notes, Lesson Plans, Agendas, CWT Data	5/24/2018 weekly
G3.B1.S1.A3 A375465	Wacky Wednesday Schedule will provide each grade level with a full day of common planning once...	Jordan, Susan	8/10/2017	Common planning meeting notes, agendas, standards-based lesson plans, classroom deliverables, student products, power points	5/24/2018 weekly
G3.B2.S1.MA1 M405716	assessment, iReady and Lexia data will be analyzed to gauge student achievement as it relates to...	Gelb, Heather	8/21/2017	student data results, meeting agendas, student products	5/24/2018 weekly
G3.B2.S1.MA1 M405717	Administrators will sit in on common planning to check for the incorporation of academic shifts and...	Gelb, Heather	8/21/2017	sign-in sheets, lesson plans	5/24/2018 weekly
G3.B3.S1.MA1 M405722	Using a schedule of consistent meetings among the Problem Solving Team, all instructional decisions...	Scovack, Kristin	8/27/2017	Meeting agendas and minutes	5/24/2018 weekly
G3.B3.S1.MA1 M405723	Implementation will be monitored through completion of scheduled meetings and desired outcomes.	Scovack, Kristin	9/27/2017	Meeting agenda, minutes, data results	5/24/2018 weekly

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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
G3.B3.S1.A1 A375472	A Problem Solving Team schedule of MTSS meetings will be developed to analyze student data and...	Scovack, Kristin	8/22/2017	Master Calendar with all meeting dates scheduled , student data results, meeting agendas, and meeting notes	5/24/2018 one-time
G3.B4.S1.MA1 M405728	Student tests results will be used to help determine if the high expectations for all students are...	Gelb, Heather	8/21/2017	Lexia, IReady, Science Benchmark, Classroom assessments, IEP Goals	5/24/2018 monthly
G3.B4.S1.MA1 M405729	Learning Walks will be used to determine implementation of the professional development on...	Gelb, Heather	8/10/2017	Learning Walks results	5/24/2018 weekly
G3.B4.S1.A1 A375475	Provide monthly PD to help teachers in having high expectations for all students.	Gelb, Heather	8/10/2017	Staff Needs Assessment, Agendas, Sign in Sheets, Presentation notes	5/24/2018 monthly
G1.B1.S2.MA1 M405684	Tier II and Tier III student data will be analyzed to measure effectiveness. On a macroscopic...	Gelb, Heather	9/1/2017	student data, assessment results, Lexia, iReady	5/24/2018 monthly
G1.B1.S2.MA1 M405685	Meetings with MTSS teacher will be conducted to assess intervention success and identify areas of...	Scovack, Kristin	9/1/2017	assessment data, progress monitoring data	5/24/2018 quarterly
G1.B1.S2.A1 A375449	Progress monitoring students who are in MTSS to ensure their growth as measured by Lexia and iReady...	Scovack, Kristin	8/21/2017	iReady progress monitoring assessments, Lexia	5/24/2018 monthly
G1.B3.S2.MA1 M405690	Teacher Data gained from Learning Walks be analyzed to determine, strengths, opportunities for...	Gelb, Heather	9/1/2017	Leadership binders, assessment data	5/24/2018 weekly
G1.B3.S2.MA1 M405691	Learning Walks and classroom evaluations will be conducted to ensure students ownership in their...	Gelb, Heather	9/1/2017	Learning Walks and evaluation data	5/24/2018 weekly
G1.B3.S2.A1 A375452	Tracking student progress towards standards mastery in the Leadership Binders.	Gelb, Heather	8/14/2017	Leadership Binders	5/24/2018 weekly
G2.B1.S2.MA1 M405698	The implementation of the Boys to Men Academy program strategies will be monitored through...	Simmons, Maurice	8/10/2017	Learning Walk results, lesson plans, classroom infraction reports, referrals	5/24/2018 daily
G2.B1.S2.A1 A375455	Boys to Men Academy program has been created using discipline data to provide our at-risk students...	Simmons, Maurice	8/10/2017	Classroom rosters, Mentoring Schedule, Master Schedule, Parent meeting sign in sheets, meeting agendas	5/24/2018 daily
G2.B3.S2.MA1 M405705	Attendance data will be reviewed monthly	Simmons, Maurice	10/2/2017	EWS and attendance reports	5/24/2018 monthly
G2.B3.S2.MA1 M405706	Administration will attend monthly Parent Information Nights	Simmons, Maurice	10/2/2017	sign-in sheets	5/24/2018 monthly
G2.B3.S2.A1 A375461	Family School Liaison will invite parents to the monthly Parent Information Nights	Simmons, Maurice	10/2/2017	sign-in sheets	5/24/2018 monthly
G3.B1.S2.MA1 M405712	Teachers who continue to struggle with standards-based instruction will be provided help from a...	Mauriell, Christy	8/10/2017	Coaching Cycle agenda and notes	5/24/2018 daily
G3.B1.S2.MA1 M405713	Results of the classroom walkthroughs will be reviewed during the Leadership Team meetings to help...	Gelb, Heather	8/12/2017	Leadership Team minutes, Learning Walk results, Genius Bar schedule	5/24/2018 weekly
G3.B1.S2.A1 A375466	Develop and use a tool which incorporates the instructional look-fors found within the "Green...	Noblin, Jessica	8/27/2017	Learning Walk Tool and feedback protocol, Coaching meeting notes	5/24/2018 weekly
G3.B1.S2.A2 A375467	Utilize weekly Leadership meetings to analyze Learning Walk trends and develop targeted next steps...	Gelb, Heather	9/27/2017	Learning Walk data, Leadership Team notes, Next Steps Action Plan	5/24/2018 weekly
G3.B2.S2.MA1 M405718	Learning walks and teacher evaluations will be conducted	Gelb, Heather	9/18/2017	Learning Walk and evaluation data	5/24/2018 weekly

