Lake Shipp Elementary School

2017-18 Schoolwide Improvement Plan

Lake Shipp Elementary School

250 CAMELLIA DR, Winter Haven, FL 33880

http://schools.polk-fl.net/lakeshippelementary

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

*Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Lake Shipp Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Mission of Lake Shipp Elementary School is to create a culture that motivates success and equips students for the future.

The Mission of Polk County Public Schools is to provide a high quality education for all students.

District and school-based Title I Parent Involvement Programs in Polk County will strive to build RELATIONSHIPS to create real family engagement for every child, every family, every teacher, every day.

b. Provide the school's vision statement.

Vision:
At Lake Shipp Elementary students are educated through a collaborative team consisting of parents, school staff, peers, and the community to become lifelong learners. Children take risks and become productive and innovative without fear of failure; their gifts and talents are recognized and celebrated.

MOTTO:
R - Responsible in ALL things
O - Outstanding Character
A - Academic Pride
R - Resolve Problems Peacefully

2. School Environment

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

We will provide students with resources to encompass the students' cultures that are represented here at Lake Shipp Elementary. We plan to celebrate the different cultures through our PBIS Cruises.

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

The morning show will provide lessons through our network TV system that will air throughout the year. No bullying zone signs are posted throughout the school.

Teachers will follow the district bullying curriculum the 2nd week of school.

In the mornings and afternoons, students are supervised by both adults and student patrols. Car doors are opened for students and the parents are greeted. This assists us in building strong relationships with both our parents and students.

We will provide a follow up training on our CHAMPS/PBIS strategies and posters will be hung in common areas to ensure consistency across the campus. Our students will be rewarded for meeting our 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.

1. Professional development follow up was given during teacher pre-planning week on Routines, Rituals, and Expectations following the CHAMPS model for all school personnel to ensure the system is fair and consistently enforced. Emphasis was placed on consistent clear expectations being taught from the time students arrive at the door in the morning and embedded in each curriculum block daily in the classroom and out. A class mission statement and data board to support student learning will be in every classroom. This along with engagement strategies will create an environment where learning can be maximized.
2. We will also follow up with STOIC, which the district provided our training at the end of last year. We will assist instructional staff on classroom organization to maximize learning. We will ensure that behavior expectations are taught and that the behaviors are monitored consistently. We wi also monitor the campus for positive interactions, not only with students, but one another.

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.

Our administration, leadership team and teachers have reviewed previous year's data and discussed retained, ESE, ELL, and students with discipline issues. Early detection regarding students' with needs will be addressed for academic or behavioral support. The MTSS Team will include: School Psychologist, Guidance Counselor, Interventionists (behavior, math)and Reading Coach. They will work cohesively to enhance student learning and behavior.

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.

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

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	3	3	3	1	6	5	0	0	0	0	0	0	0	21
One or more suspensions	0	15	5	19	10	15	0	0	0	0	0	0	0	64
Course failure in ELA or Math	12	5	9	10	5	11	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	29	29	27	0	0	0	0	0	0	0	85

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	2	0	3	9	6	7	0	0	0	0	0	0	0	27

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

Monthly attendance awards for the best class attendance at each grade level
MTSS and Intervention plan
Mentors
Tutoring after school
Guidance groups
PBIS Goals and incentives

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/432283.

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.

We have an active School Advisory Council. Our SAC meets monthly to discuss the school's needs, data and budget to support Lake Shipp Elementary.
The SIP is shared with SAC regarding goals, barriers and strategies. We take suggestions from the SAC and make adjustments as needed.
We share our SIP and Title I information during our annual Title I meeting.
Parent volunteers and community volunteers support our school on a regular basis. However, we are still looking for ways to increase our number of volunteers.
Additionally, we are looking for ways to increase the number who participate in our scheduled Spirit Nights with Chipolte, Subway and Beef O'Brady's where we earn a percentage of the sales on our scheduled nights.
Last year we starting a PTA, which included parents, teachers, and community members, which assisted in the support of our school and our students. This year we will continue as a PTA
To build positive relationships and enhance communication among all stakeholders, we do the following:
*Agendas, which is a communication tool between home and school.
*Teacher/Parent Conferences
*School Messenger

*New School Website
*Parents on Premises Days (1 in the fall and 1 in the spring)
*Student led Conferences with parents/guardians
*Curriculum Nights (Reading, Writing, Math and Science)
*Science Fair Night (Students explain their projects to judges and projects are judged and scored)
*This year we want to start a Facebook page

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
Nelson, Stacy	Principal
Schmitt, Courtney	Teacher, K-12
Murphy, Jane	Teacher, K-12
Irace, Karen	Assistant Principal
Sands, Dewitt	Dean
Gossman, Sara	Instructional Media
Egan, Jilleene	School Counselor
Crutchfield, Allison	Instructional Technology

b. Duties

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

Dr. Stacy Nelson, Principal - responsible for the Academic Team, Leadership Teams and SAC committee, conduct classroom observations and walkthroughs, ensure collaborative/effective lesson planning and lesson delivery, reviewing student data, assisting in the implementation of PBS procedures and expectations to reduce classroom disruptions, monitoring the execution of procedures, facilitating professional development to meet teacher needs, communicating with other members of the team to ensure student academic success, and assisting in the MTSS process to ensure students receive the assistance they need to be successful.

