

Polk County Public Schools

Lena Vista Elementary School



2017-18 Schoolwide Improvement Plan

Lena Vista Elementary School

925 BERKLEY RD, Auburndale, FL 33823

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

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	48%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lena Vista 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 Lena Vista Elementary is to provide students with a positive, rigorous learning experience to become productive citizens within our community.

b. Provide the school's vision statement.

Every Lena Vista Elementary student will be prepared academically and socially for success in middle school.

2. School Environment

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

The school organizes events to foster the relationship between all stake-holders, by :

*Welcoming families through our Open House event

*Hosting conference nights with a variety of curriculum topics, supplying families with appropriate resources, and showcasing what students learn through our arts programs as well as meetings with parents to discuss progress.

*Organizing socially themed events to welcome families from our community.

*Participating with students in the monthly reward program, teaching team building lessons, and spending time talking to students.

* Teaching and modeling character traits of being responsible.

* CHAMPS/PBiS a district-wide behavior initiative.

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

Students are monitored at all times while on campus both before and after school. Students are assigned an area beside their classroom to sit and read before the bell rings in the morning. School personnel are assigned to these areas to monitor the students. In the afternoon staff members supervise students until they leave campus during dismissal. Anti-Bullying lessons are taught in every classroom at the beginning of every school year. Lena Vista Elementary adheres to the monthly Keys to Character program and timeline. The Skill Streaming lessons highlight a different social skill on a monthly basis that are also implemented.

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.

Lena Vista is proud to be a Positive Behavior Support school. The school-wide expectations are posted throughout the campus and in each classroom. The mantra "PAWS-Positive Attitude, Act Responsible, , " is not only displayed, but is repeated every morning during announcements. Students earn PAWS throughout the day, which they save for a daily, weekly, and end of the month reward. Teachers track singular behaviors on the discipline form enabling students numerous opportunities to improve their behavior. Teachers develop behavior interventions to be used in the classroom.

Students who are not successful with the PBS program are referred to the MTSS team for behavior interventions. If needed, the MTSS team and parents are involved in developing a Tier 2 behavior plan. Students who do not meet the goal established in Tier 2 can then be placed on a Tier 3 behavior plan with parent permission. At this time a Functional Behavior Assessment is conducted for 10 school days to determine if further intervention is needed. Teachers are trained annually in the MTSS process. For the 2017-18 school year, CHAMPS is being added to our PBS program. CHAMPS is a guide to the decisions teachers can make to build and implement a proactive and positive approach to classroom management. Lena Vista is using the Attention Signal hand up and count to 5 to gain students' attention.

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.

Lena Vista uses a school-wide PBS plan, CHAMPS and Keys to Character program to meet the social-emotional needs of students. Students who require further intervention in this area may receive a daily check-in/check-out intervention at the Tier 2 level of support. Students requiring more intervention will receive Tier 3 level of support, which could lead to possible Exceptional Student Education services (ESE). ESE students and 504 students are eligible for mental health counseling.

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 Lena Vista receives a report that lists the students who have been absent or tardy for more than 10% of the school year. This list is sent to classroom teachers and the attendance manager who contact parents. Once a student has missed 5 unexcused days, a letter is generated and sent home to the parent. Once a student misses 10 days, a letter is generated and sent home to the parent along with a date for the parent to meet with the school social worker at the school. Grades are reviewed by teachers and administration after each quarter. If a student is failing a course, a parent conference is held and the student's name is brought the the MTSS meeting. Students receiving a level 1 on FSA are targeted for additional support in the classroom and/or after school tutoring.

Students who receive out of school suspension discipline are identified by the MTSS team to determine if student needs additional support.

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	23	21	20	18	32	15	0	0	0	0	0	0	0	129
One or more suspensions	3	12	18	9	22	10	0	0	0	0	0	0	0	74
Course failure in ELA or Math	12	2	4	0	0	0	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	14	21	38	0	0	0	0	0	0	0	73

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	4	2	2	12	25	10	0	0	0	0	0	0	0	55

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

Interventions Include: PBS Rewards, Tutoring by the interventionists, Parent meetings with the MTSS team, Parent meetings with the school social worker, Students checking in and out with mentor each day, Behavior plans written, Students placed on Tier II and Tier III

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/417150>.

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.

