

Lakewood Park Elementary School



2014-15 School Improvement Plan

Lakewood Park Elementary School

7800 INDRIO RD, Fort Pierce, FL 34951

<http://www.myteacherpages.com/webpages/ssmith5/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
90%

Alternative/ESE Center
No

Charter School
No

Minority
61%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	D	C

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/28/2014.

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
Priority	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lakewood Park Elementary is to ensure that each child is prepared with life-long skills in a nurturing environment, enabling them to become successful, responsible decision-makers and productive members of society.

Provide the school's vision statement

St. Lucie County School District in partnership with parents and community will become premier centers of knowledge that are organized around students and the work provided to them. St. Lucie County School District's name will be synonymous with continuously improving student achievement and the success of each individual. Our school district's promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for each student, every day. This is the St. Lucie Way!

School Environment

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

Lakewood Park Elementary is a Kids At Hope school. With the philosophy that "All Children Are Capable of Success, No Exceptions!" as the center of our belief system, teachers and staff members are encouraged to build strong relationships with their students and the families of our students. Family activities that are focused on academics such as Literature and Math Nights as well as social activities that are tied with Kids At Hope such as family dances, and family movie nights incorporate a time for parents to learn about upcoming learning opportunities. Student Led Conferences take place three times a year in order to involve parents and family members with their children and the goals set for each child. These sessions are held during the day in order to meet the needs of the majority of our families. Parent surveys are given at the end of each session and these are used for planning future sessions. Lakewood Park Elementary is serving as a pilot school for the ACES Tracking System, which is a part of Kids At Hope. It allows us to find what adults are supports for our students and also identifies students who lack any adult support for learning. This helps us as we seek to provide adults as role models for our students.

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

Lakewood Park Elementary is a positive behavior support school. Students are encouraged to use positive behaviors that are responsible, respectful and safe for all. Social skills lessons are taught to students in order to encourage respect between adults and students as well as between children. A monthly character trait is emphasized and each teacher is able to recognize one student who displays the quality at the Student of the Month recognition. There is also a Bullying/Harassment policy in place for those incidents that involved negative treatment of others. A student survey was completed during the 2013-2014 school year that provided data to help us focus on student areas of concern.

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

Lakewood Park Elementary trains all staff members in the use CHAMPS as a system that outlines behavioral expectations for all students in all areas of the campus. Icons illustrate the expectation for those students who are not yet reading or who are ELL/SWD students. These expectations are displayed throughout the school. Students are rewarded for following expectations. There is also a Tier 1, Tier 2 and Tier 3 leveling of behavioral supports in place for students who need additional help beyond the Tier 1 students. The tiered approach allows for documented data for MTSS in the area of behavior.

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

Lakewood Park Elementary provides a variety of services for students based on their needs. Students who have attendance issues are provided with an Attendance Buddy. This person greets the child daily and marks their attendance card. They encourage school attendance and build relationships with the students so that they are motivated to be in school every day. For students with behavioral challenges, mentors provided to go over the daily expectations for the child and then monitors their progress on the point sheet that shows their points gained throughout the day. Students are provided counseling with the Guidance Counselor for random issues, however, scheduled counseling sessions, sometimes with outside agencies, are set up for those students experiencing such things as divorce, death in the family, etc. In addition social skills training is provided for students dealing with Tier 2/Tier 3 behaviors. Kids At Hope activities are built into the day from time to time in order to focus on the social-emotional goals as well as the academic goals

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/181184>.

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

Lakewood Park Elementary has established firm relationships with local businesses and organizations that have supported us financially as well as with hours of volunteering within the school and classroom settings. Local businesses are encouraged to attend student activities and likewise we hold events within the community so that our students and their parents get the chance to see how the community supports our students. For example, Math Night is held at our local Winn Dixie in which students participate in a scavenger hunt throughout the store while using their everyday math skills. This also provides an opportunity for our Falcon Chorus to sing at the event. Participation is strong as parents enjoy doing this homework with their children. Local clubs also support our school through donations of dollars for school uniforms, Christmas and Easter treats and most recently our Grace Packs program began with the

support of community members. This program allows students in need to take home food each weekend in their Grace Packs.

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
Young, Dianne	Principal
Smith, Tammy	Assistant Principal
Laoutas, Alexandria	Administrative Support
Cannon, Teresa	Instructional Coach
Dower, Nancy	Instructional Coach
Fredrickson, Susan	Instructional Coach
Metellus, Del	Guidance Counselor
Cirillo, Virginia	Other
Babcock, Anna	Teacher, K-12

Duties

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

The Reading Intervention teacher serves as chairperson for the school's MTSS team. The principal, with a background in ESE and behavior and the assistant principal, with a background in reading offer input and strategies for student instruction as well as monitoring the fidelity of the implementation of Tier 2 and Tier 3 structures. The ESE Grade Chair is knowledgeable about strategies and materials that may be used for instructional purposes that are outside of the core curricular materials. Two classroom teachers, one primary and one intermediate, are a part of the team and they provide knowledge of the core curriculum and standards taught. The Literacy and Instructional (Math and Science) Coaches are a part of the MTSS team and offer help with students, but also offer additional strategies and support to the teacher and within the classroom when needed.

