

The Villages Elementary Of Lady Lake School



2014-15 School Improvement Plan

The Villages Elementary Of Lady Lake School

695 ROLLING ACRES RD, Lady Lake, FL 32159

<http://lake.k12.fl.us/vel>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

74%

Alternative/ESE Center

No

Charter School

No

Minority

37%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

B

A

A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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	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 Villages Elementary of Lady Lake will work hand in hand with the community to instill a lifelong love of learning in our students. We will strive to provide a safe, stimulating environment in which all children can reach their highest potential.

Provide the school's vision statement

The Villages Elementary of Lady Lake is building a thriving society by preparing our diverse student population for success at all levels and vocations. Together We Can!

School Environment

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

The school staff learns about students' cultures and begins building relationships during cumulative file review meetings. Members of the leadership team meet with each teacher and discuss each individual student in their classes. This activity continues throughout the year with data chats, parent/family conferences, Family nights, and PTO/family events throughout the year. Additionally, we have school, district, and community resources to support students and families of all cultures including ESOL translators and assistants.

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

Students at The Villages Elementary of Lady Lake are welcomed each day by several staff members, including both administrators. The Principal supervises all students arriving by car or walking and the Assistant Principal welcomes all students arriving by bus. Students are placed in safe, supervised locations in the morning prior to being released to the classrooms. Teachers and staff supervise these areas and provide structured processes for orderly transitions to classrooms. Once in the classrooms the students are greeted by teachers and provided breakfast in the room. Classroom environments are warm and welcoming, and teachers are inviting and encouraging. On Mondays, Wednesdays, and Fridays, students are treated to morning announcements over the closed circuit TV program called KVN (Kids of the Villages News) which is run by students. The announcements are highlighted by positive and entertaining stories and messages including a segment on character education each broadcast presented by the school counselors. Character Education is a big part of the day at VELL. Through Project Wisdom and Core Essentials our students are students learn, and are encouraged to demonstrate positive qualities of life. Students are rewarded for demonstrating positive behaviors during the day. VELL additionally enjoys significant community support. Mentoring, tutoring, and volunteerism provide our students with positive roll models on a regular and frequent basis. With all these factors and a very attentive and dedicated staff students feel very comfortable and safe. Our students are confident that if they have any concerns, resolution is just a matter of reporting those concerns to an adult on campus. Bullying Education plan is discussed during student media time. A Safety Patrol Program prepares students to assist adults in providing a safe environment for all students before and after school.

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

The Villages Elementary of Lady Lake provides our students with character education and positive behavior support through the Project Wisdom and Core Essentials programs. The program provides instruction in appropriate behavior which is delivered to our students through KVN, our closed circuit television program. School Counselors deliver the instruction, the practices are modeled reinforced by teachers and staff during the day, and positive reinforcement rewards are earned by students demonstrating appropriate behavior. This program has been in place at VELL for many years and is effective as demonstrated by the significantly low number of discipline referrals activated each year at VELL. Rules are posted in all rooms and violations of the rules result in consequences designed to modify student behaviors and encourage appropriate, positive behaviors.

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

The social-emotional needs of the students at The Villages Elementary of Lady Lake are served on many levels. Our teachers are expected to provide concern and support for students demonstrating any level of emotional need. In addition, school qualified counselors are on campus to provide students with support as needed. Social-emotional support extends further for our students through significant numbers of mentors and volunteers that are a regular and frequent presence on our campus. For students with more significant needs Lake County Schools contracts with Life Streams and other outside agencies to provide on-site counseling services for students with parental permission and involvement.

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

The Villages Elementary of Lady Lake believes that early identification of struggling students is essential to providing interventions and support in time to turn the students academic performance around. Student attendance and discipline is tracked daily by classroom teachers and school administrators. Academic progress is also tracked by classroom teachers and guidance counselors. Additional data may be gathered through Decision Ed, FAIR, IStation, IXL Math, and/or anecdotal information.

Once a student demonstrates a trend moving toward an Early Warning Indicator(s) that student will be targeted through our Multi-Tiered System of Support/Response to Intervention (MTSS/RtI) process. The classroom teacher will meet regularly with the MTSS/RtI team. Targeted interventions will be designed and implemented. Progress Monitoring data will be gathered and charted. MTSS/RtI team will continue to meet with the classroom teacher to review the student's progress.

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	21	14	12	7	16	16	86
One or more suspensions	2	1	3	4	4	7	21
Course failure in ELA or Math	17	7	5	2	4	10	45
Level 1 on statewide assessment	0	0	0	18	22	26	66

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	4	2	2	9	8	32

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

Students identified by one or more EWS signs will receive the following support:

- reading Intervention through small group instruction
- one-on-one tutoring through Mentor program
- supplemental instructional support through targeted on-line programs
- before and after school tutoring
- frequent and regular data chats administration to teacher and teachers to students
- support for individual/family needs through Title 10 program and Student Services(e.g. eye glasses; rent or bills paid; etc.)
- assistance with appropriate behaviors through Character Education, school counselors, and administration

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

The Villages Elementary of Lady Lake believes that Parental and Community Involvement is a critical element to effective education and student success. As a Title 1 school we are provided resources to assist in the development of key strategies aimed at building significant levels of parental involvement. During the 2014-2015 school year we have the following activities planned:
PTO - The Villages Elementary of Lady Lake has an active and viable Parent Teacher Organization. This group works with the school staff to provide multiple opportunities for Parents to get involved in the school. PTO meets monthly to provide parents with information regarding school operations and activities. PTO sponsors, fundraisers, a Fall Festival in November, and a Talent Show in the Spring to provide families with opportunities to participate actively in the school.

