

Sumter District Schools

Lake Panasoffkee Elementary School



2017-18 Schoolwide Improvement Plan

Lake Panasoffkee Elementary School

790 CR 482N, Lake Panasoffkee, FL 33538

[no web address on file]

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	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Sumter 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 Lake Panasoffkee Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lake Panasoffkee Elementary School is committed to ensuring that each student has the opportunity to acquire the skills necessary for becoming a responsible, productive citizen able to cope with changing social and economic conditions. High academic achievement by students enrolled at Lake Panasoffkee Elementary is of the utmost concern to the school's primary stakeholders, which includes parents, teachers, and administrators. The staff of Lake Panasoffkee Elementary works to meet the individual needs of each student, taking into consideration their unique attributes and capabilities.

b. Provide the school's vision statement.

SOARING HIGHER-Lake Panasoffkee Elementary School will strive to provide students with an environment conducive to developing a positive self-image and the learning skills needed throughout a lifetime.

2. School Environment

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

As classrooms continue to be very diverse, it has become increasingly important to learn about students' cultures and build relationships. The first step Lake Panasoffkee Elementary takes in bridging the culture gap is to closely examine our own assumptions. We are continuously searching for new ways to reach out to students and their families. Some of the activities we host include evening conferences, curriculum clarification nights, STEM night, Young Author Night, back to school celebrations, winter luncheons, student recognitions, a fall dance and read with your child nights. These activities have allowed time to build positive communication and establish trust. To measure the effectiveness of our process, students and parents are given climate surveys. These surveys are closely analyzed and changes are made accordingly.

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

Nothing is more important than the safety of the children entrusted to our care. We have developed response plans to be used as resources in a variety of hazardous situations. Additionally, we provide staff and student training for our school Critical Incident Response Teams, as well as more specific training for teachers concerning their roles in crisis response. We practice a variety of drills so students and staff are familiar with the procedures. Also, we provide training in an effort to prevent bullying and harassment to students, parents and staff. Students are made familiar with our anonymous reporting procedure. Bullying and harassment are not tolerated.

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.

LPES is a Positive Behavior Support School (PBS). We are proactive by teaching and recognizing what the children are doing right, the positives. There is a PBS team in place. The team meets

monthly to discuss the needs after careful review of the behavioral data. The following is our PBS Plan:

1. Expectation, rules, and appropriate ways to behave are taught as effectively as academics. Our motto is "Effort, Everyday, Everyone" and our school-wide expectations are S.O.A.R.-Stay on task, Obey safety rules, Act responsibly, Respect others.
2. Focus is placed on students demonstrating the desirable behavior with the goal to teach appropriate skills and reward appropriate behavior.
3. Data is analyzed in an effort to understand the purpose of the negative behaviors and children are taught the necessary skills to replace undesirable behaviors.
4. Many strategies are used to help aid students including: student conferences, peer mediations, re-teaching expectations, role playing, notes to parents, phone calls to parents, curricular accommodations, referrals to guidance counselor, and positive classroom interventions including on-going direct instruction, embedded instruction, modeling, and consistency.
5. School-wide activities are used to encourage appropriate behavior. These activities include:
 - The school-wide expectations are taught to every student: S.O.A.R. - Stay on Task, Obey Safety Rules, Act Responsibly, and Respect Others.
 - New students are introduced to the PBS Program by a "Hero Helper", Each class has a student designated to be a "buddy for the day"
 - School-wide expectation posters are distributed to every classroom and around campus.
 - \$1 Osprey Wings are given weekly to each classroom teacher to distribute as model behaviors are seen.
 - \$1 Osprey Wings are given to all bus drivers and pick-up area supervisors for distribution as model behaviors are seen.
 - Lunch duty supervisors distribute \$1 Osprey Wings as model behaviors are seen during the lunch periods.
 - \$5 Class Osprey Wings are distributed for model behavior in the lunchroom, at PE, music, and for other occasions where the class is observed on campus, this includes random 100% homework participation and 100% attendance for testing dates. This allows students to help motivate their peers in demonstrating model behaviors. \$5 Class Osprey Wings are given by administration, lunchroom staff, librarian, lab managers, music teacher, PE and custodians for behavior that demonstrates going beyond what is required.
 - Osprey Store is open as needed in a permanent location, allowing students to redeem their earned Osprey Wings for prizes. Younger classes are given help from older students while shopping.
 - Classes visit store minimum of monthly.
 - Teachers give out an AR Osprey Wing that denotes the amount of 100's a student earned on an AR Test.
6. The PBS team meets monthly to review:
 - Discipline data
 - Discipline referral processes and procedures
 - Use of school-wide expectations and rules to teach students appropriate behavior
 - Reward system to encourage appropriate behavior and effective consequence to discourage inappropriate behavior
 - Suggestionsbox from the Osprey Store
 - Pick two winners of Raffle Prize

When discipline concerns arise, it is critical that the school staff and parents work together to resolve those problems. Teachers will contact parents once all other interventions have been used and support from home is necessary. Parents will be notified by phone prior to any form of discipline requiring a conduct report. Solutions can often be reached when there is communication and cooperation in this manner.

Discipline Plan:

Level 1 Infractions: Teachers will make every effort to resolve minor level 1 infractions at the

classroom level. However, if after the following efforts the behavior continues, administration may become involved.

- Teacher warning and PBS Intervention

- Teacher and PBS Intervention

- Parent contact and PBS Intervention

Administrative action may include, but not be limited to: Counseling/warning, parent contact, removal of privileges, lunch for one, behavior contract, assigned STOP (in-school suspension) room.

Level 2 Infractions: Many level 2 infractions may be handled at the classroom level. However, if a teacher deems necessary to involve administration due to the nature of the offense, then any of the following consequences may be appropriate: Any of the level 1 administrative actions + Out of school suspension, referral to MTSS or special services.

Level 3 Infractions: These infractions are more serious in nature and will be dealt with administratively in nearly every case. Any school approved consequence may be an option at this level.

Level 4 Infractions: These infractions are reserved for the most serious offenses and are generally brought before the school board in an expulsion hearing or placement review.

Weapons

Knives, guns (real or toy), dangerous instruments, pepper gas, bullets, shotgun shells and items or hazardous materials that could be used as weapons to threaten, injure or disable an adult or another student are not permitted at school.

Tobacco Policy

No student, regardless of age, will be allowed to use tobacco or tobacco products (such as, but not limited to, cigarettes, chew, and dip) while on campus. Bringing or using tobacco products at school will result in disciplinary action and legal monetary fines.

Bullying/Harassment (Pursuant to SB 5.321)

It is the policy of the Sumter County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.

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.

Research is clear that students have greater academic success when their social-emotional needs are provided for. The staff at Lake Panasoffkee Elementary works diligently to create a balance between academic development and social-emotional needs. Students are systematically screened and given thorough evaluation and interventions when needed through the Multi-tiered System of Support, MTSS. Our guidance counselor provides group and individual counseling sessions. Qualifying students are supported through the pupil service at Life Stream. All students receive monthly character education through a program called Character Connex.

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.

Lake Panasoffkee Elementary School keeps data to determine indicators that would suggest poor academic performance. These indicators include 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 during any grading period, and a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency which is determined through Exact Path.