With regard to the SIP, leadership team members serve as chairs of SIP committees that meet on a monthly basis. Each committee (Literacy, Math, Science/STEM, and PBIS) review the SIP on a monthly basis and monitor through assessment data as well as through the monitoring of progress toward the SIP goals. Notes from the meetings are sent to staff members for review and documentation of progress, and to address questions/concerns. Reports and updates from these committee meetings are shared monthly at the SAC meeting so that all stakeholders are aware of the progress being made. Suggestions made by SAC are then shared with all members of the various SIP committees so that there is communication between teachers and SAC members on specific goals/data.

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

State, district and school-based assessments are used to monitor the progress of all students. All students participate in reading running records assessments that provide instructional, independent and frustration levels of reading. This allows the teacher to form groups based upon individual and small group needs. Reading and Math assessments based on the standards taught are given using the FCIM model. This allows frequent checks on proficiency levels. All students participate in small group instruction based on their need within the homeroom setting. Small groups are assigned to remediate students who need to address a specific standard. Those students who require a more direct instruction approach at the Tier 2 or Tier 3 levels of instruction are grouped based on the skills they need to strengthen. Progress monitoring using such tools as the Easy CBM assessment for reading/math are used every 10 instructional days for Tier 2 students and every 5 days for Tier 3 students. Progress is monitored and RtI Response meetings are held in order to monitor the student's progress, or lack thereof. Based on the data gathered, the intervention is continued, modified or at times changed if there is no progress shown. Classroom teachers provide Tier 2 intervention and a Reading Intervention teacher provides instruction for Tier 3 reading students. The Instructional Coach, who focuses on Math and Science also provides support in those areas as does the Literacy Coach, when needed. Coaches help teachers select appropriate instructional materials and monitor the progress monitoring process to make sure that data is gathered with fidelity. Behavioral RtI groups have also been established. Resource teachers as well as the Intervention teacher offer support in this area. Progress monitoring is put in place with daily point sheets, behavioral contracts and/or with the monitoring of referral and code calls data. Academic data is reviewed with each grade level team on one month and the next is the review of behavioral data. Dates for these meetings are set by the end of the first week of school so that all may be notified in advance.

Title Programs: Title I, Title I, Part C Migrant Title II and Title III funds may be used to underwrite the cost of strategies outlined in the School Improvement Plan. In addition to funds for materials and/or school-based personnel, district members of the School Renewal team (Instructional Partners) will support academic and behavioral strategies outlined in the School Improvement Plan. District staff will also support the instruction of ELL students and parents through partnering to provide quality workshops designed to increase the level of academic support within the home setting. Funds will be used to provide extended learning time, both after school and for Saturday Camps in order to increase academic proficiency/gains.

Violence Prevention Programs: Anti-bullying instruction is provided to staff, students and parents in order to create a quality, positive learning environment for all students. In addition to continuing to provide positive support through the Positive Behavior Support Program and CHAMPS, we have initiated Kids At Hope to build a philosophy of hope rather than risk for all students. Too Good for Drugs is a program offered to all fifth grade students that encourages self esteem in order to prevent the use of drugs, alcohol, etc.

Nutrition Programs: Nutrition education is provided to students and staff through grade level instruction, as well as through nutritional education provided by our Cafeteria Manager and her team. As a part of nutrition education, students are encouraged to eat healthy snacks and to exercise.

VPK: Two sections of VPK are housed at Lakewood Park Elementary (40 students). Each section has a teacher and paraprofessional in the classroom to support their learning on a daily basis.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dianne Young	Principal
Sue Fredrickson	Education Support Employee
Jay Wright	Parent
Melanie Bullers	Parent
Melanie Hendricks	Parent
Mary Ann Barker	Business/Community
Lori Checchi	Teacher
Annie Jones	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

The School Advisory Council is a part of the development of the School Improvement Plan offering suggestions, feedback and monitoring of progress toward the goals outlined in the plan. Updates are given monthly as a part of the regular business meeting on areas addressing in the School Improvement Plan. As feedback is given through the evaluation process, that information is also shared with the School Advisory Council and if changes are needed, the SAC team discusses and votes on revisions to the plan.

Development of this school improvement plan

SAC team members are presented with the most recent FCAT 2.0 data at the first meeting of the school year. A presentation is made outlining growth as well as areas of concern. Members discuss possible barriers present and what strategies will be used to produce student growth in achievement for the coming year. A DRAFT is developed and emailed to all participants. Hard copies are also made available so that all members can review the DRAFT prior to coming back together as a SAC team and be prepared to discuss suggestions/revisions with the SAC membership. In addition, SIP committees are established with all instructional staff members participating in one of the Literacy, Math, Science, PBS-B, PBS, or Site Safety Committees. Each committee reviews the SIP plan as well and offers suggestions/revisions to be brought before the SAC Committee. The plan is then reviewed, suggestions/recommendations noted and the plan is modified as necessary prior to a final vote for approval.

Preparation of the school's annual budget and plan

School staff receives the school budget for the coming year and presents a plan to use those allocations for the services needed in order to provide students with a quality education. The budget is reviewed by district staff to ensure compliance and then the budget is presented to the SAC and is available for review upon request.

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

Title I funds are used to accomplish the goals outlined in the SIP. School Improvement funds will be provided for the 2014-2015 school year. The School Advisory Council will propose and approve the use of these designated funds.

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

Lakewood Park Elementary School is in compliance.

