

# Lake Placid Elementary School



2014-15 School Improvement Plan

## Lake Placid Elementary School

101 GREEN DRAGON DR, Lake Placid, FL 33852

<http://www.highlands.k12.fl.us/~lpe/>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
78%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
61%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

### School Board Approval

This plan is pending approval by the Highlands 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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>15</b>
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>30</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>31</b>
Professional Development Opportunities	32
Technical Assistance Items	34
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

As a community of leaders, we will inspire young minds to embrace their worth and reach their full potential. We will L.E.A.D.  
Love learning,  
Excel in all we do,  
Achieve goals together,  
Do what is right.

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

Leading Proactively by Example

#### School Environment

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

School hosts an annual Open House prior to the start of school for teachers to meet parents and students. The school also holds multiple events throughout the year which encourage parent participation. Teachers may choose to use Student and Parent Interest inventories to gain knowledge of student background and develop relationships between teachers and students.

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

School-wide implementation of Leader in Me is fostering an environment where students feel safe and respected before, during and after school. Students are supervised prior to the start of the school day and upon dismissal to ensure safety. Periodic evacuation drills for all areas of emergency are conducted to help students feel safe and prepared for emergencies.

##### 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

School wide discipline procedures are in place to ensure clear behavioral expectations and protocol for disciplinary incidents. Training was provided to all staff prior to the start of the school year to ensure consistency in implementation of disciplinary procedures. Procedures were also reviewed with all students through grade level assemblies during the first three weeks of school.

##### 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

Eligible students identified as needing counseling are provided on-site counseling through the student services department.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).



**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188679>.

**Description**

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

**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 PTO and SAC groups work collaboratively to secure resources to support school and student achievement. Monthly meetings are scheduled and conducted that highlight progress towards goals and allow input from stakeholders throughout the year.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Conner, Carey	Principal
Summers , Andrea	Assistant Principal

**Duties**

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

The Leadership Team met to analyze school wide and grade-level data to identify student achievement and behavior trends. The Core Rtl team members analyzed disaggregated data in order to identify trends and groups in need of intervention. Data review plans, supports, and instructional focus calendars are being generated as a result of these meetings. Data-based decision making rules and procedures were developed. Processes to ensure intervention fidelity continue to be developed. The school improvement plan will be shared with all major stakeholders including the School Advisory Council (SAC), parents, and teachers..

**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**

Members of the Rtl team will meet to review the previous year's data to identify students in each tier so the current teacher could be notified of the students receiving Tier 2 & 3 interventions. The Rtl team will meet weekly with the school psychologist and individual classroom teachers. The purpose of these meetings is to review student performance, success of intervention, and make further instructional decisions. The Rtl team members will work with grade level teams to assist them in analyzing grade level and class data in order to determine the effectiveness of core instruction.

Title I, Part A: Provides funds to all district elementary schools and one middle school in a school-wide project format, to target academic assistance to all students, professional development for teachers, and parent involvement activities. Monies also provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.

Title I, Part C- Migrant: Provides services to migrant students (Pre-K-12th grade) and their families. The primary goal of the Migrant Program is to improve academic performance of migrant students, and provide health/guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full-time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D: Provides services to children who are delinquent or neglected.

Title II: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III: Supports activities to assist students in becoming proficient in English, supports teacher professional development in ELL strategies, and parent involvement/education.

Title X Homeless: Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide Summer Reading Camp for students that score a Level 1 on FCAT.

Violence Prevention Program: The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs: District Food Service Department provides services in summer for breakfast and lunch for all schools and the community.

Career and Technical Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring.

Job Training: A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Carey Conner	Principal
Laurie Glover	Education Support Employee
Martha Acevedo	Education Support Employee
Leah Wilson	Teacher
Jennifer Raimondi	Teacher
Michelle Richmond	Teacher
Susan McCarta	Teacher
Kristine Cole	Teacher
Naisha Henderson	Teacher
Jennifer Simmons	Teacher
Kym Smoak	Parent
Peggy Sueppel	Parent
Constance Mims	Parent
Dawn Schechtman	Parent
Yvette Alvarez	Parent
Arlene McJunkin	Parent
Joy Hines	Parent
Alba Williams	Parent
Jennifer Awad	Parent
Pamela Fentress	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

SAC reviewed School Improvement Plan goals and data for 2013-2014.