Lena Vista includes business partners as part of our School Advisory Committee. We encourage the partners to participate in meetings where various school issues are discussed and voted upon. These include but are not limited to: approval of the School Improvement Plan, analysis of school data, analysis of annual performance, voting on lottery fund expenditures, as well as reviews of the District Strategic Plan and the Parent Involvement Plan. Business partners provide funds and/or materials to support student learning. Business partners are highlighted on the school marquee, Lena Vista's Facebook page, and included in the school newsletter providing advertisement for their businesses.

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
Sharp, Deneece	Principal
Larson-Pease, Erin	Teacher, K-12
Bennett, Jasmar	Assistant Principal
Jergensen, Jane	Instructional Media
Recupero, Trisha	Instructional Coach
Snyder, Windy	Instructional Coach
mcluckey, alexander	Dean
Gillingham, Cynthia	Teacher, ESE

b. Duties

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

Members of the School Based Leadership Team assist with the development of the SIP. The team provides strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. They help set clear expectations for instruction (Rigor, Relevance, and Relationship). Information is used to understand barriers, determine the effectiveness of the strategies and determine the next steps needed to move the school forward.

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.

Baseline Data: STAR Assessments, FSA

Progress Monitoring: STAR Assessments, IStation, Math Modules Assessments, Reading Wonders Unit Assessments, Tier II and Tier III progress Monitoring Tools (Math Probes, Progress Monitoring Writing, Wonders Assessments, Behavior Charts, etc.)

Midyear: STAR Assessments

End of year: STAR Assessments, FSA

Frequency of Data Days: STAR Assessments-Quarterly, FSA-Yearly, Tier II and Tier III (As Defined by Intervention Plan)

Title I, Part A, funds school-wide services to Lena Vista. Title I funds provide supplemental instructional resources for students with academic achievement needs. This program supports after-school instructional programs, supplemental instructional materials, Interventionists, a network manager, technology for students, academic coaches for professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Migrant students enrolled in Lena Vista will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Lena Vista are used to purchase additional professional development in the areas of math, language arts, science, and technology.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

SAI unit(s) provided to Lena Vista enhances student achievement by providing after school tutoring/grade recovery.

Lena Vista provides violence and drug prevention programs in school in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Students with housing needs are referred to the Homeless Student Advocate.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Deneece Sharp	Principal
Cynthia Bencz	Education Support Employee
Amelia Jacobo	Education Support Employee
Erin Larson-Pease	Teacher
Jasmar Bennett	Principal
Amy Gibson	Parent
Jennifer Meyers	Parent
Florence Wilson	Parent
Krysta Owens	Business/Community
Elvia Ramirez	Parent
Naiduvis Lorenzo	Parent
Mike Townsend	Business/Community
Annette Coverdell	Teacher
Dorothy Jackson	Teacher
Hannah Wood	Teacher
Colin Hansen	Teacher
Windy Snyder	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC recommended that we continue to build on the goals of teaching the standards and rigorous instruction that were set in 2016-2017 and to continue into the 2017-18 school year, targeting learning gains of students in the lowest quartile.

b. Development of this school improvement plan

- ? Operate within the boundaries of School Board policy and State legislation
- ? Assist in developing and reviewing school vision statement, goals and objectives
- ? Analyze School Grade and AMO Reports
- ? Solicit input from peer groups regarding school improvement
- ? Vote on the expenditure of SAC Allocation Funds, School Recognition Funds and 5 Star School Award
- ? Review all funds reported in School Improvement Plan
- ? Support school improvement implementation
- ? Provide ongoing evaluations of school improvement progress

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

The SAC reviewed and provided input on the annual school budget and plan.

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

N/A

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
Sharp, Deneece	Principal
Larson-Pease, Erin	Teacher, K-12
Bennett, Jasmar	Assistant Principal
Jergensen, Jane	Instructional Media
Recupero, Trisha	Teacher, K-12
Snyder, Windy	Instructional Coach
mcluckey, alexander	Dean

b. Duties

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

The LLT will focus on curriculum needs as the new Florida Standards are fully implemented. Members of the team will assist teachers in developing lesson plans and coach "needs improvement" teachers to meet the full intent of the standards. Members of the LLT will participate in district led professional development and in turn train teachers and staff on district directives. The team will serve as tutors in classrooms serving students who scored in the lowest 25%. Attendance and behavior issues will be addressed by the leadership team.

