Lake County Schools

Lost Lake Elementary School

2017-18 Schoolwide Improvement Plan

Lost Lake Elementary School

1901 JOHNS LAKE RD, Clermont, FL 34711

https://loe.lake.k12.fl.us//

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the 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.

Table of Contents

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 Lost Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lost Lake Elementary, inspires, nurtures and facilitates students in becoming critical and global thinkers, leaders and problem solvers of tomorrow.

The mission and vision statements were created in 2014-15 with input from stakeholders at Lost Lake Elementary.

b. Provide the school's vision statement.

Investing in our future, one child at a time!

The mission and vision statements were created in 2014-15 with input from stakeholders at Lost Lake Elementary.

2. School Environment

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

Lost Lake Elementary School's process for learning about cultures and building relationships between teachers and students begins with student registrations and continues with Meet the Teacher, student data sheets and Parent information nights. These initial steps build a foundation for fostering a positive relationship between home and school. Throughout the school year, Lost Lake Elementary hosts various academic and social events such as; honor roll, student-led parent conferences, STEM Night, Fall Festival, chorus concerts, Veteran's Day Program, Student of The Months (Covey Habits), Terrific Kids and book fairs. Teachers maintain this relationship by communicating with parents and students through student agendas, teacher webpages, newsletters and telephone calls. The school enhances this process by producing monthly school newsletters and utilizing the school call out system to encourage family involvement in all school activities.

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

Lost Lake Elementary operates under a Code of Cooperation, which includes Be Responsible, Be Reliable, Be Ready to Learn, and Be Respectful. This Code of Cooperation is embedded in our culture for all stakeholders. Our Safety Committee reviews procedures for the safety, health and well-being of all stakeholders, monthly. The school provides staff, volunteers, and Pride Patrols for student supervision to maintain a safe campus before and after school. Our school has a "No Bullying Policy" and provides curriculum to address respect of self and others and bullying prevention. Lost Lake has also implemented the Positive Behavior Intervention & Support system, providing guidance for students and staff as needed. At the end of the year staff, parents and students participate in a climate survey to provide feedback on safety, bullying and respect.

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.

Lost Lake Elementary School's school wide behavior system is Positive Behavioral Intervention Support (PBIS). PBIS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate, increased academic performance, and establish positive school cultures. This School-wide PBIS plan has an established reward system in place for students exhibiting positive behavior and protocols in place for a tiered discipline ladder for problem behaviors. Each individual teacher establishes classroom rules based on our Code of Cooperation, which is also supported by our PBIS plan. Classrooms have individualized reward systems for good behavior, but when necessary teacher's track student behaviors through our Infraction Reports. Discipline and incentives are individualized to each student based on his or her educational plan. Each individualized education plan is reviewed with staff and is compliance with the LCS Student Code of Conduct. PBIS and LCS Student Code of Conduct are reviewed with staff and students at the start of each new school year.

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.

Lost Lake Elementary ensures the social-emotional needs of students through guidance support groups, provided by two on staff guidance counselors, a school-wide counseling referral form, and plans to establish a weekly mentorship program for students in need. The school has also implemented Steps to Respect, Second Step, Covey 7 Habits, and Bullyproofing Your School into the curriculum. These curriculums provide disability awareness throughout the school. Student discipline and social-emotional needs are discussed at regularly scheduled Fall and Spring meetings between leadership and teachers, through Multi-tiered System of Support (MTSS) monthly meetings, and through our school-wide Positive Behavioral Support group (PBS). The student Code of Conduct is reviewed with staff and students at the beginning of each school year. Communication with parents concerning their student's social/emotional and guidance needs occurs daily by LLE teachers.

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.

Each month, the EWS report for LLES is pulled by the Lake County School's Teaching & Learning Department; the leadership team of Lost Lake uses that report to monitor attendance, grades, and/or suspensions.

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	10	14	11	9	10	15	0	0	0	0	0	0	0	69
One or more suspensions	3	0	6	6	8	11	0	0	0	0	0	0	0	34
Course failure in ELA or Math	8	2	6	4	3	0	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	10	25	48	0	0	0	0	0	0	0	83
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Our SIP goals this year are to increase teaching strategies within core instruction and the academic performance of our lowest quartile in both ELA and Math. Based on EWS data, students performing in the lowest 25%, we (teachers and leadership team) are monitoring student progress with targeted instruction during our SMART intervention block. Students who have scored a level one and/or have failed a course are in MTSS, if they have not already been identified as a SWD and/or 504. Professional development will be provided to teachers to improve Marzano's six high yield strategies identified by Lake County Schools.

B. Family and Community Engagement

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

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

Lost Lake Elementary School uses a variety of efforts to keep its families informed. Ongoing communication between the school and families is maintained through our School Messenger phone call out system, daily student agendas and the distribution of classroom, grade level and school-wide newsletters. Parent/teacher conferences are held twice a year in Fall and Spring, with additional meetings at either parent or teacher request. Families are encouraged to become registered volunteers and student mentors. Additionally, families are encouraged to participate in LLE events such has Meet the Teacher, Curriculum Nights, Fall Festival, Science Fair, Book Fairs, grade level musical events, Art Fair and Standards Night. Lost Lake also has a very active Parent Teacher Organization and School Advisory Council. All families are kept up to date on the meeting dates by email, school's website calendar and call-out system.
As stated in our BPIE, LLES works with all parents including SWD parents to build a positive relationship and to involve them in making decisions about their child's education. Also, all parents (including SWD parents) are made aware about activities that are happening within the school and any opportunities there may be for them to be involved in school committees (PTO, SAC, BPIE Committee).

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.