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G3.B2.S2.MA1 M405719	Facilitator of the PD will turn sign-in sheets in to the principal	Gelb, Heather	9/20/2017	sign-in sheets	5/24/2018 monthly
G3.B2.S2.A1 A375470	PD on implementing academic shifts will be provided for teachers	Gelb, Heather	9/20/2017	agenda, sign-in sheets	5/24/2018 monthly
G3.B3.S2.MA1 M405724	Through the use of professional development and monitoring expectations through classroom...	Gelb, Heather	8/27/2017	Learning Walk results, P.D. sign in sheets, student data binders	5/24/2018 weekly
G3.B3.S2.MA1 M405725	Student Awareness and Ownership of Their Learning sessions will be provided on the Genius Bar, to...	Gelb, Heather	9/27/2017	Genius Bar schedule, sign in sheets, PD lesson plan	5/24/2018 monthly
G3.B3.S2.A1 A375473	Professional development sessions will be provided on the Genius Bar to explain and model for...	Gelb, Heather	9/27/2017	Genius Bar schedule, sign in sheets, agenda and notes	5/24/2018 monthly
G1.B3.S3.MA1 M405692	Student achievement data will be reviewed and analyzed to gauge student achievement and teacher...	Gelb, Heather	9/1/2017	student achievement results, progress monitoring data, Learning Walks data	5/24/2018 weekly
G1.B3.S3.MA1 M405693	Learning Walks and Classroom Observations will be conducted to ensure MTSS interventions are being...	Gelb, Heather	9/1/2017	Learning walk and teacher evaluation data	5/24/2018 weekly
G1.B3.S3.A1 A375453	Monthly PD will be provided to help teachers improve their differentiated instruction with an...	Gelb, Heather	8/22/2017	Genius Bar schedules, agendas and sign-in sheets	5/24/2018 monthly
G2.B1.S3.MA1 M405699	Learning Walks will be conducted to identify trends, "hot spots" and areas of concerns. Coaches...	Sellers, Sandra	9/1/2017	Learning Walks, referrals and EWS data	5/24/2018 monthly
G2.B1.S3.MA1 M405700	Discipline data will be analyzed monthly for the purpose of measuring the effectiveness of the...	Sellers, Sandra	9/1/2017	referrals,	5/24/2018 weekly
G2.B1.S3.A1 A375456	Our school-wide Positive Behavior System (PBS) will be developed, trained out to faculty and staff,...	McGrew, LaGuardia	8/10/2017	Learning Walk data, discipline data, discipline calls to the office, student infraction results and discipline results.	5/24/2018 daily
G2.B1.S3.A2 A375457	Our Potential Specialist will operate a school store where students can spend tickets that they've...	McGrew, LaGuardia	8/10/2017	tickets	5/24/2018 one-time
G2.B1.S3.A3 A375458	Student discipline data will be monitored throughout the school year to identify targeted areas of...	Gelb, Heather	8/10/2017	Learning Walks, discipline data	5/24/2018 one-time
G2.B3.S3.MA1 M405707	Attendance reports will be reviewed monthly, with a focus on students who have chronic absences.	Grice, Venise	9/18/2017	attendance reports, EWS data	5/24/2018 weekly
G2.B3.S3.MA1 M405708	Attendance of students in the enrichment program will be monitored.	Noblin, Jessica	9/19/2017	attendance sheets	5/24/2018 weekly
G2.B3.S3.A1 A375462	Tutoring which reflects the instructional shifts in ELA and Math will be held weekly for lower...	Noblin, Jessica	9/18/2017	attendance sheets	5/24/2018 weekly
G3.B1.S3.MA1 M405714	Standards-based professional development will be an ongoing session on the Genius Bar to assist...	Gelb, Heather	9/27/2017	Genius Bar schedule, sign in sheets	5/24/2018 monthly
G3.B1.S3.MA1 M405715	Genius bar professional development sessions that reflect our Instructional Non-Negotiables will be...	Gelb, Heather	8/17/2017	Learning Walks results	5/24/2018 monthly
G3.B1.S3.A1 A375468	Develop and implement our Genius Bar professional development schedule and facilitators identified...	Gelb, Heather	8/10/2017	Genius Bar Schedule, Learning Walk data	5/24/2018 monthly
G3.B3.S3.MA1 M405726	Data-based decision making will be culturally embedded during common planning sessions after...	Hastie, Jessica	8/27/2017	Common planning agendas, minutes, lesson plans, assessments, student products	5/24/2018 weekly

