Lake Panasoffkee Elementary School

2014-15 School Improvement Plan

Lake Panasoffkee Elementary School

790 CR 482N, Lake Panasoffkee, FL 33538

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	73%

Alternative/ESE Center	Charter School	Minority
No	No	17%

School Grades History

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

School Board Approval

This plan is pending approval by the Sumter 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.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lake Panasoffkee Elementary School is committed to ensuring that each student has the opportunity to acquire the skills necessary for becoming a responsible, productive citizen able to cope with changing social and economic conditions. High academic achievement by students enrolled at Lake Panasoffkee Elementary is of the utmost concern to the school's primary stakeholders, which includes parents, teachers, and administrator. The staff of Lake Panasoffkee Elementary work to meet the individual needs of each student, taking into consideration their unique attributes and capabilities.

Provide the school's vision statement

SOARING HIGHER-Lake Panasoffkee Elementary School will strive to provide students with an environment conducive to developing a positive self-image and the learning skills needed throughout a lifetime.

School Environment

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

As classrooms continue to be very diverse, it has become increasingly important to learn about students' cultures and build relationships. The first step Lake Panasoffkee Elementary takes in bridging the culture gap is to closely examine our own assumptions. We are continuously searching for new ways to reach out to students and their families. Some of the activities we host include evening conferences, curriculum clarification nights, back to school celebrations, winter luncheons, student recognitions, fall carnivals and read with your child nights. These activities have allowed time to build positive communication and establish trust. To measure the effectiveness of our process, students and parents are given climate surveys. These surveys are closely analyzed and changes are made accordingly.

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

Nothing is more important than the safety of the children entrusted to our care. We have developed response plans to be used as resources in a variety of hazardous situations. Additionally, we provide staff and student training for our school Critical Incident Response Teams, as well as more specific training for teachers concerning their roles in crisis response. We practice a variety of drills so students and staff are familiar with the procedures. Also, we provide training in an effort to prevent bullying and harassment to students, parents and staff. Students are made familiar with our anonymous reporting procedure. Bullying and harassment are not tolerated

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

LPES is a Positive Behavior Support School (PBS). We are proactive by teaching and recognizing what the children are doing right, the positives. There is a PBS team in place. The team meets

monthly to discuss the needs after careful review of the behavioral data. The following is our PBS Plan:

1. Expectation, rules, and appropriate ways to behave are taught as effectively as academics. Our motto is "Effort, Everyday, Everyone" and our school-wide expectations are S.O.A.R.-Stay on task, Obey safety rules, Act responsibly, Respect others.

2. Focus is placed on students demonstrating the desirable behavior with the goal to teach appropriate skills and reward appropriate behavior.

3. Data is analyzed in an effort to understand the purpose of the negative behaviors and children are taught the necessary skills to replace undesirable behaviors.

4. Many strategies are used to help aid students including: student conferences, peer mediations, re-teaching expectations, role playing, notes to parents, phone calls to parents, curricular accommodations, referrals to guidance counselor, and positive classroom interventions including on-going direct instruction, embedded instruction, modeling, and consistency.

5. School-wide activities are used to encourage appropriate behavior. These activities include:

• The school-wide expectations are taught to every student: S.O.A.R. - Stay on Task, Obey Safety Rules, Act Responsibly, and Respect Others.

• School-wide expectation posters are distributed to every classroom and around campus.

• Ten, $1 Osprey Wings are given weekly to each classroom teacher to distribute as model behaviors are seen.

• Unlimited $2 Osprey Wings are given to all bus drivers and pick-up area supervisors for distribution as model behaviors are seen.

• Lunch duty supervisors distribute unlimited $1 Osprey Wings as model behaviors are seen during the lunch periods.

• Days that administrators wear crazy head pieces are known as Double Osprey Day. Students earn $2 Osprey Wings all day for modeling desirable behaviors.

• Students "Tweet" about other students they see following the school-wide expectations and site specific evidence. Names are drawn weekly to sit at the "Tweet" table during lunch and "Tweets" are hung on the "Ospreys Have Something to Tweet About" bulletin board.