The Villages Elementary hosts a "Meet the Teacher" orientation prior to the beginning of the school year and two report card conference nights to help parents stay involved with the academic progress of their children. Parents are welcome to come to the school at any time to meet with their child's teacher, counselor, or an administrator.

Through the Title 1 program the Family/School Liaison is provided multiple resources and avenues to bring families in and assist with anything from accessing academic help to providing essential needs to families in transition. The FSL also works with the Curriculum Resource Teacher, the Literacy Coach, counselors and instructional staff to provide four different academic awareness nights during the school year focusing on Reading, Math, Science, and Writing.

During the school year and the summer The Villages Elementary of Lady Lake runs an open library program in the evenings called BookSHELF. Students and parents have access to the schools media center during these sessions. Students can check out books and take Accelerated Reader tests while visiting the school library.

Additionally, The Villages Elementary provides a comprehensive Kindergarten preparation program which involves parent meetings and kindergarten screenings starting the Spring before a students enters kindergarten and running through the summer right up to the "Meet the Teacher" orientation.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Villages Elementary of Lady Lake enjoys a thriving and productive relationship with our community.

1. The school has established partnerships with local civic organizations through student clubs (Kiwanis and "K" Kids; Rotary and Interact).
2. Many local businesses play a regular and significant role providing food and/or donations for various school events.
3. The Parent/Teacher Organization continues long established events that include participation of many community partners (Open House; Fall Festival; Spirit Nights; Talent Show; fund raisers).
4. Through the Guidance office many local businesses and organizations provide support for schools and families such as school supplies, food, holiday supplies and gifts.
5. The Title 1 program invites community members to visit the school weekly to provide tutoring support and mentoring activities with struggling students.

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
Bordenkircher, Dave	Principal
Burkholder, Charlotte	Assistant Principal
Carroll, Lori	Guidance Counselor
Culbreath, Heather	Instructional Coach
Shumate, Rheda Gail	Guidance Counselor
Anderson, Jessica	Administrative Support
Rayment, Susan	Teacher, ESE
Morton, Janet	Other

Duties

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

The leadership team will include the principal, assistant principal, guidance counselors, the curriculum resource teacher, the literacy coach, the ESE specialist, the school psychologist, the speech/language pathologist, student services personnel, grade level chairs, and teachers. The core team will meet regularly with classroom teachers to review the progress of identified students who need support supplemental to regular classroom instruction. Classroom teachers will provide the supplemental instructional strategies and document the progress of the students. The MTSS team will meet with the classroom teachers regularly to review the achievement data of the targeted students and plan next steps based on the needs of the students.

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

The leadership team meets during the summer as a group to disaggregate test scores, student achievement and school goals. The leadership team meets with the principal to help develop the SIP, which will be presented to the SAC for discussion, input, and approval. The team will provide data and information regarding academic areas that need to be addressed and help set clear expectations for relevant instruction. Grade levels will present weekly reports to the principal on meetings regarding aligned processes and procedures that include tiered intervention.

Data is further disaggregated at the student level to identify individual students and or classrooms in need of extra support. Teachers meet regularly with the MTSS team to review the progress of the individual students. Interventions are designed to support the goals of the school improvement plan, and monitored via data collected by the teacher and presented during MTSS meetings.

Title 1, Part A: Funds provide academic support to students to assist them in achieving the standards in the local curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I provides an Academic Resource Teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and communication between teachers and parents.

Title I Part C: Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D: The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Title X, Homeless: The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

Supplemental Academic Instruction (SAI): Academic tutoring is provided for struggling students.

Funds are used to enhance technology software and hardware that will assist struggling students.

Violence Prevention Programs: The Villages Elementary of Lady Lake offers a non-violence and anti-drug program to students through "Too Good for Drugs" and "Too Good for Violence" curriculum.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
David Bordenkircher	Principal
Jessica Anderson	Teacher
Bud Jones	Business/Community
Glendia Jones	Business/Community
Lori Carroll	Teacher
Rheda Gail Shumate	Teacher
Janet Morton	Education Support Employee
JoAnn Applewhite	Teacher
Claudia DelPino	Teacher
Glenda Jones	Education Support Employee
Paula Milam	Parent
Marcella Feldmann	Parent
Bruce Kole	Business/Community
Laura Stahl	Parent
Lily Benitez	Business/Community
Jose Salinas	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

During the May 2014 SAC meeting (of the 2013-2014 school year) the SAC reviewed the student achievement data that was available at the time. The data was cross-referenced with the goals of the SIP for that year and the effectiveness of the SIP was discussed. The strategies written into the SIP were determined by the SAC to be effective based on the strong student achievement results. As more performance data was released through the summer information was shared with the SAC through e-mail. A final review of 2013-2014 student performance data, and discussion of the SIP from that year, is on the agenda for the first SAC meeting of the 2014-2015 school year.