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 have a common planning time. Through the use of SharePointe all teachers at the grade level are able to input information into the lesson plan template at the same time. Grade levels meet with the administration, reading and science/math coach weekly to ensure teachers and grade levels are planning collaboratively. Teachers are expected to come prepared with shared responsibilities and planning roles.

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

Attend job fairs (Administration and Leadership Team Members)

Provide on-going professional development (Reading Coach, Science/Math Coach, Administration)

Provide mentor teachers (Grade chairs, Administration, Interventionists)
Provide instructional support through the use of Interventionists, Paraprofessionals, ESE Inclusion Teachers, and Reading/Math Coaches

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

Grade level chairs will be assigned to mentor teachers based on expertise within their grade level to help with planning and curriculum delivery. Monthly meetings are held in order to review instructional success and areas in need of support. The Reading Coach and Science/Math Coach also serve as mentors in order to provide support that is available throughout the day.

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.

Lena Vista ensures its core instructional programs and materials are aligned to Florida's Standards by utilizing the standards when planning lessons, providing professional development, and ordering materials. Teachers/grade levels follow the district curriculum maps, which are based on the Florida Standards. During grade level planning, standards, content specifications, assessment limits, and resources are reviewed to ensure that the standards are being taught to the full intent in each grade level/classroom. The reading and science/math coaches provide on-going training/review of standards during lesson planning sessions. Vertical discussions are included in planning meetings to communicate expectations before and after each grade level. Lesson plans are reviewed a week prior to instructional delivery so that administration, leadership, interventionists, and teachers are aware of standards being taught and to what extent the assessment will measure proficiency.

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.

Lena Vista uses data to drive academic instruction. Students who score in the bottom 25% of a grade level are placed in small groups for increased instruction. Tier 2 students are served daily for 30 minutes and progress monitored every two weeks. Students at the Tier 3 level receive an additional 60 minutes a week. Teachers use in-class assessments to determine flexible groups depending upon needed skills. Interventionists, ESE inclusion teachers and ESOL paraprofessionals work with flexible groups as determined by data and teacher input. Interventionist groups are flexible based on progress monitoring data. These 30 minute sessions utilize leveled resources from district adopted reading series, as well as other research based materials.

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: 2,280

After school tutoring for targeted students
After school tutoring for ELL students

Strategy Rationale

To provide struggling students and ELL students with additional instructional support

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bennett, Jasmarr, jasmarr.bennett@polk-fl.net

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

STAR Assessments, Math Module Assessments, Reading Wonders Unit Assessments
Students scores from assessments will be analyzed to look for trends.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Lena Vista Elementary assists Pre-K students in their transition to elementary school. Our school provides two Exceptional Student Education classes and Early Intervention Pre-K. Throughout the course of the year, Pre-Kindergarten students participate in school-wide programs that provide them with literature and information to make the transition into kindergarten a smooth process. In the spring, families are invited to participate in Kindergarten Round-Up. During round-up families are taken on a campus tour then presented with school information, which is delivered by administration, the reading coach, and kindergarten teachers. Materials from Title I and Success by Six are distributed to provide parents with information and practical strategies for children from birth to six years of age. Families are invited to the event through the use of local and social media, Title 1 newsletters, and SchoolMessenger. Pre-K teachers use various techniques (observation, assessment, parent feedback), to monitoring the students' readiness. FLKRS is administered at the onset of the kindergarten school year. The data is disaggregated and the results aid in creating a target list of students who are labeled as high risk. Students who are found to have low readiness rates, are monitored and provided additional support. Reading and Math/Science Coaches work with teachers in planning lessons that accommodate the learning modalities of the high risk students, as well as assisting in the constant monitoring of students' progress. Parent feedback is another tool used to evaluate the effectiveness of the interventions in place. Kindergarten and Pre-Kindergarten teachers will collaborate with one another to monitor student progress in achieving readiness skills.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

According to the 2016-17 school data, the sub groups of ESE and ELL show very limited growth and data continues to show a pattern of little to no growth.

B. Problem Analysis Summary

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

Root causes:

Understanding the depth of the standards

The correct taxonomy level required within instruction to meet that rigor

Effective use of strategies for ESE and ELL students

Use of formative assessments to drive small group or flexible grouping.