Dr. Karen Irace, Assistant Principal - responsibilities within the Leadership Team include: classroom observations and walkthroughs, ensuring effective lesson planning and lesson delivery, reviewing student data, assisting in the implementation of PBS procedures and expectations to reduce classroom disruptions, monitoring the execution of procedures, facilitating professional development to meet teacher needs, communicating with other members of the team to ensure student academic success, and assisting in the MTSS process to ensure students receive the assistance they need to be successful.

Courtney Schmitt, 3-5 Math Interventionist - responsibilities include 30%Title 1, parent involvement activities and documentation, 70% small groups instruction with the lowest 25% in grades 3,4, and 5.

Jane Murphy, 3-5 Reading Coach- responsibilities include working with teachers and assisting with planning, improving instructional delivery, modeling for teachers and supporting with the coaching model.

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Jill Egan - Guidance Counselor- Responsible for the coordination of all MTSS meetings, which include those involving academics, behavior, and attendance. MTSS responsibilities include collaborating with parents and staff to assist through the MTSS process to ensure academic achievement. Additionally this position is responsible for the dissemination of ESE information as the LEA, and ESE Facilitator.

Allison Crutchfield, Network Manager - ensures all technology if functioning properly throughout campus, completes inventories and assists with all testing.

Dr. Dewitt Sands, Behavior Interventionist - walks campus daily while visiting all classrooms to ensure that behaviors are not interrupting the learning process. Works with children on de-escalation skills and also works with parents.

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 process used to identify and align available resources is as follows:
1. Plan - during planning our Reading Coach and Math Interventionists along with Administrators will plan rigorous, engaging activities to help all students meet their target for the lesson. Using rubrics and teaching expectations will guide the students toward success.
2. Do - once expectations are taught using gradual release, the students will begin working in groups, pairs and individual to complete the tasks given. Also, using the rubric as they work through the task students can check their progress to see if they are meeting those expectations.
3. Check - as the children are working, the teacher will be facilitating and monitoring the activities to identify any students who may be struggling, to redirect those who may be off task and to accelerate the learning of those who show mastery of the task.
4. Act - Collectively as a School Based Leadership Team, we will meet monthly to review data and compare expected outcomes with actual outcomes. Any adjustments to instruction or training that may be needed will be provided in a timely manner.

The majority of Title I resources is geared toward school improvement. The support provided is tiered so that teachers have the support needed for their own professional growth as well as support with planning to meet the needs of students, including migrant, ESOL and ESE students. Data will be used to identify students and plan instructional support during an extra hour of instruction at every grade level for our students who are not proficient. An additional ESOL para was gained to help assist with our LY students. Also, we gained a second Inclusion teacher to assist in the academic growth of our ESE students. Becky Kicklighter, our Social Worker, assists with the communication and various needs of our migrant students. Our interventionists are key supports during the MTSS process for students in providing progress monitoring and growth data as we work with students to improve the overall number of students that meet proficiency. Data will be reviewed monthly.
Grade Chairs are part of our support team as we align our systems and processes across our campus to create an environment that supports positive behavior and high achievement for all students. They are liaisons between administration and teachers so every stakeholder has a voice. They ensure teachers have a voice in creating the type of culture that will make our school and community proud!

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stacy Nelson	Principal
Alicia Simmons	Parent
Tisha Jones	Parent
Ken Sherman	Business/Community
Karen Irace	Principal
Jessica Blanchard	Parent
Danise Davis	Parent
Mahogany Reese	Education Support Employee
Jane Murphy	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Throughout the school year, the School Advisory Council reviewed the SIP and provided feedback based on administrative walk-through data and survey information. During the year SAC provided community support with action items. They actively helped with the parent portion of the SIP and made suggestions.

b. Development of this school improvement plan

Our SAC committee will review a draft of our School Improvement Plan and especially look at the goals. Everyone will be given the opportunity to ask questions, provide suggestions or recommendations based on the review of the plan and our data. Parents can gain access to the School Improvement plan by visiting the Lake Shipp website at lse.polk-fl.net. In addition, the plan can be viewed in the Parent Involvement Notebook in the main office.

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

The SAC will be able to view areas for improvement and our budget and give feedback. Our business partners give community support toward our plan and budget.