At the beginning of each school year, a Business Partner Breakfast is held to discuss potential resources that would benefit all stakeholders. Business partners routinely provide both monetary and non-monetary

items, such as mentoring, judging for Science Fair, guest readers for Literacy Week, and educational vendors at school-wide events. Each school year, the Curriculum Resource Teacher works to establish new partnerships within the community. Business partners are highlighted on the school's website and in monthly newsletters. An appreciation dinner is held at the end of the year to honor our stakeholders and their continuous support of our school.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Pegram, Susan	Principal
Hart, Karen	Assistant Principal
Shryock, Donna	School Counselor
Gault, Bonnie	School Counselor
Olafsen, Kirsten	Instructional Coach
Pinkston, Katherine	Instructional Coach
Tarquine, Amy	Teacher, ESE
Clark, Scott	Assistant Principal

b. Duties

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

Lost Lake Elementary School's leadership team meets weekly to work towards a common vision for student success through data-based decision-making. The role of each member is as follows:
School administration - under the direction of the principal, will provide leadership in the implementation and monitoring of data driven decisions, ensure that relevant academic programs are in place, and complete teacher observations with feedback. The administrative team has a core belief in Shared Decision making. All stakeholders are involved in decision making process for the school's betterment.
Curriculum Resource Teacher/Literacy Coach - The instructional coaches will lead in the development and implementation of Florida Standards. They will identify intervention strategies that are evidenced and scientific-based, support teachers with modeling and teaching strategies,and assist with the school's overall MTSS program implementation and monitoring. The instructional coaches serve as testing coordinators for the school.
Guidance Counselors - Organize and schedule MTSS meetings to review student data and identify students in need of academic or behavioral intervention. Working cooperatively, the team will plan instructional strategies, determine the effectiveness of interventions and create a system for continued monitoring of student progress. The guidance department serves as Homeless Liaison, 504 Contact, and ELL Contact for the school.
ESE School Specialist - The ESE School Specialist will oversee students covered by IDEA. The specialist will ensure that all ESE procedures and policies of IDEA are followed correctly to ensure the academic success of all identified students.
PRINCIPAL ASSISTANT PRINCIPAL ASSISTANT PRINCIPAL
PEGRAM HART CLARK
SIP - 2ndary SIP - 2ndary SIP - 2ndary

Florida Standards Florida Standards Florida Standards
Leadership Team Curriculum - P All Discipline
Team Leaders - P Team Leaders 2ndary Technology
504 Liaison ESOL Liaison ESE Liaison
RTI - Problems RTI - Tier 2/3 RTI - Tier 2/3
Data Chats DC & Schedule Data Chats
SAC SAC SAC-Primary
PTO PTO-Primary PTO
MOY & EOY Ret Mtgs MOY & EOY Ret Mtgs Duties
Budget EOY Class Lists - P School Safety & Drills
Attendance Mtgs SAI Plan/Budget Facilities
New Students SAI Tutoring PBS/Safety - P
Field Trips Schedules All Handbooks
Monitor L-25% Monitor L-25% Monitor L-25%
Cafeteria School Plus Assemblies
Day to Day Ops Newsletter Webpage
Textbooks ELC
TQR Health Coordinator
Buses Car Riders
MATH ELA SCIENCE
5th 4th 1st 2nd 3rd Enr Kg ESE

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 school maintains a School Advisory Council and Parent Teacher Organization that meet monthly to review school-wide needs and allocation of resources. Both of these committees meet regularly with leadership to review school-wide needs. Additionally, the Principal, AP's, and bookkeeper hold weekly budget meetings to asses the school budget's successfulness. At the end of the current school year, teachers in each grade level assess curriculum needs for the upcoming year. Ongoing grade level resource needs are reviewed at bi-weekly team leader meetings with leadership. Current year SAI funding was designated to additional teacher assistant hours and grade level collaborative planning days. Any remaining SAI funds will be used to purchase additional intervention curriculum for our SMART/intervention block.
Lost Lake Elementary receives funding through IDEA. Resources are determined by the LEA Plan in accordance with; FAPE and LRE, State performance plan indicators and PreK performance. Our ESE team (ESE School Specialist, five VE teachers, two Speech and Language teachers, two Pre-K ESE teachers, and three ASD teachers) holds weekly collaborative meetings, in which discussions include IDEA funding and asset allocation.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Gregory Dortch	Parent
Susan Pegram	Principal
Elena Morales	Education Support Employee
Sally Albertson	Parent
Heather Langford	Parent
Gina Tovine	Parent
Deborah Vela	Education Support Employee
Anika Days	Teacher
Brett Fontenot	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The Lost Lake Elementary SAC evaluated last year's school improvement plan during the 2016-2017 and an additional review was held on October 9, 2017.
Agenda for the October 9th meeting:
Review of 2016-2017 School Improvement Plan
Goal #1 EWS Data – Review data to improve attendance, decrease tardies and early checkouts, and maintain a safe and supportive environment for all students.
• Our guidance counselors were consistent meeting with parents and the social worker to ensure that all student attendance issues were taken care of during meetings with parents throughout the year.
• Monitoring of tardies and early checkouts by the office staff held parents accountable for establishing a paper trail to track students with issues.
Goal #2 High Expectations for Standards Based Planning – Grade levels met for weekly planning. Coaches and administration attended meetings for support.
Student FSA Outcomes:
o Students made learning gains in reading, math and science
o Lower quartile made learning gains in reading and math
o Lost Lake Elementary regained its "A School" rating

b. Development of this school improvement plan

SAC reviewed the current draft of the School Improvement Plan and made recommendations to administration at the October 9, 2017 meeting. Throughout the 2017-2018 school year, SAC will consider other stakeholder recommendations to support on-going academic and teacher initiatives.

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

SAC reviews Lost Lake Elementary School's SIP goals and helps plan the supporting budget. SAC submits their plan for purchasing or renewing academic programs and services to administration for the upcoming school year.

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

The beginning budget for the 2016-2017 school year was $5,012.37. This money was a carry over from the A+ School Money received $4881.40 and 190.97 carry over from the previous year's budget.

SAC successfully funded $4696 in Science programs during the 2016-2017:
$1980.00 Science Bootcamp Resources 3rd Grade
$1000.00 STEM - School-wide science program
$1716.00 Audio Visual Innovations - Replacement Projectors
After these items were purchased the remaining budget was 316.37.