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G3.B3.S3.MA1  M405727	Modeling of data-based decision making will be an ongoing agenda item on the common planning...	Mauriell, Christy	8/17/2017	Common Planning Agenda	5/24/2018 weekly
G3.B3.S3.A1  A375474	Content Area Coaches will model how to use student assessment results and student products to make...	Mauriell, Christy	9/27/2017	lesson plans, common planning agendas and minutes, student data	5/24/2018 weekly
G2.B1.S1.MA1  M405696	PBS implementation plan will be monitored during Learning Walks by observing student behavior...	Sellers, Sandra	9/27/2020	Learning Walks results, discipline calls to the office, student classroom infraction results, and discipline referrals	9/27/2020 daily

## V. Professional Development Opportunities

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

**G2.** Leesburg Elementary School's faculty and staff will utilize all Early Warning Sign Data to increase engaged behaviors in order to maintain a safe school environment for all students.

### **G2.B1** Lack of Teacher Classroom Management Strategies

**G2.B1.S1** Provide professional development on the Leader in Me to incorporate SOPs, Growth mindset, and Morning meetings and include monthly professional development centered around classroom management in faculty and Genius Bar.

#### **PD Opportunity 1**

Our Professional Development (PD) for teachers has been scheduled for the year and Genius Bars are also being scheduled. PD on the Genius Bars has been revised to reflect our school's Instructional Non-Negotiables.

##### **Facilitator**

Heather Gelb and Sandra Sellers

##### **Participants**

Faculty and Staff

##### **Schedule**

Monthly, from 8/21/2017 to 5/24/2018

**G2.B1.S3** Implement Positive Behavior Support campus-wide to increase the percentage of students who comply with school-wide SOPs and meet expectations for positive behaviors.

#### **PD Opportunity 1**

Our school-wide Positive Behavior System (PBS) will be developed, trained out to faculty and staff, implemented, and monitored by the leadership team to ensure consistency in school-wide procedures, behavior consequences, and rewards throughout the campus.

##### **Facilitator**

Laguardia McGrew

##### **Participants**

Faculty and Staff

##### **Schedule**

Daily, from 8/10/2017 to 5/24/2018

**G2.B2** Lack of consistent school-wide strategies for bullying prevention and school-wide procedures due to the number of new faculty and staff members.

**G2.B2.S1** Bully-Proofing Your School Implementation Plan which provides consistent procedures for handling potential bullying and harassment issues will be rolled out to all faculty and staff members to ensure consistency in handling bullying and harassment issues

**PD Opportunity 1**

Faculty and Staff will be trained with the Bully-Proofing your School curriculum

**Facilitator**

Sandra Sellers

**Participants**

Faculty and Staff

**Schedule**

On 5/24/2018

**G3.** Leesburg Elementary School's faculty and staff will understand, plan, deliver, and differentiate standards-based instruction, with an emphasis on Authentic Literacy, in all content areas for all students to improve student achievement.

