

Lakeview Elementary School



2014-15 School Improvement Plan

Lakeview Elementary School

7299 PROCTOR RD, Sarasota, FL 34241

www.sarasotacountyschools.net/lakeview

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
40%

Alternative/ESE Center
No

Charter School
No

Minority
20%

School Grades History

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

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

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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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	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lakeview Elementary School provides students with a challenging curriculum in a nurturing environment, preparing them for a lifetime of decision making and future success.

Provide the school's vision statement

Lakeview Elementary School community believes learning occurs in a safe, positive and respectful environment. Our dedication to interactive, individualized, lifelong learning empowers students to lead successful lives and confidently face the challenges of tomorrow.

School Environment

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

Through parent conferences and day-to-day interactions with students and families, Lakeview's teachers learn about students' cultures. Lakeview's teachers offer numerous opportunities for students to learn about their peers' cultures. As the diversity of our student body becomes more transparent and understood, so do the positive relationships between teachers and students.

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

Whenever our students are on Lakeview's campus, an environment of emotional/physical safety and respect prevails. Our Schoolwide Expectations, our Lancer Pledge, and our Teach To's are just a few examples of the daily reaffirmation to our students' emotional/physical safety and feeling of respect.

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

Lakeview's entire school community adheres to the Time to Teach philosophy for positive classroom management. Its premise is that a student is not permitted to interrupt instruction more than once. A scaffolded system for positive behavior support is in place. All parents, students, and staff members are aware of the plan via Connect-Ed, website, handbook, etc. During the first week of school, and as needed throughout the year, students are taught Teach To's for various situations. The Teach To's complement the Time to Teach philosophy. Our school counselor facilitates classroom sessions which complement the targeted areas of our schoolwide expectations. Lakeview's Safe and Orderly committee, with reps from each grade level/department, meets monthly to ensure our positive behavior/positive classroom management systems are in place and fairly/consistently being enforced.

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

Lakeview's school counselor facilitates classroom sessions which complement the targeted areas of our schoolwide expectations. She also addresses "hot" topics that arise throughout the year. Our school counselor also meets one-on-one, with small groups, and with parents on a scheduled and as-needed basis. She is a primary source to our school community for targeted agencies/family services.

Lakeview's staff, as well as community adult volunteers, serve as academic/behavior mentors to targeted students.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	8	7	9	6	8	46
One or more suspensions	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	1	0	0	0	1
Level 1 on statewide assessment	0	0	0	15	5	15	35

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	1	2	3

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

- School-wide mentoring
- Regular data chats with homeroom teachers
- Rtl Process
- PALS
- Parent conferences
- Team teaching
- Before/after school remediation

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?

No

PIP Link

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

Description

- Welcome calls / outreach breakfast (kindergarten families and / or families new to Lakeview)
- ESOL Nights
- Parent volunteers to mentor students at risk academically and / or emotionally
- Parent Information Night (ESE and regular education presentations)
- School Advisory Council (membership reflects Lakeview’s diverse population)
- Backpack program (weekly food provided to target families)
- Parent Teacher Organization (membership reflects Lakeview’s diverse population)
- PALS volunteers (at-school and at-home opportunities)
- * Parent/Student Portal
- * Weekly/midterm reports, in addition to report cards

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

- Active School Advisory Council
- Active PTO
- Business Partnerships
- Neighborhood Church (mentoring)
- Backpack Program
- Snack Pantry

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
Bower, Joan	Principal
Taylor, Tami	Administrative Support

Duties

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

- Principal:
 - provides a common vision for the use of data-based decision making.
 - ensures that the school-based team is implementing MTSS.
 - ensures implementation of intervention support, and documentation of adequate professional development, to support MTSS and SIP implementation.
 - communicates with school and non-school-based shareholders regarding MTSS and SIP.
- Administrative Intern:
 - provides information about core instruction.
 - participates in schoolwide student data collection / analysis.
 - assists with schoolwide progress monitoring.
 - collaborates with instructional staff to implement MTSS tier interventions.
 - communicates with school and non-school-based shareholders regarding MTSS and SIP.
- Counselor / ESE Liaison / ELL Liaison:
 - participate in schoolwide student data collection / analysis.

assist with schoolwide progress monitoring.
collaborate with instructional staff to implement MTSS tier interventions.
communicate with school and non-school-based shareholders regarding MTSS and SIP.