• Osprey Store is open weekly during the lunch hour allowing students to redeem their earned Osprey Wings for prizes.

• Student created videos modeling the school-wide expectations are available to the entire school on the "R" drive.

• Special drawings will be used during traditionally higher disciplinary referral periods.

6. The PBS team meets at least monthly to review:

• Discipline data

• Discipline referral processes and procedures

• Use of school-wide expectations and rules to teach students appropriate behavior

• Reward system to encourage appropriate behavior and effective consequence to discourage inappropriate behavior

When discipline concerns arise, it is critical that the school staff and parents work together to resolve those problems. Teachers will contact parents once all other interventions have been used and support from home is necessary. Parents will be notified by phone prior to any form of discipline requiring a conduct report. Solutions can often be reached when there is communication and cooperation in this manner.

Discipline Plan:

Level 1 Infractions: Teachers will make every effort to resolve minor level 1 infractions at the classroom level. However, if after the following efforts the behavior continues, administration may become involved. (Lunch for One will only be used when all other interventions have been exhausted.)

-Teacher warning and PBS Intervention

-Teacher and PBS Intervention

-Parent contact and PBS Intervention

Administrative action may include, but not be limited to: Counseling/warning, parent contact, removal

of privileges, lunch for one, behavior contract, assigned STOP (in-school suspension) room.

Level 2 Infractions: Many level 2 infractions may be handled at the classroom level. However, if a teacher deems necessary to involve administration due to the nature of the offense, then any of the following consequences may be appropriate: Any of the level 1 administrative actions + Out of school suspension, referral to MTSS or special services.

Level 3 Infractions: These infractions are more serious in nature and will be dealt with administratively in nearly every case. Any school approved consequence may be an option at this level.

Level 4 Infractions: These infractions are reserved for the most serious offenses and are generally brought before the school board in an expulsion hearing or placement review.

Weapons

Knives, guns (real or toy), dangerous instruments, pepper gas, bullets, shotgun shells and items or hazardous materials that could be used as weapons to threaten, injure or disable an adult or another student are not permitted at school.

Tobacco Policy

No student, regardless of age, will be allowed to use tobacco or tobacco products (such as, but not limited to, cigarettes, chew, and dip) while on campus. Bringing or using tobacco products at school will result in disciplinary action and legal monetary fines.

Bullying/Harassment (Pursuant to SB 5.321)

It is the policy of the Sumter County School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. The District will not tolerate bullying and harassment of any type. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in person to the principal or principal's designee.

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

Research is clear that students have greater academic success when their social-emotional needs are provided for. The staff at Lake Panasoffkee Elementary works diligently to create a balance between academic development and social-emotional needs. Students are systematically screened and given thorough evaluation and interventions when needed through the Multi-tiered System of Support, MTSS. Our guidance counselor provides group and individual counseling sessions. Qualifying students are supported through the pupil service Life Stream. All students receive monthly character education through a program called Character Connex.

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/186915.

Description

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

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

The school builds and sustains partnerships with the local community in many ways. The school website is regularly updated with timely information. Each year local community stakeholders are invited to participate on the School Advisory Council. The School Advisory Council's purpose is to review, plan, and improve school programs and to build parental involvement. The principal and Title I Contact provide agendas of meetings and reminders for meetings to encourage participation. At the beginning of the school year, meetings are designed to educate parents on the purpose and requirements of being a Title I school. The parent involvement budget is explained to parents. Parents, teachers, staff, and the LPES Parent Involvement Coordinator are asked to offer suggestions for utilizing these funds. The proposed budget is then reviewed by the SAC/Title 1 committee and placed on the meeting agenda for approval.

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
Goodwin, Kelly	Assistant Principal
Veal, Bridget	Principal
Ashley, Allen	Teacher, K-12
Cole, Kiley	Teacher, K-12
Hunt, Shelly	Teacher, K-12
James, Connie	Teacher, K-12
Merritt, Tonya	Instructional Coach
Mutz, Lucas	Teacher, K-12
Paul, Jennifer	Teacher, K-12
Randolph, Cynthia	Teacher, K-12
Sherman, Landrea	Guidance Counselor
Sovercool, Wendi	Teacher, K-12

Duties

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

The Leadership team is comprised of the instructional leaders of our school. Members on the team include: administration, grade-level chairs, coaches, the guidance counselor and the testing-technology contact. The School-based Leadership Team members meet at least twice a month. At each meeting, school data is reviewed, concerns from each member's assigned professional learning community is addressed, and recommendations for programs and resources needed at the school to assist students with behavioral and academic needs are made. Team members then meet with their assigned PLC to share the decisions made and begin implementation.