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	22	21	19	13	13	18	0	0	0	0	0	0	0	106	
One or more suspensions	1	0	3	5	2	4	0	0	0	0	0	0	0	15	
Course failure in ELA or Math	8	3	4	4	17	6	0	0	0	0	0	0	0	42	
Level 1 on statewide assessment	0	0	0	0	4	14	0	0	0	0	0	0	0	18	

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	5	2	4	2	13	10	0	0	0	0	0	0	0	36

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

Data is provided to teachers about their students who have early warning indicators. Students who are in the bottom quartile will be closely monitored and some of these students may also be a part of the MTSS program. Students are provided immediate intensive instruction in small group settings or one on one. Students who have attendance issues are invited to a Child Study Team meeting, which includes representatives from Youth and Family Alternatives and the school resource officer.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

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

2. Description

85% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member.

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.

The school builds and sustains partnerships with the local community in many ways. The school website is regularly updated with timely information. Each year local community stakeholders are invited to participate on the School Advisory Council. The School Advisory Council's purpose is to review, plan, and improve school programs and to build parental involvement. The principal and Title I Contact provide agendas of meetings and reminders for meetings to encourage participation. At the beginning of the school year, meetings are designed to educate parents on the purpose and requirements of being a Title I school. The parent involvement budget is explained to parents. Parents, teachers, staff, and the Title I Contact are asked to offer suggestions for utilizing these funds. The proposed budget is then reviewed by the SAC/Title 1 committee and placed on the meeting agenda for approval.

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
Wade, Nicole	Principal
Ashley, Allen	Teacher, K-12
Hunt, Shelly	Teacher, K-12
James, Connie	Teacher, K-12
Randolph, Cynthia	Teacher, K-12
Sherman, Landrea	School Counselor
Wojnarowski, Rosemary	Teacher, K-12
Ashley, Sissy	Assistant Principal
Davin, Ashley	Teacher, K-12
Lamb, Danielle	Teacher, K-12
Williams, Deserae	Teacher, K-12

b. Duties

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

The Leadership team is comprised of the instructional leaders of our school. Members on the team include: administration, grade-level chairs, resource teacher, Title I coordinator, and the guidance counselor. The School-based Leadership Team members meet at least once per month. At each meeting, school data is reviewed, concerns from each member's assigned professional learning community is addressed, and recommendations for programs and resources needed at the school to assist students with behavioral and academic needs are made. Team members then meet with their assigned PLC to share the decisions made and begin implementation.

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.

Title I, Part A: All district Title I schools have schoolwide programs. Title I funds are used to implement comprehensive strategies for improving the educational programs of the entire school but target most academically at-risk students. These funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis and review and revision of curriculum, and parent involvement activities.

Title II: The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the School Improvement goals and student data.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless: The district identifies homeless children during the registration process or when the family becomes homeless. The district then buys supplies through Title I dollars or clothing and other needed items through Homeless ARRA funds. Homeless students are not segregated and barriers to their education are eliminated.

Supplemental Academic Instruction (SAI): SAI will be coordinated with Title I funds to provide after school for Level 1 readers. SAI funds may also be used to expand the after school program to all Level 2 students, depending on the amount of funding available.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stephanie Caine	Education Support Employee
Pamela Evans	Teacher
Marguerite Matthews	Business/Community
Laura Rumer	Parent
Amanda Taylor	Teacher
Maribel Vera	Teacher
Brianna Wine	Parent
Nicole Wade	Principal
Johnny Aycock	Business/Community
Stephanie Dunn	Parent
Stephanie Dyals	Parent
Sharonda Felton	Parent
Brittney Gorby	Parent
Sidi Jouani	Parent
Michelle LeHew	Parent
Lindsey Lord	Parent
Stephanie Mickler	Parent
Levi Norris	Parent
Nicole Sanders	Parent
Andrea Pate	Parent
Laura Todd	Parent
Keisha Tully	Parent
Shelby Weldon	Parent
Joni Williams	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The School Advisory Council worked with the faculty and staff to provide a quality education consistent with all state and local statues. Meetings were held four times during the school year and were scheduled on the days/times most convenient for the majority of the group. The SAC defined and monitored the progress toward each school goal. Data was reviewed at each meeting and suggestions for improvement were made. After all data for the year was available, the Council carefully evaluated the areas where our goals were not met and celebrated the areas of success. Strategies for improvement were made and voted on.

b. Development of this school improvement plan

Meetings were held four times during the school year and were scheduled on the days/times most convenient for the majority of the group. Suggestions for school improvement were discussed and included in the plan. The plan was presented to the committee and approved.

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

The School Advisory Council provided input on the use of SIP funds and assisted in preparing the school budget. The Council approved all budgets.

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

There was no additional money from last year.

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
Wade, Nicole	Principal
Ashley, Allen	Teacher, K-12
James, Connie	Teacher, K-12
Randolph, Cynthia	Teacher, K-12
Sherman, Landrea	School Counselor
Wojnarowski, Rosemary	Teacher, K-12
Davin, Ashley	Teacher, K-12
Ashley, Sissy	Assistant Principal
Lamb, Danielle	Teacher, K-12

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

The literacy team meets regularly throughout the year. Topics at every meeting include: 1)Support for Text Complexity, and 2)Support for Instructional Skills to Improve Reading Comprehension. Data walls and data chats are led by the testing/technology coordinator as well as administration. This data is needed to drive lesson development as well as highlighting professional development opportunities. Emphasis is placed on writing accross the curriculum. Everyone is a writing/literacy instructor. When asked a text dependent question, students must be able to respond in writing supporting their answers with text evidence. Teachers incorporate higher order thinking in all components of the lesson. The LLT promotes this strategy because we know that the use of extended thinking increases student achievement faster than any other strategy.

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.

Whenever possible, teachers have been given common, grade-level appropriate, planning time. All teachers have planning time scheduled with another teacher in the same grade-level or an assigned team member. Time is also allocated for collaboration in Professional Learning Communities, grade level articulation, data chats and lesson study. All teachers new to Sumter County, inexperienced teachers new to Sumter County and/or teachers seeking Professional Education Competence are provided training and support through our Mentoring Program. The Mentoring Program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors.

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

The Human Resource recruitment team actively pursues certified and highly qualified applicants through college recruitment fairs, Teachers-Teachers recruiting service, and Sumter's online applicant tracking system available on the District's website.

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

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum. The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilizing guided meetings, peer observations, and monthly checklists of teaching responsibilities. The Mentoring Program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. The Sumter County School District Strategic Plan includes an action plan for creation of a meaningful mentoring program as a means to recruit and retain teachers. Research indicates that student achievement, in part, depends on the construction of a school culture that fosters growth for students and staff alike. We believe mentors and new teachers will learn to grow in this process.

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.

A great deal of work has gone into ensuring that the core instructional programs and materials are aligned to Florida's standards. First of all, all core instructional programs are research-based. The Standards have been unpacked, and all instructors are trained in what students need to know, understand and do. The Standards have been mapped into a yearly calendar to ensure all standards will be covered in a logical and sequential order. Instruction is monitored through frequent, documented walkthroughs as well as formal evaluations. LPES uses textbooks that have been approved and purchased through the district textbook adoption process.

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.