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

Principal:

- Review and revise established infrastructure.

Principal/Administrative Intern/Instructional Staff:

- Analyze relevant school profile data for the purpose of problem analysis.
- Analyze data in order to identify trends and groups in need of further intervention.
- Set resulting goals.

School Counselor:

- * In partnership with the All Faiths Food Bank, Snack Pantry will be provided.
- * In partnership with Temple Emanuel, weekly backpack program will provide food to target families.
- * Our neighborhood church will provide volunteers to assist our students and staff.

Principal/Bookkeeper:

- * General fund dollars will purchase instructional materials to support the Florida Standards.
- * School Recognition dollars may be used for contracted services to allow facilitation of small group remedial instruction.
- * Title II Funds may provide instructional coverage for Grade 4 & Grade 5 to attend writing PD.
- * School Improvement dollars may be used to contract the services of a writing consultant.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Joan Bower	Principal
Pam Royce	Teacher
Deb McCart	Teacher
Karen Shafer	Teacher
Susan Amon	Teacher
Peggy Atkinson	Teacher
Megan Wink	Teacher
Sandy Sontag	Teacher
Laura Hayes	Teacher
Cheryl Underhill	Education Support Employee
Diana Smith	Parent
Jen Winterhalter	Parent
Jen Halloran	Parent
Anna D'Amato	Parent
Carman Kohn	Parent
Michelle Fisher	Parent
Jessica Harwell	Parent
Jennifer Yahraus	Business/Community
Diana Longoria	Business/Community
Geoffrey Gibbs	Business/Community
Scott Fisher	Business/Community
Sue Hlohinec	Business/Community

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/SDMT members participated in end-of-year review of 13-14 school improvement plan at final meeting of the school year.

Development of this school improvement plan

- Review previous year's data.
- Evaluate appropriateness of measures of progress, professional development activities, timelines, and evaluation procedures.

Preparation of the school's annual budget and plan

-The budget is prepared at the district level and reviewed at SAC/SDMT. The staffing is determined at school level and reviewed at SAC/SDMT.

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

According to district budget personnel, State of Florida did not allocate School Improvement Funds for the 2013-2014 school year.

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
Taylor, Tami	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

Our major initiative this year will be to promote schoolwide reading incentive programs in Accelerated Reader and Sunshine State Young Readers, with incentives from PTO and local business partners.

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

Collaborative planning teams meet weekly by grade level/department. Planning periods are grade/department specific to encourage collegial planning. Departmentalization occurs in grades 4 and 5. Advanced Work Classes collaborate in grades 2-5.

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

- Principal seeks instructional staff input to develop timely and relevant professional development.
- Lakeview continues to be an "A" school.
- Lakeview has been a Five-Star school for 18 years.
- Climate surveys reflect a high level of parent involvement.
- Climate surveys reflect Lakeview being perceived as safe and orderly.

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

School counselor will be mentored by district personnel. ESE Resource teacher will be mentored by SCIP-Trained peer who has ESE certification.

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

Teachers follow district-provided Instructional Focus Guides, weekly CPTs focus on alignment of instruction/materials to Florida Standards, formative/summative assessments provide alignment data.

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 teachers participate in regular data chats with the pupil support team. Data is analyzed, and plans are made for differentiated instruction, during (but not limited to) weekly CPTs. As needed, 504 Plans are launched. Team teaching enables further differentiation. Before/during/after school instructional support is given as able.

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:

- Pre-FSA: before school computer lab time (facilitated by instructional staff) for third, fourth, and fifth graders.
- Tutorials daily during our after school child care program.

Strategy Rationale

Additional laser-focused instruction determined by individual need will result in academic progress.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Taylor, Tami, tami.taylor@sarasotacountyschools.net

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

Ongoing progress reports analyzed by individual teachers (including, but not limited to) at CPTs, during data chats, and/or SWST.

