

A word cloud graphic featuring various terms related to education and school improvement. The words are arranged in a circular pattern, with 'students' and 'school' being the largest. Other prominent words include 'teaching', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'increased', 'achievement', 'ambitious', 'supportive', 'problem solving', '8-Step', 'effective', 'leadership', 'strategies', 'resources', 'assessment', 'college', and 'career'. The words are in various sizes and colors, including blue, yellow, orange, and grey.

## Lake Shipp Elementary School

250 CAMELLIA DR, Winter Haven, FL 33880

<http://schools.polk-fl.net/lakeshippelementary>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

84%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

62%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

D

C

C

B

### School Board Approval

This plan is pending approval by the Polk 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
Focus	3	<a href="#">Ella Thompson</a>
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 Lake Shipp Elem is to promote highest academic achievement through a positive & safe learning environment

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

Vision:

Lake Shipp is a positive, caring, and successful school community of lifelong successful learners working together in a supportive environment. We focus on student achievement and have high expectations for ALL (We are ALL Learners)

#### School Environment

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

In the past learning about different cultures has been embedded in social studies lessons, studies of different countries, our schools TV network, and through holidays. This year we plan to add a cultural fair.

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

We began the first week with a "No Bullying" Assembly for grades 3-5 that ended with a pledge by all students to help stamp out bullying, and a song that says, "BU-LLY-ING Bullying others isn't Me." We have also created a bulletin board with the pledge not to bully and a signed hand print from each student as a commitment to not support bullying of any kind. Students caught bullying will have to take their hand down from the board. No bullying zone signs are being posted throughout the school. Teachers will have bullying lessons the 2nd week of school.

Lessons through our network TV system will air each Friday. We have a weekly Focus on a character trait. Our PBS Team members do live skits.

We are receiving from our district support staff as advisors. A psychology group has partnered with our school to help parents and students understand bullying.

Our Climate/PBS Committee facilitated PD for all staff during teacher orientation week on our PBS( positive behavior support) system and MTSS system.

##### **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**

1. Professional development was given during teacher orientation week on Routines, Rituals, and Expectations for all school personnel to ensure the system is fairly and consistently enforced. Emphasis was placed on consistent clear expectations being taught from the time students arrive at the door in the morning and embedded in each curriculum block daily in the classroom and out. A class mission statement and data board to support student learning will be in every classroom. This along with engagement strategies will create an environment where learning can take place. .
2. PBS/Climate did a PD on PBS structures and procedures for positive behavioral support for inside



and outside the classroom. Emphasis was placed on all being consistent with procedures we have put in place. Ways to support students positively was demonstrated. A decision tree and disciplinary procedures for classroom and office managed behaviors, documentation with intervention plans, and support from MTSS Team was reviewed. Our online referral system was reviewed and how to track the data on students. Tracking the data will help teachers look at when support is needed for students struggling with behavior and when an intervention plan should be put in place.

**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**

Our admin and leadership team have reviewed previous year's data and discussed retained, ESE, ELL, and students with discipline issues. We are beginning early with meeting about students' that have needs that need to be address for academics or behavior support. We have a target list and type of support that is needed, and who will help. Meetings with teachers are being scheduled by guidance and meetings with parents.

**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**

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**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	11	8	8	4	19	14	64
One or more suspensions	4	2	1	5	8	10	30
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	20	24	61

*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	4	2	1	4	3	9	23

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

Nine week Incentive for attendance (bike drawing)

MTSS and Intervention plan

Mentors  
Tutoring before, during and after school  
Guidance group  
PBS Goals and incentives

## 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/200055>.

#### **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**

We have an active school advisory council. Our SAC meets monthly  
Parent volunteer and community volunteer support

## 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
Dwight, Mary	Principal
Nelson, Stacy	Assistant Principal
Sedberry, Gail	Psychologist
Egan, Jilleene	Guidance Counselor
Pack, Stacy	Instructional Coach
Murphy, Jane	Instructional Coach

#### **Duties**

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

Dr. Stacy Nelson, Assistant Principal - My responsibilities within the Leadership Team include: classroom observations and walkthroughs, ensuring effective lesson planning and lesson delivery,

reviewing student data, assisting in the implementation of PBS procedures and expectations to reduce classroom disruptions, monitoring the execution of procedures, facilitating professional development to meet teacher needs, communicating with other members of the team to ensure student academic success, and assisting in the MTSS process to ensure students receive the assistance they need to be successful.