Teachers and staff are very proactive in the use of data to provide and differentiate instruction to meet the diverse needs of students. Data from many sources, including but not limited to baseline assessments in all subjects, STAR tests, Exact Path assessments, Attendance Records, Behavioral Records, and MTSS data is used to create flexible groups. Weaknesses and strengths are determined, and assistance is offered as needed. Instruction is modified in duration and frequency with the weakest groups meeting more frequently with the teacher and those who need challenge are provided activities that allow them to move forward. Assignments and assessments are tailored to the exact needs of the students. Scaffolding is provided according to the results of the data analysis. The district provides updated training in this area using the research based model, Learning Focused Solutions.

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

Strategy: After School Program

Minutes added to school year: 1,200

This program varies each year and is available based on district funding and student need. During the course of the program students will receive intensive instruction and learning opportunities in the areas of reading, mathematics, science, writing and personal enrichment. This program will creatively reinforce topics taught during the regular school year and will serve as a preview for upcoming learning goals. Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Exact Path, Accelerated Reader, Achieve 3000, National Geographic Science, Kaplan Empowerment, Go Math Intervention, Brain Pop and Gizmos. Each of these programs provides instruction and practice in the key content areas. Students will also be involved in project based hands-on learning experiences to supplement and strengthen the student's performance.

Strategy Rationale

To increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wade, Nicole, nicole.wade@sumter.k12.fl.us

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

Classroom grades will be collected at the beginning of the program and again at the completion of the program. Attendance will be reported each day. FSA Proficiency in Reading and Math will be reported as well as FSSA Science scores. The program will be considered successful if: 86% of regularly participating students will maintain a passing grade in reading (70% or higher) as demonstrated by such measures as quarterly school report card grades and 82% of regularly participating students will maintain a passing grade in math (70% or higher) as demonstrated by such measures as quarterly school report card grades. Also, 70% of regularly participating students will make a learning gain in ELA as demonstrated by FSA ELA, 65% of regularly participating students will make a learning gain in math as demonstrated by FSA Math, and 60% of regularly participating 5th grade students will score proficient on FSSA Science.

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.

Each spring the school holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten

readiness assessment along with speech and language screeners. VPK is offered at the school for four year olds five days per week. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist. VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need. At the start of each school year, parents and guardians are invited to attend "Meet Your Teacher Day" and are encouraged to become volunteers. During the "Meet Your Teacher Day" event, parents and students are able to meet and discuss changes and concerns related to the transition to a new grade in a non-threatened environment. Each year several other events take place to help support the transition from one grade level to another including: open house, grade-level information nights and evening conferences.

In the spring, 5th grade students take a field trip to the feeder middle school to ease the transition to middle school. 5th and 6th grade teachers from feeder patterns meet each year for an articulation to ensure curriculum is rigorous and consistent.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement in Mathematics
- G2.** Increase student achievement in English Language Arts.
- G3.** Increase student achievement in Science.
- G4.** Increase parental involvement.
- G5.** Decrease discipline referrals
- G6.** Decrease number of students who have 10 or more unexcused absences.

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. Increase student achievement in Mathematics 1a

G099339

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	77.0
Math Gains	83.0
Math Lowest 25% Gains	75.0

Targeted Barriers to Achieving the Goal 3

- Not enough time to cover all skills
- Lack of understanding of the new standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Math Field Day
- Go Math (Think Central)
- Study Island

Plan to Monitor Progress Toward G1. 8

Data from Exact Path reports will be the definitive evaluative tool. Student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

Person Responsible

Nicole Wade

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Results of 2018 Florida Standards Assessment, and Exact Path reports will be the definitive evaluative tool. Student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

G2. Increase student achievement in English Language Arts. 1a

G099340

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Not enough emphasis on connection between reading and writing occurring across the curriculum in all grade levels
- Data analysis and collaborative planning
- Lack of Fluency in Grades K - 3

Resources Available to Help Reduce or Eliminate the Barriers 2

- Core Connections Training
- Next Generation Learning-Focused Strategies
- Reading Wonders (Connect Ed)
- KidBiz (Achieve 3000)
- Exact Path
- Saxon Phonics
- Study Island

Plan to Monitor Progress Toward G2. 8

Data will be collected through the use of Performance Matters, Exact Path, Gradebook, and Classroom Walkthroughs. Successful implementation will produce steady progress toward proficiency. If progress is not made, increased support will be given.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Results of 2018 Florida Standards Assessment, and Exact Path reports will be the definitive evaluative tool. Accelerated Reader reports, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine progress toward accelerating student reading achievement.

G3. Increase student achievement in Science. 1a

 G099341

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	82.0

Targeted Barriers to Achieving the Goal 3

- Students lack authentic science experiences at the elementary level.

Resources Available to Help Reduce or Eliminate the Barriers 2

- SEEC Center
- Pearson Science Curriculum
- Study Island
- Orlando Science Center

Plan to Monitor Progress Toward G3. 8

Data from State Science Assessment, and Study Island reports will be the definitive evaluative tool. Student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

Person Responsible

Nicole Wade

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Results from State Science Assessment, and Study Island reports will be the definitive evaluative tool. Student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

G4. Increase parental involvement. 1a

G099342

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of skills and knowledge for "new" standards, tools for learning and expectations for students
- Hard to reach/reluctant parents

Resources Available to Help Reduce or Eliminate the Barriers 2

- SAC
- PAC
- Title I Committee
- Remind App
- Call Out System
- Volunteer Program

Plan to Monitor Progress Toward G4. 8

Parent rosters will be tracked and reviewed throughout the year for every parent involvement activity.

Person Responsible

Deserae Williams

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Progress will be made toward the selected target if 100% of the students at LPES are represented at two 2017-2018 school functions by a parent/guardian or family member.

G5. Decrease discipline referrals 1a

 G099343

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	100.0

Targeted Barriers to Achieving the Goal 3

- Student engagement and motivation to stay on task

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Program
- Guidance Program
- Mentor Program

Plan to Monitor Progress Toward G5. 8

Discipline referrals will decrease by at least 5% from the previous school year.

Person Responsible

Sissy Ashley

Schedule

Annually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Comparative Discipline Reports

G6. Decrease number of students who have 10 or more unexcused absences. 1a

G099344

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	20.0

Targeted Barriers to Achieving the Goal 3

- Student engagement and parents understanding the importance of attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Youth and Family Alternatives (YFA)
- Skyward Reports
- Guidance Counselor
- Data Entry Clerk

Plan to Monitor Progress Toward G6. 8

At least quarterly, administration will meet to analyze attendance reports and gain assistance from YFA, if needed, to assist with attendance issues. The goal is to decrease students who have 10 or more unexcused days to less than 20 students. In 16-17, LPES had 31 students with 10 or more unexcused Absences.

Person Responsible

Sissy Ashley

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

meeting notes, 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. Increase student achievement in Mathematics **1**

 **G099339**

G1.B1 Not enough time to cover all skills **2**

 **B267542**

G1.B1.S1 Ensure teachers are maximizing classroom instructional time (bell to bell teaching). **4**

 **S283433**

Strategy Rationale

By having more time engaged in learning, students will increase their knowledge of the mathematical concepts.

Action Step 1 **5**

Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".

Person Responsible

Nicole Wade

Schedule

Daily, from 8/10/2017 to 5/30/2018

Evidence of Completion

Lesson plans and classroom walkthrough data.

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

Administration will review the lesson plans as well as complete walkthroughs to ensure students are receiving "bell to bell" instruction.