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Alexander, Rachel	Teacher, K-12
Blount, Peggy	Other
Briand, Isabelle	Teacher, K-12
Dixon, Brenda	Teacher, K-12
Dower, Nancy	Instructional Coach
Franczyk, Jessica	Teacher, K-12
Fredrickson, Susan	Instructional Coach
Henderson, Ashle	Teacher, K-12
Jones, Kristen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

They will assist with the monitoring of running records on their grade levels, which is a continuation of an assessment process begun in the winter of 2013. This year the data will be monitored for instructional levels and independent reading levels as well. In addition the team will promote literacy through Reading Counts competitions and through providing independent reading level books based on student data within the classroom. Literacy Nights will promote exposure to reading for all students and their families. Parents will be given strategies to assist their children with reading. In addition, activities designed to get books into the hands of students within the home will promote reading and the love of literacy.

The team, under the co-chairmanship of Sue Fredrickson and Nancy Dower, will also seek to increase parent involvement in literacy through after school events as well as through incorporating individual student reading goals/data into the Student Led Conferences that will be initiated this school year.

The members of the Literacy Committee will assist with the development of classroom libraries that are designed to fit the appropriate independent reading levels of the students that are housed within each class. Teachers will develop book bins with leveled books for each classroom teacher Pre-K to 5th grade.

The Literacy Committee will provide monthly updates to the SAC Committee with regard to students achievement based on district and state assessments as well as options for increased parent involvement in reading to and with students.

The Literacy Committee will review benchmark and other district assessment data in order to gain a complete picture of school-wide student achievement and the progress being made toward attaining increased student proficiency and growth in the area of reading.

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

Each grade level team is provided a forty-five minute collaborative planning time daily, which is in addition to their 45 minute of contractual planning, in order to provide a collaborative time to plan for each subject area. Reading, Math, and Science/Social Studies have their own planning days. One day is set aside to collaboratively look at the most recent student data in order to better plan for students' needs based on standards-based teaching and assessing.

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

As a part of the initial interview process, the principal secures quality staff members who are highly qualified and who possess a similar philosophy that all children are capable of success. New teachers are assigned mentors and participate in monthly meetings designed to meet the needs of beginning teachers. New teachers are supported for the first two years of their employment at both the school and district levels with professional development designed to meet their needs. Quality instructional and behavioral professional development is provided with follow up to insure teacher success with implementation. Modeling of best practices and/or observations of these practices are provided for any instructional staff that seeks to improve their professional practice. Frequent observations, classroom walkthroughs and teacher/coach and teacher/administrator time for reflection upon classroom practices help to increase teacher confidence. An educational environment in which all stakeholders are valued improves teachers retention. For this reason, a conscious effort is made to offer support to our Falcon family/staff.

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

During the 2014-2015 school year, four new teachers as well as ten new teachers to Lakewood Park Elementary will be paired with our Literacy Coaches and Instructional Coach as well as identified teacher leaders so that they may gain professional development, modeling/coaching opportunities as well as a build in support system for our new teachers. In addition, three teachers have been paired with their grade chairs for a year of support as they continue to build their skill and classroom practices. Teachers in both their first and second year of teaching are provided support through monthly meetings on campus designed to address topics as well as through district level meetings that provide professional development as well as a time to network with their fellow teachers.

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

As a basis for collaborative planning at each grade level, teachers unpack a specific Florida standard in order to understand the complexity of the standard. With this, teachers then design lessons that will ensure that the whole of the standard is addressed, taught in the classroom setting, assessed and then plans for reteaching those standards not mastered are addressed. Instructional Partners from the district Office of School Renewal along with school-based coaches and administrators participate in collaborative planning sessions, monitor instruction to verify the use of the plans through classroom

walk throughs, informal and formal observations as well as offering time to reflect on teaching and learning.

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

Assessments are given to determine levels of proficiency in all core subject areas. This data is used in a variety of ways such as for grade level collaborative planning for core instruction, which allows teachers to provide remediation either whole group or small group as needed. Students are able to participate in instruction during Walk to Intervention that is specifically designed for their Tier 1, Tier 1 Supplemental, Tier 2 and/or Tier 3 needs. Tier 2 and Tier 3 students are progress monitored in order to track the effectiveness of the intervention so that it may be continued or modified as the data indicates. Enrichment is provided during this time for students who are meeting proficiency. These groups remain fluid throughout the year so that students get the instruction needed based on their proficiency with the standards that are taught. In addition, for the 2014-2015 school year, teachers will be meeting individually with the MTSS team in order to monitor the progress of all students, not just those identified at Tier 2 and Tier 3. In this way we can better meet the needs of all students.

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:

After-school tutorial will be provided to students using Title I funds for specific remediation in the areas of reading and math.

Strategy Rationale

Students who scored a level 1 or a level 2 on the 2014 FCAT testing need additional support for standards-based instruction that can be provided with the use of Classworks. Based on pre-test assessments, students are given a prescription that is designed to meet their individual needs. In addition to Classworks, teachers provide instruction in science through STEM units of study, for example.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Laoutas, Alexandria, alexandria.laoutas@stlucieschools.org

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

Data will be collected through the Classworks system and will be monitored to track student growth.

Strategy: After School Program

Minutes added to school year: 1,800

Teachers will be provided with one hour of planning weekly to address core content areas that will be presented during the after-school tutorial program.

Strategy Rationale

Teachers will have the chance to examine weekly data from assessments in order to determine the standards that need to be addressed during tutorial and then plan for those lessons.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Young, Dianne, dianne.young@stlucieschools.org

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

Classworks data from individual tutorial program as well as mini assessment, and district benchmark testing will be monitored to determine the effectiveness of instruction.