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

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Members of the SAC are elected for the counsel by each member group: parents, instructional, non-instructional. The business and community members are recommended to SAC by the school's principal. The SAC make-up reflects the ethnicity and economic make-up of the school.

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
Olafsen, Kirsten	Instructional Coach
Hart, Karen	Assistant Principal
Brewer-Kazel, Suzanne	Teacher, K-12
Cover, Serena	Teacher, K-12
Dekle, Laura	Teacher, K-12
Desai, Rajeshree	Teacher, K-12
Fleetwood, Christy	Teacher, K-12
Furrow, Amanda	Instructional Media
Jacob, Dee Dee	Teacher, K-12
Randio, Jennifer	Teacher, ESE
Rohleder, Lauren	Teacher, K-12
Rucker, Jennifer	Teacher, K-12
Salvi, Sarah	Teacher, K-12
Suarez, Jackeline	Teacher, K-12
Wells, Bonnie	Teacher, ESE

b. Duties

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

The LLT will focus on identifying the needs of the students by analyzing data and trends. The LLT will develop and implement a plan for intervention and enrichment for every grade level. SIPPs, HELP's fluency, I-Ready Reading, and county Wonders Reading series will be used to remediate those students who are identified as struggling through data analysis. The LLT will create initiatives to promote independent reading such as Accelerated Reader and Battle of the Books. Lost Lake

Elementary will also continue to implement Celebrate Literacy Week, Read Across America, the Lake County Superintendent Reading Challenge, Lost Lake Reading Challenge, and Humane Education.

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.

Grade levels are given a common planning time daily to collaborate when planning for instruction and implementation of the Florida Standards. Team leaders hold weekly PLC's with their grade level to discuss best practices, the Florida standards, curriculum, instructional methodologies and assessments, and teacher support. Additionally, the team leaders collaborate with other grade chairs bi-monthly at Team Leader meetings held by the Leadership team. Administration establishes mentoring relationships for new teachers to Lost Lake. In the intermediate grades team teaching is used to enhance learning. Lost Lake Elementary Grade Level Collaborative Planning Days

Who: Grade Levels Kindergarten through 5th Grade – Collaborative Planning for all instructional teachers.

How much time: Each teacher will receive 7.5 hours of planning
Kindergarten – 8 teachers for a total of 60 hours
1st Grade – 8 teachers for a total of 60 hours
2nd Grade – 9 teachers for a total of 67.5 hours
3rd Grade – 9 teachers for a total of 67.5 hours
4th Grade – 10 teachers for a total of 75 hours
5th Grade – 9 teachers for a total of 67.5 hours

Focus and Goals:
? To allow grade levels to collaboratively plan
? Evaluate on-going teaching methodologies to create or modify standards based instructional plans
? Rigorous tasks that include reading, writing, thinking and talking across all content areas
? Analyze student work products across the grade level

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

Lost Lake Elementary follows the hiring procedures set by the Lake County School District. Candidates are carefully screened and interviewed. All teachers at LLE are Highly-Qualified as described by the Florida Department of Education. All new hires are required to complete New Beginnings. New Beginnings training offers Establishing Rules & Procedures, New Florida Standards for ELA, New Florida Standards for Math, TEAM and Deliberate Practice, Professional Ethics, Communicating Learning Goals & Feedback, Edmodo, Safari Montage, MTSS, Introduction to ELL, Working with Economically Disadvantaged Students, Communicating with Families, Inclusion Strategies, and Pathways to Professional Certification. Lost Lake Elementary partners with The University of Central Florida to support student teachers through junior and senior internship programs. These programs have led to successful development of teacher talent and employment opportunities for the school. Ongoing professional development and shared decision making are strategies used to retain highly qualified teachers.

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

Lost Lake Elementary has established monthly new teacher "Survival" meetings to help new teachers, as well as any current staff member, successfully transition to the school. Topics covered are identified through teacher request and/or content requiring in-depth training, such as TEAM, Skyward, instructional techniques, etc. New teachers attend weekly grade level meetings, along with monthly administrative meetings as needed. Teacher mentors are assigned to each new teacher and are responsible for answering questions, modeling lessons, providing resources and feedback, checking periodically for needs/concerns, and helping to orient new teachers to the school. These teacher mentors are selected due to their leadership abilities and content knowledge. The Literacy Coach and the Curriculum Resource Teacher provide support, as needed, for all teachers to educate them on best practices, data analysis, and for updates on policies and procedures.

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.

Lost Lake Elementary School's teachers follow the Lake County School's blueprints for ELA, Math, Science, and Social Studies when planning for instruction. The Blueprints are aligned to the Florida Standards and provide a framework for common learning experiences and student expectations. Teachers also use the FSA test specifications guide when planning for student mastery of the standards. Lake County School's scope and sequence ensures that the necessary Florida Standards are taught and practiced with the rigor expected within the school year. Lost Lake Elementary teachers not only use district resources, but supplemental school-based materials, such as Thinking Maps, Science Boot Camp, and LAFS/MAFS resource materials.

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.

Lost Lake Elementary uses several data management systems such as Skyward, Data Star, Early Warning Signs Report, Eduphoria Aware, and Decision Ed. These data collection tools are utilized to closely monitor attendance, standardized testing, grades, and discipline. By utilizing these data gathering tools, LLE has the ability to differentiate teaching strategies to accelerate or remediate needs in Math, Language Arts, Reading, and Science. The data gathered is essential to the MTSS Team to re-evaluate the interventions provided, and determine student remediation/enrichment needs for our SMART intervention block. In addition, staff may utilize the assistance of the school guidance counselors, psychologist, social worker, resource teachers, and ESE Varying Exceptionality teachers when differentiating instruction to meet the needs of all students.

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: Before School Program
Minutes added to school year: 4,500

Lost Lake Elementary has added a 25 minute morning computer lab session for any student that needs help with iReady, Rosetta Stone, or other computer based ELA/Math instructions.

Strategy Rationale

By offering the morning lab session students receive additional time and practice with ELA and Math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pegram, Susan, pegrams@lake.k12.fl.us

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

The data collected will reflect higher student proficiency on the Florida Standards Assessment as compared to the previous years' FSA data. We will analyze iReady data to determine student progress.