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 teachers plan for and instruct students using structured engagement strategies then time off task will be decreased which increases student achievement by 12% and decreases discipline referrals by 10%.

- G2.** If teachers plan and deliver rigorous Florida standards based instruction at the correct taxonomy level then Lena Vista Elementary's year to year growth will be at or above 54% proficient of total points possible as related to school grade.

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 teachers plan for and instruct students using structured engagement strategies then time off task will be decreased which increases student achievement by 12% and decreases discipline referrals by 10%. 1a

G099115

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	180.0
District Grade - Percentage of Points Earned	54.0

Targeted Barriers to Achieving the Goal 3

- Students engagement activities are not incorporated consistently throughout content area lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan Structures, Worksheets Don't Grow Dendrites, Teach Like a Pirate

Plan to Monitor Progress Toward G1. 8

Administration and Leadership team will monitor implementation of student engagement activities through journey ratings and discipline referral counts while monitoring the impact of formative assessments such as STAR.

Person Responsible

Deneece Sharp

Schedule

Every 3 Weeks, from 8/10/2017 to 5/23/2018

Evidence of Completion

Journey and Performance Matters

G2. If teachers plan and deliver rigorous Florida standards based instruction at the correct taxonomy level then Lena Vista Elementary's year to year growth will be at or above 54% proficient of total points possible as related to school grade. 1a

G099116

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	54.0

Targeted Barriers to Achieving the Goal 3

- Understanding and implementation of rigor within the Florida Standards and levels of questioning using Marzano's Taxonomy.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading and Math Coach Interventionists Florida Standards Standards Based Classroom Teaching Map and Book Marzanos 9 High Yield Strategies as related to John Hattie's work

Plan to Monitor Progress Toward G2. 8

Administration will monitor the progress of the goal by reviewing formative assessments and progress monitoring quarterly data.

Person Responsible

Deneece Sharp

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Reading Wonders Unit Assessments STAR Reading/Math IStation STAR Early Literacy Student Grade Reports

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 teachers plan for and instruct students using structured engagement strategies then time off task will be decreased which increases student achievement by 12% and decreases discipline referrals by 10%. **1**

 G099115

G1.B1 Students engagement activities are not incorporated consistently throughout content area lessons.

2

 B266839

G1.B1.S1 Provide professional development opportunities for teachers in student engagement activities that support rigorous tasks. **4**

 S282741

Strategy Rationale

Student Engagement is a condition in Marzano's Essentials for Achieving Rigor.

Action Step 1 **5**

Professional Development on Student Engagement Strategies for all teachers through all content areas.

Person Responsible

Deneece Sharp

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Sign in sheets, agendas, lesson plans, walkthroughs

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

Administration and Instructional coaches will monitor implementation by providing coaching opportunities on student engagement strategies within the content areas for struggling teachers.

Person Responsible

Deneece Sharp

Schedule

Daily, from 8/10/2017 to 5/23/2018

Evidence of Completion

Calendar, Plans

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

Administration will monitor implementation through observations from walk-throughs on Journey focusing on Domain 2 & 3

Person Responsible

Deneece Sharp

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Journey observations Domain 2 & 3

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

Administration will monitor effectiveness through data provided by Journey focusing on Domain 2 & 3 and formative assessment such as STAR and IStation.

Person Responsible

Deneece Sharp

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Journey Observations Domain 2 & 3

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

Administration and Leadership team will monitor counts of Discipline Referrals monthly.

Person Responsible

Deneece Sharp

Schedule

Every 3 Weeks, from 8/10/2017 to 5/23/2018

Evidence of Completion

Discipline Counts off Performance Matters

G2. If teachers plan and deliver rigorous Florida standards based instruction at the correct taxonomy level then Lena Vista Elementary's year to year growth will be at or above 54% proficient of total points possible as related to school grade. 1

G099116

G2.B1 Understanding and implementation of rigor within the Florida Standards and levels of questioning using Marzano's Taxonomy. 2

B266840

G2.B1.S1 Align standards to the correct taxonomy level before planning the lesson and tasks. 4

S282742

Strategy Rationale

The teacher must know and understand the new Florida Standards in order to present the correct grade level curriculum.