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

Money was budgeted toward the following:
Personnel: Title I Facilitator, Reading Coach, Para-Educator
Educational Newspaper: E-weekly
Teacher Materials and Supplies
Technology and New Document Cameras
Software to Support Math and Reading
Campus Improvement Projects

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Murphy, Jane	Instructional Coach
Nelson, Stacy	Principal
Schmitt, Courtney	Teacher, K-12
Gossman, Sara	Instructional Media
Martinez, Lauren	Teacher, K-12
Peterson, Kelly	Teacher, K-12
Preston, Shanna	Other
Daniels, Latonya	Teacher, K-12
Irace, Karen	Assistant Principal

b. Duties

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

The Literacy Team meets and creates literacy programs around a particular theme, incentives, and ideas to promote literacy across our campus. Jane Murphy is the facilitator of this committee.
Read Quest is a nationwide reading day that our LLT supports .
We have POP (Parents on Premises) days that gets parents involved in Literacy in the classoom during a school day.
We set an AR Goal for school-wide points for the end of year and number of points for each student to set as a goal to reach. Miss Gossman, Media Specialist, heads up AR.
We are using Rosetta Stone with our ESOL students and their parents to enhance English language. Judy Randolph heads up this program for Lake Shipp.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Tuesday is collaboraive planning day for teachers for Reading and Math, Thursday is used for PLC planning. The PLC's will include; data analysis, MTSS for academics, PBIS and MTSS for behavior.

Members of the School Based Leadership Team will leave positive notes for teachers and teachers will be rewarded for implementing the plans with fidelity during instructional time.

Kudos will also be posted in the Teachers' Lounge for others to either copy or adjust to fit their classroom environment. The Kudos will be mentioned on the morning show as well.

In addition, we will give a "Teacher of the Week" award that highlights something great that was observed during classroom walkthroughs.

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

New teachers coming in are supported by their grade chair, administrators, coach and interventionists. A file is kept on possible recruits for the future
Monthly meetings with administrators help support new members in our processes and district procedures. We also review FEAPs with novice teachers.

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

The new teachers meet monthly with the reading coach as a group with set topics and as needed during the month. PD is offered through coaching, shadowing another teacher and/or through the coaching model.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The School Based Leadership Team (SBLT) will use At-a-Glance documents for all content areas for walk throughs and observations to ensure that plans being delivered are aligned with the Florida Standards
Use of item specifications are part of planning
Review reports and resources from iStation for both reading and math
Teachers utilize our district's curriculum maps when planning
Computer Based Programs that support the curriculum and Florida Standards are utilized
Planning is supported by the administrators, coach and interventionists

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.

Summative and formative assessment data is used to help follow progress of students
Teachers utilize small groups and centers as part of the literacy block to support on level curriculum. Data from weekly assessments help teachers look at needs of students. Flexible small groups are formed through disagregation of data from these assessments.
We provide an extra hour of interventions and/or enrichment to meet the needs of all our students. During this hour, strategies are used to enhance students' individual academic needs in order to enhance their on grade level skills. If a child has already mastered the standards, he/she is provided enrichment activities to excel him/her to the next level.

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: 100

The Learning Resource Center provides after school tutoring for our students twice a week. Tutoring is provided for first through fifth grade students.

Strategy Rationale

Based on progress monitoring data, students that need extra time to learn in a small group setting are provided this opportunity through extended learning.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Schmitt, Courtney, courtney.schmitt@polk-fl.net

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

Pre and post test are used to analyze effectiveness

Strategy: After School Program

Minutes added to school year: 900

Teachers to provide an additional hour of instruction after school for 12-16 weeks in ELA, Math and Science.

Strategy Rationale

Students will receive additional instruction in small groups to focus on areas of need.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Irace, Karen, karen.irace@polk-fl.net

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

Data collected will be STAR Reading and Math, i Station, teacher-made assessments and FSA results. A pre and post assessment will be administered to track each students progress on standards. Teachers will track student attendance and progress and communicate weekly with parents/guardians.

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.*

Orientation is held for all students and kindergarten roundup is held for incoming kindergarten
students.
During the first 30 days of school our kindergarten students are assessed on the Florida Kindergarten
Readiness Skills. This test is used to measure a child's readiness for school.
Collaboration between schools prepare students for the next level of education (middle school).
At the end of the year, administrators from transitioning middle schools visit and hold assemblies with
transitioning students to share academic programs and expectations.
The boy scouts come in yearly and this year girl scouts will come as well. Now the programs
encompass grades K - 5. However, they talk to 5th graders about transitioning into middle school.
Third grade teachers teach in pairs and our fourth and fifth grades are departmentalized, which helps
children become familiar with transitioning from one class to another. Thus, preparing them for middle
school.

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.*

The graduation year for each grade level will be framed and hung in each classroom and regularly
referred to with our children
We have pennants from both the ACC and SEC teams, as well as, famous black universities, which
will be hung in the cafeteria so that daily all students are exposed to the idea of attending college.
We would like to take our older students to colleges/universities in town, as well as, out of town to
expose them to the type of experiences they are working toward.
Our children participate in the Great American Teach-In and experience many job opportunities and
are given a chance to ask questions regarding various fields of employment.

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

BizTown provides exposure to many different types of careers and companies, including: Town
Mayor, hospitals, banks, electric companies, radio stations, retail stores, McDonalds, adventure
parks, etc.

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

Our Biztown project supports real life community and job experiences for our fifth graders. Students
learn, then prepare for jobs in which they interview. The culmination is a trip to Biztown where they
run this minature city working all types of jobs, including mayor and city managers.