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

For Pre K: At the beginning of the school year, kindergarten teachers receive results from Pre K exit assessments. For 5th graders moving on to 6th grade: In the spring, our school counselor and our ESE Liaison meet with role-alike personnel at feeder middle schools.

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

N/A

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

N/A

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

N/A

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

N/A

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.** By the year 2015, there will be a minimum of a four percentage point increase in reading for our white subgroup (across levels 3 & 4).
- G2.** By the year 2015, there will be a minimum of a four percentage point increase in math for our SWD subgroup (across levels 3 & 4).
- G3.** Five Star School Goal: Lakeview will involve members from Sarasota Baptist Church in our school-wide student mentoring program.
- G4.** By the year 2015, there will be a minimum of a four percentage point increase in math for our ELL subgroup (across levels 3 & 4).
- G5.** By the year 2015, there will be a minimum of a four percentage point increase in reading for our SWD subgroup (across levels 3 & 4).
- G6.** By the year 2015, there will be a minimum of a four percentage point increase in reading for our ED subgroup (across levels 3 & 4).
- G7.** • Instruction will complement Florida Standards' emphasis on the craft of writing across grade levels and content areas. The connection between writing and text comprehension is clear.

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. By the year 2015, there will be a minimum of a four percentage point increase in reading for our white subgroup (across levels 3 & 4). 1a

G050699

Targets Supported 1b

Indicator	Annual Target
AMO Reading - White	87.0

Resources Available to Support the Goal 2

- As Lakeview continues to implement Florida Standards, and prepares for FSA, instructional staff will analyze white students' data and differentiate instruction as appropriate, using multiple ELA resources.

Targeted Barriers to Achieving the Goal 3

- Several components of the FSA are still unknown.

Plan to Monitor Progress Toward G1. 8

School principal and administrative intern will monitor progress monitoring reports and classroom visits.

Person Responsible

Joan Bower

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports and observations

G2. By the year 2015, there will be a minimum of a four percentage point increase in math for our SWD subgroup (across levels 3 & 4). **1a**

G047799

Targets Supported **1b**

Indicator	Annual Target
AMO Math - SWD	50.0

Resources Available to Support the Goal **2**

- As Lakeview continues to implement Florida Standards, and prepares for FSA, instructional staff will analyze SWD data and differentiate instruction as appropriate, using multiple math resources. An ESE-endorsed teacher will supplement regular ed instruction.

Targeted Barriers to Achieving the Goal **3**

- Teachers need to create their own math assessments.

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

Teachers will collaborate to create the common math assessments and analyze data from district assessments.

Person Responsible

Tami Taylor

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

G3. Five Star School Goal: Lakeview will involve members from Sarasota Baptist Church in our school-wide student mentoring program. 1a

G046764

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	100.0

Resources Available to Support the Goal 2

- List of target students from homeroom teachers and community volunteers.

Targeted Barriers to Achieving the Goal 3

- Students and/or mentors absent on mentoring day(s).

Plan to Monitor Progress Toward G3. 8

Artifacts at data chats will be reviewed.

Person Responsible

Tami Taylor

Schedule

On 5/29/2015

Evidence of Completion

Gradebook, behavior, and attendance data will be reviewed.

G4. By the year 2015, there will be a minimum of a four percentage point increase in math for our ELL subgroup (across levels 3 & 4). 1a

G044955

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	57.0

Resources Available to Support the Goal 2

- As Lakeview continues to implement Florida Standards, and prepares for FSA, instructional staff will analyze ELL data and differentiate instruction as appropriate, using multiple math resources.

Targeted Barriers to Achieving the Goal 3

- Teachers need to create their own math assessments.

Plan to Monitor Progress Toward G4. 8

Teachers create their own math assessments and analyze data from district assessments.

Person Responsible

Tami Taylor

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

G5. By the year 2015, there will be a minimum of a four percentage point increase in reading for our SWD subgroup (across levels 3 & 4). 1a

G044953

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	57.0

Resources Available to Support the Goal 2

- As Lakeview continues to implement Florida Standards, and prepares for FSA, instructional staff will analyze SWD data and differentiate instruction as appropriate, using multiple ELA resources. An ESE-endorsed teacher will supplement regular ed instruction.