Strategy: Weekend Program

Minutes added to school year: 1,080

All fifth grade students will be invited to participate in Saturday Science Camp to be held for 6 weeks. Each Saturday session will run from 8:30 - 11:30. Lessons will be based on analysis of benchmark data scores, with an analysis of standards tested as well as mini assessment data on those same standards. Progress will be tracked through continued mini-assessments in order to monitor student growth toward proficiency on specific standards. Should seats be available, fourth grade students will be invited to fill those spots.

Strategy Rationale

Students will not only be provided with remediation of skills not yet mastered, but will also be provided with hands on opportunities to help them fully understand basic concepts of science.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Young, Dianne, dianne.young@stlucieschools.org

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

Benchmark data as well as mini assessment data will be used to drive instruction that will take place during the weekly Saturday Writing Camp. Continued mini-assessments will provide feedback as well as 2014 FCAT score analysis

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

Lakewood Park Elementary houses 40 VPK students in two classrooms that are served by a teacher and paraprofessional in each classroom. These students are provided instruction using HMH curriculum designed to transition them into our kindergarten classes. In addition, our family literacy events provide activities for pre-school siblings so that parents can gain skills in working with their children prior to kindergarten. Our VPK students are included in all literacy events and reading is encouraged daily.

Parents of our fifth grade students who will be transitioning into middle school are provided with information about course work and scheduling for the sixth grade year and how state assessments can effect that schedule.

Fifth grade students are provided additional opportunities for school leadership roles in order to build their confidence both academically and socially as they make the transition from elementary to middle school.

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.** Students and parents will be invested in the daily attendance and positive behavior of their children, understanding how this impacts learning.

- G2.** During the 2014-2015 school year we will collaboratively plan Florida Standard-based lessons with a focus on rigorous instructional delivery in the classroom setting.

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. Students and parents will be invested in the daily attendance and positive behavior of their children, understanding how this impacts learning. **1a**

G038674

Targets Supported **1b**

Indicator	Annual Target
	10.0

Resources Available to Support the Goal **2**

- Skyward Data System for Attendance
- Data Specialist generates attendance reports
- Attendance Committee meeting monthly with social worker and truancy coordinator
- Attendance conferences with parents/guardians
- Truancy Court
- Teacher/Administrative Contacts with parents/guardians
- Attendance Mentors assigned to high risk students based on 2013-2014 data
- Attendance Cards used with high risk students marked daily and used for incentives to improve attendance
- Alarm clocks, umbrellas/raincoats provided for students in order to improve arrival at bus stops
- Code Data Logs
- Referral Data
- Tier 2 Behavioral Data/ Point Sheets
- Tier 3 Behavioral Data/ Point Sheets/Behavior Intervention Plans

Targeted Barriers to Achieving the Goal **3**

- Parents not understanding the importance of daily attendance
- Lack of motivation of student to be in school
- Lack of a formal plan for those who are Code 1 or Code 2 students
- Lack of space to provide a quiet area for reflection on behavior or time out/work out before returning to the classroom

Plan to Monitor Progress Toward G1. 8

Monitoring monthly attendance data as a whole as well as for those targeted students and to celebrate increased attendance. Monitoring monthly code call and referral data identifying targeted students and determining what additional assistance can be offered while celebrating successes in the area of behavior as well.

Person Responsible

Dianne Young

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Attendance Data Targeted student cards/reward system data Truancy Court Data Code Call Data Referral Data In School Suspension Data Out of School Suspension Data

G2. During the 2014-2015 school year we will collaboratively plan Florida Standard-based lessons with a focus on rigorous instructional delivery in the classroom setting. 1a

G038675

Targets Supported 1b

Indicator	Annual Target
	90.0

Resources Available to Support the Goal 2

- Literacy coaches
- leveled readers
- classroom libraries
- bookroom
- core reading program
- test item specs/Florida standards
- collaborative planning
- resource teachers teaching to standards
- Reading Running Records and other diagnostic assessments
- Instructional Partners to assist with Tier One standards-based instruction
- after-school tutorial
- Walk-to Intervention
- Intervention teachers for academics at Tier 2 and Tier 3

Targeted Barriers to Achieving the Goal 3

- Knowledge of standards/content limits of new Florida Standards
- monitoring of implemented strategies
- Lack of understanding with regard to the use of Classworks data and how this can be used for collaborative planning purposes

Plan to Monitor Progress Toward G2. 8

Increased student proficiency and learning gains across all content areas

Person Responsible

Dianne Young

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased proficiency rates and percentage of students making learning gains on Florida Assessment Levels of proficiency tracked on district Comprehension Assessments Classworks Assessment Data

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. Students and parents will be invested in the daily attendance and positive behavior of their children, understanding how this impacts learning. **1**

 G038674

G1.B3 Parents not understanding the importance of daily attendance **2**

 B092876

G1.B3.S3 Initiate Student Led Conferences for K-5 so that parents can see and hear about student progress in a more personal way as well as compare progress to end of the year requirements. **4**

 S103862

Strategy Rationale

Action Step 1 **5**

Student Led Conferences will begin in October 2014 in grades K-5. Students will show parents their portfolios with current assessment data, goals and what they need to work on in order to reach their next goal in reading and math. Attendance and behavioral goals may be included.