Stacy Pack Reading Coach-Eighty percent of my job is to be of assistance to and for the teachers. I am also responsible for planning and coordinating FAIR FS and Improve testing throughout the school year, along reviewing the data with the teachers to guide instruction. Additionally, I provided needed professional development for the staff.

Linda Hayes K-2 Reading Interventionist-Thirty percent of my job is Title 1. I am responsible for parent involvement activities and the documents that go with that. Seventy percent of my job is an Interventionist. This requires me to meet with small groups for Reading instruction during the power hour in grades K,1, and 2. I will work with the bottom 25% in each of the those grade levels using a variety of interventions from various resources.

Jane Murphy 3-5 Reading Interventionist-Thirty percent of my job is Title 1. I am responsible for parent involvement activities and the documents that go with that. Seventy percent of my job is an Interventionist. This requires me to meet with small groups for Reading instruction during the power hour in grades 3,4, and 5. I will work with the bottom 25% in each of the those grade levels using a variety of interventions from various resources.

Jilleene Egan Guidance Counselor- Responsible for the coordination of all MTSS meetings, which include those involving academics, behavior, and attendance. MTSS responsibilities include collaborating with parents and staff to assist through the MTSS process to ensure academic achievement. Additionally this position is responsible for the dissemination of ESE information as the LEA, and ESE Facilitator.

Gail Sedberry School Psychologist (K-12) - NASP Domains of Practice: data-based decision making and accountability; consultation and collaboration; interventions and instructional support to develop academic skills; interventions and mental health services to develop social and life skills; preventive and responsive services; family-school collaboration services; diversity in development and learning; school-wide practices to promote learning; research and program evaluation; legal, ethical, and professional practice.

Grade Chairs: Grade chairs provide leadership at the grade team level. The team chair is representative of their team in voicing ideas toward decision making with administrative leadership team. The grade chair leads grade level meetings and collaborative planning with support from coach. The grade chair is leadership for their team in collaboration of ways to intervene with struggling students and/or motivating their students as a whole toward the school's goal of success of all students.

Diane Reaves-kindergarten, Lindsey Daniel-First Grade, Yvonne Kelsey-2nd grade, Fans Williams-3rd grade, Kristal Fike-fourth Grade, Melissa Carr-5th grade, Patrick Stone-Resource Chair

***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***

Highly qualified personnel is the greatest asset. The majority of Title I resources is geared toward school improvement. The support provided is tiered so that teachers have the support needed for their own professional growth as well as support with planning to meet the needs of students. Title I funds were used to purchase a reading coach to help support the needs of our teachers professionally. This year federal funds were blended with state funds in order to purchase interventionists to help meet the needs of our lowest students in K-5. An interventionist for k-2 and an interventionist for 3-5 will support teachers with struggling students. Data will be used to identify students and plan instructional support during an extra hour of reading at every grade level for our

students that are not proficient. Our interventionist are key support during the MTSS process for students in providing progress monitoring and growth data as we work students to improve the overall number of students that meet proficiency.

Grade Chairs are part of our leadership team as we align our systems and processes across our campus to create an environment that supports positive behavior and high achievement for all students. They are liaisons between administration and teachers so every stakeholder has a voice. They ensure teachers have a voice in creating the type of culture we can be proud to be a part of. Team Chairs ensure their team meets weekly for planning and discussion of student growth. Teachers plan horizontally as well as vertically together to ensure curriculum alignment and working together to problem solve.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Dale Rocha	Business/Community
Frank Hollister	Business/Community
Alicia Simmons	Parent
Anna Dunbar	Parent
Chad Langford	Business/Community
Jane Murphy	Education Support Employee
Linda Hayes	Education Support Employee
Yvonne Kelsey	Teacher
Mahogany Reese	Education Support Employee
Nakesha Dunlap	Parent
Kaci. Hargreaves	Parent
	Student

### 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 reviewed the SIP and gave feedback and also provided community support with action items. They actively helped with the parent portion of the SIP and helped with suggestions for that portion of the SIP.