*Development of this school improvement plan*

Along with the Curriculum Leadership Team the SAC members assist with the development, monitoring, and evaluation of the school improvement plan. Each team member is assigned to a specific content area or other area in which goals are developed to provide support and assistance.

*Preparation of the school's annual budget and plan*

SAC reviews annual budget as set by district office for each school.

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

School improvement funds were used to support student growth and achievement.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Summers , Andrea	Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The goal of the LLT for the 2014-15 school year is to support the school wide implementation of the CCSS , plan staff development for training teachers in the shift from writing complete essays to writing to sources, share ways to integrate complex text, and to provide time for grade levels to meet to become familiar with our new Reading Street curriculum.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Grade level teams meet weekly for collaboration and planning. Monthly Learning Goal Collaboration meetings are held to provide vertical and horizontal articulation and training for all staff.

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

Lake Placid Elementary recruits highly qualified teachers through the efforts of the Human Resources Department. On the job posting website, the department indicates whether or not a teacher candidate is highly qualified. Whenever teachers are interviewed, highly qualified teachers are selected whenever possible.

Additionally, LPE encourages internships from local colleges and universities so that potential teacher candidates are trained under the school's highly qualified teachers through their internship. As positions become available, we hope to hire previous successful interns.

New teachers that are hired at LPE receive monthly training provided by the Literacy Curriculum Reading Teachers and the administration to support the implementation of best practices. Each grade level team meets weekly to plan instruction, analyze data, and share best practices.

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

When a first year teacher is hired at Lake Placid Elementary, they are immediately assigned a mentor that has received Clinical Educator training or Mentor Training. These assignments are typically based on grade level. Though we have a few new teachers to LPE this year, they are experienced teachers. They will receive the necessary support from their grade level rather than being assigned a mentor.

**Ambitious Instruction and Learning**

**Instructional Programs and Strategies**

## Instructional Programs

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

All core content areas are instructed using a school-wide pacing guide directly aligned to Florida Standards for each grade level.

## Instructional Strategies

**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**

All students K-5 participate in diagnostic assessment for ELA and Math through i-Ready online testing which generates reports and lessons to target instruction based on students' individual levels. Flexible skill groups are instructed based on review of student progress and diagnostics throughout the year.

**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:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

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

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

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Lake Placid Elementary invites all pre-schools in the area to visit the school in May before Kindergarten registration. The following activities are provided for the students: school/bus safety, kindergarten class activities, and a tour of the school provided by our fifth grade ambassadors. Registration packets are given to the daycares in attendance and include a supply list, academic standards, and tips for parents to prepare their children for kindergarten. Pre-registration is held in May for two days, with one day extending into evening hours. The Data Operator communicates with parents prior to registration the required documents required to officially register a student. Parent Orientation Night is provided the Thursday before the start of school to enable students to come see their new classroom and to meet their new teacher.

### College and Career Readiness

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

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

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

**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**

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** The percent of students in grades 3-5 meeting proficiency in reading on the FSA LA will increase from 49% proficiency on FCAT 2.0 to 55% proficiency on FSA.
- G2.** The percent of students in grades 3-5 meeting proficiency in math on the FSA Math will increase from 58% (FCAT 2.0) to 65% (FSA).
- G3.** The percent of students meeting high standards on the FSA Writing will increase from 64% (FCAT 2.0) to 65% (FSA).
- G4.** The percent of students meeting high standards in Science will increase from 45% to 55% on the FCAT 2.0 Science Assessment.
- G5.** Average daily attendance will increase from 95.6% to 97.5%.
- G6.** The number of referable offenses will decrease from 83 to 70.