*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, § 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.

Lake Shipp Elementary' s strength was in Science, Learning Gains and Lowest 25 percent.
Our weakness was in math proficiency
We will continue to work on reading growth as well as the other content areas.

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.

Consistency of instruction and personnel throughout all classrooms, lack of fidelity, discipline, lack of student authentic engagement and beginning teachers lack of familiarity with content/standards/best practices.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we monitor and provide authentic feedback on gradual release with fidelity, then student engagement and proficiency levels will increase.

G2.   If we train and monitor the implementation of the 5E Model with fidelity, then our math and science scores will show growth in proficiency.

G3.   If we decrease our discipline referrals by 25%, then our academic proficiency levels in all content areas will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we monitor and provide authentic feedback on gradual release with fidelity, then student engagement and proficiency levels will increase. 1a

🔍 G098945

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
FSA Mathematics Achievement	55.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not want to give up control of their content

- Inconsistent knowledge of the gradual release model

Resources Available to Help Reduce or Eliminate the Barriers 2

- District support

- PD on gradual release

- District learning maps

- Reading/Literacy Coach

Plan to Monitor Progress Toward G1. 8

Observation data from Journey, collaborative planning sheets and coaching observations

Person Responsible
Stacy Nelson

Schedule
Weekly, from 10/11/2017 to 5/24/2018

Evidence of Completion
Observations posted in Journey, data analysis

Plan to Monitor Progress Toward G1. 8

Lesson plan checks, grade level planning meetings, collaborative planning sheets, class data and grade level data

Person Responsible
Karen Irace

Schedule
Weekly, from 10/11/2017 to 5/24/2018

Evidence of Completion
Lesson plan checks, results from school and district assessments

G2. If we train and monitor the implementation of the 5E Model with fidelity, then our math and science scores will show growth in proficiency. 1a

🔍 G098946

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	55.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	62.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not have a complete understanding of the 5E Model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PD on the implementation of the 5E Model

- Online Resources

- Model Classrooms

- Peer Support

Plan to Monitor Progress Toward G2. 8

Lesson plan checks and 5E rubrics

Person Responsible
Karen Irace

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

Evidence of Completion
Lesson plan checks, grade level planning sheets and 5E rubrics

Plan to Monitor Progress Toward G2. 8

Lesson plan checks and 5E rubrics

Person Responsible
Stacy Nelson

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

Evidence of Completion
Lesson plan checks, grade level planning sheets and 5E rubrics

G3. If we decrease our discipline referrals by 25%, then our academic proficiency levels in all content areas will increase. 1a

🔑 G098947

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
ELA/Reading Gains	65.0
FSA Mathematics Achievement	55.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	62.0
ELA/Reading Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers' have an inadequate understanding of PBIS and its implementation. This year we are adding The Leader in Me Book Study and The 7 Habits social skills training/ instruction for students.

- Lack of follow through in providing consequences for misbehavior.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Use of DoJo in all classrooms

- CHAMPS/PBIS Committee

- District support

- Model Classrooms

- PD on The Leader in Me book Study, The 7 Habits social skills

Plan to Monitor Progress Toward G3. 8

Analyze data from STAR, STAR Early Literacy, iStation, district writing assessments, Reading Wonders weekly assessments and data chats.

Person Responsible
Stacy Nelson

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

Evidence of Completion
Collaborative planning minutes, lesson plans, coaching logs, professional development logs, student tracking forms, and discipline. Classroom data walls will monitor student progress in all content areas. Goals or Targets are also posted for each content area.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. If we monitor and provide authentic feedback on gradual release with fidelity, then student engagement and proficiency levels will increase. `1`

🔑 G098945

G1.B1 Teachers do not want to give up control of their content `2`

🔑 B266395

G1.B1.S1 PD on the Gradual Release Model `4`

🔑 S282287

Strategy Rationale

Utilize the Gradual Release Model to solidify mastery of lesson skills and concepts based on state standards.

Action Step 1 `5`

PD on the Gradual Release Model

Person Responsible

Stacy Nelson

Schedule

Monthly, from 10/11/2017 to 5/24/2018

Evidence of Completion

Lesson plan documentation and classroom observations

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

The fidelity and implementation of the Gradual Release Model will be monitored during classroom observations and feedback provided by Administration and our Reading/Literacy Coach

Person Responsible

Karen Irace

Schedule

Weekly, from 10/11/2017 to 5/24/2018

Evidence of Completion

Teacher feedback, lesson plans, classroom observations and student work samples.

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

The fidelity and implementation of the Gradual Release Model will be monitored during classroom observations and feedback provided by Administration and our Reading/Literacy Coach

Person Responsible

Stacy Nelson

Schedule

Weekly, from 10/11/2017 to 5/24/2018

Evidence of Completion

Teacher feedback, lesson plans, classroom observations and student work samples.