#### *Development of this school improvement plan*

The SAC committee will again be able to help with on-going feedback and support as we work through this living on-going document.

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

The SAC will be able to view areas for improvement and our budget and give feedback. Our business partners give community support toward our plan and budget.

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

Money was budgeted toward  
Personnel: Title I Facilitator, Reading Coach, Para-Educator  
STEM and Seeds of Science Roots of Literacy curriculum  
Accelerated Reader incentive and sets of novels  
Educational Newspaper: E-weekly  
Teacher Materials and Supplies  
Technology and New Smartboards  
Software to Support Math and Reading  
Campus Improvement Projects

**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
Pack, Stacy	Instructional Coach
Dwight, Mary	Principal
Hayes, Linda	Instructional Coach
Nelson, Stacy	Assistant Principal

**Duties**

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

The Literacy meets and creates literacy program around a theme, incentives, and ideas to promote literacy across our campus.

We have Club Lectura for our Hispanic students that meet every Tuesday in the Library. Parents come with their students.

Read Across America Day is a nationwide reading day that our LLT supports .

We have POP (Parents on Premises) day that gets parents involved in Literacy in the classroom during a school day.

We set an AR Goal for school-wide points for the end of year and number of points for each student to set as a goal to reach.

**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**

Wednesday is collaboraive planning day for teachers for Math and Thursday is ELA planning.

Members of vertical teams meet almost quarterly to look at curriculum and progress of students that

move up the ladder through their team.  
Tuesday Training is professional Development Day for our teachers

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

A breakfast or luncheon is held for new teachers to orientate them to our school and help answer questions they may have.  
New teachers coming in are supported by a mentor on their team, their team and the reading coach.  
File is kept on possible recruits for the future  
Monthly meetings with the Coaches help support new members in our processes and district processes.  
It is also a time for the Coach to present PD in areas of concern.

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

The new teachers meet monthly with the reading coach as a group with set topics and as needed during the month. PD is offered through coaching, shadowing another teacher, or through the coaching model.

## 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***

Use of item specifications are part of planning  
Vertical teams meet and look at curriculum for alignment  
Teachers utilize our district's curriculum maps when planning  
Planning is supported by the reading coach

#### 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***

Summative and formative assessment data is used to help follow progress of students  
Teachers utilize small groups and centers as part of the literacy block to support on level curriculum.  
Data from weekly assessments, ongoing assessments help teachers look at needs of students.  
Flexible small groups are formed through disaggregation of data from these assessments.  
Power Hour is an extra hour of reading where students instructional needs are met. During this hour skill gaps students may have are part of planning to meet each individual's need.

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



**Strategy: After School Program**

**Minutes added to school year: 1**

Teacher's provide after school tutoring in reading and/or math

**Strategy Rationale**

Students that need that extra time to learn in a small group setting are provided this opportunity through extended learning.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Nelson, Stacy, stacy.nelson@polk-fl.net

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

Pre and post test are used to analyze effectiveness

**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**

Orientation is held for incoming students and kindergarten roundup program.  
Collaboration between schools prepare students for the next level of education(middle school).  
Beginning of year administrator from transitioning middle school visit and holds assembly with transitioning students to share academic programs and expectations.  
Middle schools plan field trips for students transitioning toward end of year.  
The girl scouts come in yearly with a program for 5th grade girls involving peer pressure going into 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**

Community members come in for a career day (All American Teach-In)  
A judge comes in to speak with 5th graders about law and the constitution  
Rotary Club comes in yearly with donation of dictionaries for 5th graders  
Rotary Club also does a matching Grant program for Biztown Fieldtrip(minature town that teaches how our economic system works).  
Horace Mann supports our school with incentives for student attendance, finance classes for teachers, and supports SAC  
Nissan, Publix, Disney are partners that supports our school with supplies  
Linkedin Psychological group supports us with programs for bullying and small group interventions

**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***

Our Biztown project supports real life community and job experiences for grade 5. Student learn then prepare for jobs that they interview for. The culmination is a trip to Biztown where they run this minature city working all types of jobs, icluding mayor and city mamagers.