Person Responsible

Nicole Wade

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration will keep records of lesson plan review and classroom walkthrough data. Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".

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

Administration will review lesson plans and complete walkthroughs to ensure students are receiving math instruction from "bell to bell".

Person Responsible

Nicole Wade

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

This strategy will be effective is walkthrough data as well as lesson plans show students are academically engaged from "bell to bell".

G1.B1.S2 Increase engagement to utilize the time available by using collaborative pairs and higher order thinking strategies taught by Learning Focused Solutions. 4

S283434

Strategy Rationale

By having students engaged and excited about learning, students will increase in their achievement.

Action Step 1 5

Use of LFS strategies to increase student engagement and higher order thinking activities.

Person Responsible

Nicole Wade

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans and walkthroughs will show evidence of the use of collaborative pairs.

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

Administration will review lesson plans as well as complete walkthroughs looking for strategies.

Person Responsible

Nicole Wade

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration will keep records of lesson plans reviews as well as walkthrough data.

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

Administration will review lesson plans and complete walkthroughs to ensure that students are being required to collaborate.

Person Responsible

Nicole Wade

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

This strategy will be effective if walkthrough data as well as lesson plan reviews show student engagement.

G1.B1.S3 The bottom quartile students will be given intensive instruction in math, focusing on areas of weakness as demonstrated by classroom and district assessments. 4

 S283435

Strategy Rationale

This will give targeted students additional support and time for learning the standards.

Action Step 1 5

Teachers will pull small groups and use a variety of strategies to support struggling students.

Person Responsible

Nicole Wade

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans, classroom walkthroughs, computer program progress

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will create a list of their bottom quartile students (K-2) or receive a list from the district (3-5). Those students will be targeted in small group lessons and receive extra instruction, as needed. The administration will monitor lesson plans, conduct walkthroughs and have data chats with students and teachers.

Person Responsible

Nicole Wade

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans, schedule, walkthrough data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Classroom walkthroughs are conducted weekly. Administration will monitor activities and lesson plans. Formative and district assessment data will also be collected for targeted students.

Person Responsible

Nicole Wade

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

walkthrough data, assessment data,

G1.B2 Lack of understanding of the new standards **2**

 B267543

G1.B2.S1 We will use departmentalization of grades 4 and 5. Each team of two will have a math/science teacher and an ELA/Social Studies teacher. **4**

 S283436

Strategy Rationale

This allows teachers to become the subject area expert, focusing on a set of standards.

Action Step 1 **5**

Grades 4 and 5 will consist of teams that are departmentalized.

Person Responsible

Nicole Wade

Schedule

Evidence of Completion

master schedule

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

Administration will create a master schedule that departmentalizes grades 4 and 5.

Person Responsible

Nicole Wade

Schedule

Evidence of Completion

Administration will keep documentation of the master schedule.

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

Administration will ensure through the use of strategic master schedule planning that grades 4 and 5 are departmentalized.

Person Responsible

Nicole Wade

Schedule

On 5/31/2018

Evidence of Completion

This strategy will be effective if the master schedule shows departmentalization of grades 4 and 5.

G1.B2.S2 We will conduct monthly PLCs focused on data analysis. PLCs will use this data to collaboratively plan lessons and share resources. 4

 S283437

Strategy Rationale

Focusing on data will help teachers focus their efforts on specific standards and specific students who need additional support.

Action Step 1 5

Teachers will meet monthly with their PLCs to discuss student data, deconstruct the standards and work collaboratively to create lesson plans and activities that align to the standards. This group will also discuss goals and strategies for helping the bottom quartile.

Person Responsible

Sissy Ashley

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

PLC agendas and sign in sheets

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

Administrators will attend PLCs to monitor conversations and ensure meetings are focused on data and standards.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Agendas and sign in sheets

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

Classroom lesson plans and assessments, as well as formative and district assessment data will be used to determine the effectiveness of the PLC meetings.

Person Responsible

Nicole Wade

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

assessment results: formatives, classroom lesson plans

G2. Increase student achievement in English Language Arts. 1

 G099340

G2.B1 Not enough emphasis on connection between reading and writing occurring across the curriculum in all grade levels **2**

 B267544

G2.B1.S1 School-wide focus on "Readers, Writers and Editors" to emphasis the correlation between reading and writing. **4**

 S283438

Strategy Rationale

Daily reading and writing is an essential component to increase the level of learning in all content areas.

Action Step 1 5

Writing opportunities will be given in all subjects incorporating the ideas learned during Core Connections training. PLCs will discuss trainings and create lessons based on the examples given in training. Grade levels will work together to create collaborative lesson plans and activities.

Person Responsible

Nicole Wade

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans, classroom walkthroughs

Action Step 2 5

"ELA Excellence" Bulletin Board- Students will have model writing samples at each grade level posted in the lunchroom.

Person Responsible

Sissy Ashley

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Bulletin Board in the lunchroom

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

Administration will review lesson plans and complete classroom walkthroughs to monitor implementation of the strategy.

Person Responsible

Nicole Wade

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration will keep records of lesson plan reviews documenting writing activities across subject areas and classroom walkthroughs.

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

Data from Exact Path, student work produced, teacher observation and the Classroom Walkthrough Instrument will be utilized to determine the effectiveness of this strategy.

Person Responsible

Nicole Wade

Schedule

Biweekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Results of 2018 Florida Standards Assessment, and Exact Path reports will be the definitive evaluative tool. Accelerated Reader reports, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

G2.B1.S2 4th and 5th Grade students utilizing the Kid Biz program to increase writing to text, articles are based on interest and written at students' Lexile levels **4**

 S283439

Strategy Rationale

Having resources used on a daily basis at students instructional level will help increase comprehension and allow them to write based on that increased comprehension.

Action Step 1 **5**

Literacy Matters Team will meet with teachers to discuss writing weaknesses.

Person Responsible

Sissy Ashley

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Literacy Matters Team agendas, writing samples

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

Literacy Matters team will score papers from grades 3-5 for effective writing from students.

Person Responsible

Sissy Ashley

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Student work scored by LMT.

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

Classroom assessment data, lesson plans and teacher feedback will be used to determine effectiveness. Changes will be made to the writing instruction and/or lesson plans, as needed.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Minutes from Literacy Matters Team meetings, data from scored papers

G2.B2 Data analysis and collaborative planning 2

 B267545

G2.B2.S1 Departmentalized PLCs will analyze data to drive instruction and collaboratively plan effective lessons. 4

 S283440

Strategy Rationale

Areas of needed improvement for students as well as in instruction will become evident during data analysis.

Action Step 1 5

Data analysis and lesson development based on the data will occur.

Person Responsible

Sissy Ashley

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Agendas, data analysis spreadsheets, and PLC minutes

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

Administration will collect agendas, data analysis spreadsheets, and PLC minutes submitted after the PLC.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

The copies of agendas, data analysis spreadsheets, and PLC minutes will be evidence that the action plan for the strategy was monitored.

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

Administration will attend the PLCs as well as collect and review the documentation from the weekly data analysis and lesson development.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

This strategy will be effective if the documentation shows week data analysis driving lesson development.

G2.B3 Lack of Fluency in Grades K - 3 2

 B267546

G2.B3.S1 AR Book Challenge weekly for grades K - 3. 4

 S283441

Strategy Rationale

This will require students to read more books, thus creating more fluent readers.