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, § 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.

Lost Lake Elementary provides many opportunities to support students transitioning from one school level to another. Our rising kindergarteners and their families are invited to Cub Club in the spring to orient families to the school and help with the registration process. Curriculum Night is held for all grade levels but is especially helpful to these students by familiarizing families with the Florida Standards, curriculum, resources and expectation of the school. Pre-K articulation meetings provide time for teachers to communicate the social and academic needs of their students transitioning to the next level. Additionally, Pre-K is involved in many school-wide events, field trips and assemblies to help familiarize them to our school. Our upper level students are introduced to the team teaching experience to acclimate them to the middle school experience. Guidance counselors from our feeder middle schools visit the students to familiarize them with what to expect at middle school. Also, students with special needs that are transitioning meet with the middle school's placement specialist. The students can make requests for specialized classes at this time.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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"Â? 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. Lost Lake Elementary will assess it's overall school environment to ensure the health, safety, and welfare of all students.

G2. Increase scale score and/or achievement level of all students through intervention and acceleration.

G3. Staff members will work towards increasing overall student proficiency in all academic areas with a focus on Authentic Literacy.

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. Lost Lake Elementary will assess it's overall school environment to ensure the health, safety, and welfare of all students. 1a

🔑 G097888

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Accessibility and equability of the LLE's Vision and Mission statements to all students
- Students may lack strategies for positive behavior

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Intervention and Supports
- SACS Accreditation Surveys
- School Vision and Mission statements
- Code of Cooperation

Plan to Monitor Progress Toward G1. 8

End of the Year Culture and Climate survey results to ensure the health, safety and welfare of all students

Person Responsible
Susan Pegram

Schedule
On 10/18/2017

Evidence of Completion
EOY Survey

G2. Increase scale score and/or achievement level of all students through intervention and acceleration.

1a

🔑 G097889

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Gains in the lower quartile is disproportional to other student gains in both ELA and Math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA data

- Leadership meetings

- Mentoring sessions

- Leadership team

- Teachers

- Guidance counselors

- Student work samples

Plan to Monitor Progress Toward G2. 8

Ongoing student data will be collected and analyzed during Wednesday leadership meetings. Data will also be shared at Team Leader and Grade Level meetings and during Data Chats (occurs in the fall and spring).

Person Responsible
Karen Hart

Schedule
Monthly, from 8/14/2017 to 5/11/2018

Evidence of Completion
Classroom Assessments, STAR reading, i-Ready, MTSS data, and observation.

G3. Staff members will work towards increasing overall student proficiency in all academic areas with a focus on Authentic Literacy. 1a

🔑 G097890

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Lack of Florida Standards alignment and Authentic Literacy utilized in core instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum Blueprints
- Florida Standards and Test Specifications
- Literacy Coach
- Curriculum Resource Teacher (CRT)
- Classroom walkthroughs
- Lesson study with high performing ELA and Math teachers
- Student work samples

Plan to Monitor Progress Toward G3. 8

Student assessment, data, and/or work products will be collected and analyzed during leadership team meetings, common planning, and teacher data chats.

Person Responsible
Scott Clark

Schedule
Monthly, from 9/5/2017 to 5/11/2018

Evidence of Completion
i-Ready, STAR, student work samples, MTSS materials and Benchmark Assessment 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. Lost Lake Elementary will assess it's overall school environment to ensure the health, safety, and welfare of all students. 1

🔍 G097888

G1.B1 Accessibility and equability of the LLE's Vision and Mission statements to all students 2

🔍 B263195

G1.B1.S1 Review the school's current Mission and Vision statements to make sure it is measurable and represents all student populations. 4

🔍 S278709

Strategy Rationale

If we review our current Mission and Vision statements, we may find opportunities to embrace and provide clear direction for our school.

Action Step 1 5

SAC and PTO will review the current vision and mission statements for student access and equability.

Person Responsible

Karen Hart

Schedule

On 5/11/2018

Evidence of Completion

SAC and PTO meeting minutes

Action Step 2 5

SACS Accreditation surveys to stakeholders

Person Responsible

Bonnie Gault

Schedule

On 10/13/2017

Evidence of Completion

SACS Accreditation Surveys

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

Members of Leadership will meet with PTO and SAC to discuss Vision and Mission Statement review

Person Responsible

Susan Pegram

Schedule

Annually, from 10/9/2017 to 10/9/2017

Evidence of Completion

SAC and PTO Minutes, SACS Accreditation Survey

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

End of the year Culture and Climate Survey

Person Responsible

Susan Pegram

Schedule

On 5/7/2018

Evidence of Completion

Culture and Climate survey results

G1.B1.S2 Analyze SACS Accreditation survey questions to determine the current status of our culture and climate. 4

🔑 S278710

Strategy Rationale

If we analyze the data provided by stakeholders during the SACS Accreditation process, we will be able to measure if our school's culture and climate is fully embedded and if our stakeholder's embrace the direction of our school.

Action Step 1 5

Leadership team will analyze SACS Accreditation survey results pertaining to healthy culture/ climate and the school's current status to determine if updated Vision and Mission statements are needed.

Person Responsible

Bonnie Gault

Schedule

On 10/31/2017

Evidence of Completion

SACS Survey results will determine if our culture and climate are fully, partial embedded or not evident.

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

Lost Lake Elementary will adhere to District Accreditation requirements.

Person Responsible

Susan Pegram

Schedule

On 10/13/2017

Evidence of Completion

SACS and District time line for Accreditation completion

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

Leadership Team will meet to discuss LLE SACS Accreditation survey results

Person Responsible

Bonnie Gault

Schedule

On 10/18/2017

Evidence of Completion

Observation, Leadership Meeting Agenda

G1.B2 Students may lack strategies for positive behavior 2

🔑 B263196

G1.B2.S1 School-wide Positive Behavioral Intervention & Supports (PBIS) program to support positive student behaviors. 4

🔑 S278711

Strategy Rationale

If we create a PBIS program, we will support our school-wide Code of Cooperation and ensure the health, safety, and welfare of all students.