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

Title I, Part A: All district Title I schools have schoolwide programs. Title I funds are used to implement comprehensive strategies for improving the educational programs of the entire school but target most academically at-risk students. These funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis and review and revision of curriculum, and parent involvement activities.
Title I, Part C- Migrant
Title I, Part D
Title II: The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the School Improvement goals and student data.
Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless: The district identifies homeless children during the registration process or when the family becomes homeless. The district then buys supplies through Title I dollars or clothing and other needed items through Homeless ARRA funds. Homeless students are not segregated and barriers to their education are eliminated.
Supplemental Academic Instruction (SAI): SAI will be coordinated with Title I funds to provide after school for Level 1 readers. SAI funds will be used to expand the after school program to all Level 2 students.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jennifer Ammons	Teacher
Karen Bennett	Parent
Ashley Campbell	Parent
Daryl Bennett	Business/Community
Cheryl Ecott	Business/Community
Shellie Gilbert	Parent
Mary McElrath	Parent
Christina Moore	Parent
Laura Rumer	Parent
Amanda Sheppard	Parent
Kim Sommersdorf	Teacher
Laura Todd	Parent
Bridget Veal	Principal

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 worked with the faculty and staff to provide a quality education consistent with all state and local statues. Meetings were held four times during the school year and were scheduled on the days/times most convenient for the majority of the group. The SAC defined and monitored the progress toward each school goal. Data was reviewed at each meeting and suggestions for improvement were made. After all data for the year was available, the Council carefully evaluated the areas where our goals were not met and celebrated the areas of success. Strategies for improvement were made and voted on.

Development of this school improvement plan

Meetings were held four times during the school year and were scheduled on the days/times most convenient for the majority of the group. Suggestions for school improvement were discussed and included in the plan. The plan was presented to the committee and approved.

Preparation of the school's annual budget and plan

The School Advisory Council provided input on the use of SIP funds and assisted in preparing the school budget. The Council approved all budgets.

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

$3300.40 was allocated for School Improvement. The SAC voted to use the money to provide the supplemental math resource called Math Coach as well as additional technology to classrooms and curriculum support materials.

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
Veal, Bridget	Principal
Goodwin, Kelly	Assistant Principal
Ashley, Allen	Teacher, K-12
Cole, Kiley	Teacher, K-12
Hunt, Shelly	Teacher, K-12
James, Connie	Teacher, K-12
Merritt, Tonya	Instructional Coach
Mutz, Lucas	Teacher, K-12
Paul, Jennifer	Teacher, K-12
Randolph, Cynthia	Instructional Coach
Sherman, Landrea	Guidance Counselor
Sovercool, Wendi	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The literacy team meets regularly throughout the year. Topics at every meeting include: 1)Support for Text Complexity, and 2)Support for Instructional Skills to Improve Reading Comprehension. Data walls and data chats are led by the testing/technology coordinator as well as administration. This data is needed to drive lesson development as well as highlighting professional development opportunities. Emphasis is placed on writing accross the curriculum. Everyone is a writing/literacy instructor. When asked a text dependent question, students must be able to respond in writing supporting their answers with text evidence. Teachers incorporate higher order thinking in all components of the lesson. The LLT promotes this strategy because we know that the use of extended thinking increases student achievement faster than any other strategy.

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

Whenever possible, teachers have been given common, grade-level appropriate, planning time. All teachers have planning time scheduled with another teacher in the same grade-level or an assigned team member. Time is also allocated for collaboration in Professional Learning Communities, grade level articulation, data chats and lesson study. All teachers new to Sumter County, Inexperienced teachers new to Sumter County and/or teachers seeking Professional Education Competence are provided training and support through our Mentoring Program. The Mentoring Program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors.