Action Step 1 5

All students grade K - 3 will have a goal of 6 books or 3 points per week with either 80% (K - 2) or 85% (3rd) accuracy each week. Students will earn Osprey Wings for meeting the goal. Quarterly AR Rewards will be given.

Person Responsible

Jeanine Peacock

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Weekly AR reports.

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

Classroom walkthroughs during AR time and AR reports will be used to ensure classes in grades K - 3 are following the AR guidelines.

Person Responsible

Sissy Ashley

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Weekly AR reports, walkthrough data

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

Classroom tests, formatives, and Exact Path data will demonstrate an increase in proficiency if students are reading more fluently. PLC groups will discuss this data.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

classroom tests, Exact Path Data; PLC agendas,

G2.B3.S2 Utilize Saxon Phonics in Kindergarten and First Grade 4

 S283442

Strategy Rationale

Direct Instruction in phonics will increase fluency.

Action Step 1 5

Kindergarten and First Grade Teachers will use the Saxon Phonics program for phonics instruction.

Person Responsible

Sissy Ashley

Schedule

Daily, from 8/24/2017 to 5/31/2018

Evidence of Completion

Classroom walkthrough data, lesson plans

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

Walkthrough during ELA time and Lesson plan checks

Person Responsible

Sissy Ashley

Schedule

Weekly, from 8/24/2017 to 5/31/2018

Evidence of Completion

Walkthroughs during phonics instruction and documentation in the weekly lesson plans

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

Walkthrough during phonics instruction and weekly lesson plan reviews

Person Responsible

Sissy Ashley

Schedule

Weekly, from 8/10/2017 to 5/31/2018


Evidence of Completion

classroom tests, Exact Path data; PLC agendas,


G3. Increase student achievement in Science. 1

 G099341

G3.B1 Students lack authentic science experiences at the elementary level. 2

 B267547

G3.B1.S1 Increased emphasis on K- 5 science through Science Fair projects and displays. Displays will be presented at parent nights to assist with parent involvement. 4

 S283443

Strategy Rationale

Hands-on science practice helps students solidify their understanding of the standards.

Action Step 1 5

Increased emphasis on K- 5 science through Science Fair projects and displays. Displays will be presented at parent nights to assist with parent involvement.

Person Responsible

Ashley Davin

Schedule

Annually, from 8/10/2017 to 12/23/2017

Evidence of Completion

Science Fair display boards, classroom lesson plans and sign in sheets from parent nights will be used as evidence.

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

Plans for the classroom activities, professional development, PLC meetings and parent nights will be submitted to administration for approval prior to the events.

Person Responsible

Nicole Wade

Schedule

Evidence of Completion

Science fair packet and sign in sheets from parent night; PLC agendas; PD agenda and sign in sheet

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

Administrators and teachers will work together to implement science fair. Lesson plans and activities will be submitted to administration.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 12/23/2017

Evidence of Completion

Lesson plans, science fair packets and boards will be used as evidence.

G3.B1.S2 Increase non-fiction Accelerated Reader books to at least 60 standards-based informational texts per student in 5th grade per year. 4

 S283444

Strategy Rationale

By increasing the number of texts, students will be exposed to more science topics and vocabulary.

Action Step 1 5

By increasing non-fiction Accelerated Reader books to at least 60 standards-based informational texts per student in 5th grade, students will increase their knowledge of the science standards.

Person Responsible

Jeanine Peacock

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

AR Weekly Reports

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

Administration will monitor weekly AR reports to ensure 5th grade students are reading non-fiction books. The media specialist will assist teachers and students in selecting books focused on the 5th grade tested standards.

Person Responsible

Nicole Wade

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

AR Weekly Reports

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

Administration will monitor weekly AR reports to ensure effectiveness. 5th grade formative data and classroom assessment data will also be monitored.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 5/31/2018


Evidence of Completion

AR reports, classroom assessment data, formative assessment data

G4. Increase parental involvement. 1

 G099342

G4.B1 Lack of skills and knowledge for "new" standards, tools for learning and expectations for students 2

 B267548

G4.B1.S1 Grade levels will host parent conference nights. 4

 S283445

Strategy Rationale

Parents will be more comfortable assisting their child if they are better informed.

Action Step 1 5

Classroom teachers and instructional staff will host parent conference nights in the first semester.

Person Responsible

Deserae Williams

Schedule

On 10/27/2017

Evidence of Completion

parent rosters and conference schedules

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will attend conference nights and collect parent roster and agenda.

Person Responsible

Nicole Wade

Schedule

On 10/27/2017

Evidence of Completion

agenda and roster

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Increased students represented at two 2017-2018 school functions by a parent or family member to 100% of students. Last year, we had 99% of students being represented at at least one school function.

Person Responsible

Deserae Williams

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

100% of the students at LPES will be represented at two 2017-2018 school functions by a parent or family member. This will be evidenced by parent sign in sheets. The sign in sheets will be tallied by the Title 1 coordinator throughout the year. At the end of the school year, an overall average will be determined.

G4.B1.S2 "FAN" (Family Activity Nights) Club 4

 S283446

Strategy Rationale

Parents will be more comfortable assisting their child if they are better informed.

Action Step 1 5

"FAN" club nights will be held throughout the school year, including: Science Fair Night, Young Authors Night, STEM Night, and Chili BINGO. AR Nights will also be held for parents to read with their child.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

sign in sheets, schedule of events.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Activity plans will be submitted to administration prior to event. Administration will also attend parent nights to participate and monitor.

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

agendas, activity plans and sign in sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Increased students represented at a 2017-2018 school function by a parent or family member.

Person Responsible

Nicole Wade


Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

100% of the students at LPES will be represented at two school functions by a parent or family member. The sign in sheets will be tallied at each event.

G4.B2 Hard to reach/reluctant parents 2

 B267549

G4.B2.S1 Utilize the district's call out system, Remind app or mass emails to inform parents of special events. 4

 S283447

Strategy Rationale

Increase parents' knowledge of events and school information.

Action Step 1 5

Administration will utilize the district's call out system, Remind App and mass emails to inform parents of special events.

Person Responsible

Sissy Ashley

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Parents contacted regularly through the use of the the call out system and/or the Remind App.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administration will confirm use of district's call out system or Remind app

Person Responsible

Nicole Wade

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Documentation of each time the system is utilized.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

The number of times the district's call system or the Remind App is used will be documented.

Person Responsible

Nicole Wade


Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

100% of the students at LPES will be represented at two school functions by a parent or family member.

G5. Decrease discipline referrals 1

 G099343

G5.B1 Student engagement and motivation to stay on task 2

 B267550

G5.B1.S1 Students will earn Osprey Wings and other classroom rewards for following "SOAR" expectations - Stay on task, Obey safety rules, Act responsibly, Respect others. 4

 S283448

Strategy Rationale

Students will be motivated with the rewards to decrease negative behavior and increase positive behavior

Action Step 1 5

Students will receive Osprey Wings for following classroom rules and expectations. Classrooms will also receive wings for class rewards.

Person Responsible

Sissy Ashley

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

The Osprey store will be open every day and utilized by teachers as needed to reinforce student behavior. The store will be monitored to ensure that all classes are given the opportunity to shop for prizes. Classes will earn wings from special areas and administration to cash in on class rewards.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

The PBS Committee will meet monthly to discuss the program plan. This meeting will ensure the plan is being followed by all and if modifications are needed.