***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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all staff collaboratively establishes and maintain Lake Shipp's processes, procedures, and expectations with fidelity in order to better engage students academically, then students will be better able to focus and progress academically in the learning environment.

## 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.** If all staff collaboratively establishes and maintain Lake Shipp's processes, procedures, and expectations with fidelity in order to better engage students academically, then students will be better able to focus and progress academically in the learning environment. 1a

G042138

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	44.0

**Resources Available to Support the Goal** 2

- K-2 and 3-5 Interventionist, Reading and Math Coach
- Climate /PBS Committee
- MTSS
- Administrative Team and Leadership Team
- PD on expectations, routines, rituals
- Extra Hour of Reading

**Targeted Barriers to Achieving the Goal** 3

- Support of PBS initiatives to improve school climate among all stakeholders
- Follow through of school's systems and processes with fidelity and classroom management procedures
- Teacher knowledge and implementaion of Florida Standards

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

Data from discipline, attendance, and academic goals and/or targets, grades

**Person Responsible**

Mary Dwight

**Schedule**

Quarterly, from 9/2/2014 to 4/30/2015

**Evidence of Completion**

student behavior charts and discipline charts, Weekly assessment data and formative data.  
Teacher data books and data walls

## 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.** If all staff collaboratively establishes and maintain Lake Shipp's processes, procedures, and expectations with fidelity in order to better engage students academically, then students will be better able to focus and progress academically in the learning environment. **1**

 **G042138**

**G1.B2** Support of PBS initiatives to improve school climate among all stakeholders **2**

 **B102693**

**G1.B2.S1** All stakeholders trained on PBS initiatives and school-wide discipline processes. Monthly newsletters with school-wide monthly character focus and updates/reminders about PBS initiatives will be sent to all staff **4**

 **S113815**

### Strategy Rationale

School climate was at an all time low because of discipline issues in 2013-14. Time loss for classroom instructions because of discipline in the classroom in 2013-14 had a great impact on our school grade which is a "D."

### Action Step 1 **5**

School-wide training for all stakeholders which includes students

#### Person Responsible

Linda Hayes

#### Schedule

Monthly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Monitor monthly discipline referrals, classroom data walls with graphs of student behavior and earned incentives

## Action Step 2 5

Bullying training and assembly for all students

### **Person Responsible**

Mary Dwight

### **Schedule**

Quarterly, from 9/12/2014 to 6/5/2015

### **Evidence of Completion**

School-wide assembly for third -fifth grade on bullying, Kindergarten through Second grade participated in bully lesson within their classrooms. Business partner, Kindelan Psychological Group will give support with this initiative with program for parents. Kindelan will also work with targeted small student group support.

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

Monthly PBS Team meetings with a representative from each grade level present will be held. The team will view discipline data, the trends, and discuss incentives.

### **Person Responsible**

Stacy Nelson

### **Schedule**

Monthly, from 9/8/2014 to 6/5/2015

### **Evidence of Completion**

The Discipline Reports and data , intervention plans for targeted students who are being referred for MTSS.

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

Use data collected from discipline, attendance, grades and assessments

### **Person Responsible**

Mary Dwight


### **Schedule**

Monthly, from 9/8/2014 to 5/29/2015


### **Evidence of Completion**

Overall climate of school through stakeholder survey and student growth data

**G1.B5** Follow through of school's systems and processes with fidelity and classroom management procedures **2**

 B102696

**G1.B5.S1** Tier grade level teams and teachers that need support with discipline. Our guidance counselor and psychologist will support with skill streaming classes for students and support with Intervention plans for targeted first grade students and classes. Tiered teachers will be given on going support through PLC's with our psychologist. This will occur as often as needed to help teachers follow through on skillstreaming classes for their students. **4**

 S148739

**Strategy Rationale**

Learning cannot take place if expectations, routines, and procedures not in place. Time loss for classroom instructions because of discipline in the classroom in 2013-14 had a great impact on our school grade.