Targeted Barriers to Achieving the Goal 3

- Several components of the FSA are still unknown.

Plan to Monitor Progress Toward G5. 8

School principal and administrative intern will analyze data through progress monitoring reports and classroom visits.

Person Responsible

Joan Bower

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports and observations

G6. By the year 2015, there will be a minimum of a four percentage point increase in reading for our ED subgroup (across levels 3 & 4). 1a

G044954

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	75.0

Resources Available to Support the Goal 2

- As Lakeview continues to implement Florida Standards, and prepares for FSA, instructional staff will analyze ED data and differentiate instruction as appropriate, using multiple ELA resources.

Targeted Barriers to Achieving the Goal 3

- The identity of our ED subgroup is not known to our teachers.

Plan to Monitor Progress Toward G6. 8

School personnel will be involved in regular data chats, CPTs, and collaborative conversations.

Person Responsible

Tami Taylor

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

G7. • Instruction will complement Florida Standards' emphasis on the craft of writing across grade levels and content areas. The connection between writing and text comprehension is clear. 1a

G038191

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	57.0
AMO Reading - ED	75.0

Resources Available to Support the Goal 2

- Collins materials for new instructors, PD by Summer Leadership Institute reps, and possible contracted services of writing consultant.

Targeted Barriers to Achieving the Goal 3

- Anticipated barriers are the alignment of the Collins practices with the writing practices cited in our reading series, as well as with the grades 4-5 writing components (design is yet unknown) on the upcoming FSA.

Plan to Monitor Progress Toward G7. 8

Classroom visits, lesson plans, progress monitoring data, and collegial conversations.

Person Responsible

Joan Bower

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Writing instruction and completed products will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

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. By the year 2015, there will be a minimum of a four percentage point increase in reading for our white subgroup (across levels 3 & 4). **1**

 G050699

G1.B1 Several components of the FSA are still unknown. **2**

 B127056

G1.B1.S1 Avail selves of available district provided resources. **4**

 S139087

Strategy Rationale

As teachers become more knowledgeable regarding upcoming FSA format they will more effectively instruct.

Action Step 1 **5**

Teachers will collaboratively review the district provided resources during CPTs and other planning times.

Person Responsible

Tami Taylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

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

Through data chats, progress monitoring, data analysis, and other collaborative conversations among teachers, fidelity will be monitored.

Person Responsible

Tami Taylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

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

School principal and administrative intern will analyze data through progress monitoring reports.

Person Responsible

Joan Bower

Schedule

Monthly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Progress monitoring reports and observations


G2. By the year 2015, there will be a minimum of a four percentage point increase in math for our SWD subgroup (across levels 3 & 4). **1**

 G047799

G2.B1 Teachers need to create their own math assessments. **2**

 B119107

G2.B1.S1 Appropriate resources will be purchased. Teachers will collaborate to create the common math assessments. Grade level reps will attend quarterly district PD and will share information with ESE teachers. **4**

 S130892

Strategy Rationale

By designing common math assessments aligned with the Florida Standards, our students will be given ample opportunities to familiarize themselves with the upcoming FSA.

Action Step 1 **5**

Teachers will collaborate to create the math assessments.

Person Responsible

Tami Taylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

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

Teachers will collaborate to create the common math assessments.

Person Responsible

Tami Taylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

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

Teachers will collaborate to create the common math assessments.

Person Responsible

Tami Taylor


Schedule

Weekly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Progress monitoring reports

G3. Five Star School Goal: Lakeview will involve members from Sarasota Baptist Church in our school-wide student mentoring program. 1

 G046764

G3.B1 Students and/or mentors absent on mentoring day(s). 2

 B116118

G3.B1.S1 Printed schedule. Availability of phone number for mentor to call. Flexible scheduling as able. Reminder to students day before mentoring session. 4

 S127780

Strategy Rationale

To heighten awareness of importance/validity of mentoring program.

Action Step 1 5

Attendance will be monitored.

Person Responsible

Tami Taylor

Schedule

On 5/29/2015

Evidence of Completion

Monitor attendance records.

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

PALS records.

Person Responsible

Tami Taylor

Schedule

On 5/29/2015

Evidence of Completion

Monitor PALS records.