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

Lesson plans, classroom observations and student assessments

Person Responsible

Karen Irace

Schedule

Weekly, from 10/11/2017 to 5/24/2018

Evidence of Completion

Students will attain learning goals on FSA, teacher made assessments and on progress monitoring instruments.

G1.B1.S2 Utilize Math Interventionist to provide differentiated instruction with struggling students to assist with remediation 4

🔑 S282288

Strategy Rationale

Providing differentiated targeted instruction for struggling students will help close the achievement gap.

Action Step 1 5

Provide assistance with Tier 2 and Tier 3 groups for remediation

Person Responsible

Schedule

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

Evidence of Completion

Daily schedule and lesson plans

G1.B1.S3 Extended Learning Program 4

🔑 S282289

Strategy Rationale

Providing additional tutoring will help remediate students' foundational skills.

Action Step 1 5

Analyze student data and implement extended learning program

Person Responsible

Stacy Nelson

Schedule

Weekly, from 11/1/2017 to 5/24/2018

Evidence of Completion

Performance matters data

G1.B1.S4 Use of gradual release model using S.S. Weekly to enhance instruction. 4

🔑 S282290

Strategy Rationale

Using S.S. Weekly, teachers can cover standards from multi-subjects.

Action Step 1 5

The teacher will use the gradual release model using the S.S. Weekly to increase knowledge in social studies, writing and reading.

Person Responsible

Stacy Nelson

Schedule

On 5/31/2018

Evidence of Completion

Walkthroughs, observations, and students' grades

G1.B1.S5 One printer per grade level will be used for guided small group instruction, resources for interventions, to print data reports to track student progress 4

🔑 S282291

Strategy Rationale

The printers will allow instructional staff to print data for each child, track skill deficiencies and areas of enrichment and adjust instruction when needed

Action Step 1 5

Teachers will use data to guide instruction for small groups

Person Responsible

Stacy Nelson

Schedule

Daily, from 9/29/2017 to 5/24/2018

Evidence of Completion

Grades, small group lesson plans, data sheets

G2. If we train and monitor the implementation of the 5E Model with fidelity, then our math and science scores will show growth in proficiency. 1

🔑 G098946

G2.B1 Teachers do not have a complete understanding of the 5E Model. 2

🔑 B266397

G2.B1.S1 Provide professional development focused on the 5E Model with an implementation schedule 4

🔑 S282292

Strategy Rationale

SBLT will coordinate PD of the 5E Model, monitor implementation, provide timely feedback, analyze data on a regular basis through data chats.

Action Step 1 5

Classroom observations and collaborative planning

Person Responsible

Stacy Nelson

Schedule

On 5/24/2018

Evidence of Completion

Grade level data chats, classroom observations, lesson plans and grades in Pinnacle

Action Step 2 5

Mad Scientist group will conduct various experiments for our 5th graders for a science standard review before testing.

Person Responsible

Schedule

On 5/31/2018

Evidence of Completion

Will collect a journal entry from each student.

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

Implement a rubric to assist with instructional adjustments that will provide specific feedback to teachers following classroom observations.

Person Responsible

Stacy Nelson

Schedule

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

Evidence of Completion

Classroom walk-throughs and observation rubrics will monitor the fidelity of implementation of the 5E Model.

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

Implement a rubric to assist with instructional adjustments that will provide specific feedback to teachers following classroom observations.

Person Responsible

Karen Irace

Schedule

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

Evidence of Completion

Classroom walk-throughs and observation rubrics will monitor the fidelity of implementation of the 5E Model.

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

Observations, lesson plans, interim reports and report cards. Coaching, collaborative planning and feedback sessions will serve as vital components to solidify teacher knowledge and offer support for high yield strategies. Monthly leadership meetings will be held to discuss the effectiveness of the rubrics.

Person Responsible

Stacy Nelson

Schedule

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

Evidence of Completion

Observation rubrics, lesson plans, collaborative planning sheets and SBLT minutes

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

Observations, lesson plans, interim reports and report cards. Coaching, collaborative planning and feedback sessions will serve as vital components to solidify teacher knowledge and offer support for high yield strategies. Monthly leadership meetings will be held to discuss the effectiveness of the rubrics.

Person Responsible

Karen Irace

Schedule

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

Evidence of Completion

Observation rubrics, lesson plans, collaborative planning sheets and SBLT minutes

G3. If we decrease our discipline referrals by 25%, then our academic proficiency levels in all content areas will increase. 1

🔑 G098947

G3.B1 Teachers' have an inadequate understanding of PBIS and its implementation. This year we are adding The Leader in Me Book Study and The 7 Habits social skills training/ instruction for students. 2

🔑 B266399

G3.B1.S1 Increase our student authentic engagement by using researched based strategies 4

🔑 S282293

Strategy Rationale

Plans will be created to keep students engaged and active in the lessons using all modalities of learning.