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

Skillstreaming lessons for behavioral intervention support in classrooms

**Person Responsible**

Gail Sedberry

**Schedule**

Weekly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Class-wide Skillstreaming lessons and individual intervention plans for targeted students; Monthly discipline data; Reduction of office discipline referrals from .35 per day to .22 by end of first semester. Data gathered monthly and interventions modified accordingly, as needed to achieve goals.

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** **6**

Weekly skillstreaming classes; decrease in student discipline issues on school campus and school buses

**Person Responsible**

Gail Sedberry

**Schedule**

Weekly, from 10/1/2014 to 5/29/2015

**Evidence of Completion**

Individual Intervention plans and reduction of office discipline referrals from .35 per day to .22 by end of first semester. Data gathered monthly and interventions modified accordingly, as needed to achieve goals

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Monitor effectiveness of social skills being taught in relation to decrease in behavior patterns in the classroom

**Person Responsible**

Gail Sedberry


**Schedule**

Weekly, from 10/1/2014 to 5/29/2015


**Evidence of Completion**

Observation by teachers and data collected by psychologist

**G1.B6 Teacher knowledge and implementaion of Florida Standards** 2

 B144599

**G1.B6.S1 Teachers gain knowledge of the Florida Standards through professsional development** 4

 S156797

**Strategy Rationale**

If teachers understand the structure of the standards and intent of the standards they will be better able to plan lessons that meet student needs.

**Action Step 1** 5

Professional development on Florida Standards structure and alignment

**Person Responsible**

Mary Dwight

**Schedule**

On 11/6/2014

**Evidence of Completion**

Plans aligned to standards, use of alignment planning tool

## Action Step 2 5

A one day professional development (DANA Center) with grade level teams will be given on the structure and how to align Florida Standards, along with planning lessons as follow-up with the standards.

### **Person Responsible**

Mary Dwight

### **Schedule**

On 11/6/2014

### ***Evidence of Completion***

Lesson plans and observation of lesson, student work, posted standards

## Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Reading and Math Coach will plan weekly with grade level teams

### **Person Responsible**

Mary Dwight

### **Schedule**

Weekly, from 10/30/2014 to 5/29/2015

### ***Evidence of Completion***

lesson plans, weekly planning sessions, classroom walkthrough documentation

## Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Structured Data walk-throughs (Dana Center) and follow up reflective conferences held with teams of teachers with admin. support.

### **Person Responsible**

Mary Dwight


### **Schedule**

On 12/18/2014

### ***Evidence of Completion***

data will be collected around focus on curriculum and shared with teachers in reflective conferences. (CARA Cycle process)

**G1.B6.S2** Effective planning using the Florida standards **4**

 S156798

**Strategy Rationale**

"A guaranteed and viable curriculum is the school level factor with the most impact on student achievement." Marzano

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

Collaborative planning weekly with coach and administration

**Person Responsible**

Stacy Nelson

**Schedule**

On 5/1/2015

***Evidence of Completion***

observation of the planning process

**Plan to Monitor Fidelity of Implementation of G1.B6.S2** **6**

Planning in teams weekly with Reading and Math Coach support

**Person Responsible**

Stacy Nelson

**Schedule**

Weekly, from 10/28/2014 to 5/29/2015

***Evidence of Completion***

lesson plans, data walk-through documentation, teacher observations



**Plan to Monitor Effectiveness of Implementation of G1.B6.S2** 7

Admin support in planning sessions

**Person Responsible**

Mary Dwight


**Schedule**

On 5/29/2015

***Evidence of Completion***

lesson plans and walkthrough documentation

**G1.B6.S3 Effective Coaching** 4

 S156799

**Strategy Rationale**

Supporting teachers' professional growth through effective coaching positively impacts instructions and achievement for students in the in the classroom.