## Strategic Goals Detail

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

**G1.** The percent of students in grades 3-5 meeting proficiency in reading on the FSA LA will increase from 49% proficiency on FCAT 2.0 to 55% proficiency on FSA. 1a

G037296

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	55.0

**Resources Available to Support the Goal** 2

- Reading Street Strategic Intervention Lessons, My Sidewalks Intensive Intervention Materials, iReady (online and print materials), Reading Street College and Career Ready Weekly and Unit materials, FSA Test Specs

**Targeted Barriers to Achieving the Goal** 3

- Students are unable to read grade level text.

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

Progress Monitoring Meetings

**Person Responsible**

Carey Conner

**Schedule**

Quarterly, from 10/15/2014 to 6/4/2015

**Evidence of Completion**

Progress Monitoring Log



**G2.** The percent of students in grades 3-5 meeting proficiency in math on the FSA Math will increase from 58% (FCAT 2.0) to 65% (FSA). 1a

G037297

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	65.0

**Resources Available to Support the Goal** 2

- Go Math Intervention Materials, iReady, GLIs, FSA Test Specs, Florida Standards, Every Day Counts

**Targeted Barriers to Achieving the Goal** 3

- Students lack prerequisite skills to solve complex and multi-step problems.

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

**Person Responsible**

Carey Conner

**Schedule**

Quarterly, from 9/15/2014 to 6/4/2015

**Evidence of Completion**

Student iReady Diagnostic Data

**G3.** The percent of students meeting high standards on the FSA Writing will increase from 64% (FCAT 2.0) to 65% (FSA). 1a

G037298

**Targets Supported** 1b

Indicator	Annual Target
FAA Writing Proficiency	65.0

**Resources Available to Support the Goal** 2

- FSA Test Specs, College and Career Readiness Weekly and Unit Resources, iReady, Common Rubric

**Targeted Barriers to Achieving the Goal** 3

- Students lack the prerequisite skills to compose an essay that meets the scoring demands of the FSA Writing Assessment

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

Progress Monitoring

**Person Responsible**

Carey Conner

**Schedule**

Quarterly, from 8/25/2014 to 5/22/2015

**Evidence of Completion**

Progress Monitoring Log

**G4.** The percent of students meeting high standards in Science will increase from 45% to 55% on the FCAT 2.0 Science Assessment. 1a

G037299

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

**Resources Available to Support the Goal** 2

- Standards Comparison Map with Complexity, STEM Lab

**Targeted Barriers to Achieving the Goal** 3

- Students are unable to retain previously taught Science standards from previous grades.

**Plan to Monitor Progress Toward G4.** 8

Progress Monitoring of Performance Matters Science Assessment

**Person Responsible**

Carey Conner

**Schedule**

Quarterly, from 8/25/2014 to 5/22/2015

**Evidence of Completion**

Progress Monitoring Log

**G5.** Average daily attendance will increase from 95.6% to 97.5%. 1a

G037300

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	97.5

**Resources Available to Support the Goal** 2

- Connect Ed Automated Telephone Calling System, Youth and Family Alternatives, School Social Worker

**Targeted Barriers to Achieving the Goal** 3

- Parents inconsistently follow the district attendance policy.

**Plan to Monitor Progress Toward G5.** 8

Review of SARC Meeting Notes

**Person Responsible**

Carey Conner

**Schedule**

Monthly, from 10/6/2014 to 6/4/2015

**Evidence of Completion**

Attendance Data

**G6.** The number of referable offenses will decrease from 83 to 70. 1a

G037301

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	70.0

**Resources Available to Support the Goal** 2

- School-wide discipline flowchart, Tier 2 and Tier 3 Interventions

**Targeted Barriers to Achieving the Goal** 3

- Students do not enter school with appropriate social/emotional skills.

**Plan to Monitor Progress Toward G6.** 8

Progress Monitoring

**Person Responsible**

Carey Conner

**Schedule**

Quarterly, from 9/29/2014 to 5/22/2015

**Evidence of Completion**

Progress Monitoring Log

## 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.** The percent of students in grades 3-5 meeting proficiency in reading on the FSA LA will increase from 49% proficiency on FCAT 2.0 to 55% proficiency on FSA. **1**

 G037296

**G1.B1** Students are unable to read grade level text. **2**

 B089545

**G1.B1.S1** Identified students will receive systematic, explicit instruction in the areas necessary to improve overall reading. **4**

 S100269

#### Strategy Rationale

Students lack foundational skills.