Action Step 1 5

Create PBIS committee to establish guidelines and incentives for our school-wide positive behavior plan.

Person Responsible

Donna Shryock

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PBIS plan, observation, EWS (referral) data, teacher and student feedback

Action Step 2 5

Training of staff members on the PBIS plan

Person Responsible

Scott Clark

Schedule

On 11/8/2017

Evidence of Completion

Staff communication

Action Step 3 `5`

Recognition of students for positive behavior as outlined in the PBIS plan.

> **Person Responsible**
>
> Donna Shryock
>
> **Schedule**
>
> Weekly, from 9/5/2017 to 6/1/2018
>
> ***Evidence of Completion***
>
> Observation, Student feedback, Incentive awards

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

Establish a schedule for student incentives to be distributed/awarded

> **Person Responsible**
>
> Scott Clark
>
> **Schedule**
>
> Weekly, from 8/14/2017 to 6/1/2018
>
> ***Evidence of Completion***
>
> Observation, Teacher Feedback, Staff Electronic Communication

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

PBIS committee to meet monthly to review program for on-going effectiveness and make program adjustments as needed.

> **Person Responsible**
>
> Donna Shryock
>
> **Schedule**
>
> Monthly, from 9/5/2017 to 6/1/2018
>
> ***Evidence of Completion***
>
> Committee Meetings, Observation, Staff communications

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

Leadership team to review the status of the PBIS program during Wednesday Leadership meetings.

Person Responsible

Scott Clark

Schedule

Quarterly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Leadership Agenda, Observation

G2. Increase scale score and/or achievement level of all students through intervention and acceleration. `1`

🔑 G097889

G2.B1 Gains in the lower quartile is disproportional to other student gains in both ELA and Math. `2`

🔑 B263197

G2.B1.S1 We will implement a system for reviewing all student data with a focus on the lowest quartile in both ELA and Math. `4`

🔑 S278712

Strategy Rationale

If we implement a system to monitor data, then we will have a scheduled action plan in place to make sure that increased performance in scale score and/or achievement level is realized in FSA ELA and Math.

Action Step 1 `5`

Create and establish a system to review and monitor our ongoing data for all students.

Person Responsible

Karen Hart

Schedule

Monthly, from 8/21/2017 to 5/11/2018

Evidence of Completion

Classroom assessments, STAR reading, i-Ready, MTSS, and observation.

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

Establish protocols for a monthly review of all student data with emphasis in ELA and Math for the lower quartile students.

Person Responsible

Susan Pegram

Schedule

Monthly, from 8/14/2017 to 10/27/2017

Evidence of Completion

Classroom assessments, STAR reading, i-Ready, MTSS data, and observation

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

Leadership Team will meet each month on Wednesday to review available student data to assess performance.

Person Responsible

Karen Hart

Schedule

Monthly, from 8/28/2017 to 5/11/2018

Evidence of Completion

Classroom assessments, STAR reading, i-Ready, MTSS data, and observation

G2.B1.S2 We will implement bi-weekly mentoring sessions with lower quartile 4th and 5th grade students in ELA and Math. 4

🔑 S278713

Strategy Rationale

If we hold bi-weekly student mentoring sessions, our FSA data will show improvement for students falling in the lower quartile.

Action Step 1 5

Create and establish bi-weekly mentoring sessions between leadership members and students within the lower quartile.

Person Responsible

Susan Pegram

Schedule

Biweekly, from 9/5/2017 to 5/11/2018

Evidence of Completion

FSA data for ELA and Math.

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

Members of leadership will meet monthly on Wednesday's to review mentor group needs and drive on-going mentoring sessions.

Person Responsible

Susan Pegram

Schedule

Monthly, from 9/5/2017 to 5/11/2018

Evidence of Completion

Observation, Student Data Chat sheet, and FSA data for ELA and Math.

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

FSA ELA and Math results

Person Responsible

Susan Pegram

Schedule

On 6/8/2018

Evidence of Completion

FSA ELA and Math results

G2.B1.S3 We will implement a 30 minute common intervention/acceleration block (SMART), four times per week, facilitated by all staff members. 4

🔑 S278714

Strategy Rationale

If we provide a scheduled intervention and acceleration block, all students regardless of ability level, will receive standards based intervention instruction.

Action Step 1 5

Assign non-loading bearing staff members to grade levels for intervention and acceleration support.

Person Responsible

Susan Pegram

Schedule

Quarterly, from 8/11/2017 to 6/1/2018

Evidence of Completion

FSA data, iReady and STAR data

Action Step 2 5

Determine curriculum materials needed per grade level.

Person Responsible

Kirsten Olafsen

Schedule

On 8/31/2017

Evidence of Completion

FSA Data, iReady, STAR and teacher observation

Action Step 3 `5`

Curriculum training and on-going support for intervention/acceleration resources.

Person Responsible

Kirsten Olafsen

Schedule

On 9/28/2017

Evidence of Completion

District SIPP's in-service (seven teachers from K-2nd grade) and observation

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

Principal to conduct walkthroughs to monitor the implementation of SMART Intervention and acceleration block.

Person Responsible

Susan Pegram

Schedule

Weekly, from 9/5/2017 to 5/11/2018

Evidence of Completion

Classroom walkthrough data

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

Coaches will review completed products from collaborative planning PLCS's to monitor for best practices and defined protocols.

Person Responsible

Karen Hart

Schedule

Monthly, from 8/15/2017 to 5/11/2018

Evidence of Completion

Teacher work product and lessons, feedback from teachers, student work product and lessons

G3. Staff members will work towards increasing overall student proficiency in all academic areas with a focus on Authentic Literacy. 1

🔍 G097890

G3.B1 Lack of Florida Standards alignment and Authentic Literacy utilized in core instruction. 2

🔍 B263199

G3.B1.S1 Grade level teams will collaborate and analyze lesson plans, task and standard alignment, classroom assignments and weekly assessments to include question stems that promote higher order questioning. 4

🔍 S278715

Strategy Rationale

Better alignment of rigorous tasks to standards.