Action Step 1 5

Classroom walkthroughs will be conducted to ensure that lessons are implemented with fidelity, lesson plans will be checked weekly

Person Responsible

Stacy Nelson

Schedule

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

Evidence of Completion

Classroom walkthrough data

Action Step 2 5

Implement Leader in me social skills training and Leader in Me book study for staff and students

Person Responsible

Karen Irace

Schedule

On 5/24/2018

Evidence of Completion

Lesson plan check off list

Action Step 3 `5`

Discuss areas of need with the SBLT and assign appropriate staff to assist with those needing assistance.

Person Responsible

Stacy Nelson

Schedule

On 5/24/2018

Evidence of Completion

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

We will monitor through the use of Kagan Strategies, The 7 Habits, Whole Brain Instruction and CHAMPS/PBIS

Person Responsible

Stacy Nelson

Schedule

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

Evidence of Completion

Evidence will be in the form of the review of lesson plans, classroom walk-throughs, observations, increased time on task (observed) and increase in academic data.

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

We will monitor through the use of Kagan Strategies, The 7 Habits, Whole Brain Instruction and CAMPS/PBIS

Person Responsible

Karen Irace

Schedule

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

Evidence of Completion

Evidence will be in the form of the review of lesson plans, classroom walk-throughs, observations, increased time on task (observed) and increase in academic data.

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

Classroom walk-throughs, observations and data analysis of discipline reports

Person Responsible

Karen Irace

Schedule

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

Evidence of Completion

Office Discipline Referrals (ODRs), MTSS Documentation and PBIS Documentation

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

Classroom walk-throughs, observations and data analysis of discipline reports

Person Responsible

Stacy Nelson

Schedule

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

Evidence of Completion

Office Discipline Referrals (ODRs), MTSS Documentation and PBIS Documentation

G3.B2 Lack of follow through in providing consequences for misbehavior. `2`

🔑 B266400

G3.B2.S1 Teachers will attend weekly planning with the administrative team. `4`

🔑 S282294

Strategy Rationale

Teachers will plan weekly with administration to create standards based lessons including differentiated activities.

Action Step 1 `5`

Teachers will implement the PBIS Model and teach social skills to all students

Person Responsible

Stacy Nelson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The planning and professional learning community forms for each grade level.

Action Step 2 `5`

Teachers will use social skills books and resources to improve classroom climate and classroom control.

Person Responsible

Stacy Nelson

Schedule

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

Evidence of Completion

Student journals, classroom work, and a more positive working environment.

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

Classroom walkthroughs will be conducted weekly by the administrative team

Person Responsible

Stacy Nelson

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom walkthrough data will be discussed with all stakeholders during weekly meetings.

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

We will provide Professional Development on Differentiated Instruction.

Person Responsible

Karen Irace

Schedule

Weekly, from 9/26/2016 to 5/26/2017

Evidence of Completion

We will collect PLC planning forms, analyze data, review lesson plans, and conduct classroom walkthroughs

G3.B2.S2 Administration will conduct various PD on CHAMPS, Keys for Character, 7 Habits, and school wide PBiS. 4

S282295

Strategy Rationale

Increased understanding of behavioral expectation and techniques will decrease behavioral incidents.

Action Step 1 5

Document camera will be used in training with instructional staff.