Development of this school improvement plan

The SAC meets monthly to deal with school improvement issues. The SAC annually reviews and revises the School Improvement Plan based on student achievement data, instructional programs and resources, assessed needs, issues related to budgetary needs, motivation of students, FCAT testing and other school activities are discussed at SAC meetings.

Preparation of the school's annual budget and plan

The current year budget proposal will be presented to the SAC for input during the first meeting of the SAC for the 2014-2015 school year. SAC members will be invited to provide input on the budget structures and the committee will make necessary adjustments that are agreed upon.

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

One hundred percent of the School Improvement funds will be used solely to support the procurement of resources to support the instructional strategies detailed in the School Improvement Plan.

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
Culbreath, Heather	Instructional Coach
James, Lisa	Teacher, K-12
Suggs, Niki	Teacher, K-12
DelPino, Claudia	Teacher, K-12
Baty, Tatyana	Teacher, K-12
Karaba, Tamara	Teacher, K-12
Applewhite, Jo Ann	Teacher, K-12
Carajohn, Fran	Instructional Media
Binneveld, Bonnie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Our Literacy Initiative for 2014 - 2015 is to continue the goals from the 2013-2014 school year aimed at improving comprehension through school-wide implementation of Thinking Maps, increase Close Reading of Complex Informational Text, and improve decoding skills of struggling readers through the implementation of the SIPPS curriculum. Additionally, the focus of this years LLT is to provide teachers with professional development and support for effective instruction of the Florida ELA standards in preparation for the new Florida Assessment.

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

The faculty and administration of Villages Elementary of Lady Lake believes that collaborative planning is the key to successful implementation and instruction of the Florida Standards, and is committed to providing teachers significant time for planning activities.

1. Title 1 funds enabled administration to provide 12 hours of curriculum writing time to grade level PLCs prior to the start of the school year. This time was used to provide Professional Development on the new Florida Standards and the Lake County School Curriculum Blue Prints.

2. During pre-planning week teacher grade level teams were provided with ample time and resources to continue the PLC planning process.
3. Teachers are provided daily with a 45 minute planning period (one day of each week is designated for Team or PLC planning),
4. Instructional employees will have one 2 hour PLC meetings once monthly.
5. Instructional employees will also have one 3.75 hour PLC meeting quarterly.

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

The Villages Elementary of Lady Lake qualifies for Title 1 funds. Due to the Title 1 qualification The Villages Elementary is required to hire and employ only teachers who are highly qualified and certified-in-field. Administrators encourage current highly qualified teachers to participate in staff development. Teachers are inserviced regarding high need academic areas specific to our school. Applicants for teaching positions are interviewed using the Ventures Interviewing Protocol.

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

A beginning teacher, or a teacher new to the school, is paired with a veteran teacher. The mentor and mentee typically share a common planning time and are in the same Professional Learning Community. They meet weekly in the P.L.C. and for individual meetings to provide support for the new teacher. The Assistant Principal does regular walk-through visits in the classroom and meets with the teacher with suggestions and recommendations. Classroom visits of other teachers within the grade-level are arranged and the Literacy Coach follows up with model lessons and resources. The A.P. makes sure the new teachers are prepared for Teacher Evaluation Assessment Model (TEAM) observations with training/videos of Marzano best practices.

The District has adopted EngageLCS New Teacher Coaches Initiative designed to provide a common protocol to support consistent approaches to increase teacher effectiveness. The Coaches will provide structured Coaching/Mentoring to teachers which will include direct observation, conferencing, oral reflection and lesson demonstration. Principals and Teacher Quality Retention (TQR) administrators were trained in this initiative in October of 2013.

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

Through close partnership with the Lake County Schools Curriculum Department the faculty and administration of The Villages Elementary of Lady Lake plans for and provides instructional delivery and activities which are aligned to Florida's Standards.

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

The administration and staff of The Villages Elementary of Lady Lake is committed to data driven instruction. Data chats begin during the opening weeks of school when teachers are scheduled to meet with the Leadership Team for the purpose of reviewing the cumulative file of each student in the

teacher's class. Individual teacher data chats continues after the results of the Baseline Assessments are available. Another round of data chats is conducted upon the completion of the Mid-Year Assessments. In addition, teachers will meet with the Leadership Team to address individual students concerns or other instructional concerns. Once high-stakes testing has been completed for the year another round of data chats is conducted for the purpose of reviewing student progress toward promotion/retention and for inclusion into programs such as gifted. In addition, through the MTSS/RtI process close review of student data is used to target specific needs of individual 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: 4,200

Lake County Schools Title 1 Department provides funding for Extended Day Reading and Math classes at The Villages Elementary of Lady Lake which are designed to provide students with supplemental Reading and Math instruction after school through small group sessions provided by certified and highly qualified teachers using research based practices and materials. There is no cost to the family. Extended day Reading and Math will add approximately 4200 minutes to the school year.