Person Responsible

Dianne Young

Schedule

Quarterly, from 10/7/2014 to 5/13/2015

Evidence of Completion

Student Portfolios Parent/Guardian Exit Tickets Parent/Guardian Sign in Sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Completion of Student Led Conferences on all grade levels

Person Responsible

Dianne Young

Schedule

On 5/14/2015

Evidence of Completion

Exit Slips from Parent/Guardian participants Sign-in sheets Teacher/Staff Exit Survey

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Attendance at conference tied to increased attendance and achievement of targeted attendance students

Person Responsible

Schedule

Evidence of Completion

Targeted students and their attendance report related to parent attendance at Student Led Conferences

G1.B4 Lack of motivation of student to be in school **2**

 B092877

G1.B4.S1 Students will be provided an incentive for being in attendance (arriving on time and staying all day) in the form of an attendance card. Each 10 days in attendance will earn them a prize. An adult will partner with those most chronic attendance students to encourage them to be in attendance and to mark their daily attendance card. **4**

 S103863

Strategy Rationale

When encouraged through positive relationships on campus, students will make more of an effort to come to school, reminding parents that they need to be at school.

Action Step 1 **5**

Targeted students who are chronic attendance concerns (based on 2013-2014 data) and those who are becoming chronic attendance concerns (2014-2015 school year) will be identified and paired with an adult who will check in with them daily and mark their attendance card.

Person Responsible

Dianne Young

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Attendance Data for Identified students

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Monitoring of students via attendance card completion and attendance records

Person Responsible

Dianne Young

Schedule

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

Evidence of Completion

Completed Cards Records of student reward system Student attendance data Reports from Truancy Counselors

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Increased attendance for identified students

Person Responsible

Dianne Young

Schedule

On 6/3/2015

Evidence of Completion

Increased school attendance as evidenced through Skyward Attendance Data Reports

G1.B8 Lack of a formal plan for those who are Code 1 or Code 2 students 2

 B097866

G1.B8.S1 A formal plan will be established with first responders identified for Code 1 and Code 2 calls to the office. Once a call is received, the front office will notify via radio the responder(s) with the room, initials of student and the level of the code, Code 1 or Code 2. Based on the incident, students will either be removed from the classroom setting to an alternative location or counseled and then returned to the classroom setting. 4

 S112005

Strategy Rationale

The goal of the Code Call Plan is to reduce the disruption to instruction for all students as well as to continuously provide a safe environment for learning. With an organized, consistent plan to address classroom disruptions, students will decrease their time away from instruction, while understanding that misbehavior and class disruption will not be tolerated.

Action Step 1 5

The FAST Team was trained in August 2014 with procedures to respond to and document code calls that come into the office. A first responder team and a second responder team were identified. This allows staff members to fulfill their responsibilities on a consistent basis. The front office clerk will take primary responsibility for documenting and calling the codes as well as to be aware of who is available for response.

Person Responsible

Tammy Smith

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Code Call Log Book Referrals aligned with classroom removals as a result of the Code Call

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

FAST Team members will meet periodically to reflect on the procedures that have been established for Code Calls. Code Call Log Book Data as well as student referral data will be monitored to document trends or specific areas of need related to behavioral support for students and/or within a specific classroom or grade level.

Person Responsible

Tammy Smith

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Code Call Data Referral Data Reflection Notes from FAST Team

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

FAST Team will meet to reflect on the effectiveness of the current response system.

Person Responsible

Tammy Smith

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Code Call Data Referral Data Notes from FAST Team Reflection Meetings

G1.B10 Lack of space to provide a quiet area for reflection on behavior or time out/work out before returning to the classroom **2**

 B100767

G1.B10.S1 A classroom area will be established to provide students time to reflect on their behaviors, serve time out or work out without the stimulation or attention of the front office area. **4**

 S112007

Strategy Rationale

Students were able to have an audience for misbehavior when there was not a designated area to work on behaviors.

Action Step 1 5

A classroom was set aside to provide an area for a reflection room. In this room, students can complete behavior packets, serve time out or work out and if the need arises, be provided with an in-school vs. an out of school suspension where academics may still be in place and monitored. Staff members were trained on procedures that will be followed with reflection on behavior as well as ways to time and monitor compliance of students in the reflection setting.

Person Responsible

Tammy Smith

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Code Call Logs Completed Reflection Packets by students Log for In School Suspension Data for Out of School Suspensions decreasing

Plan to Monitor Fidelity of Implementation of G1.B10.S1 6

Code Call Data and Referrals Data will be monitored to see trends with specific students, classrooms and/or grade levels.

Person Responsible

Tammy Smith

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Code Call Data Referral Data Out of School Suspension Data In School Suspension Data

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Teachers will be surveyed to gather input as to effectiveness of the Code Call Process. In addition, monthly FAST Team reflection meetings as well as Rtl-B meetings will be reviewing behavioral data to determine trends or areas that need improvement.

Person Responsible

Tammy Smith

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Code Call Data Referral Data In school suspension data Out of school suspension data
Teacher Survey of Effectiveness

G2. During the 2014-2015 school year we will collaboratively plan Florida Standard-based lessons with a focus on rigorous instructional delivery in the classroom setting. 1

 G038675

G2.B5 Knowledge of standards/content limits of new Florida Standards 2

 B092885

G2.B5.S1 Collaborative planning (unwrapping Florida Standards with intense focus on meeting the rigor of the standard). 4

 S103864

Strategy Rationale

Students need to be challenged with instruction that provides them with the ability to meet proficiency on each standard.