**G3.B1** Teachers have a lack of prior knowledge of the standards as well as high yield-effect size instructional practices.

**G3.B1.S1** Implement " Wacky Wednesday" to allow a full day of uninterrupted standards-based planning for the teachers and coaches.

**PD Opportunity 1**

Common planning meetings will be held weekly with each grade level to review the lesson plans, standards, student products, and assessments to ensure teacher understanding of the standard and the incorporation of Authentic Literacy in each lesson.

**Facilitator**

Heather Gelb

**Participants**

Faculty

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**G3.B1.S3** We will implement facilitated professional development monthly, to increase teacher knowledge of content area standards.

**PD Opportunity 1**

Develop and implement our Genius Bar professional development schedule and facilitators identified from our targeted areas of concern.

**Facilitator**

Heather Gelb

**Participants**

Teachers identified through Learning Walks, Teacher Walks, and guided reflection through reading writing and talking.

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**G3.B3** A lack of data-based decision making.

**G3.B3.S2** Professional development will be provided for teachers to help them engage in data chats with their students.

**PD Opportunity 1**

Professional development sessions will be provided on the Genius Bar to explain and model for teachers how to engage in productive data chats with their students.

**Facilitator**

Heather Gelb and Sandra Sellers

**Participants**

Teachers

**Schedule**

Monthly, from 9/27/2017 to 5/24/2018

**G3.B4** Some teachers have low expectations for students.

**G3.B4.S1** Provide professional development on The Leader in Me to incorporate SOPs, growth mindset and morning meetings and include monthly professional development in faculty meetings and Genius Bar.

**PD Opportunity 1**

Provide monthly PD to help teachers in having high expectations for all students.

**Facilitator**

Heather Gelb

**Participants**

LES faculty

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>MTSS Coach will monitor MTSS interventions, weekly to ensure Tier 2 and 3 interventions are being delivered with fidelity.</b>				<b>\$129,094.71</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0291 - Leesburg Elementary School	Title, I Part A		\$57,001.23
			<i>Notes: Salary for MTSS Coach</i>			
	2110	100-Salaries	0291 - Leesburg Elementary School	Title, I Part A		\$60,093.48
			<i>Notes: Salary for MTSS Intervention Teacher</i>			
	2110	100-Salaries	0291 - Leesburg Elementary School	Title, I Part A		\$12,000.00
			<i>Notes: Daytime Teacher</i>			
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Progress monitoring students who are in MTSS to ensure their growth as measured by Lexia and iReady data.</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B2.S1.A1</b>	<b>Meetings are facilitated to determine IEP goals are being met for all ESE students.</b>				<b>\$0.00</b>
<b>4</b>	<b>G1.B3.S1.A1</b>	<b>Create scales and rubrics as a bridge of support for students as they progress towards mastery of the standards.</b>				<b>\$22,829.94</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0291 - Leesburg Elementary School	Other		\$10,731.00
			<i>Notes: Writing Teams 2017-2018</i>			
	5100	120-Classroom Teachers	0291 - Leesburg Elementary School	Other		\$3,960.00
			<i>Notes: Writing Teams 2017-2018 (Collaborative planning)</i>			
	5100	120-Classroom Teachers	0291 - Leesburg Elementary School	SIG 1003		\$2,092.14
			<i>Notes: Sig A Fall 2017 Writing Teams Inclusion</i>			
	5100	120-Classroom Teachers	0291 - Leesburg Elementary School	Title, I Part A		\$6,046.80
			<i>Notes: Summer Writing teams</i>			
<b>5</b>	<b>G1.B3.S2.A1</b>	<b>Tracking student progress towards standards mastery in the Leadership Binders.</b>				<b>\$0.00</b>
<b>6</b>	<b>G1.B3.S3.A1</b>	<b>Monthly PD will be provided to help teachers improve their differentiated instruction with an emphasis on Authentic Literacy.</b>				<b>\$0.00</b>