Strategy Rationale

To provide targeted instruction for students struggling in Math and/or Reading in small groups or one-on-one.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Anderson, Jessica, andersonj2@lake.k12.fl.us

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

ITBS through FLDOE
FAIR
FCAT results

Strategy: Extended School Day

Minutes added to school year: 3,000

Instructional intervention in the computer lab before school on Monday, Tuesday, Thursday, and Friday for one on one with students. The students will work on computer programs that will target their individual weaknesses with the guidance of a para-professional.

Strategy Rationale

Targeted remediation for individual students based on their weaknesses.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Culbreath, Heather, culbreathh@lake.k12.fl.us

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

ITBS through FLDOE

FAIR

FCAT results

Strategy: Extended School Day

Minutes added to school year: 1,800

BookS.H.E.L.F.

Our “BookS.H.E.L.F.” program is designed to make our library collection accessible to our school community. The “shelf” portion of the name stands for “School to Home Evening Library for Families”. Parents and students are invited to attend approximately twice a month during the school year and a total of six times throughout the summer. Guests can check out books, enjoy a quiet reading time, and/or take Accelerated Reader quizzes. These opportunities increase the quantity and quality of time students can spend with reading practice and skill development. This continues with offering the same opportunities in the summer months with even greater potential for growth and development. The time away from school during summer can sometimes lead to a sharp decline in students’ reading time, practice and development. Our summer BookSHELF offers six dates spread across the summer months to encourage and motivate students to continue their independent reading by providing access to the library collection and Accelerated Reader quizzes. This especially allows families to stay in touch with good reading practices over the time away from school. Attendance and feedback concerning the BookSHELF program has encouraged continued efforts to make it an important part of our school community outreach.

Strategy Rationale

This strategy provides students and families an opportunity to interact with the school through Literacy activities at times that are more advantageous for family schedules.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carajohn, Fran, carajohnf@lake.k12.fl.us

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

Participation is recorded through sign-in sheets at each event. Student engagement and achievement is recorded using Accelerated Reader tests taken by students during the BookS.H.E.L.F. events.

Strategy: Summer Program

Minutes added to school year: 720

Summer BookS.H.E.L.F.

Our "BookS.H.E.L.F." program is designed to make our library collection accessible to our school community. The "shelf" portion of the name stands for "School to Home Evening Library for Families". Parents and students are invited to attend approximately twice a month during the school year and a total of six times throughout the summer. Guests can check out books, enjoy a quiet reading time, and/or take Accelerated Reader quizzes. These opportunities increase the quantity and quality of time students can spend with reading practice and skill development. This continues with offering the same opportunities in the summer months with even greater potential for growth and development. The time away from school during summer can sometimes lead to a sharp decline in students' reading time, practice and development. Our summer BookSHELF offers six dates spread across the summer months to encourage and motivate students to continue their independent reading by providing access to the library collection and Accelerated Reader quizzes. This especially allows families to stay in touch with good reading practices over the time away from school. Attendance and feedback concerning the BookSHELF program has encouraged continued efforts to make it an important part of our school community outreach.

Strategy Rationale

This strategy provides students and families an opportunity to interact with the school through Literacy activities during the summer so that students can continue to practice important reading skills throughout the summer.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carajohn, Fran, carajohnf@lake.k12.fl.us

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

Participation is recorded through sign-in sheets at each event. Student engagement and achievement is recorded using Accelerated Reader tests taken by students during the BookS.H.E.L.F. events.

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

- The Villages Elementary is a Title1 school and has one Pre-K unit with 20 students to help prepare students for kindergarten. This VPK unit is 1/2 funded by State funding and 1/2 by district level Title 1 funds.
- VPK teachers communicate with parents through two parent conferences which are scheduled at the middle and end of the program.
- VPK and Kindergarten Round-ups are scheduled to provide an opportunity for children and parents to register for the programs as well as get oriented with procedures, classroom and teacher.

-VPK and kindergarten teachers stay connected by various methods: sharing curriculum/academic skills of students, school events, and field trips.

Parents and preschool students are invited to tour our school, especially the kindergarten classrooms, during the spring preceding each school year. In addition, an evening program is conducted each spring for the parents of incoming kindergarten students to better prepare them for the transition into kindergarten. Kindergarten readiness packets are distributed during those meetings containing information to help parents prepare their children for the transition into kindergarten.

At The Villages Elementary of Lady Lake, all incoming students are assessed prior to, or upon entering, kindergarten with a form of the Brigance K & 1 screening instrument. In addition, the Florida Kindergarten Readiness Screener will be administered within the first 30 school days. Parents complete a "Tell Us About Your Child" questionnaire upon registering a kindergarten student. Information from these sources will be used to plan for the academic and social/emotional instruction for all students.