Action Step 1 5

Create master schedule to allow for daily collaborative planning

Person Responsible

Tammy Smith

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Master schedule

Action Step 2 5

Unwrapping standards with cognitive complexity identified

Person Responsible

Dianne Young

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Completed universal unwrapping document collaborative planning tool electronic plans submitted on Share weekly

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

All teachers will participate in Florida Standards-based Collaborative Planning. Item Specs will be used as a part of the planning in order to address the rigor of the new standards.

Person Responsible

Dianne Young

Schedule

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

Evidence of Completion

Collaborative planning tool Completed lesson plans posted on Share

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Data chat to review common assessments administered to determine effectiveness of lesson planning and delivery.

Person Responsible

Dianne Young

Schedule

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

Evidence of Completion

Bi- Weekly data chats to discuss common formative assessments that are standards-based

G2.B9 monitoring of implemented strategies **2**

 B092889

G2.B9.S1 Create a schedule for walkthroughs to monitor implementation **4**

 S103866

Strategy Rationale

The monitoring of implementation is key to improved student achievement.

Action Step 1 **5**

Schedule identifying walkthrough timeframes

Person Responsible

Dianne Young

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Admin/Coaches walkthrough calendar

Plan to Monitor Fidelity of Implementation of G2.B9.S1 **6**

Ensure that monitoring schedule is being followed

Person Responsible

Dianne Young

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Charted walk-through data Leadership Team Meeting Reflections Reflection with Instructional Partners

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

Students responding to standards-based, rigorous lesson based on assessments and levels of engagement.

Person Responsible

Dianne Young

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Implemented strategies are being utilized to drive instruction based on standards-based lessons developed with the use of student data and item specs.

G2.B9.S2 Incorporate a monitoring tool to aid walkthrough process 4

 S103867

Strategy Rationale

A consistent approach to gathering walk through data will assist leaders in gathering true data free from subjectivity. More concise data will allow for better planning.

Action Step 1 5

Administrators, coaches and instructional partners will utilize various checklists, rubrics, etc. so that data may be discussed and compared accurately.

Person Responsible

Dianne Young

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Completed Checklists Completed Rubrics Data Compiled based on classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B9.S2 6

Monitoring of the schedule for walk-throughs as well as the use of identified tools.

Person Responsible

Dianne Young

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Checklists Rubrics Compiled Data from Walk-throughs Leadership Notes

Plan to Monitor Effectiveness of Implementation of G2.B9.S2 7

The leadership team will meet with instructional partners, district staff and Region 3 Support staff to reflect on the effectiveness of walk-through, checklist data as it compares to student achievement levels.

Person Responsible

Dianne Young

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

District Assessment Data Classworks Data Checklist information Rubric information

G2.B12 Lack of understanding with regard to the use of Classworks data and how this can be used for collaborative planning purposes **2**

 B119019

G2.B12.S1 Teachers will be provided training on the use of Classworks and how to interpret and analyze the data. **4**

 S130871

Strategy Rationale

Teachers have seen Classworks data, but did not apply it to the planning process. This will help them use what data is gathered in an effective manner when looking at reteach, grouping of students and further assessment if that is needed.

Action Step 1 **5**

Teachers will be trained to look at the Classworks data and will participate in PD as well as data chats to reinforce their learning.

Person Responsible

Alexandria Laoutas

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Classworks data from Reading, Math and Science by teacher and grade level will be examined. Completed plans including reteach strategies with further assessment included.

Plan to Monitor Fidelity of Implementation of G2.B12.S1 **6**

Data meetings will be held with grade levels to analyze data. Support from coaches and Instructional Partners will be given during collaborative planning to assist grade level groups.

Person Responsible

Dianne Young

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Data Meeting Notes Completed lesson plans Classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B12.S1 7

Student data will be monitored by standard to track growth in the level of proficiency as the school year progresses.

Person Responsible

Dianne Young

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Classworks data by teacher and grade level per core subjects Comprehensive Test Data

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.B3.S3.A1	Student Led Conferences will begin in October 2014 in grades K-5. Students will show parents their portfolios with current assessment data, goals and what they need to work on in order to reach their next goal in reading and math. Attendance and behavioral goals may be included.	Young, Dianne	10/7/2014	Student Portfolios Parent/Guardian Exit Tickets Parent/Guardian Sign in Sheets	5/13/2015 quarterly
G1.B4.S1.A1	Targeted students who are chronic attendance concerns (based on 2013-2014 data) and those who are becoming chronic attendance concerns (2014-2015 school year) will be identified and paired with an adult who will check in with them daily and mark their attendance card.	Young, Dianne	8/25/2014	Attendance Data for Identified students	6/3/2015 daily
G2.B5.S1.A1	Create master schedule to allow for daily collaborative planning	Smith, Tammy	8/11/2014	Master schedule	5/29/2015 weekly
G2.B9.S1.A1	Schedule identifying walkthrough timeframes	Young, Dianne	8/18/2014	Admin/Coaches walkthrough calendar	6/3/2015 weekly
G2.B9.S2.A1	Administrators, coaches and instructional partners will utilize various checklists, rubrics, etc. so that data may be discussed and compared accurately.	Young, Dianne	8/18/2014	Completed Checklists Completed Rubrics Data Compiled based on classroom walk-throughs	6/3/2015 weekly
G1.B8.S1.A1	The FAST Team was trained in August 2014 with procedures to respond to and document code calls that come into the office. A first responder team and a second responder team were identified. This allows staff members to fulfill their responsibilities on a consistent basis. The front office clerk will take primary responsibility for documenting and calling the codes as well as to be aware of who is available for response.	Smith, Tammy	8/18/2014	Code Call Log Book Referrals aligned with classroom removals as a result of the Code Call	6/3/2015 daily
G1.B10.S1.A1	A classroom was set aside to provide an area for a reflection room. In this	Smith, Tammy	8/18/2014	Code Call Logs Completed Reflection Packets by students Log for In School	6/3/2015 daily