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

Provide Tier 2 and Tier 3 interventions

#### Person Responsible

Andrea Summers

#### Schedule

Weekly, from 8/20/2014 to 5/20/2015

#### Evidence of Completion

Rtl tracking documentation, AIMS Web probing data

**Action Step 2** 5

Monthly Learning Goal Collaboration Sessions

**Person Responsible**

Carey Conner

**Schedule**

Monthly, from 8/28/2014 to 5/28/2015

***Evidence of Completion***

Minutes from monthly meetings, ERO sign in sheets

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

Classroom Walk-Throughs

**Person Responsible**

Carey Conner

**Schedule**

Weekly, from 8/20/2014 to 5/20/2015

***Evidence of Completion***

Walk-through Forms

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

Data Analysis of AIMS Web Probing Data, Weekly and Unit Assessments

**Person Responsible**

Andrea Summers

**Schedule**

Weekly, from 9/10/2014 to 5/20/2015

***Evidence of Completion***

MTSS Meeting Notes

**G2.** The percent of students in grades 3-5 meeting proficiency in math on the FSA Math will increase from 58% (FCAT 2.0) to 65% (FSA). 1

G037297

**G2.B1** Students lack prerequisite skills to solve complex and multi-step problems. 2

B089546

**G2.B1.S1** Students identified as lacking prerequisite skills will receive targeted instruction, focusing on the areas of deficiency. 4

S100270

### Strategy Rationale

Students lack foundational skills and strategies for problem solving.

### Action Step 1 5

Provide standards based small group instruction

#### Person Responsible

Andrea Summers

#### Schedule

Daily, from 8/25/2014 to 5/22/2015

#### Evidence of Completion

MTSS Tracking Sheets, Lesson Plans, iReady Reports

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

Classroom Walk-Throughs

#### Person Responsible

Carey Conner

#### Schedule

Weekly, from 8/25/2014 to 5/22/2015

#### Evidence of Completion

Walk-through Forms

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

Data Analysis of Performance Matters, Timed Drills, and Chapter Tests

**Person Responsible**

Carey Conner

**Schedule**

Quarterly, from 8/25/2014 to 5/22/2015

**Evidence of Completion**

Progress Monitoring Notes

**G3.** The percent of students meeting high standards on the FSA Writing will increase from 64% (FCAT 2.0) to 65% (FSA). 1

 G037298

**G3.B1** Students lack the prerequisite skills to compose an essay that meets the scoring demands of the FSA Writing Assessment 2

 B089547

**G3.B1.S1** Teachers will provide cross curricular writing instruction including citing text based evidence and provide feedback to students to improve writing. 4

 S100271

**Strategy Rationale**

Students need increased opportunities to write to a variety of sources.

**Action Step 1 5**

Writing will be emphasized in 90 minute ELA block and throughout curriculum.

**Person Responsible**

Carey Conner

**Schedule**

On 5/22/2015

**Evidence of Completion**

Lesson Plans, Classroom Walk-throughs



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

Classroom Walk-throughs

**Person Responsible**

Carey Conner

**Schedule**

Weekly, from 8/25/2014 to 5/22/2015

***Evidence of Completion***

Walk-through Forms

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

Analysis of Writing Samples

**Person Responsible**

Andrea Summers

**Schedule**

Quarterly, from 8/25/2014 to 5/22/2015

***Evidence of Completion***

Student work samples

**G4.** The percent of students meeting high standards in Science will increase from 45% to 55% on the FCAT 2.0 Science Assessment. 1

G037299

**G4.B1** Students are unable to retain previously taught Science standards from previous grades. 2

B089548

**G4.B1.S1** Teachers will teach standards for their grade level to the appropriate depth according to school wide pacing guide. 4

S100272

### Strategy Rationale

Scaffolded exposure to big ideas of science will provide necessary foundation for success on fifth grade assessment.