Action Step 1 5

Coaches (Pinkston & Olafsen) will work with grade level teams and assist in identifying resources to support higher order questioning skills and alignment of Florida Standards.

Person Responsible

Kirsten Olafsen

Schedule

Monthly, from 8/14/2017 to 5/11/2018

Evidence of Completion

Observation, teacher feedback

Action Step 2 5

Weekly grade level meetings will utilize time for on-going content writing and question analysis to improve higher order questioning skills.

Person Responsible

Katherine Pinkston

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observation, assessments, lesson plans

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

After modeling higher order thinking questions and content based writing throughout the summer, coaches will monitor grade level assessment questioning throughout the school year.

Person Responsible

Karen Hart

Schedule

Weekly, from 9/5/2017 to 5/11/2018

Evidence of Completion

Weekly grade level meetings, assessments, lesson plans, observation

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

Leadership team will complete Learning Walks to review common planning products and adjust protocols as necessary.

Person Responsible

Susan Pegram

Schedule

Monthly, from 9/5/2017 to 5/11/2018

Evidence of Completion

Student improvement from Beginning-of-the-Year, Middle-of-Year and End-of-the Year data.

G3.B1.S2 Ongoing support will be provided to teachers through professional development, collaborative planning days and weekly planning with coaches and administration. 4

🔑 S278716

Strategy Rationale

If support is given to teachers and teams, then increased student achievement will be seen in all content areas.

Action Step 1 5

Support for weekly planning and content based writing will be provided by Coaches.

Person Responsible

Katherine Pinkston

Schedule

Weekly, from 9/5/2017 to 5/11/2018

Evidence of Completion

Observation and assessments

Action Step 2 5

Staff professional development for "Assignments Matter," by Eleanor Dougherty

Person Responsible

Susan Pegram

Schedule

On 8/4/2017

Evidence of Completion

Observation, assessments, lesson plans and teacher grade books

Action Step 3 `5`

Grade level collaborative planning days focused on standards based planning and authentic literacy

> **Person Responsible**
>
> Susan Pegram
>
> **Schedule**
>
> On 11/8/2017
>
> ***Evidence of Completion***
>
> Observation and lesson plans

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

Establish a schedule for weekly grade level meetings

> **Person Responsible**
>
> Katherine Pinkston
>
> **Schedule**
>
> Weekly, from 8/21/2017 to 5/11/2018
>
> ***Evidence of Completion***
>
> Grade level planning times

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

Leadership team will meet monthly to reflect on collaborative planning and determine necessary support needed.

> **Person Responsible**
>
> Susan Pegram
>
> **Schedule**
>
> Monthly, from 8/21/2017 to 5/11/2018
>
> ***Evidence of Completion***
>
> Grade level assessments, student data and observation

G3.B1.S3 Authentic Literacy will be addressed in all content areas through quality text selection and incorporating Reading, Writing, Thinking and Talking into all aspects of curriculum planning. 4

🔑 S278717

Strategy Rationale

If Reading, Writing, Thinking and Listening is incorporated daily into all subject areas, student proficiency should increase.

Action Step 1 5

Creation of Authentic Literacy posters for all classroom teachers

Person Responsible

Kirsten Olafsen

Schedule

On 8/21/2017

Evidence of Completion

Classroom posters

Action Step 2 5

Authentic Literacy PD provided by coaches (Pinkston & Olafsen) for effective utilization of classroom posters.

Person Responsible

Katherine Pinkston

Schedule

On 8/30/2017

Evidence of Completion

Authentic Literacy examples (posted before lesson, dialogue after, and student exit ticket)

Action Step 3 `5`

Coaches (Pinkston & Olafsen) will work with grade level teams and assist in identifying quality text to promote Authentic Literacy and Reading, Writing, Thinking, and Talking in all content areas.

Person Responsible

Kirsten Olafsen

Schedule

Monthly, from 8/14/2017 to 5/11/2018

Evidence of Completion

Observation, teacher feedback, lesson plans, assessments

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

After modeling Reading, Writing, Thinking and Talking by coaches, leadership will monitor Authentic Literacy throughout the school year.

Person Responsible

Karen Hart

Schedule

Weekly, from 9/5/2017 to 5/11/2018

Evidence of Completion

Classroom Walkthroughs, lesson plans, assessments, observation, weekly grade level meetings.

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

Leadership team will meet monthly to review Authentic Literacy products and adjust protocols as necessary.