Action Step 1 5

Administration will provide Professional learning for teachers with identifying the standards taxonomy level and teaching the Florida Standards within the correct educational objective.

Person Responsible

Deneece Sharp

Schedule

Weekly, from 8/4/2016 to 5/24/2017

Evidence of Completion

PD Sign In Sheets Agendas

Action Step 2 5

Coaches will provide professional learning opportunities to identify levels of taxonomy in the delivery of rigorous instruction through planning, modeling, and the coaching cycle.

Person Responsible

Windy Snyder

Schedule

Weekly, from 8/10/2016 to 5/23/2018

Evidence of Completion

Lesson Plans Anecdotal Records Classroom Visits Classroom Observations PD Sign In Sheets

Action Step 3 5

Administration and Coaches will provide all teachers of ESE and ELL students scaffolding strategies that result in full mastery of the standards.

Person Responsible

Deneece Sharp

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

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

Administration will provide implementation through professional learning opportunities for teachers with identifying taxonomy level and teaching the Florida Standards within the correct educational objective.

Person Responsible

Deneece Sharp

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Formative Assessment Data such as STAR and IStation Classroom Observation

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

Coaches will monitor implementation by delivering rigorous instruction of the levels of taxonomy through planning, modeling, and the coaching cycle.

Person Responsible

Windy Snyder

Schedule

Weekly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson Plans Coaches Calendars Student Artifacts Formative Assessment Data such as STAR and IStation

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

Administration and Coaches will provide all teachers of ESE and ELL students scaffolding strategies that result in full mastery of the standards

Person Responsible

Deneece Sharp

Schedule

Monthly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Monthly data of growth with all ESE and ELL students, lesson plans of inclusion teachers, formative evaluation data such as STAR, IStation, FSA.

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

Administration will monitor the teaching of the Florida State Standards through weekly planning sessions, formal and informal walk throughs, as well as grade level planning sessions followed by task review sessions with both leadership and administration. In addition, professional development opportunities will be provided in how to best interpret and utilize student data in relation to the state standards, as well as aligning resources that support the rigor of the standard with a focus on ESE and ELL students.

Person Responsible

Deneece Sharp

Schedule

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

Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Observations IStation Data STAR Data

G2.B1.S2 Use formative assessment to make instructional decisions that will scaffold the lesson to the rigor required for all students. 4

 S282743

Strategy Rationale

Formative assessment will allow the teacher to know exactly where the student is and drive instruction to meet the full meaning of the standard.

Action Step 1 5

Provide Professional learning on formative assessments that assist in making instructional decisions in all content areas.

Person Responsible

Deneece Sharp

Schedule

Every 3 Weeks, from 8/10/2017 to 5/23/2018

Evidence of Completion

Action Step 2 5

Provide all teachers of ESE/ELL students strategies on formative assessment to drive small group instruction.

Person Responsible

Deneece Sharp

Schedule

Every 3 Weeks, from 8/10/2017 to 5/23/2018

Evidence of Completion

Lesson plans, walkthroughs, formative assessment data, small group planning

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

Administration will monitor the implementation of professional learning on formative assessments that assist in making instructional decisions for all students.

Person Responsible

Deneece Sharp

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Observation Teacher Assessment Data Data Books

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

Administration and Coaches will monitor the implementation of ESE/ELL strategies through observation and formative assessments.

Person Responsible

Deneece Sharp

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

Observation Teacher Assessment Data Data Books

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

Administration and Coaches will monitor effectiveness through formative assessments that assist in making instructional decisions that increase student achievement.

Person Responsible

Deneece Sharp

Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

STAR IStation Student Grades Work Samples

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

Administration and Coaches will monitor effectiveness by analyzing data on formative assessment of ESE/ELL students.