**Action Step 1** 5

Tier teachers that need support. The Reading Coach will look at need of teacher and discuss ways to do professional development to meet the need.

**Person Responsible**

Stacy Pack

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

***Evidence of Completion***

Classroom observations and student data

**Plan to Monitor Fidelity of Implementation of G1.B6.S3** 6

Assign and Monitor coaching of teachers

**Person Responsible**

Mary Dwight

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Coach logs and documentation sheets / conversations with teachers

**Plan to Monitor Effectiveness of Implementation of G1.B6.S3** 7

Assign and plan with coaches for supporting targeted teachers needing support

**Person Responsible**

Mary Dwight

**Schedule**

Weekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Observations, coaching logs, progress of students

**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.B5.S1.A1	Skillstreaming lessons for behavioral intervention support in classrooms	Sedberry, Gail	10/1/2014	Class-wide Skillstreaming lessons and individual intervention plans for targeted students; Monthly discipline data; Reduction of office discipline referrals from .35 per day to .22 by end of first semester. Data gathered monthly and interventions modified accordingly, as needed to achieve goals.	5/29/2015 weekly
G1.B2.S1.A1	School-wide training for all stakeholders which includes students	Hayes, Linda	8/18/2014	Monitor monthly discipline referrals, classroom data walls with graphs of student behavior and earned incentives	6/5/2015 monthly
G1.B6.S1.A1	Professional development on Florida Standards structure and alignment	Dwight, Mary	10/28/2014	Plans aligned to standards, use of alignment planning tool	11/6/2014 one-time
G1.B6.S2.A1	Collaborative planning weekly with coach and administration	Nelson, Stacy	10/27/2014	observation of the planning process	5/1/2015 one-time
G1.B6.S3.A1	Tier teachers that need support. The Reading Coach will look at need of	Pack, Stacy	8/25/2014	Classroom observations and student data	5/29/2015 weekly

**Polk - 0621 - Lake Shipp Elementary School - 2014-15 SIP**  
*Lake Shipp Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teacher and discuss ways to do professional development to meet the need.				
G1.B2.S1.A2	Bullying training and assembly for all students	Dwight, Mary	9/12/2014	School-wide assembly for third -fifth grade on bullying, Kindergarten through Second grade participated in bully lesson within their classrooms. Business partner, Kindelan Psychological Group will give support with this initiative with program for parents. Kindelan will also work with targeted small student group support.	6/5/2015 quarterly
G1.B6.S1.A2	A one day professional development (DANA Center) with grade level teams will be given on the structure and how to align Florida Standards, along with planning lessons as follow-up with the standards.	Dwight, Mary	10/28/2014	Lesson plans and observation of lesson, student work, posted standards	11/6/2014 one-time
G1.MA1	Data from discipline, attendance, and academic goals and/or targets, grades	Dwight, Mary	9/2/2014	student behavior charts and discipline charts, Weekly assessment data and formative data. Teacher data books and data walls	4/30/2015 quarterly
G1.B2.S1.MA1	Use data collected from discipline, attendance, grades and assessments	Dwight, Mary	9/8/2014	Overall climate of school through stakeholder survey and student growth data	5/29/2015 monthly
G1.B2.S1.MA1	Monthly PBS Team meetings with a representative from each grade level present will be held. The team will view discipline data, the trends, and discuss incentives.	Nelson, Stacy	9/8/2014	The Discipline Reports and data , intervention plans for targeted students who are being referred for MTSS.	6/5/2015 monthly
G1.B5.S1.MA1	Monitor effectiveness of social skills being taught in relation to decrease in behavior patterns in the classroom	Sedberry, Gail	10/1/2014	Observation by teachers and data collected by psychologist	5/29/2015 weekly
G1.B5.S1.MA1	Weekly skillstreaming classes; decrease in student discipline issues on school campus and school buses	Sedberry, Gail	10/1/2014	Individual Intervention plans and reduction of office discipline referrals from .35 per day to .22 by end of first semester. Data gathered monthly and interventions modified accordingly, as needed to achieve goals	5/29/2015 weekly
G1.B6.S1.MA1	Structured Data walk-throughs (Dana Center) and follow up reflective conferences held with teams of teachers with admin. support.	Dwight, Mary	12/5/2014	data will be collected around focus on curriculum and shared with teachers in reflective conferences. (CARA Cycle process)	12/18/2014 one-time
G1.B6.S1.MA1	Reading and Math Coach will plan weekly with grade level teams	Dwight, Mary	10/30/2014	lesson plans, weekly planning sessions, classroom walkthrough documentation	5/29/2015 weekly
G1.B6.S2.MA1	Admin support in planning sessions	Dwight, Mary	9/1/2014	lesson plans and walkthrough documentation	5/29/2015 one-time
G1.B6.S2.MA1	Planning in teams weekly with Reading and Math Coach support	Nelson, Stacy	10/28/2014	lesson plans, data walk-through documentation, teacher observations	5/29/2015 weekly
G1.B6.S3.MA1	Assign and plan with coaches for supporting targeted teachers needing support	Dwight, Mary	9/1/2014	Observations, coaching logs, progress of students	5/29/2015 weekly
G1.B6.S3.MA1	Assign and Monitor coaching of teachers	Dwight, Mary	8/25/2014	Coach logs and documentation sheets / conversations with teachers	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If all staff collaboratively establishes and maintain Lake Shipp's processes, procedures, and expectations with fidelity in order to better engage students academically, then students will be better able to focus and progress academically in the learning environment.