### Action Step 1 5

Analyze Performance Matters Baseline Data

#### Person Responsible

Carey Conner

#### Schedule

Quarterly, from 8/25/2014 to 5/22/2015

#### Evidence of Completion

STEM Meeting Notes

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

Classroom Walk-Throughs

#### Person Responsible

Carey Conner

#### Schedule

On 5/22/2015

#### Evidence of Completion

Walk-through Forms, Lesson Plans, STEM Lab Lesson Plans

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

Data Analysis

**Person Responsible**

Carey Conner

**Schedule**

Quarterly, from 8/25/2014 to 5/22/2015

**Evidence of Completion**

Grade level meeting notes, Science PLC


**G5.** Average daily attendance will increase from 95.6% to 97.5%. 1

 G037300

**G5.B1** Parents inconsistently follow the district attendance policy. 2

 B089549

**G5.B1.S1** Conduct monthly Student Attendance Review Committee Meetings. 4

 S100273

**Strategy Rationale**

Increased communication and accountability will improve attendance.

**Action Step 1** 5

Run weekly 5 and 10 day absence reports and send notice.

**Person Responsible**

Carey Conner

**Schedule**

Weekly, from 8/20/2014 to 6/4/2015

**Evidence of Completion**

Genesis Reports

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

SARC Meetings, Attendance Reports

**Person Responsible**

Carey Conner

**Schedule**

Weekly, from 8/20/2014 to 6/4/2015

***Evidence of Completion***

SARC Meeting Notes, Attendance Reports


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

**Person Responsible**


**Schedule**

***Evidence of Completion***


**G6.** The number of referable offenses will decrease from 83 to 70. **1**

 G037301

**G6.B1** Students do not enter school with appropriate social/emotional skills. **2**

 B089550

**G6.B1.S1** Consistent implementation of school-wide behavior intervention plan. **4**

 S100274

### **Strategy Rationale**

Clear expectations for handling behavior will decrease referable offenses.

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

Develop and share discipline flowchart.

#### **Person Responsible**

Carey Conner

#### **Schedule**

Daily, from 8/20/2014 to 6/4/2015

#### **Evidence of Completion**

Behavior tracking sheets, discipline reports.