The ESE School Specialist and Guidance Counselor meet with the parents and school personnel involved with ESE Pre-K students to ensure that appropriate services will be provided when they enter kindergarten.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Reading Goal -Students will demonstrate adequate yearly gains in reading at all proficiency levels.
- G2.** Writing Goal - Students will increase their understanding and use of effective expression through writing.
- G3.** Technology Goal - Students will become more proficient writers who are able to produce and publish clear and coherent writing.
- G4.** School Safety Goal - Student academic performance will be successful and students will treat their peers and adults with respect.
- G5.** Bullying Goal - If the school implements a bully-proofing program as well as providing a process for students and parents to report incidents of potential bullying to administration then bullying can be eradicated from the campus of VELL.

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. Reading Goal -Students will demonstrate adequate yearly gains in reading at all proficiency levels. 1a

Targets Supported 1b

G044739

Indicator	Annual Target
AMO Reading - All Students	80.0

Resources Available to Support the Goal 2

- Instructional Time - Reading groups will meet for 30 minutes daily on Monday, Tuesday, Thursday, and Friday of each week.
- Novels will be needed for all groups of readers on grade level or higher.
- Prescriptive, targeted instructional materials will be needed for struggling readers not yet reading on grade level.

Targeted Barriers to Achieving the Goal 3

- Scheduling a 30 minute reading segment (outside of the state mandated 90 minute reading block) into the day.

Plan to Monitor Progress Toward G1. 8

Teachers will track progress of students in targeted reading groups for skill development and growth.

Person Responsible

Heather Culbreath

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Progress monitoring will be measured informally by teacher reports and observations, and formally by Lake County Schools Base-line and Mid-year assessments as well as results on the Florida State Assessments.

G2. Writing Goal - Students will increase their understanding and use of effective expression through writing. 1a

Targets Supported

1b

G039164

Indicator	Annual Target
CELLA Writing Proficiency	60.0

Resources Available to Support the Goal

2

- Acceleration Resource Teacher funded through district funds.
- All staff trained in scoring writing samples using the State rubric.
- Effective training in high-yield writing instructional strategies through Lake County Schools C2 Cohort Capacity Building.

Targeted Barriers to Achieving the Goal

3

- Students ability to plan effectively and write a complete expository or narrative reflecting on reading passages.

Plan to Monitor Progress Toward G2.

8

Monitor Lesson Plans
Classroom Observations
Review student work samples

Person Responsible

Dave Bordenkircher

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work samples Benchmark Assessment reports Lesson plans

G3. Technology Goal - Students will become more proficient writers who are able to produce and publish clear and coherent writing. 1a

Targets Supported 1b

G044527

Indicator	Annual Target
CELLA Writing Proficiency	60.0

Resources Available to Support the Goal 2

- Web-based programs for keyboarding instruction and practice
- Computer labs
- Classroom Computers

Targeted Barriers to Achieving the Goal 3

- Time within the school day to schedule keyboarding instruction and practice

Plan to Monitor Progress Toward G3. 8

This technology goal does not have targets established in step one. The target for this goal is that students will become proficient in keyboarding skills so that the ability to use a keyboard and digital tools does not inhibit the measure of performance on high stakes tests.

Person Responsible

Dave Bordenkircher

Schedule

On 6/5/2015

Evidence of Completion

Reports generated by the instructional software will be monitored for student mastery. Upon completion of the program students will have had to demonstrate mastery of all components of the software.

G4. School Safety Goal - Student academic performance will be successful and students will treat their peers and adults with respect. 1a

Targets Supported

1b

G044758

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- Core Essentials program
- Rewards to motivate students to behave appropriately
- Too Good for Drugs and Violence Program

Targeted Barriers to Achieving the Goal 3

- Finding time to present programs and reinforce the practices

Plan to Monitor Progress Toward G4. 8

Administration will coordinate with the KVN Broadcast sponsors and the School Counselors to monitor the progress of this program.

Person Responsible

Dave Bordenkircher

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Administration will track the incidents of discipline referrals and the number of student rewards distributed,

G5. Bullying Goal - If the school implements a bully-proofing program as well as providing a process for students and parents to report incidents of potential bullying to administration then bullying can be eradicated from the campus of VELL. 1a

 G044756

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	10.0

Resources Available to Support the Goal 2

- Bullying program provided by district
- Time to present bullying program
- Staff time to investigate any reports

Targeted Barriers to Achieving the Goal 3

- Ensuring that entire student body is exposed to the Bully-proofing your school program.

Plan to Monitor Progress Toward G5. 8

The administration will collect the number of discipline referrals related to bullying activities for the 2014-15 school year by quarters and compare those numbers against the same results from the 2013-2014 school year to monitor progress.

Person Responsible

Charlotte Burkholder

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Discipline reports which document each bullying related offense by month.