St. Lucie - 0231 - Lakewood Park Elem. School - 2014-15 SIP
Lakewood Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	room, students can complete behavior packets, serve time out or work out and if the need arises, be provided with an in-school vs. an out of school suspension where academics may still be in place and monitored. Staff members were trained on procedures that will be followed with reflection on behavior as well as ways to time and monitor compliance of students in the reflection setting.			Suspension Data for Out of School Suspensions decreasing	
G2.B12.S1.A1	Teachers will be trained to look at the Classworks data and will participate in PD as well as data chats to reinforce their learning.	Laoutas, Alexandria	9/22/2014	Classworks data from Reading, Math and Science by teacher and grade level will be examined. Completed plans including reteach strategies with further assessment included.	6/3/2015 biweekly
G2.B5.S1.A2	Unwrapping standards with cognitive complexity identified	Young, Dianne	8/11/2014	Completed universal unwrapping document collaborative planning tool electronic plans submitted on Share weekly	5/29/2015 weekly
G1.MA1	Monitoring monthly attendance data as a whole as well as for those targeted students and to celebrate increased attendance. Monitoring monthly code call and referral data identifying targeted students and determining what additional assistance can be offered while celebrating successes in the area of behavior as well.	Young, Dianne	8/18/2014	Attendance Data Targeted student cards/reward system data Truancy Court Data Code Call Data Referral Data In School Suspension Data Out of School Suspension Data	6/3/2015 monthly
G1.B4.S1.MA1	Increased attendance for identified students	Young, Dianne	8/18/2014	Increased school attendance as evidenced through Skyward Attendance Data Reports	6/3/2015 one-time
G1.B4.S1.MA1	Monitoring of students via attendance card completion and attendance records	Young, Dianne	8/18/2014	Completed Cards Records of student reward system Student attendance data Reports from Truancy Counselors	5/29/2015 monthly
G1.B8.S1.MA1	FAST Team will meet to reflect on the effectiveness of the current response system.	Smith, Tammy	8/18/2014	Code Call Data Referral Data Notes from FAST Team Reflection Meetings	6/3/2015 monthly
G1.B8.S1.MA1	FAST Team members will meet periodically to reflect on the procedures that have been established for Code Calls. Code Call Log Book Data as well as student referral data will be monitored to document trends or specific areas of need related to behavioral support for students and/or within a specific classroom or grade level.	Smith, Tammy	8/18/2014	Code Call Data Referral Data Reflection Notes from FAST Team	6/3/2015 monthly
G1.B10.S1.MA1	Teachers will be surveyed to gather input as to effectiveness of the Code Call Process. In addition, monthly FAST Team reflection meetings as well as RtI-B meetings will be reviewing behavioral data to determine trends or areas that need improvement.	Smith, Tammy	8/18/2014	Code Call Data Referral Data In school suspension data Out of school suspension data Teacher Survey of Effectiveness	6/3/2015 monthly
G1.B10.S1.MA1	Code Call Data and Referrals Data will be monitored to see trends with specific students, classrooms and/or grade levels.	Smith, Tammy	8/18/2014	Code Call Data Referral Data Out of School Suspension Data In School Suspension Data	6/3/2015 monthly
G1.B3.S3.MA1	Attendance at conference tied to increased attendance and achievement of targeted attendance students		Targeted students and their attendance	one-time	

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Lakewood Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			report related to parent attendance at Student Led Conferences		
G1.B3.S3.MA1	Completion of Student Led Conferences on all grade levels	Young, Dianne	10/7/2014	Exit Slips from Parent/Guardian participants Sign-in sheets Teacher/ Staff Exit Survey	5/14/2015 one-time
G2.MA1	Increased student proficiency and learning gains across all content areas	Young, Dianne	8/18/2014	Increased proficiency rates and percentage of students making learning gains on Florida Assessment Levels of proficiency tracked on district Comprehension Assessments Classworks Assessment Data	6/3/2015 quarterly
G2.B5.S1.MA1	Data chat to review common assessments administered to determine effectiveness of lesson planning and delivery.	Young, Dianne	8/18/2014	Bi- Weekly data chats to discuss common formative assessments that are standards-based	5/29/2015 biweekly
G2.B5.S1.MA1	All teachers will participate in Florida Standards-based Collaborative Planning. Item Specs will be used as a part of the planning in order to address the rigor of the new standards.	Young, Dianne	8/18/2014	Collaborative planning tool Completed lesson plans posted on Share	5/29/2015 weekly
G2.B9.S1.MA1	Students responding to standards-based, rigorous lesson based on assessments and levels of engagement.	Young, Dianne	8/18/2014	Implemented strategies are being utilized to drive instruction based on standards-based lessons developed with the use of student data and item specs.	6/3/2015 weekly
G2.B9.S1.MA1	Ensure that monitoring schedule is being followed	Young, Dianne	8/18/2014	Charted walk-through data Leadership Team Meeting Reflections Reflection with Instructional Partners	6/3/2015 weekly
G2.B12.S1.MA1	Student data will be monitored by standard to track growth in the level of proficiency as the school year progresses.	Young, Dianne	9/22/2014	Classworks data by teacher and grade level per core subjects Comprehensive Test Data	6/3/2015 biweekly
G2.B12.S1.MA1	Data meetings will be held with grade levels to analyze data. Support from coaches and Instructional Partners will be given during collaborative planning to assist grade level groups.	Young, Dianne	9/22/2014	Data Meeting Notes Completed lesson plans Classroom observations	6/3/2015 biweekly
G2.B9.S2.MA1	The leadership team will meet with instructional partners, district staff and Region 3 Support staff to reflect on the effectiveness of walk-through, checklist data as it compares to student achievement levels.	Young, Dianne	8/18/2014	District Assessment Data Classworks Data Checklist information Rubric information	6/3/2015 monthly
G2.B9.S2.MA1	Monitoring of the schedule for walk-throughs as well as the use of identified tools.	Young, Dianne	8/18/2014	Checklists Rubrics Compiled Data from Walk-throughs Leadership Notes	6/3/2015 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.