Person Responsible

Stacy Nelson

Schedule

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

Evidence of Completion

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.B2.S1.MA1 M413513	We will provide Professional Development on Differentiated Instruction.	Irace, Karen	9/26/2016	We will collect PLC planning forms, analyze data, review lesson plans, and conduct classroom walkthroughs	5/26/2017 weekly
G3.B2.S1.MA1 M413514	Classroom walkthroughs will be conducted weekly by the administrative team	Nelson, Stacy	8/15/2016	Classroom walkthrough data will be discussed with all stakeholders during weekly meetings.	5/26/2017 weekly
G3.B2.S1.A1 A380936	Teachers will implement the PBIS Model and teach social skills to all students	Nelson, Stacy	8/15/2016	The planning and professional learning community forms for each grade level.	6/2/2017 weekly
G1.MA1 M413501	Observation data from Journey, collaborative planning sheets and coaching observations	Nelson, Stacy	10/11/2017	Observations posted in Journey, data analysis	5/24/2018 weekly
G1.MA2 M413502	Lesson plan checks, grade level planning meetings, collaborative planning sheets, class data and...	Irace, Karen	10/11/2017	Lesson plan checks, results from school and district assessments	5/24/2018 weekly
G2.MA1 M413507	Lesson plan checks and 5E rubrics	Irace, Karen	8/10/2017	Lesson plan checks, grade level planning sheets and 5E rubrics	5/24/2018 weekly
G2.MA2 M413508	Lesson plan checks and 5E rubrics	Nelson, Stacy	8/10/2017	Lesson plan checks, grade level planning sheets and 5E rubrics	5/24/2018 weekly
G3.MA1 M413515	Analyze data from STAR, STAR Early Literacy, iStation, district writing assessments, Reading...	Nelson, Stacy	8/10/2017	Collaborative planning minutes, lesson plans, coaching logs, professional development logs, student tracking forms, and discipline. Classroom data walls will monitor student progress in all content areas. Goals or Targets are also posted for each content area.	5/24/2018 monthly
G1.B1.S1.MA1 M413498	Lesson plans, classroom observations and student assessments	Irace, Karen	10/11/2017	Students will attain learning goals on FSA, teacher made assessments and on progress monitoring instruments.	5/24/2018 weekly
G1.B1.S1.MA1 M413499	The fidelity and implementation of the Gradual Release Model will be monitored during classroom...	Irace, Karen	10/11/2017	Teacher feedback, lesson plans, classroom observations and student work samples.	5/24/2018 weekly
G1.B1.S1.MA2 M413500	The fidelity and implementation of the Gradual Release Model will be monitored during classroom...	Nelson, Stacy	10/11/2017	Teacher feedback, lesson plans, classroom observations and student work samples.	5/24/2018 weekly
G1.B1.S1.A1 A380926	PD on the Gradual Release Model	Nelson, Stacy	10/11/2017	Lesson plan documentation and classroom observations	5/24/2018 monthly
G2.B1.S1.MA1 M413503	Observations, lesson plans, interim reports and report cards. Coaching, collaborative planning and...	Nelson, Stacy	8/10/2017	Observation rubrics, lesson plans, collaborative planning sheets and SBLT minutes	5/24/2018 monthly
G2.B1.S1.MA2 M413504	Observations, lesson plans, interim reports and report cards. Coaching, collaborative planning and...	Irace, Karen	8/10/2017	Observation rubrics, lesson plans, collaborative planning sheets and SBLT minutes	5/24/2018 monthly
G2.B1.S1.MA1 M413505	Implement a rubric to assist with instructional adjustments that will provide specific feedback to...	Nelson, Stacy	8/10/2017	Classroom walk-throughs and observation rubrics will monitor the fidelity of implementation of the 5E Model.	5/24/2018 weekly
G2.B1.S1.MA2 M413506	Implement a rubric to assist with instructional adjustments that will provide specific feedback to...	Irace, Karen	8/10/2017	Classroom walk-throughs and observation rubrics will monitor the fidelity of implementation of the 5E Model.	5/24/2018 weekly
G2.B1.S1.A1 A380931	Classroom observations and collaborative planning	Nelson, Stacy	8/10/2017	Grade level data chats, classroom observations, lesson plans and grades in Pinnacle	5/24/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1 🔍 M413509	Classroom walk-throughs, observations and data analysis of discipline reports	Irace, Karen	9/1/2017	Office Discipline Referrals (ODRs), MTSS Documentation and PBIS Documentation	5/24/2018 weekly
G3.B1.S1.MA4 🔍 M413510	Classroom walk-throughs, observations and data analysis of discipline reports	Nelson, Stacy	9/1/2017	Office Discipline Referrals (ODRs), MTSS Documentation and PBIS Documentation	5/24/2018 weekly
G3.B1.S1.MA1 🔍 M413511	We will monitor through the use of Kagan Strategies, The 7 Habits, Whole Brain Instruction and...	Nelson, Stacy	8/10/2017	Evidence will be in the form of the review of lesson plans, classroom walk-throughs, observations, increased time on task (observed) and increase in academic data.	5/24/2018 weekly
G3.B1.S1.MA2 🔍 M413512	We will monitor through the use of Kagan Strategies, The 7 Habits, Whole Brain Instruction and...	Irace, Karen	8/10/2017	Evidence will be in the form of the review of lesson plans, classroom walk-throughs, observations, increased time on task (observed) and increase in academic data.	5/24/2018 weekly
G3.B1.S1.A1 🔍 A380933	Classroom walkthroughs will be conducted to ensure that lessons are implemented with fidelity,...	Nelson, Stacy	8/10/2017	Classroom walkthrough data	5/24/2018 weekly
G3.B1.S1.A2 🔍 A380934	Implement Leader in me social skills training and Leader in Me book study for staff and students	Irace, Karen	8/10/2017	Lesson plan check off list	5/24/2018 one-time
G3.B1.S1.A3 🔍 A380935	Discuss areas of need with the SBLT and assign appropriate staff to assist with those needing...	Nelson, Stacy	8/10/2017		5/24/2018 one-time
G3.B2.S1.A2 🔍 A380937	Teachers will use social skills books and resources to improve classroom climate and classroom...	Nelson, Stacy	10/2/2017	Student journals, classroom work, and a more positive working environment.	5/24/2018 daily
G1.B1.S2.A1 🔍 A380927	Provide assistance with Tier 2 and Tier 3 groups for remediation		8/10/2017	Daily schedule and lesson plans	5/24/2018 daily
G3.B2.S2.A1 🔍 A380938	Document camera will be used in training with instructional staff.	Nelson, Stacy	10/2/2017		5/24/2018 daily
G1.B1.S3.A1 🔍 A380928	Analyze student data and implement extended learning program	Nelson, Stacy	11/1/2017	Performance matters data	5/24/2018 weekly
G1.B1.S5.A1 🔍 A380930	Teachers will use data to guide instruction for small groups	Nelson, Stacy	9/29/2017	Grades, small group lesson plans, data sheets	5/24/2018 daily
G2.B1.S1.A2 🔍 A380932	Mad Scientist group will conduct various experiments for our 5th graders for a science standard...		3/1/2018	Will collect a journal entry from each student.	5/31/2018 one-time
G1.B1.S4.A1 🔍 A380929	The teacher will use the gradual release model using the S.S. Weekly to increase knowledge in...	Nelson, Stacy	10/1/2017	Walkthroughs, observations, and students' grades	5/31/2018 one-time

V. Professional Development Opportunities

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

G1. If we monitor and provide authentic feedback on gradual release with fidelity, then student engagement and proficiency levels will increase.