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7	G2.B1.S1.A1	<b>Our Professional Development (PD) for teachers has been scheduled for the year and Genius Bars are also being scheduled. PD on the Genius Bars has been revised to reflect our school's Instructional Non-Negotiables.</b>				<b>\$8,124.88</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0291 - Leesburg Elementary School			\$0.00
<i>Notes: Notes</i>						
	5100	239-Other	0291 - Leesburg Elementary School	SIG 1003		\$1,000.00
<i>Notes: Science Bootcamp Consultant</i>						
	5100	239-Other	0291 - Leesburg Elementary School	SIG 1003		\$6,792.50
<i>Notes: Bootcamp Student speedbags</i>						
	5100	239-Other	0291 - Leesburg Elementary School	Title, I Part A		\$332.38
<i>Notes: Bootcamp TE</i>						
8	G2.B1.S2.A1	<b>Boys to Men Academy program has been created using discipline data to provide our at-risk students a program with site-based mentors to help them achieve personal goals to improve their behavior and reach their desired targets.</b>				<b>\$0.00</b>
9	G2.B1.S3.A1	<b>Our school-wide Positive Behavior System (PBS) will be developed, trained out to faculty and staff, implemented, and monitored by the leadership team to ensure consistency in school-wide procedures, behavior consequences, and rewards throughout the campus.</b>				<b>\$0.00</b>
10	G2.B1.S3.A2	<b>Our Potential Specialist will operate a school store where students can spend tickets that they've earned by complying with school-wide SOPs.</b>				<b>\$0.00</b>
11	G2.B1.S3.A3	<b>Student discipline data will be monitored throughout the school year to identify targeted areas of concern. The data will also be used to develop next steps to continue to increase engaged behaviors</b>				<b>\$55,915.77</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	0291 - Leesburg Elementary School	Other		\$0.00
<i>Notes: Leader in me Launching leadership SAC funding</i>						
	5100	239-Other	0291 - Leesburg Elementary School	SIG 1003		\$10,175.00
<i>Notes: Student materials</i>						
	5100	239-Other	0291 - Leesburg Elementary School	SIG 1003		\$1,560.03
<i>Notes: Leader in Me Teacher Materials</i>						
	5100	239-Other	0291 - Leesburg Elementary School	Title, I Part A		\$19,035.56
<i>Notes: Leader in Me PD Consultant</i>						

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	5100	239-Other	0291 - Leesburg Elementary School	Title, I Part A		\$10,350.00
			<i>Notes: Leader in Me membership</i>			
	5100	239-Other	0291 - Leesburg Elementary School	Title, I Part A		\$11,303.18
			<i>Notes: Leader in Me stipends</i>			
	5100	239-Other	0291 - Leesburg Elementary School	Title, I Part A		\$3,492.00
			<i>Notes: Leader in Me Symposium</i>			
<b>12</b>	<b>G2.B2.S1.A1</b>	<b>Faculty and Staff will be trained with the Bully-Proofing your School curriculum</b>				<b>\$0.00</b>
<b>13</b>	<b>G2.B3.S1.A1</b>	<b>Teachers will refer students with 10 excessive absences to the school counselors who will in turn, set up attendance meetings with parents or guardians.</b>				<b>\$572.13</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	0291 - Leesburg Elementary School	Other		\$572.13
			<i>Notes: Brag tags for attendance</i>			
<b>14</b>	<b>G2.B3.S2.A1</b>	<b>Family School Liaison will invite parents to the monthly Parent Information Nights</b>				<b>\$0.00</b>
<b>15</b>	<b>G2.B3.S3.A1</b>	<b>Tutoring which reflects the instructional shifts in ELA and Math will be held weekly for lower quartile students.</b>				<b>\$267,876.55</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0291 - Leesburg Elementary School	Other		\$243,000.00
			<i>Notes: Century 21 grant</i>			
	5100	120-Classroom Teachers	0291 - Leesburg Elementary School	Title, I Part A		\$22,823.00
			<i>Notes: Title I Tutoring</i>			
	5100	520-Textbooks	0291 - Leesburg Elementary School	Title, I Part A		\$2,053.55
			<i>Notes: Triumph learning books</i>			
<b>16</b>	<b>G3.B1.S1.A1</b>	<b>Common planning meetings will be held weekly with each grade level to review the lesson plans, standards, student products, and assessments to ensure teacher understanding of the standard and the incorporation of Authentic Literacy in each lesson.</b>				<b>\$56,631.56</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0291 - Leesburg Elementary School	Title, I Part A		\$56,631.56
			<i>Notes: K-2 Literacy Coach</i>			