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. Reading Goal -Students will demonstrate adequate yearly gains in reading at all proficiency levels. **1**

 **G044739**

G1.B1 Scheduling a 30 minute reading segment (outside of the state mandated 90 minute reading block) into the day. **2**

 **B110198**

G1.B1.S1 Build schedule from core subjects out. Include 90 minute, uninterrupted reading block, math, science, and social studies. Then schedule the 30 minutes for the targeted reading. Find the times available for lunch and specials and schedule accordingly. **4**

 **S121692**

Strategy Rationale

Scheduling the targeted reading times into the day will provide much needed intervention and remediation time for struggling readers while offering enrichment reading strategies for on level and above level readers. This will ensure the optimal opportunities for growth at all reading levels.

Action Step 1 **5**

Meet with Leadership Team to identify scheduling needs in order to meet all state and district requirements.

Person Responsible

Dave Bordenkircher

Schedule

On 8/4/2014

Evidence of Completion

Agenda and minutes of Leadership Team Meeting

Action Step 2 5

Build schedule blocking in mandated course times first, then build in the 30 minute targeted reading block. Lastly, insert lunch and specials into the vacant times left on the schedule.

Person Responsible

Dave Bordenkircher

Schedule

On 8/4/2014

Evidence of Completion

Agenda and Minutes of Leadership Team meeting

Action Step 3 5

Build targeted reading groups based on student reading levels and teacher recommendations.

Person Responsible

Heather Culbreath

Schedule

On 9/15/2014

Evidence of Completion

rosters of targeted reading groups

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

Teachers will track progress of students in targeted reading groups for skill development and growth.

Person Responsible

Heather Culbreath

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Progress monitoring will be measured informally by teacher reports and observations, and formally by Lake County Schools Base-line and Mid-year assessments as well as results on the Florida State Assessments.

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

Administration and Literacy Coach observations, as well as MTSS meetings.

Person Responsible

Heather Culbreath

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Student formative assessments, grades on reading assessments, teacher plans, and anecdotal information.

G2. Writing Goal - Students will increase their understanding and use of effective expression through writing.

1

 G039164

G2.B1 Students ability to plan effectively and write a complete expository or narrative reflecting on reading passages.

2

 B094189

G2.B1.S1 Acceleration Resource Teacher will work with each grade during the first three grading periods targeting writing skills and time management focusing on effective communication through writing in the upper grades and simple, foundations of good writing in the lower grades.

4

 S105273

Strategy Rationale

Starting with our youngest students we want to ensure a strong foundation of writing conventions and the ability to convey thoughts through writing. As students get older and gain command of foundational writing and conventions we will focus more on elements of writing which contribute to colorful and creative writing in long form.

Action Step 1 5

Acceleration Resource Teacher will develop a schedule with the Literacy Coach and grade level team leaders for working with each grade level on targeted writing standards specific to each grade.

Person Responsible

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Writing Schedule Teacher Lesson Plans Student Writing Samples Benchmark Assessments

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

Monitor Lesson Plans
Classroom Observations
Review student work samples

Person Responsible

Bonnie Binneveld

Schedule

Daily, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student work samples Benchmark Assessment reports Lesson plans

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

Monitor Lesson Plans
Classroom Observations
Review student work samples

Person Responsible

Dave Bordenkircher

Schedule

Monthly, from 8/25/2014 to 6/5/2015


Evidence of Completion

Student work samples Benchmark Assessment reports Lesson plans

G3. Technology Goal - Students will become more proficient writers who are able to produce and publish clear and coherent writing. 1

 G044527

G3.B2 Time within the school day to schedule keyboarding instruction and practice 2

 B109477

G3.B2.S2 Provide extended lab computer lab time for 3rd, 4th, and 5th grade classes in order to facilitate 30 minutes of keyboarding instruction and practice each week. 4

 S121024

Strategy Rationale

Action Step 1 5

Create a schedule for the computer lab that will facilitate one hour of time per week for each class in grades 3-5.

Person Responsible

Heather Culbreath

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Teacher plans, student progress reports generated by instructional software, and computer lab records will verify fidelity of this action step.

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Administration will review the Computer Lab schedule, teacher lesson plans, and student progress reports generated by the instructional software program.

Person Responsible

Dave Bordenkircher

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Computer lab schedule, teacher lesson plans, and student progress reports generated by the instructional software program.

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Student progress will be monitored throughout the year and mastery will be documented upon the completion of the program.

Person Responsible

Dave Bordenkircher

Schedule

On 6/5/2015


Evidence of Completion

Reports generated by the instructional software will be monitored for student mastery. Upon completion of the program students will have had to demonstrate mastery of all components of the software.

G4. School Safety Goal - Student academic performance will be successful and students will treat their peers and adults with respect. 1

 G044758

G4.B1 Finding time to present programs and reinforce the practices 2

 B110251

G4.B1.S1 Use Counselors Corner on morning announcements broadcast (KVN) to promote appropriate behavior and reward students demonstrating positive attitudes and behavior. 4

 S121747

Strategy Rationale

All classes watch KVN announcements in the morning. Counselors Corner is a segment on each KVN broadcast. Counselors will implement the Core Essentials program through the broadcast and present awards for students demonstrating the expected behaviors.