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

Data chats will be held at six-week intervals.

Person Responsible

Tami Taylor

Schedule

On 5/29/2015

Evidence of Completion

Homeroom teachers' feedback at data chats

G4. By the year 2015, there will be a minimum of a four percentage point increase in math for our ELL subgroup (across levels 3 & 4). 1

G044955

G4.B1 Teachers need to create their own math assessments. 2

B110807

G4.B1.S1 Appropriate resources will be purchased. Teachers will collaborate to create the common math assessments. Grade level reps will attend quarterly district PD. 4

S122285

Strategy Rationale

By designing common math assessments aligned with the Florida Standards, our students will be given ample opportunities to familiarize themselves with the upcoming FSA.

Action Step 1 5

Teachers will collaborate to create the math assessments.

Person Responsible

Tami Taylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

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

Teachers will collaborate to create the common math assessments.

Person Responsible

Tami Taylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

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

Teachers need to create their own math assessments.

Person Responsible

Tami Taylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Progress monitoring reports


G5. By the year 2015, there will be a minimum of a four percentage point increase in reading for our SWD subgroup (across levels 3 & 4). 1

 G044953

G5.B1 Several components of the FSA are still unknown. 2

 B110815

G5.B1.S1 Avail selves of available district provided resources. 4

 S122352

Strategy Rationale

As teachers become more knowledgeable regarding upcoming FSA format, they will more effectively instruct.

Action Step 1 5

Regular ed and ESE teachers will collaboratilvey review the district-provided resources during CPTs and other planning times.

Person Responsible

Tami Taylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

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

Through data chats, progress monitoring, data analysis, and other collaborative conversations among regular ed and ESE teachers, fidelity will be monitored.

Person Responsible

Tami Taylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

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

School principal and administrative intern will analyze data through progress monitoring reports and classroom visits.

Person Responsible

Joan Bower

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports and observations

G6. By the year 2015, there will be a minimum of a four percentage point increase in reading for our ED subgroup (across levels 3 & 4). 1

G044954

G6.B1 The identity of our ED subgroup is not known to our teachers. 2

B110811

G6.B1.S1 Avail selves of district provided resources pertaining to FSA. 4

S122290

Strategy Rationale

As teachers become more knowledgeable regarding upcoming FSA format, they will more effectively instruct.

Action Step 1 5

Teachers will collaboratively review the district-provided resources during CPTs and other planning times.

Person Responsible

Tami Taylor

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

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

Through data chats, progress monitoring, data analysis, and other collaborative conversations, fidelity will be monitored.

Person Responsible

Tami Taylor

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring reports

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

School principal and administrative intern will analyze data through progress monitoring reports and classroom visits.

Person Responsible

Joan Bower


Schedule

Monthly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Progress monitoring reports and observations

G7. • Instruction will complement Florida Standards' emphasis on the craft of writing across grade levels and content areas. The connection between writing and text comprehension is clear. 1

 G038191

G7.B1 Anticipated barriers are the alignment of the Collins practices with the writing practices cited in our reading series, as well as with the grades 4-5 writing components (design is yet unknown) on the upcoming FSA. 2

 B091802

G7.B1.S1 Grades 4 and 5 teachers will blend the Collins Writing practices with the ELA curricula to encompass strategies for the upcoming FSA. A writing consultant may be contracted. Summer Leadership Institute reps will provide PD. 4

 S102697

Strategy Rationale

To support the connection between writing across all curricular areas and achievement.

Action Step 1 5

Collins writing resources will be purchased for all new instructional staff. Possible contract with writing consultant.

Person Responsible

Joan Bower

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

• Writing instruction will be monitored by the principal through classroom visits, lesson plans, writing samples and collegial conversations.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Classroom visits, lesson plans, and collegial conversations.

Person Responsible

Joan Bower

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Writing instruction and completed products will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Classroom visits, lesson plans, and collegial conversations.

Person Responsible

Joan Bower

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Writing instruction and completed products will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.