Person Responsible

Sissy Ashley

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Agendas, sign in sheets, PBS plan,

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Student discipline data will be monitored at least quarterly by administration and shared with PBS team. Modifications will be made to the PBS plan, as needed.

Person Responsible

Sissy Ashley

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Student data reports, PBS agendas and sign in sheets.

G5.B1.S2 Multiple lessons and assemblies on positive behavior: Guidance counselor will complete classroom lessons on bullying and other character education topics. The Character Connex program will be coordinated monthly to discuss character education. 4

 S283449

Strategy Rationale

Action Step 1 5

Multiple classroom lessons and assemblies on Character Education and Bullying

Person Responsible

Landrea Sherman

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Lesson plans, schedule of events

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Guidance counselor will report activities at faculty meetings and to the PBS team. Activity calendar will be submitted to administration for approval.

Person Responsible

Landrea Sherman

Schedule

Quarterly, from 8/10/2017 to 8/31/2018

Evidence of Completion

Agendas, schedule of events,

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Discipline data will be monitored by administration and shared with the PBS team monthly. Modifications to the activities and lesson plans will be made, as needed.

Person Responsible

Landrea Sherman

Schedule

Quarterly, from 8/10/2017 to 5/31/2018


Evidence of Completion

discipline reports, agendas,

G6. Decrease number of students who have 10 or more unexcused absences. 1

 G099344

G6.B1 Student engagement and parents understanding the importance of attendance 2

 B267551

G6.B1.S1 Monitor attendance and gain assistance from Youth and Family Alternatives (YFA) for families who have a habit of attendance issues. 4

 S283450

Strategy Rationale

Giving families support will assist them with getting students to school and increase attendance rate.

Action Step 1 5

Send letters home daily for students who have been absent reminding them to send in an excuse note.

Person Responsible

Sissy Ashley

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

copies of letters, Skyward reports,

Action Step 2 5

Pull weekly attendance reports to identify students who have a pattern of absences.

Person Responsible

Sissy Ashley

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Skyward reports,

Action Step 3 **5**

Meet with YFA and families to determine reason for absence and create plan for improvement. Conduct Child Study Teams (CST) meetings, as needed, and make referrals to YFA.

Person Responsible

Sissy Ashley

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

CST meeting forms and notes, logs of parent communication,

Plan to Monitor Fidelity of Implementation of G6.B1.S1 **6**

Documentation of all meetings and correspondences will be kept on file in office. Assistant Principal will monitor that data entry clerk sends out letters daily. Principal will monitor to ensure attendance policies are followed.

Person Responsible

Sissy Ashley

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

copies of letters and call logs, Skyward reports,

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 **7**

At least quarterly, the administration will meet to review attendance reports and discuss possible solutions, if needed.