G1.B1 Teachers do not want to give up control of their content

G1.B1.S1 PD on the Gradual Release Model

PD Opportunity 1

PD on the Gradual Release Model

Facilitator

Karen Irace and Stacy Nelson

Participants

Instructional Staff

Schedule

Monthly, from 10/11/2017 to 5/24/2018

G3. If we decrease our discipline referrals by 25%, then our academic proficiency levels in all content areas will increase.

G3.B2 Lack of follow through in providing consequences for misbehavior.

G3.B2.S1 Teachers will attend weekly planning with the administrative team.

PD Opportunity 1

Teachers will implement the PBIS Model and teach social skills to all students

Facilitator

Ronald Shell

Participants

school community

Schedule

Weekly, from 8/15/2016 to 6/2/2017

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	PD on the Gradual Release Model				$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0621 - Lake Shipp Elementary School	Title, I Part A		$250.00
			Notes: Books: "Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility" and "Gradual Release of Responsibility in the Classroom " quick guide.			
2	**G1.B1.S2.A1**	**Provide assistance with Tier 2 and Tier 3 groups for remediation**				**$60,406.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0621 - Lake Shipp Elementary School	Title, I Part A		$60,406.00
			Notes: Math Interventionist			
3	**G1.B1.S3.A1**	**Analyze student data and implement extended learning program**				**$32,267.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0621 - Lake Shipp Elementary School	Title, I Part A		$15,787.00
			Notes: Extended Learning			
	5900	120-Classroom Teachers	0621 - Lake Shipp Elementary School	Title, I Part A		$6,480.00
			Notes: PEP Extended Learning			
	5900	510-Supplies	0621 - Lake Shipp Elementary School	Title, I Part A		$10,000.00
			Notes: Florida Ready			
4	**G1.B1.S4.A1**	**The teacher will use the gradual release model using the S.S. Weekly to increase knowledge in social studies, writing and reading.**				**$5,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	530-Periodicals	0621 - Lake Shipp Elementary School	Title, I Part A		$5,200.00
			Notes: S.S. Weekly for Gradual release modeling.			
5	**G1.B1.S5.A1**	**Teachers will use data to guide instruction for small groups**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0621 - Lake Shipp Elementary School	Title, I Part A		$5,000.00

			Notes: Printers and technology service.			
6	**G2.B1.S1.A1**	**Classroom observations and collaborative planning**				**$6,528.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	140-Substitute Teachers	0621 - Lake Shipp Elementary School	Title, I Part A		$6,528.00
			Notes: Substitutes for Collaborative Planning			
7	**G2.B1.S1.A2**	**Mad Scientist group will conduct various experiments for our 5th graders for a science standard review before testing.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0621 - Lake Shipp Elementary School	Title, I Part A		$2,500.00
			Notes: Resources and supplies to support professional development and modeling throughout the year			
8	**G3.B1.S1.A1**	**Classroom walkthroughs will be conducted to ensure that lessons are implemented with fidelity, lesson plans will be checked weekly**				**$0.00**
9	**G3.B1.S1.A2**	**Implement Leader in me social skills training and Leader in Me book study for staff and students**				**$90,965.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0621 - Lake Shipp Elementary School	Title, I Part A		$90,165.00
			Notes: Behavior Interventionist			
	6400	510-Supplies	0621 - Lake Shipp Elementary School	Title, I Part A		$800.00
			Notes: Book Study - Teach Like a Champion			
10	**G3.B1.S1.A3**	**Discuss areas of need with the SBLT and assign appropriate staff to assist with those needing assistance.**				**$0.00**
11	**G3.B2.S1.A1**	**Teachers will implement the PBIS Model and teach social skills to all students**				**$2,655.81**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0621 - Lake Shipp Elementary School	Title, I Part A		$2,655.81
			Notes: Champs books, social skills classroom book sets, behavioral resources.			
12	**G3.B2.S1.A2**	**Teachers will use social skills books and resources to improve classroom climate and classroom control.**				**$2,656.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0621 - Lake Shipp Elementary School	Title, I Part A		$2,656.00
13	**G3.B2.S2.A1**	**Document camera will be used in training with instructional staff.**				**$883.00**

Function	Object	Budget Focus	Funding Source	FTE	2017-18
5100	644-Computer Hardware Non-Capitalized	0621 - Lake Shipp Elementary School	Title, I Part A		$883.00
				Total:	**$209,310.81**