Person Responsible

Deneece Sharp

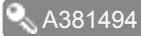
Schedule

Quarterly, from 8/10/2017 to 5/23/2018

Evidence of Completion

STAR IStation Student Grades Work Samples

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					
G2.B1.S1.A1  A381494	Administration will provide Professional learning for teachers with identifying the standards...	Sharp, Deneece	8/4/2016	PD Sign In Sheets Agendas	5/24/2017 weekly
G2.B1.S1.MA1  M414555	Administration will monitor the teaching of the Florida State Standards through weekly planning...	Sharp, Deneece	8/15/2016	Lesson Plans Journey Feedback Student Artifacts Observations IStation Data STAR Data	6/2/2017 weekly
G1.MA1  M414554	Administration and Leadership team will monitor implementation of student engagement activities...	Sharp, Deneece	8/10/2017	Journey and Performance Matters	5/23/2018 every-3-weeks
G2.MA1  M414563	Administration will monitor the progress of the goal by reviewing formative assessments and...	Sharp, Deneece	8/10/2017	Reading Wonders Unit Assessments STAR Reading/Math IStation STAR Early Literacy Student Grade Reports	5/23/2018 quarterly
G1.B1.S1.MA1  M414550	Administration will monitor effectiveness through data provided by Journey focusing on Domain 2 & 3...	Sharp, Deneece	8/10/2017	Journey Observations Domain 2 & 3	5/23/2018 weekly
G1.B1.S1.MA4  M414551	Administration and Leadership team will monitor counts of Discipline Referrals monthly.	Sharp, Deneece	8/10/2017	Discipline Counts off Performance Matters	5/23/2018 every-3-weeks
G1.B1.S1.MA1  M414552	Administration and Instructional coaches will monitor implementation by providing coaching...	Sharp, Deneece	8/10/2017	Calendar, Plans	5/23/2018 daily
G1.B1.S1.MA4  M414553	Administration will monitor implementation through observations from walk-throughs on Journey...	Sharp, Deneece	8/10/2017	Journey observations Domain 2 & 3	5/23/2018 weekly
G1.B1.S1.A1  A381493	Professional Development on Student Engagement Strategies for all teachers through all content...	Sharp, Deneece	8/10/2017	Sign in sheets, agendas, lesson plans, walkthroughs	5/23/2018 weekly
G2.B1.S1.MA1  M414556	Administration will provide implementation through professional learning opportunities for teachers...	Sharp, Deneece	8/10/2017	Lesson Plans Journey Feedback Student Artifacts Formative Assessment Data such as STAR and IStation Classroom Observation	5/23/2018 weekly
G2.B1.S1.MA2  M414557	Coaches will monitor implementation by delivering rigorous instruction of the levels of taxonomy...	Snyder, Windy	8/10/2017	Lesson Plans Coaches Calendars Student Artifacts Formative Assessment Data such as STAR and IStation	5/23/2018 weekly
G2.B1.S1.MA4  M414558	Administration and Coaches will provide all teachers of ESE and ELL students scaffolding strategies...	Sharp, Deneece	8/10/2017	Monthly data of growth with all ESE and ELL students, lesson plans of inclusion teachers, formative evaluation data such as STAR, IStation, FSA.	5/23/2018 monthly
G2.B1.S1.A2  A381495	Coaches will provide professional learning opportunities to identify levels of taxonomy in the...	Snyder, Windy	8/10/2016	Lesson Plans Anecdotal Records Classroom Visits Classroom Observations PD Sign In Sheets	5/23/2018 weekly
G2.B1.S1.A3  A381496	Administration and Coaches will provide all teachers of ESE and ELL students scaffolding strategies...	Sharp, Deneece	8/10/2017		5/23/2018 monthly
G2.B1.S2.MA1  M414559	Administration and Coaches will monitor effectiveness through formative assessments that assist in...	Sharp, Deneece	8/10/2017	STAR IStation Student Grades Work Samples	5/23/2018 quarterly
G2.B1.S2.MA4  M414560	Administration and Coaches will monitor effectiveness by analyzing data on formative assessment of...	Sharp, Deneece	8/10/2017	STAR IStation Student Grades Work Samples	5/23/2018 quarterly
G2.B1.S2.MA1  M414561	Administration will monitor the implementation of professional learning on formative assessments...	Sharp, Deneece	8/10/2017	Observation Teacher Assessment Data Data Books	5/23/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA3  M414562	Administration and Coaches will monitor the implementation of ESE/ELL strategies through...	Sharp, Deneece	8/10/2017	Observation Teacher Assessment Data Data Books	5/23/2018 quarterly
G2.B1.S2.A1  A381497	Provide Professional learning on formative assessments that assist in making instructional...	Sharp, Deneece	8/10/2017		5/23/2018 every-3-weeks
G2.B1.S2.A2  A381498	Provide all teachers of ESE/ELL students strategies on formative assessment to drive small group...	Sharp, Deneece	8/10/2017	Lesson plans, walkthroughs, formative assessment data, small group planning	5/23/2018 every-3-weeks

V. Professional Development Opportunities

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

G1. If teachers plan for and instruct students using structured engagement strategies then time off task will be decreased which increases student achievement by 12% and decreases discipline referrals by 10%.