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
G7.B1.S1.A1	Collins writing resources will be purchased for all new instructional staff. Possible contract with writing consultant.	Bower, Joan	8/18/2014	• Writing instruction will be monitored by the principal through classroom visits, lesson plans, writing samples and collegial conversations.	5/29/2015 daily
G4.B1.S1.A1	Teachers will collaborate to create the math assessments.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly
G6.B1.S1.A1	Teachers will collaboratively review the district-provided resources during CPTs and other planning times.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly
G5.B1.S1.A1	Regular ed and ESE teachers will collaboratively review the district-provided resources during CPTs and other planning times.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Attendance will be monitored.	Taylor, Tami	10/1/2014	Monitor attendance records.	5/29/2015 one-time
G2.B1.S1.A1	Teachers will collaborate to create the math assessments.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly
G1.B1.S1.A1	Teachers will collaboratively review the district provided resources during CPTs and other planning times.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly
G1.MA1	School principal and administrative intern will monitor progress monitoring reports and classroom visits.	Bower, Joan	8/18/2014	Progress monitoring reports and observations	5/29/2015 biweekly
G1.B1.S1.MA1	School principal and administrative intern will analyze data through progress monitoring reports.	Bower, Joan	8/18/2014	Progress monitoring reports and observations	5/29/2015 monthly
G1.B1.S1.MA1	Through data chats, progress monitoring, data analysis, and other collaborative conversations among teachers, fidelity will be monitored.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly
G2.MA1	Teachers will collaborate to create the common math assessments and analyze data from district assessments.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 monthly
G2.B1.S1.MA1	Teachers will collaborate to create the common math assessments.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly
G2.B1.S1.MA1	Teachers will collaborate to create the common math assessments.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly
G3.MA1	Artifacts at data chats will be reviewed.	Taylor, Tami	10/1/2014	Gradebook, behavior, and attendance data will be reviewed.	5/29/2015 one-time
G3.B1.S1.MA1	Data chats will be held at six-week intervals.	Taylor, Tami	10/1/2014	Homeroom teachers' feedback at data chats	5/29/2015 one-time
G3.B1.S1.MA1	PALS records.	Taylor, Tami	10/1/2014	Monitor PALS records.	5/29/2015 one-time
G4.MA1	Teachers create their own math assessments and analyze data from district assessments.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 monthly
G4.B1.S1.MA1	Teachers need to create their own math assessments.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly
G4.B1.S1.MA1	Teachers will collaborate to create the common math assessments.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly
G5.MA1	School principal and administrative intern will analyze data through progress monitoring reports and classroom visits.	Bower, Joan	8/18/2014	Progress monitoring reports and observations	5/29/2015 biweekly
G5.B1.S1.MA1	School principal and administrative intern will analyze data through progress monitoring reports and classroom visits.	Bower, Joan	8/18/2014	Progress monitoring reports and observations	5/29/2015 monthly
G5.B1.S1.MA1	Through data chats, progress monitoring, data analysis, and other collaborative conversations among regular ed and ESE teachers, fidelity will be monitored.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 weekly
G6.MA1	School personnel will be involved in regular data chats, CPTs, and collaborative conversations.	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 monthly
G6.B1.S1.MA1	School principal and administrative intern will analyze data through progress monitoring reports and classroom visits.	Bower, Joan	8/18/2014	Progress monitoring reports and observations	5/29/2015 monthly
G6.B1.S1.MA1	Through data chats, progress monitoring, data analysis, and other	Taylor, Tami	8/18/2014	Progress monitoring reports	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	collaborative conversations, fidelity will be monitored.				
G7.MA1	Classroom visits, lesson plans, progress monitoring data, and collegial conversations.	Bower, Joan	8/18/2014	Writing instruction and completed products will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.	5/29/2015 monthly
G7.B1.S1.MA1	Classroom visits, lesson plans, and collegial conversations.	Bower, Joan	8/18/2014	Writing instruction and completed products will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.	5/29/2015 monthly
G7.B1.S1.MA1	Classroom visits, lesson plans, and collegial conversations.	Bower, Joan	8/18/2014	Writing instruction and completed products will be monitored by the principal through classroom visits, lesson plans, and collegial conversations.	5/29/2015 biweekly

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.