Person Responsible

Sissy Ashley














Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion


















reports, meeting notes, call logs,

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.MA1  M416296	Administration will create a master schedule that departmentalizes grades 4 and 5.	Wade, Nicole	8/10/2017	Administration will keep documentation of the master schedule.	No End Date one-time
G1.B2.S1.A1  A382650	Grades 4 and 5 will consist of teams that are departmentalized.	Wade, Nicole	8/10/2017	master schedule	No End Date one-time
G3.B1.S1.MA1  M416312	Plans for the classroom activities, professional development, PLC meetings and parent nights will...	Wade, Nicole	8/10/2017	Science fair packet and sign in sheets from parent night; PLC agendas; PD agenda and sign in sheet	No End Date one-time
G4.B1.S1.MA1  M416317	Administration will attend conference nights and collect parent roster and agenda.	Wade, Nicole	10/23/2017	agenda and roster	10/27/2017 one-time
G4.B1.S1.A1  A382660	Classroom teachers and instructional staff will host parent conference nights in the first semester.	Williams, Deserae	10/23/2017	parent rosters and conference schedules	10/27/2017 one-time
G3.B1.S1.MA1  M416311	Administrators and teachers will work together to implement science fair. Lesson plans and...	Wade, Nicole	8/10/2017	Lesson plans, science fair packets and boards will be used as evidence.	12/23/2017 monthly
G3.B1.S1.A1  A382658	Increased emphasis on K- 5 science through Science Fair projects and displays. Displays will be...	Davin, Ashley	8/10/2017	Science Fair display boards, classroom lesson plans and sign in sheets from parent nights will be used as evidence.	12/23/2017 annually
G1.B1.S1.A1  A382647	Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".	Wade, Nicole	8/10/2017	Lesson plans and classroom walkthrough data.	5/30/2018 daily
G1.MA1  M416299	Data from Exact Path reports will be the definitive evaluative tool. Student work produced,...	Wade, Nicole	8/10/2017	Results of 2018 Florida Standards Assessment, and Exact Path reports will be the definitive evaluative tool. Student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	5/31/2018 biweekly
G2.MA1  M416310	Data will be collected through the use of Performance Matters, Exact Path, Gradebook, and Classroom...	Wade, Nicole	8/10/2017	Results of 2018 Florida Standards Assessment, and Exact Path reports will be the definitive evaluative tool. Accelerated Reader reports, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine progress toward accelerating student reading achievement.	5/31/2018 monthly
G3.MA1  M416315	Data from State Science Assessment, and Study Island reports will be the definitive evaluative...	Wade, Nicole	8/10/2017	Results from State Science Assessment, and Study Island reports will be the definitive evaluative tool. Student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	5/31/2018 biweekly
G4.MA1  M416322	Parent rosters will be tracked and reviewed throughout the year for every parent involvement...	Williams, Deserae	8/10/2017	Progress will be made toward the selected target if 100% of the students at LPES are represented at two 2017-2018 school functions by a parent/guardian or family member.	5/31/2018 monthly
G5.MA1  M416327	Discipline referrals will decrease by at least 5% from the previous school year.	Ashley, Sissy	8/10/2017	Comparative Discipline Reports	5/31/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.MA1 M416330	At least quarterly, administration will meet to analyze attendance reports and gain assistance from...	Ashley, Sissy	8/10/2017	meeting notes, reports,	5/31/2018 quarterly
G1.B1.S1.MA1 M416289	Administration will review lesson plans and complete walkthroughs to ensure students are receiving...	Wade, Nicole	8/10/2017	This strategy will be effective is walkthrough data as well as lesson plans show students are academically engaged from "bell to bell".	5/31/2018 weekly
G1.B1.S1.MA1 M416290	Administration will review the lesson plans as well as complete walkthroughs to ensure students are...	Wade, Nicole	8/10/2017	Administration will keep records of lesson plan review and classroom walkthrough data. Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".	5/31/2018 weekly
G1.B2.S1.MA1 M416295	Administration will ensure through the use of strategic master schedule planning that grades 4 and...	Wade, Nicole	8/10/2017	This strategy will be effective if the master schedule shows departmentalization of grades 4 and 5.	5/31/2018 one-time
G2.B1.S1.MA1 M416300	Data from Exact Path, student work produced, teacher observation and the Classroom Walkthrough...	Wade, Nicole	8/10/2017	Results of 2018 Florida Standards Assessment, and Exact Path reports will be the definitive evaluative tool. Accelerated Reader reports, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	5/31/2018 biweekly
G2.B1.S1.MA1 M416301	Administration will review lesson plans and complete classroom walkthroughs to monitor...	Wade, Nicole	8/10/2017	Administration will keep records of lesson plan reviews documenting writing activities across subject areas and classroom walkthroughs.	5/31/2018 weekly
G2.B1.S1.A1 A382652	Writing opportunities will be given in all subjects incorporating the ideas learned during Core...	Wade, Nicole	8/10/2017	Lesson plans, classroom walkthroughs	5/31/2018 daily
G2.B1.S1.A2 A382653	"ELA Excellence" Bulletin Board- Students will have model writing samples at each grade level...	Ashley, Sissy	8/10/2017	Bulletin Board in the lunchroom	5/31/2018 daily
G2.B2.S1.MA1 M416304	Administration will attend the PLCs as well as collect and review the documentation from the weekly...	Wade, Nicole	8/10/2017	This strategy will be effective if the documentation shows week data analysis driving lesson development.	5/31/2018 monthly
G2.B2.S1.MA1 M416305	Administration will collect agendas, data analysis spreadsheets, and PLC minutes submitted after...	Wade, Nicole	8/10/2017	The copies of agendas, data analysis spreadsheets, and PLC minutes will be evidence that the action plan for the strategy was monitored.	5/31/2018 monthly
G2.B2.S1.A1 A382655	Data analysis and lesson development based on the data will occur.	Ashley, Sissy	8/10/2017	Agendas, data analysis spreadsheets, and PLC minutes	5/31/2018 weekly
G2.B3.S1.MA1 M416306	Classroom tests, formatives, and Exact Path data will demonstrate an increase in proficiency if...	Wade, Nicole	8/10/2017	classroom tests, Exact Path Data; PLC agendas,	5/31/2018 monthly
G2.B3.S1.MA1 M416307	Classroom walkthroughs during AR time and AR reports will be used to ensure classes in grades K - 3...	Ashley, Sissy	8/10/2017	Weekly AR reports, walkthrough data	5/31/2018 weekly
G2.B3.S1.A1 A382656	All students grade K - 3 will have a goal of 6 books or 3 points per week with either 80% (K - 2)...	Peacock, Jeanine	8/10/2017	Weekly AR reports.	5/31/2018 weekly
G4.B1.S1.MA1 M416316	Increased students represented at two 2017-2018 school functions by a parent or family member to...	Williams, Deserae	8/10/2017	100% of the students at LPES will be represented at two 2017-2018 school functions by a parent or family member. This will be evidenced by parent sign in sheets. The sign in sheets will be tallied by the Title 1 coordinator throughout the year. At the end of the school year, an overall average will be determined.	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B2.S1.MA1 M416320	The number of times the district's call system or the Remind App is used will be documented.	Wade, Nicole	8/10/2017	100% of the students at LPES will be represented at two school functions by a parent or family member.	5/31/2018 monthly
G4.B2.S1.MA1 M416321	Administration will confirm use of district's call out system or Remind app	Wade, Nicole	8/10/2017	Documentation of each time the system is utilized.	5/31/2018 monthly
G4.B2.S1.A1 A382662	Administration will utilize the district's call out system, Remind App and mass emails to inform...	Ashley, Sissy	8/10/2017	Parents contacted regularly through the use of the the call out system and/or the Remind App.	5/31/2018 monthly
G5.B1.S1.MA1 M416323	Student discipline data will be monitored at least quarterly by administration and shared with PBS...	Ashley, Sissy	8/10/2017	Student data reports, PBS agendas and sign in sheets.	5/31/2018 quarterly
G5.B1.S1.MA1 M416324	The PBS Committee will meet monthly to discuss the program plan. This meeting will ensure the plan...	Ashley, Sissy	8/10/2017	Agendas, sign in sheets, PBS plan,	5/31/2018 quarterly
G5.B1.S1.A1 A382663	Students will receive Osprey Wings for following classroom rules and expectations. Classrooms will...	Ashley, Sissy	8/10/2017	The Osprey store will be open every day and utilized by teachers as needed to reinforce student behavior. The store will be monitored to ensure that all classes are given the opportunity to shop for prizes. Classes will earn wings from special areas and administration to cash in on class rewards.	5/31/2018 daily
G6.B1.S1.MA1 M416328	At least quarterly, the administration will meet to review attendance reports and discuss possible...	Ashley, Sissy	8/10/2017	reports, meeting notes, call logs,	5/31/2018 quarterly
G6.B1.S1.MA1 M416329	Documentation of all meetings and correspondences will be kept on file in office. Assistant...	Ashley, Sissy	8/10/2017	copies of letters and call logs, Skyward reports,	5/31/2018 quarterly
G6.B1.S1.A1 A382665	Send letters home daily for students who have been absent reminding them to send in an excuse note.	Ashley, Sissy	8/10/2017	copies of letters, Skyward reports,	5/31/2018 daily
G6.B1.S1.A2 A382666	Pull weekly attendance reports to identify students who have a pattern of absences.	Ashley, Sissy	8/10/2017	Skyward reports,	5/31/2018 weekly
G6.B1.S1.A3 A382667	Meet with YFA and families to determine reason for absence and create plan for improvement. Conduct...	Ashley, Sissy	8/10/2017	CST meeting forms and notes, logs of parent communication,	5/31/2018 monthly
G1.B1.S2.MA1 M416291	Administration will review lesson plans and complete walkthroughs to ensure that students are being...	Wade, Nicole	8/10/2017	This strategy will be effective if walkthrough data as well as lesson plan reviews show student engagement.	5/31/2018 weekly
G1.B1.S2.MA1 M416292	Administration will review lesson plans as well as complete walkthroughs looking for strategies.	Wade, Nicole	8/10/2017	Administration will keep records of lesson plans reviews as well as walkthrough data.	5/31/2018 weekly
G1.B1.S2.A1 A382648	Use of LFS strategies to increase student engagement and higher order thinking activities.	Wade, Nicole	8/10/2017	Lesson plans and walkthroughs will show evidence of the use of collaborative pairs.	5/31/2018 daily
G1.B2.S2.MA1 M416297	Classroom lesson plans and assessments, as well as formative and district assessment data will be...	Wade, Nicole	8/10/2017	assessment results: formatives, classroom lesson plans	5/31/2018 quarterly
G1.B2.S2.MA1 M416298	Administrators will attend PLCs to monitor conversations and ensure meetings are focused on data...	Wade, Nicole	8/10/2017	Agendas and sign in sheets	5/31/2018 monthly
G1.B2.S2.A1 A382651	Teachers will meet monthly with their PLCs to discuss student data, deconstruct the standards and...	Ashley, Sissy	8/10/2017	PLC agendas and sign in sheets	5/31/2018 monthly
G2.B1.S2.MA1 M416302	Classroom assessment data, lesson plans and teacher feedback will be used to determine...	Wade, Nicole	8/10/2017	Minutes from Literacy Matters Team meetings, data from scored papers	5/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1  M416303	Literacy Matters team will score papers from grades 3-5 for effective writing from students.	Ashley, Sissy	8/10/2017	Student work scored by LMT.	5/31/2018 weekly
G2.B1.S2.A1  A382654	Literacy Matters Team will meet with teachers to discuss writing weaknesses.	Ashley, Sissy	8/10/2017	Literacy Matters Team agendas, writing samples	5/31/2018 daily
G2.B3.S2.MA1  M416308	Walkthrough during phonics instruction and weekly lesson plan reviews	Ashley, Sissy	8/10/2017	classroom tests, Exact Path data; PLC agendas,	5/31/2018 weekly
G2.B3.S2.MA1  M416309	Walkthrough during ELA time and Lesson plan checks	Ashley, Sissy	8/24/2017	Walkthroughs during phonics instruction and documentation in the weekly lesson plans	5/31/2018 weekly
G2.B3.S2.A1  A382657	Kindergarten and First Grade Teachers will use the Saxon Phonics program for phonics instruction.	Ashley, Sissy	8/24/2017	Classroom walkthrough data, lesson plans	5/31/2018 daily
G3.B1.S2.MA1  M416313	Administration will monitor weekly AR reports to ensure effectiveness. 5th grade formative data and...	Wade, Nicole	8/10/2017	AR reports, classroom assessment data, formative assessment data	5/31/2018 monthly
G3.B1.S2.MA1  M416314	Administration will monitor weekly AR reports to ensure 5th grade students are reading non-fiction...	Wade, Nicole	8/10/2017	AR Weekly Reports	5/31/2018 weekly
G3.B1.S2.A1  A382659	By increasing non-fiction Accelerated Reader books to at least 60 standards-based informational...	Peacock, Jeanine	8/10/2017	AR Weekly Reports	5/31/2018 weekly
G4.B1.S2.MA1  M416318	Increased students represented at a 2017-2018 school function by a parent or family member.	Wade, Nicole	8/10/2017	100% of the students at LPES will be represented at two school functions by a parent or family member. The sign in sheets will be tallied at each event.	5/31/2018 monthly
G4.B1.S2.MA1  M416319	Activity plans will be submitted to administration prior to event. Administration will also attend...	Wade, Nicole	8/10/2017	agendas, activity plans and sign in sheets	5/31/2018 monthly
G4.B1.S2.A1  A382661	"FAN" club nights will be held throughout the school year, including: Science Fair Night, Young...	Wade, Nicole	8/10/2017	sign in sheets, schedule of events.	5/31/2018 monthly
G5.B1.S2.MA1  M416325	Discipline data will be monitored by administration and shared with the PBS team monthly....	Sherman, Landrea	8/10/2017	discipline reports, agendas,	5/31/2018 quarterly
G5.B1.S2.A1  A382664	Multiple classroom lessons and assemblies on Character Education and Bullying	Sherman, Landrea	8/10/2017	Lesson plans, schedule of events	5/31/2018 monthly
G1.B1.S3.MA1  M416293	Classroom walkthroughs are conducted weekly. Administration will monitor activities and lesson...	Wade, Nicole	8/10/2017	walkthrough data, assessment data,	5/31/2018 weekly
G1.B1.S3.MA1  M416294	Teachers will create a list of their bottom quartile students (K-2) or receive a list from the...	Wade, Nicole	8/10/2017	Lesson plans, schedule, walkthrough data	5/31/2018 weekly
G1.B1.S3.A1  A382649	Teachers will pull small groups and use a variety of strategies to support struggling students.	Wade, Nicole	8/10/2017	Lesson plans, classroom walkthroughs, computer program progress	5/31/2018 daily
G5.B1.S2.MA1  M416326	Guidance counselor will report activities at faculty meetings and to the PBS team. Activity...	Sherman, Landrea	8/10/2017	Agendas, schedule of events,	8/31/2018 quarterly