Action Step 1 5

Counselors will implement the Core Essentials program during Counselors Corner on the KVN morning announcements broadcast.

Person Responsible

Charlotte Burkholder

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

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

Administration will coordinate with the KVN Broadcast sponsors and the School Counselors to monitor the fidelity of this program.

Person Responsible

Charlotte Burkholder

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Administration will track the incidents of discipline referrals and the number of student rewards distributed,

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

Administration will coordinate with the KVN Broadcast sponsors and the School Counselors to monitor the effectiveness of this program.

Person Responsible

Charlotte Burkholder

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Administration will track the incidents of discipline referrals and the number of student rewards distributed,

G5. Bullying Goal - If the school implements a bully-proofing program as well as providing a process for students and parents to report incidents of potential bullying to administration then bullying can be eradicated from the campus of VELL. 1

G044756

G5.B1 Ensuring that entire student body is exposed to the Bully-proofing your school program. 2

B110249

G5.B1.S1 Schedule Bully-proofing your school program through media center time in the enrichment schedule. 4

S121737

Strategy Rationale

All students receive media center time as one of the days in the enrichment schedule. Media specialist will present the program on identified weeks of the year. All students will receive the program in this way.

Action Step 1 5

Media Specialist will work with administration to plan for and present the bully-proofing your school program throughout the year.

Person Responsible

Fran Carajohn

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

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

Administration will monitor the fidelity of the program by reviewing the enrichment schedule and lesson plans of the media specialist.

Person Responsible

Charlotte Burkholder

Schedule

Every 2 Months, from 9/15/2014 to 6/5/2015

Evidence of Completion

The administration will work with the media specialist to monitor and record the progress through the bully-proofing program.

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

Student surveys, review of discipline reports, and parent climate surveys will be used to monitor the effectiveness of the program.

Person Responsible

Charlotte Burkholder

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Climate Surveys and discipline reports will be collected and reviewed as evidence of effectiveness of the program.