### **G1.B2** Support of PBS initiatives to improve school climate among all stakeholders

**G1.B2.S1** All stakeholders trained on PBS initiatives and school-wide discipline processes. Monthly newsletters with school-wide monthly character focus and updates/reminders about PBS initiatives will be sent to all staff

#### **PD Opportunity 1**

School-wide training for all stakeholders which includes students

##### **Facilitator**

Stacey Nelson

##### **Participants**

All Teachers

##### **Schedule**

Monthly, from 8/18/2014 to 6/5/2015

#### **PD Opportunity 2**

Bullying training and assembly for all students

##### **Facilitator**

Mary Dwight

##### **Participants**

Third-Fifth Grade Students

##### **Schedule**

Quarterly, from 9/12/2014 to 6/5/2015

**G1.B5** Follow through of school's systems and processes with fidelity and classroom management procedures

**G1.B5.S1** Tier grade level teams and teachers that need support with discipline. Our guidance counselor and psychologist will support with skill streaming classes for students and support with Intervention plans for targeted first grade students and classes. Tiered teachers will be given on going support through PLC's with our psychologist. This will occur as often as needed to help teachers follow through on skillstreaming classes for their students.

**PD Opportunity 1**

Skillstreaming lessons for behavioral intervention support in classrooms

**Facilitator**

Gail Sedberry

**Participants**

Grade level Teams and Individual teachers that need support

**Schedule**

Weekly, from 10/1/2014 to 5/29/2015

**G1.B6** Teacher knowledge and implementaion of Florida Standards

**G1.B6.S1** Teachers gain knowledge of the Florida Standards through professsional development

**PD Opportunity 1**

Professional development on Florida Standards structure and alignment

**Facilitator**

Mary Dwight, Principal; Stacy Nelson, Assistent Principal; Stacy Pack, Reading Coach

**Participants**

Grades 3-5, Grades K-2

**Schedule**

On 11/6/2014

## **G1.B6.S2** Effective planning using the Florida standards

### **PD Opportunity 1**

Collaborative planning weekly with coach and administration

#### **Facilitator**

#### **Participants**

#### **Schedule**

On 5/1/2015

## **G1.B6.S3** Effective Coaching

### **PD Opportunity 1**

Tier teachers that need support. The Reading Coach will look at need of teacher and discuss ways to do professional development to meet the need.

#### **Facilitator**

Reading and Math Coach,

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 8/25/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0