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

Classroom Walk-Throughs

#### **Person Responsible**

Carey Conner

#### **Schedule**

Weekly, from 8/20/2014 to 6/4/2015

#### **Evidence of Completion**

Classroom Walk-through forms

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Tier 2 and Tier 3 interventions	Summers , Andrea	8/20/2014	Rtl tracking documentation, AIMS Web probing data	5/20/2015 weekly
G2.B1.S1.A1	Provide standards based small group instruction	Summers , Andrea	8/25/2014	MTSS Tracking Sheets, Lesson Plans, iReady Reports	5/22/2015 daily
G3.B1.S1.A1	Writing will be emphasized in 90 minute ELA block and throughout curriculum.	Conner, Carey	8/25/2014	Lesson Plans, Classroom Walk-throughs	5/22/2015 one-time
G4.B1.S1.A1	Analyze Performance Matters Baseline Data	Conner, Carey	8/25/2014	STEM Meeting Notes	5/22/2015 quarterly
G5.B1.S1.A1	Run weekly 5 and 10 day absence reports and send notice.	Conner, Carey	8/20/2014	Genesis Reports	6/4/2015 weekly
G6.B1.S1.A1	Develop and share discipline flowchart.	Conner, Carey	8/20/2014	Behavior tracking sheets, discipline reports.	6/4/2015 daily
G1.B1.S1.A2	Monthly Learning Goal Collaboration Sessions	Conner, Carey	8/28/2014	Minutes from monthly meetings, ERO sign in sheets	5/28/2015 monthly
G1.MA1	Progress Monitoring Meetings	Conner, Carey	10/15/2014	Progress Monitoring Log	6/4/2015 quarterly
G1.B1.S1.MA1	Data Analysis of AIMS Web Probing Data, Weekly and Unit Assessments	Summers , Andrea	9/10/2014	MTSS Meeting Notes	5/20/2015 weekly
G1.B1.S1.MA1	Classroom Walk-Throughs	Conner, Carey	8/20/2014	Walk-through Forms	5/20/2015 weekly
G2.MA1	[no content entered]	Conner, Carey	9/15/2014	Student iReady Diagnostic Data	6/4/2015 quarterly
G2.B1.S1.MA1	Data Analysis of Performance Matters, Timed Drills, and Chapter Tests	Conner, Carey	8/25/2014	Progress Monitoring Notes	5/22/2015 quarterly
G2.B1.S1.MA1	Classroom Walk-Throughs	Conner, Carey	8/25/2014	Walk-through Forms	5/22/2015 weekly
G3.MA1	Progress Monitoring	Conner, Carey	8/25/2014	Progress Monitoring Log	5/22/2015 quarterly
G3.B1.S1.MA1	Analysis of Writing Samples	Summers , Andrea	8/25/2014	Student work samples	5/22/2015 quarterly
G3.B1.S1.MA1	Classroom Walk-throughs	Conner, Carey	8/25/2014	Walk-through Forms	5/22/2015 weekly
G4.MA1	Progress Monitoring of Performance Matters Science Assessment	Conner, Carey	8/25/2014	Progress Monitoring Log	5/22/2015 quarterly
G4.B1.S1.MA1	Data Analysis	Conner, Carey	8/25/2014	Grade level meeting notes, Science PLC	5/22/2015 quarterly
G4.B1.S1.MA1	Classroom Walk-Throughs	Conner, Carey	8/25/2014	Walk-through Forms, Lesson Plans, STEM Lab Lesson Plans	5/22/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.MA1	Review of SARC Meeting Notes	Conner, Carey	10/6/2014	Attendance Data	6/4/2015 monthly
G5.B1.S1.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	SARC Meetings, Attendance Reports	Conner, Carey	8/20/2014	SARC Meeting Notes, Attendance Reports	6/4/2015 weekly
G6.MA1	Progress Monitoring	Conner, Carey	9/29/2014	Progress Monitoring Log	5/22/2015 quarterly
G6.B1.S1.MA1	[no content entered]			one-time	
G6.B1.S1.MA1	Classroom Walk-Throughs	Conner, Carey	8/20/2014	Classroom Walk-through forms	6/4/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** The percent of students in grades 3-5 meeting proficiency in reading on the FSA LA will increase from 49% proficiency on FCAT 2.0 to 55% proficiency on FSA.

**G1.B1** Students are unable to read grade level text.

**G1.B1.S1** Identified students will receive systematic, explicit instruction in the areas necessary to improve overall reading.

### **PD Opportunity 1**

Provide Tier 2 and Tier 3 interventions

#### **Facilitator**

iReady Consultant

#### **Participants**

LPE All Teachers and Administrators

#### **Schedule**

Weekly, from 8/20/2014 to 5/20/2015

### **PD Opportunity 2**

Monthly Learning Goal Collaboration Sessions

#### **Facilitator**

Jennifer Simmons, Laura Sherley, Carey Conner, Michael Halpern, Andrea Summers

#### **Participants**

LPE All teachers

#### **Schedule**

Monthly, from 8/28/2014 to 5/28/2015



**G4.** The percent of students meeting high standards in Science will increase from 45% to 55% on the FCAT 2.0 Science Assessment.

**G4.B1** Students are unable to retain previously taught Science standards from previous grades.

**G4.B1.S1** Teachers will teach standards for their grade level to the appropriate depth according to school wide pacing guide.

**PD Opportunity 1**

Analyze Performance Matters Baseline Data

**Facilitator**

Cathy Hardesty, District Science Curriculum Resource Teacher

**Participants**

Classroom Teachers

**Schedule**

Quarterly, from 8/25/2014 to 5/22/2015

## Technical Assistance Items

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