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
G2.B1.S1.A1	Acceleration Resource Teacher will develop a schedule with the Literacy Coach and grade level team leaders for working with each grade level on targeted writing standards specific to each grade.		8/25/2014	Writing Schedule Teacher Lesson Plans Student Writing Samples Benchmark Assessments	6/5/2015 daily
G3.B2.S2.A1	Create a schedule for the computer lab that will facilitate one hour of time per week for each class in grades 3-5.	Culbreath, Heather	9/15/2014	Teacher plans, student progress reports generated by instructional software, and computer lab records will verify fidelity of this action step.	6/5/2015 weekly
G1.B1.S1.A1	Meet with Leadership Team to identify scheduling needs in order to meet all state and district requirements.	Bordenkircher, Dave	8/4/2014	Agenda and minutes of Leadership Team Meeting	8/4/2014 one-time
G5.B1.S1.A1	Media Specialist will work with administration to plan for and present the bully-proofing your school program throughout the year.	Carajohn, Fran	9/15/2014		6/5/2015 every-2-months
G4.B1.S1.A1	Counselors will implement the Core Essentials program during Counselors Corner on the KVN morning announcements broadcast.	Burkholder, Charlotte	8/25/2014		6/5/2015 weekly
G1.B1.S1.A2	Build schedule blocking in mandated course times first, then build in the 30 minute targeted reading block. Lastly, insert lunch and specials into the vacant times left on the schedule.	Bordenkircher, Dave	8/4/2014	Agenda and Minutes of Leadership Team meeting	8/4/2014 one-time
G1.B1.S1.A3	Build targeted reading groups based on student reading levels and teacher recommendations.	Culbreath, Heather	9/2/2014	rosters of targeted reading groups	9/15/2014 one-time
G1.MA1	Teachers will track progress of students in targeted reading groups for skill development and growth.	Culbreath, Heather	9/15/2014	Progress monitoring will be measured informally by teacher reports and observations, and formally by Lake County Schools Base-line and Mid-year assessments as well as results on the Florida State Assessments.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Administration and Literacy Coach observations, as well as MTSS meetings.	Culbreath, Heather	9/15/2014	Student formative assessments, grades on reading assessments, teacher plans, and anecdotal information.	6/5/2015 monthly
G1.B1.S1.MA1	Teachers will track progress of students in targeted reading groups for skill development and growth.	Culbreath, Heather	9/15/2014	Progress monitoring will be measured informally by teacher reports and observations, and formally by Lake County Schools Base-line and Mid-year assessments as well as results on the Florida State Assessments.	6/5/2015 monthly
G2.MA1	Monitor Lesson Plans Classroom Observations Review student work samples	Bordenkircher, Dave	8/25/2014	Student work samples Benchmark Assessment reports Lesson plans	6/5/2015 monthly
G2.B1.S1.MA1	Monitor Lesson Plans Classroom Observations Review student work samples	Bordenkircher, Dave	8/25/2014	Student work samples Benchmark Assessment reports Lesson plans	6/5/2015 monthly
G2.B1.S1.MA1	Monitor Lesson Plans Classroom Observations Review student work samples	Binneveld, Bonnie	8/25/2014	Student work samples Benchmark Assessment reports Lesson plans	6/5/2015 daily
G3.MA1	This technology goal does not have targets established in step one. The target for this goal is that students will become proficient in keyboarding skills so that the ability to use a keyboard and digital tools does not inhibit the measure of performance on high stakes tests.	Bordenkircher, Dave	6/5/2015	Reports generated by the instructional software will be monitored for student mastery. Upon completion of the program students will have had to demonstrate mastery of all components of the software.	6/5/2015 one-time
G3.B2.S2.MA1	Student progress will be monitored throughout the year and mastery will be documented upon the completion of the program.	Bordenkircher, Dave	6/5/2015	Reports generated by the instructional software will be monitored for student mastery. Upon completion of the program students will have had to demonstrate mastery of all components of the software.	6/5/2015 one-time
G3.B2.S2.MA1	Administration will review the Computer Lab schedule, teacher lesson plans, and student progress reports generated by the instructional software program.	Bordenkircher, Dave	9/15/2014	Computer lab schedule, teacher lesson plans, and student progress reports generated by the instructional software program.	6/5/2015 weekly
G4.MA1	Administration will coordinate with the KVN Broadcast sponsors and the School Counselors to monitor the progress of this program.	Bordenkircher, Dave	8/25/2014	Administration will track the incidents of discipline referrals and the number of student rewards distributed,	6/5/2015 monthly
G4.B1.S1.MA1	Administration will coordinate with the KVN Broadcast sponsors and the School Counselors to monitor the effectiveness of this program.	Burkholder, Charlotte	8/25/2014	Administration will track the incidents of discipline referrals and the number of student rewards distributed,	6/5/2015 monthly
G4.B1.S1.MA1	Administration will coordinate with the KVN Broadcast sponsors and the School Counselors to monitor the fidelity of this program.	Burkholder, Charlotte	8/25/2014	Administration will track the incidents of discipline referrals and the number of student rewards distributed,	6/5/2015 monthly
G5.MA1	The administration will collect the number of discipline referrals related to bullying activities for the 2014-15 school year by quarters and compare those numbers against the same results from the 2013-2014 school year to monitor progress.	Burkholder, Charlotte	9/15/2014	Discipline reports which document each bullying related offense by month.	6/5/2015 quarterly
G5.B1.S1.MA1	Student surveys, review of discipline reports, and parent climate surveys will be used to monitor the effectiveness of the program.	Burkholder, Charlotte	9/15/2014	Climate Surveys and discipline reports will be collected and reviewed as evidence of effectiveness of the program.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.MA1	Administration will monitor the fidelity of the program by reviewing the enrichment schedule and lesson plans of the media specialist.	Burkholder, Charlotte	9/15/2014	The administration will work with the media specialist to monitor and record the progress through the bully-proofing program.	6/5/2015 every-2-months

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. Writing Goal - Students will increase their understanding and use of effective expression through writing.

G2.B1 Students ability to plan effectively and write a complete expository or narrative reflecting on reading passages.

G2.B1.S1 Acceleration Resource Teacher will work with each grade during the first three grading periods targeting writing skills and time management focusing on effective communication through writing in the upper grades and simple, foundations of good writing in the lower grades.

PD Opportunity 1

Acceleration Resource Teacher will develop a schedule with the Literacy Coach and grade level team leaders for working with each grade level on targeted writing standards specific to each grade.

Facilitator

Acceleration Resource Teacher

Participants

Classroom Teachers

Schedule

Daily, from 8/25/2014 to 6/5/2015

Technical Assistance Items

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

G1. Reading Goal -Students will demonstrate adequate yearly gains in reading at all proficiency levels.

G1.B1 Scheduling a 30 minute reading segment (outside of the state mandated 90 minute reading block) into the day.

G1.B1.S1 Build schedule from core subjects out. Include 90 minute, uninterrupted reading block, math, science, and social studies. Then schedule the 30 minutes for the targeted reading. Find the times available for lunch and specials and schedule accordingly.

PD Opportunity 1

Meet with Leadership Team to identify scheduling needs in order to meet all state and district requirements.

Facilitator

Administration and Literacy Coach

Participants

Members of Leadership Team who attended the Lake County Schools Summer Institute.

Schedule

On 8/4/2014

PD Opportunity 2

Build schedule blocking in mandated course times first, then build in the 30 minute targeted reading block. Lastly, insert lunch and specials into the vacant times left on the schedule.

Facilitator

Administration and Literacy Coach

Participants

Members of Leadership Team who attended the Lake County Schools Summer Institute.

Schedule

On 8/4/2014

Budget Rollup

Summary

Description	Total
Grand Total	0