G1. Students and parents will be invested in the daily attendance and positive behavior of their children, understanding how this impacts learning.

G1.B3 Parents not understanding the importance of daily attendance

G1.B3.S3 Initiate Student Led Conferences for K-5 so that parents can see and hear about student progress in a more personal way as well as compare progress to end of the year requirements.

PD Opportunity 1

Student Led Conferences will begin in October 2014 in grades K-5. Students will show parents their portfolios with current assessment data, goals and what they need to work on in order to reach their next goal in reading and math. Attendance and behavioral goals may be included.

Facilitator

Dianne Young

Participants

All teachers and coaches

Schedule

Quarterly, from 10/7/2014 to 5/13/2015

G1.B4 Lack of motivation of student to be in school

G1.B4.S1 Students will be provided an incentive for being in attendance (arriving on time and staying all day) in the form of an attendance card. Each 10 days in attendance will earn them a prize. An adult will partner with those most chronic attendance students to encourage them to be in attendance and to mark their daily attendance card.

PD Opportunity 1

Targeted students who are chronic attendance concerns (based on 2013-2014 data) and those who are becoming chronic attendance concerns (2014-2015 school year) will be identified and paired with an adult who will check in with them daily and mark their attendance card.

Facilitator

Dianne Young

Participants

Administrators Teachers Coaches Paraprofessionals Guidance Counselor Office Staff

Schedule

Daily, from 8/25/2014 to 6/3/2015

G1.B8 Lack of a formal plan for those who are Code 1 or Code 2 students

G1.B8.S1 A formal plan will be established with first responders identified for Code 1 and Code 2 calls to the office. Once a call is received, the front office will notify via radio the responder(s) with the room, initials of student and the level of the code, Code 1 or Code 2. Based on the incident, students will either be removed from the classroom setting to an alternative location or counseled and then returned to the classroom setting.

PD Opportunity 1

The FAST Team was trained in August 2014 with procedures to respond to and document code calls that come into the office. A first responder team and a second responder team were identified. This allows staff members to fulfill their responsibilities on a consistent basis. The front office clerk will take primary responsibility for documenting and calling the codes as well as to be aware of who is available for response.

Facilitator

Paul Gavoni

Participants

Administrators FAST Team Members Office Clerk

Schedule

Daily, from 8/18/2014 to 6/3/2015

G1.B10 Lack of space to provide a quiet area for reflection on behavior or time out/work out before returning to the classroom

G1.B10.S1 A classroom area will be established to provide students time to reflect on their behaviors, serve time out or work out without the stimulation or attention of the front office area.

PD Opportunity 1

A classroom was set aside to provide an area for a reflection room. In this room, students can complete behavior packets, serve time out or work out and if the need arises, be provided with an in-school vs. an out of school suspension where academics may still be in place and monitored. Staff members were trained on procedures that will be followed with reflection on behavior as well as ways to time and monitor compliance of students in the reflection setting.

Facilitator

Paul Gavoni

Participants

FAST Team Administration Guidance Counselors Instructional Partners ESE Specialist

Schedule

Daily, from 8/18/2014 to 6/3/2015

G2. During the 2014-2015 school year we will collaboratively plan Florida Standard-based lessons with a focus on rigorous instructional delivery in the classroom setting.

G2.B12 Lack of understanding with regard to the use of Classworks data and how this can be used for collaborative planning purposes

G2.B12.S1 Teachers will be provided training on the use of Classworks and how to interpret and analyze the data.

PD Opportunity 1

Teachers will be trained to look at the Classworks data and will participate in PD as well as data chats to reinforce their learning.

Facilitator

Alexandria Loutas Anna Babcock

Participants

All teachers grades 3-5, Coaches and Administrators

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Students and parents will be invested in the daily attendance and positive behavior of their children, understanding how this impacts learning.	1,000
Grand Total	1,000

Goal 1: Students and parents will be invested in the daily attendance and positive behavior of their children, understanding how this impacts learning.		
Description	Source	Total
B3.S3.A1 - Binders Printing of Student Led Conference Parent/Student Activities	Title I Part A	300
B4.S1.A1 - Student Incentives	Title I Part A	500
B10.S1.A1 - Timers for Individual Students	Title I Part A	100
B10.S1.A1 - Printed Reflection Packets	Title I Part A	100
Total Goal 1		1,000