17	G3.B1.S1.A2	Wacky Wednesday schedule will be created into the Master Schedule to grant each grade level a full day of common planning every seven weeks. Plans are expected to reflect the instructional shifts in Math and ELA as well as Authentic Literacy opportunities in all subject areas.				\$0.00
18	G3.B1.S1.A3	Wacky Wednesday Schedule will provide each grade level with a full day of common planning once every seven weeks to work with the content area coaches creating standards-based lessons. Plans are expected to reflect the instructional shifts in Math and ELA as well as Authentic Literacy opportunities in all subject areas.				\$0.00
19	G3.B1.S2.A1	Develop and use a tool which incorporates the instructional look-fors found within the "Green Sheet" and identify focus areas. Provide timely actionable feedback.				\$0.00
20	G3.B1.S2.A2	Utilize weekly Leadership meetings to analyze Learning Walk trends and develop targeted next steps based on data.				\$0.00
21	G3.B1.S3.A1	Develop and implement our Genius Bar professional development schedule and facilitators identified from our targeted areas of concern.				\$0.00
22	G3.B2.S1.A1	Weekly collaborative planning sessions will be held to ensure academic shifts are embedded in to classroom instruction. Emphasis will be placed on incorporating Authentic Literacy in all subjects.				\$0.00
23	G3.B2.S2.A1	PD on implementing academic shifts will be provided for teachers				\$0.00
24	G3.B2.S3.A1	Science/Math Curriculum Nights				\$2,465.15
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	239-Other	0291 - Leesburg Elementary School	Title, I Part A		\$500.00
<i>Notes: Super Cool Science</i>						
	5100	239-Other	0291 - Leesburg Elementary School	Title, I Part A		\$593.00
<i>Notes: Orlando Science Center (STEM Night)</i>						
	5100	239-Other	0291 - Leesburg Elementary School	Title, I Part A		\$1,299.83
<i>Notes: Math Unity (Family Math Night)</i>						
	5100	239-Other	0291 - Leesburg Elementary School	Title, I Part A		\$72.32
<i>Notes: math manipulatives</i>						
25	G3.B3.S1.A1	A Problem Solving Team schedule of MTSS meetings will be developed to analyze student data and monitor their progress toward their goals.				\$0.00
26	G3.B3.S2.A1	Professional development sessions will be provided on the Genius Bar to explain and model for teachers how to engage in productive data chats with their students.				\$0.00
27	G3.B3.S3.A1	Content Area Coaches will model how to use student assessment results and student products to make informed data driven instructional decisions during common planning to develop next steps in instruction.				\$0.00

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28	G3.B4.S1.A1	Provide monthly PD to help teachers in having high expectations for all students.				\$0.00
29	G3.B5.S1.A1	TAs, technology, and classroom supplies will be dispersed integrated appropriately throughout all classrooms.				\$138,224.43
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	519-Technology-Related Supplies	0291 - Leesburg Elementary School	SIG 1003		\$7,157.13
			<i>Notes: 15 projectors, 2 document cameras</i>			
	5100	519-Technology-Related Supplies	0291 - Leesburg Elementary School	SIG 1003		\$593.28
			<i>Notes: ipad chargers</i>			
	5100	519-Technology-Related Supplies	0291 - Leesburg Elementary School	Title, I Part A		\$990.00
			<i>Notes: projector bulbs</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0291 - Leesburg Elementary School	Title, I Part A		\$1,500.00
			<i>Notes: computers</i>			
	5100	510-Supplies	0291 - Leesburg Elementary School	Title, I Part A		\$361.07
			<i>Notes: classroom materials</i>			
	5100	510-Supplies	0291 - Leesburg Elementary School	Title, I Part A		\$3,842.97
			<i>Notes: classroom supplies</i>			
	5100	690-Computer Software	0291 - Leesburg Elementary School	Title, I Part A		\$200.00
			<i>Notes: Learning A-Z</i>			
	5100	239-Other	0291 - Leesburg Elementary School	Title, I Part A		\$10,689.18
			<i>Notes: Write score</i>			
	5100	100-Salaries	0291 - Leesburg Elementary School	Title, I Part A		\$112,890.80
			<i>Notes: Teacher Assistants</i>			
<b>Total:</b>						<b>\$681,735.12</b>