V. Professional Development Opportunities

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

G2. Increase student achievement in English Language Arts.

G2.B1 Not enough emphasis on connection between reading and writing occurring across the curriculum in all grade levels

G2.B1.S1 School-wide focus on "Readers, Writers and Editors" to emphasis the correlation between reading and writing.

PD Opportunity 1

Writing opportunities will be given in all subjects incorporating the ideas learned during Core Connections training. PLCs will discuss trainings and create lessons based on the examples given in training. Grade levels will work together to create collaborative lesson plans and activities.

Facilitator

Anastasia Peters of Core Connections

Participants

All ELA Teachers

Schedule

Daily, from 8/10/2017 to 5/31/2018

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	Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".	\$0.00
2	G1.B1.S2.A1	Use of LFS strategies to increase student engagement and higher order thinking activities.	\$0.00
3	G1.B1.S3.A1	Teachers will pull small groups and use a variety of strategies to support struggling students.	\$0.00
4	G1.B2.S1.A1	Grades 4 and 5 will consist of teams that are departmentalized.	\$0.00
5	G1.B2.S2.A1	Teachers will meet monthly with their PLCs to discuss student data, deconstruct the standards and work collaboratively to create lesson plans and activities that align to the standards. This group will also discuss goals and strategies for helping the bottom quartile.	\$0.00
6	G2.B1.S1.A1	Writing opportunities will be given in all subjects incorporating the ideas learned during Core Connections training. PLCs will discuss trainings and create lessons based on the examples given in training. Grade levels will work together to create collaborative lesson plans and activities.	\$0.00
7	G2.B1.S1.A2	"ELA Excellence" Bulletin Board- Students will have model writing samples at each grade level posted in the lunchroom.	\$0.00
8	G2.B1.S2.A1	Literacy Matters Team will meet with teachers to discuss writing weaknesses.	\$0.00
9	G2.B2.S1.A1	Data analysis and lesson development based on the data will occur.	\$0.00
10	G2.B3.S1.A1	All students grade K - 3 will have a goal of 6 books or 3 points per week with either 80% (K - 2) or 85% (3rd) accuracy each week. Students will earn Osprey Wings for meeting the goal. Quarterly AR Rewards will be given.	\$0.00
11	G2.B3.S2.A1	Kindergarten and First Grade Teachers will use the Saxon Phonics program for phonics instruction.	\$0.00
12	G3.B1.S1.A1	Increased emphasis on K- 5 science through Science Fair projects and displays. Displays will be presented at parent nights to assist with parent involvement.	\$0.00
13	G3.B1.S2.A1	By increasing non-fiction Accelerated Reader books to at least 60 standards-based informational texts per student in 5th grade, students will increase their knowledge of the science standards.	\$0.00
14	G4.B1.S1.A1	Classroom teachers and instructional staff will host parent conference nights in the first semester.	\$0.00
15	G4.B1.S2.A1	"FAN" club nights will be held throughout the school year, including: Science Fair Night, Young Authors Night, STEM Night, and Chili BINGO. AR Nights will also be held for parents to read with their child.	\$0.00
16	G4.B2.S1.A1	Administration will utilize the district's call out system, Remind App and mass emails to inform parents of special events.	\$0.00
17	G5.B1.S1.A1	Students will receive Osprey Wings for following classroom rules and expectations. Classrooms will also receive wings for class rewards.	\$0.00

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18	G5.B1.S2.A1	Multiple classroom lessons and assemblies on Character Education and Bullying	\$0.00
19	G6.B1.S1.A1	Send letters home daily for students who have been absent reminding them to send in an excuse note.	\$0.00
20	G6.B1.S1.A2	Pull weekly attendance reports to identify students who have a pattern of absences.	\$0.00
21	G6.B1.S1.A3	Meet with YFA and families to determine reason for absence and create plan for improvement. Conduct Child Study Teams (CST) meetings, as needed, and make referrals to YFA.	\$0.00
Total:			\$0.00