Person Responsible

Susan Pegram

Schedule

Monthly, from 9/5/2017 to 5/11/2018

Evidence of Completion

Student improvement from Beginning-of-the Year, Middle-of-the Year, and End-of-the Year data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S2.A2 🔍 A375524	Staff professional development for "Assignments Matter," by Eleanor Dougherty	Pegram, Susan	8/4/2017	Observation, assessments, lesson plans and teacher grade books	8/4/2017 one-time
G3.B1.S3.A1 🔍 A375526	Creation of Authentic Literacy posters for all classroom teachers	Olafsen, Kirsten	8/21/2017	Classroom posters	8/21/2017 one-time
G3.B1.S3.A2 🔍 A375527	Authentic Literacy PD provided by coaches (Pinkston & Olafsen) for effective utilization of...	Pinkston, Katherine	8/30/2017	Authentic Literacy examples (posted before lesson, dialogue after, and student exit ticket)	8/30/2017 one-time
G2.B1.S3.A2 🔍 A375519	Determine curriculum materials needed per grade level.	Olafsen, Kirsten	8/31/2017	FSA Data, iReady, STAR and teacher observation	8/31/2017 one-time
G2.B1.S3.A3 🔍 A375520	Curriculum training and on-going support for intervention/acceleration resources.	Olafsen, Kirsten	9/28/2017	District SIPP's in-service (seven teachers from K-2nd grade) and observation	9/28/2017 one-time
G1.B1.S1.MA1 🔍 M405752	Members of Leadership will meet with PTO and SAC to discuss Vision and Mission Statement review	Pegram, Susan	10/9/2017	SAC and PTO Minutes, SACS Accreditation Survey	10/9/2017 annually
G1.B1.S1.A2 🔍 A375511	SACS Accreditation surveys to stakeholders	Gault, Bonnie	9/11/2017	SACS Accreditation Surveys	10/13/2017 one-time
G1.B1.S2.MA1 🔍 M405754	Lost Lake Elementary will adhere to District Accreditation requirements.	Pegram, Susan	9/11/2017	SACS and District time line for Accreditation completion	10/13/2017 one-time
G1.MA1 🔍 M405758	End of the Year Culture and Climate survey results to ensure the health, safety and welfare of all...	Pegram, Susan	10/18/2017	EOY Survey	10/18/2017 one-time
G1.B1.S2.MA1 🔍 M405753	Leadership Team will meet to discuss LLE SACS Accreditation survey results	Gault, Bonnie	10/11/2017	Observation, Leadership Meeting Agenda	10/18/2017 one-time
G2.B1.S1.MA1 🔍 M405760	Establish protocols for a monthly review of all student data with emphasis in ELA and Math for the...	Pegram, Susan	8/14/2017	Classroom assessments, STAR reading, i-Ready, MTSS data, and observation	10/27/2017 monthly
G1.B1.S2.A1 🔍 A375512	Leadership team will analyze SACS Accreditation survey results pertaining to healthy...	Gault, Bonnie	10/16/2017	SACS Survey results will determine if our culture and climate are fully, partial embedded or not evident.	10/31/2017 one-time
G1.B2.S1.A2 🔍 A375514	Training of staff members on the PBIS plan	Clark, Scott	9/5/2017	Staff communication	11/8/2017 one-time
G3.B1.S2.A3 🔍 A375525	Grade level collaborative planning days focused on standards based planning and authentic literacy	Pegram, Susan	10/4/2017	Observation and lesson plans	11/8/2017 one-time
G1.B1.S1.MA1 🔍 M405751	End of the year Culture and Climate Survey	Pegram, Susan	5/7/2018	Culture and Climate survey results	5/7/2018 one-time
G2.MA1 🔍 M405765	Ongoing student data will be collected and analyzed during Wednesday leadership meetings. Data...	Hart, Karen	8/14/2017	Classroom Assessments, STAR reading, i-Ready, MTSS data, and observation.	5/11/2018 monthly
G3.MA1 🔍 M405772	Student assessment, data, and/or work products will be collected and analyzed during leadership...	Clark, Scott	9/5/2017	i-Ready, STAR, student work samples, MTSS materials and Benchmark Assessment results	5/11/2018 monthly
G1.B1.S1.A1 🔍 A375510	SAC and PTO will review the current vision and mission statements for student access and...	Hart, Karen	10/9/2017	SAC and PTO meeting minutes	5/11/2018 one-time
G2.B1.S1.MA1 🔍 M405759	Leadership Team will meet each month on Wednesday to review available student data to assess...	Hart, Karen	8/28/2017	Classroom assessments, STAR reading, i-Ready, MTSS data, and observation	5/11/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 A375516	Create and establish a system to review and monitor our ongoing data for all students.	Hart, Karen	8/21/2017	Classroom assessments, STAR reading, i-Ready, MTSS, and observation.	5/11/2018 monthly
G3.B1.S1.MA1 M405766	Leadership team will complete Learning Walks to review common planning products and adjust...	Pegram, Susan	9/5/2017	Student improvement from Beginning-of-the-Year, Middle-of-Year and End-of-the Year data.	5/11/2018 monthly
G3.B1.S1.MA1 M405767	After modeling higher order thinking questions and content based writing throughout the summer,...	Hart, Karen	9/5/2017	Weekly grade level meetings, assessments, lesson plans, observation	5/11/2018 weekly
G3.B1.S1.A1 A375521	Coaches (Pinkston & Olafsen) will work with grade level teams and assist in identifying resources...	Olafsen, Kirsten	8/14/2017	Observation, teacher feedback	5/11/2018 monthly
G2.B1.S2.MA1 M405762	Members of leadership will meet monthly on Wednesday's to review mentor group needs and drive...	Pegram, Susan	9/5/2017	Observation, Student Data Chat sheet, and FSA data for ELA and Math.	5/11/2018 monthly
G2.B1.S2.A1 A375517	Create and establish bi-weekly mentoring sessions between leadership members and students within...	Pegram, Susan	9/5/2017	FSA data for ELA and Math.	5/11/2018 biweekly
G3.B1.S2.MA1 M405768	Leadership team will meet monthly to reflect on collaborative planning and determine necessary...	Pegram, Susan	8/21/2017	Grade level assessments, student data and observation	5/11/2018 monthly
G3.B1.S2.MA1 M405769	Establish a schedule for weekly grade level meetings	Pinkston, Katherine	8/21/2017	Grade level planning times	5/11/2018 weekly
G3.B1.S2.A1 A375523	Support for weekly planning and content based writing will be provided by Coaches.	Pinkston, Katherine	9/5/2017	Observation and assessments	5/11/2018 weekly
G2.B1.S3.MA1 M405763	Coaches will review completed products from collaborative planning PLCS's to monitor for best...	Hart, Karen	8/15/2017	Teacher work product and lessons, feedback from teachers, student work product and lessons	5/11/2018 monthly
G2.B1.S3.MA1 M405764	Principal to conduct walkthroughs to monitor the implementation of SMART Intervention and...	Pegram, Susan	9/5/2017	Classroom walkthrough data	5/11/2018 weekly
G3.B1.S3.MA1 M405770	Leadership team will meet monthly to review Authentic Literacy products and adjust protocols as...	Pegram, Susan	9/5/2017	Student improvement from Beginning-of-the Year, Middle-of-the Year, and End-of-the Year data.	5/11/2018 monthly
G3.B1.S3.MA1 M405771	After modeling Reading, Writing, Thinking and Talking by coaches, leadership will monitor Authentic...	Hart, Karen	9/5/2017	Classroom Walkthroughs, lesson plans, assessments, observation, weekly grade level meetings.	5/11/2018 weekly
G3.B1.S3.A3 A375528	Coaches (Pinkston & Olafsen) will work with grade level teams and assist in identifying quality...	Olafsen, Kirsten	8/14/2017	Observation, teacher feedback, lesson plans, assessments	5/11/2018 monthly
G3.B1.S1.A2 A375522	Weekly grade level meetings will utilize time for on-going content writing and question analysis to...	Pinkston, Katherine	8/21/2017	Observation, assessments, lesson plans	5/25/2018 weekly
G1.B2.S1.MA1 M405755	PBIS committee to meet monthly to review program for on-going effectiveness and make program...	Shryock, Donna	9/5/2017	Committee Meetings, Observation, Staff communications	6/1/2018 monthly
G1.B2.S1.MA3 M405756	Leadership team to review the status of the PBIS program during Wednesday Leadership meetings.	Clark, Scott	9/5/2017	Leadership Agenda, Observation	6/1/2018 quarterly
G1.B2.S1.MA1 M405757	Establish a schedule for student incentives to be distributed/awarded	Clark, Scott	8/14/2017	Observation, Teacher Feedback, Staff Electronic Communication	6/1/2018 weekly
G1.B2.S1.A1 A375513	Create PBIS committee to establish guidelines and incentives for our school-wide positive behavior...	Shryock, Donna	8/14/2017	PBIS plan, observation, EWS (referral) data, teacher and student feedback	6/1/2018 monthly
G1.B2.S1.A3 A375515	Recognition of students for positive behavior as outlined in the PBIS plan.	Shryock, Donna	9/5/2017	Observation, Student feedback, Incentive awards	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.A1 🔑 A375518	Assign non-loading bearing staff members to grade levels for intervention and acceleration support.	Pegram, Susan	8/11/2017	FSA data, iReady and STAR data	6/1/2018 quarterly
G2.B1.S2.MA1 🔑 M405761	FSA ELA and Math results	Pegram, Susan	5/11/2018	FSA ELA and Math results	6/8/2018 one-time