G1.B1 Students engagement activities are not incorporated consistently throughout content area lessons.

G1.B1.S1 Provide professional development opportunities for teachers in student engagement activities that support rigorous tasks.

PD Opportunity 1

Professional Development on Student Engagement Strategies for all teachers through all content areas.

Facilitator

Administrators & Coaches

Participants

All Content Area teachers & Para Educators

Schedule

Weekly, from 8/10/2017 to 5/23/2018

G2. If teachers plan and deliver rigorous Florida standards based instruction at the correct taxonomy level then Lena Vista Elementary's year to year growth will be at or above 54% proficient of total points possible as related to school grade.

G2.B1 Understanding and implementation of rigor within the Florida Standards and levels of questioning using Marzano's Taxonomy.

G2.B1.S1 Align standards to the correct taxonomy level before planning the lesson and tasks.

PD Opportunity 1

Administration will provide Professional learning for teachers with identifying the standards taxonomy level and teaching the Florida Standards within the correct educational objective.

Facilitator

Administration

Participants

Classroom Teachers

Schedule

Weekly, from 8/4/2016 to 5/24/2017

PD Opportunity 2

Coaches will provide professional learning opportunities to identify levels of taxonomy in the delivery of rigorous instruction through planning, modeling, and the coaching cycle.

Facilitator

Instructional Coaches Administration

Participants

Classroom Teachers

Schedule

Weekly, from 8/10/2016 to 5/23/2018

PD Opportunity 3

Administration and Coaches will provide all teachers of ESE and ELL students scaffolding strategies that result in full mastery of the standards.

Facilitator

Administration & Coaches

Participants

All ESE & ELL teachers in the content areas

Schedule

Monthly, from 8/10/2017 to 5/23/2018

G2.B1.S2 Use formative assessment to make instructional decisions that will scaffold the lesson to the rigor required for all students.

PD Opportunity 1

Provide Professional learning on formative assessments that assist in making instructional decisions in all content areas.

Facilitator

Administration/Coaches

Participants

Teachers

Schedule

Every 3 Weeks, from 8/10/2017 to 5/23/2018

PD Opportunity 2

Provide all teachers of ESE/ELL students strategies on formative assessment to drive small group instruction.

Facilitator

Bennett/Sharp & Coaches

Participants

Classroom Teachers and ESE Teachers

Schedule

Every 3 Weeks, from 8/10/2017 to 5/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional Development on Student Engagement Strategies for all teachers through all content areas.				\$20,775.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	0841 - Lena Vista Elementary School	Title, I Part A		\$20,775.00
			<i>Notes: Kagan training with books Cooperative Learning Books Worksheet Do Not Grow Dendrites</i>			
2	G2.B1.S1.A1	Administration will provide Professional learning for teachers with identifying the standards taxonomy level and teaching the Florida Standards within the correct educational objective.				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	510-Supplies	0841 - Lena Vista Elementary School	Title I, Part A		\$25,000.00
			<i>Notes: Books: The Essentials for Achieving Rigor Marzano Maps: Taxonomy of Educational Objectives Leveled Text</i>			
3	G2.B1.S1.A2	Coaches will provide professional learning opportunities to identify levels of taxonomy in the delivery of rigorous instruction through planning, modeling, and the coaching cycle.				\$202,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0841 - Lena Vista Elementary School			\$202,000.00
			<i>Notes: Coach Salaries & Interventionist</i>			
4	G2.B1.S1.A3	Administration and Coaches will provide all teachers of ESE and ELL students scaffolding strategies that result in full mastery of the standards.				\$0.00
5	G2.B1.S2.A1	Provide Professional learning on formative assessments that assist in making instructional decisions in all content areas.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	0841 - Lena Vista Elementary School	Title, I Part A		\$0.00
6	G2.B1.S2.A2	Provide all teachers of ESE/ELL students strategies on formative assessment to drive small group instruction.				\$0.00
Total:						\$247,775.00