G2. By the year 2015, there will be a minimum of a four percentage point increase in math for our SWD subgroup (across levels 3 & 4).

G2.B1 Teachers need to create their own math assessments.

G2.B1.S1 Appropriate resources will be purchased. Teachers will collaborate to create the common math assessments. Grade level reps will attend quarterly district PD and will share information with ESE teachers.

PD Opportunity 1

Teachers will collaborate to create the math assessments.

Facilitator

Sue D'Angelo

Participants

K-5 teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G4. By the year 2015, there will be a minimum of a four percentage point increase in math for our ELL subgroup (across levels 3 & 4).

G4.B1 Teachers need to create their own math assessments.

G4.B1.S1 Appropriate resources will be purchased. Teachers will collaborate to create the common math assessments. Grade level reps will attend quarterly district PD.

PD Opportunity 1

Teachers will collaborate to create the math assessments.

Facilitator

Sue D'Angelo

Participants

K-5 teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G7. • Instruction will complement Florida Standards' emphasis on the craft of writing across grade levels and content areas. The connection between writing and text comprehension is clear.

G7.B1 Anticipated barriers are the alignment of the Collins practices with the writing practices cited in our reading series, as well as with the grades 4-5 writing components (design is yet unknown) on the upcoming FSA.

G7.B1.S1 Grades 4 and 5 teachers will blend the Collins Writing practices with the ELA curricula to encompass strategies for the upcoming FSA. A writing consultant may be contracted. Summer Leadership Institute reps will provide PD.

PD Opportunity 1

Collins writing resources will be purchased for all new instructional staff. Possible contract with writing consultant.

Facilitator

Summer Leadership reps and possible writing consultant

Participants

All Instructional Staff

Schedule

Daily, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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

G5. By the year 2015, there will be a minimum of a four percentage point increase in reading for our SWD subgroup (across levels 3 & 4).

G5.B1 Several components of the FSA are still unknown.

G5.B1.S1 Avail selves of available district provided resources.

PD Opportunity 1

Regular ed and ESE teachers will collaborativley review the district-provided resources during CPTs and other planning times.

Facilitator

TBA

Participants

3rd - 5th grade teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G6. By the year 2015, there will be a minimum of a four percentage point increase in reading for our ED subgroup (across levels 3 & 4).

G6.B1 The identity of our ED subgroup is not known to our teachers.

G6.B1.S1 Avail selves of district provided resources pertaining to FSA.

PD Opportunity 1

Teachers will collaboratively review the district-provided resources during CPTs and other planning times.

Facilitator

TBA

Participants

4th & 5th grade teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 2: By the year 2015, there will be a minimum of a four percentage point increase in math for our SWD subgroup (across levels 3 & 4).	200
Goal 4: By the year 2015, there will be a minimum of a four percentage point increase in math for our ELL subgroup (across levels 3 & 4).	934
Goal 6: By the year 2015, there will be a minimum of a four percentage point increase in reading for our ED subgroup (across levels 3 & 4).	1,087
Goal 7: • Instruction will complement Florida Standards' emphasis on the craft of writing across grade levels and content areas. The connection between writing and text comprehension is clear.	37
Grand Total	2,258

Goal 2: By the year 2015, there will be a minimum of a four percentage point increase in math for our SWD subgroup (across levels 3 & 4).

Description	Source	Total
B1.S1.A1 - Learning Things - On Core Math Assessment Guides	General Fund	200
Total Goal 2		200

Goal 4: By the year 2015, there will be a minimum of a four percentage point increase in math for our ELL subgroup (across levels 3 & 4).

Description	Source	Total
B1.S1.A1 - AIMS Ed	General Fund	934
Total Goal 4		934

Goal 6: By the year 2015, there will be a minimum of a four percentage point increase in reading for our ED subgroup (across levels 3 & 4).

Description	Source	Total
B1.S1.A1 - Sunshine State Readers	General Fund	1,087
Total Goal 6		1,087

Goal 7: • Instruction will complement Florida Standards' emphasis on the craft of writing across grade levels and content areas. The connection between writing and text comprehension is clear.

Description	Source	Total
B1.S1.A1 - Collins ED	General Fund	37
Total Goal 7		37