V. Professional Development Opportunities

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

G3. Staff members will work towards increasing overall student proficiency in all academic areas with a focus on Authentic Literacy.

G3.B1 Lack of Florida Standards alignment and Authentic Literacy utilized in core instruction.

G3.B1.S2 Ongoing support will be provided to teachers through professional development, collaborative planning days and weekly planning with coaches and administration.

PD Opportunity 1

Staff professional development for "Assignments Matter," by Eleanor Dougherty

Facilitator

Susan K. Pegram

Participants

K-5 Teachers

Schedule

On 8/4/2017

PD Opportunity 2

Grade level collaborative planning days focused on standards based planning and authentic literacy

Facilitator

Kirsten Olafsen and Katherine Pinkston

Participants

Grade Level Teams -

Schedule

On 11/8/2017

G3.B1.S3 Authentic Literacy will be addressed in all content areas through quality text selection and incorporating Reading, Writing, Thinking and Talking into all aspects of curriculum planning.

PD Opportunity 1

Authentic Literacy PD provided by coaches (Pinkston & Olafsen) for effective utilization of classroom posters.

Facilitator

Katy Pinkston and Kirsten Olafsen

Participants

Instructional Staff

Schedule

On 8/30/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	SAC and PTO will review the current vision and mission statements for student access and equability.	$0.00
2	G1.B1.S1.A2	SACS Accreditation surveys to stakeholders	$0.00
3	G1.B1.S2.A1	Leadership team will analyze SACS Accreditation survey results pertaining to healthy culture/climate and the school's current status to determine if updated Vision and Mission statements are needed.	$0.00
4	G1.B2.S1.A1	Create PBIS committee to establish guidelines and incentives for our school-wide positive behavior plan.	$0.00
5	G1.B2.S1.A2	Training of staff members on the PBIS plan	$0.00
6	G1.B2.S1.A3	Recognition of students for positive behavior as outlined in the PBIS plan.	$0.00
7	G2.B1.S1.A1	Create and establish a system to review and monitor our ongoing data for all students.	$0.00
8	G2.B1.S2.A1	Create and establish bi-weekly mentoring sessions between leadership members and students within the lower quartile.	$0.00
9	G2.B1.S3.A1	Assign non-loading bearing staff members to grade levels for intervention and acceleration support.	$0.00
10	G2.B1.S3.A2	Determine curriculum materials needed per grade level.	$0.00
11	G2.B1.S3.A3	Curriculum training and on-going support for intervention/acceleration resources.	$0.00
12	G3.B1.S1.A1	Coaches (Pinkston & Olafsen) will work with grade level teams and assist in identifying resources to support higher order questioning skills and alignment of Florida Standards.	$0.00
13	G3.B1.S1.A2	Weekly grade level meetings will utilize time for on-going content writing and question analysis to improve higher order questioning skills.	$0.00
14	G3.B1.S2.A1	Support for weekly planning and content based writing will be provided by Coaches.	$0.00
15	G3.B1.S2.A2	Staff professional development for "Assignments Matter," by Eleanor Dougherty	$3,224.80

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	310-Professional and Technical Services	0281 - Lost Lake Elementary School	Other		$3,224.80
			Notes: Books - $1724.80 Speaker - $1500.			

16	G3.B1.S2.A3	Grade level collaborative planning days focused on standards based planning and authentic literacy	$5,291.81

	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	1141	140-Substitute Teachers	0281 - Lost Lake Elementary School	General Fund		$5,291.81
			Notes: Substitute Teachers for grade level collaborative planning time.			
17	G3.B1.S3.A1	Creation of Authentic Literacy posters for all classroom teachers				$0.00
18	G3.B1.S3.A2	Authentic Literacy PD provided by coaches (Pinkston & Olafsen) for effective utilization of classroom posters.				$0.00
19	G3.B1.S3.A3	Coaches (Pinkston & Olafsen) will work with grade level teams and assist in identifying quality text to promote Authentic Literacy and Reading, Writing, Thinking, and Talking in all content areas.				$0.00
					Total:	$8,516.61