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

Teacher to Teachers and Troops to Teachers are used as part of the recruiting process. Potential teachers seek positions that are available on the county site and complete an online application. Certification Checks are completed prior to hiring. Lisa Whitman and Allison Nave are responsible for recruiting and retaining highly qualified, certified-in-field, effective teachers to the school. The Sumter County School District Strategic Plan includes an action plan for creation of a meaningful mentoring program as a means to recruit and retain teachers. Research indicates that student achievement, in part, depends on the construction of a school culture that fosters growth for students and staff alike. We believe mentors and new teachers will learn to grow in this process.

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

The mentee (new teacher) is assigned to a mentor (experienced teacher). Mentor teachers are selected based on teacher experience and understanding of the state standards and district-wide curriculum. The planned mentoring activities include: Complete Sumter County School District New Teacher Program, utilizing guided meetings, peer observations, and monthly checklists of teaching responsibilities. The Mentoring Program is designed to meet the professional needs of new teachers through professional collaboration with trained mentors. The Sumter County School District Strategic Plan includes an action plan for creation of a meaningful mentoring program as a means to recruit and retain teachers. Research indicates that student achievement, in part, depends on the construction of a school culture that fosters growth for students and staff alike. We believe mentors and new teachers will learn to grow in this process.

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

A great deal of work has gone into ensuring that the core instructional programs and materials are aligned to Florida's standards. First of all, all core instructional programs are research-based. The Standards have been unpacked, and all instructors are trained in what students need to know, understand and do. The Standards have been mapped into a yearly calendar to ensure all standards will be covered in a logical and sequential order. Instruction is monitored through frequent, documented walkthroughs as well as formal evaluations.

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

Teachers and staff are very proactive in the use of data to provide and differentiate instruction to meet the diverse needs of students. Data from many sources, including but not limited to baseline assessments in all subjects, STAR tests, DEA Probes, Attendance Records, Behavioral Records, and MTSS data, is used to create flexible groups. Weaknesses and strengths are determined and assistance is offered as needed. Instruction is modified in duration and frequency with the weakest groups meeting more frequently with the teacher and those who need challenge are provided activities that allow them to move forward. Assignments and assessments are tailored to the exact needs of the students. Scaffolding is provided according to the results of the data analysis.

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: 4,680

During the course of the program students will receive intensive instruction and learning opportunities in the areas of reading, mathematics, science, writing and personal enrichment. This program will creatively reinforce topics taught during the regular school year and will serve as a preview for upcoming learning goals.

Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Success Maker, Accelerated Reader, Accelerated Math, National Geographic Science, Kaplan Empowerment, Great Source After School Reading and Math, Harcourt Story Town Intervention Kit, Go Math Intervention, Brain Pop and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas. Students will also be involved in project based hands-on learning experiences to supplement and strengthen the student's performance.

Strategy Rationale

To increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Goodwin, Kelly, kelly.goodwin@sumter.k12.fl.us

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

Classroom grades will be collected at the beginning of the program and again at the completion of the program. Attendance will be reported each day. FCAT and SAT 10 Learning Gains in Reading and Math will be reported as well as FCAT Science and Writing Scores. The program will be considered successful if: 86% of regularly participating students will maintain a passing grade in reading (70% or higher) as demonstrated by such measures as quarterly school report card grades and 82% of regularly participating students will maintain a passing grade in math (70% or higher) as demonstrated by such measures as quarterly school report card grades. Also, 70% of regularly participating students will make a learning gain in reading as demonstrated by FCAT 2.0 Reading or SAT 10, 65% of regularly participating students will make a learning gain in math as demonstrated by FCAT 2.0 Reading or SAT 10, 75% of regularly participating 4th grade students will score proficient on FCAT Writes, and 60% of regularly participating 5th grade students will score proficient on FCAT 2.0 Science.

Strategy: Summer Program

Minutes added to school year: 1,200

During the course of the program students will receive intensive instruction and learning opportunities in the areas of reading, mathematics, science, writing and personal enrichment. This program will creatively reinforce topics taught during the regular school year and will serve as a preview for upcoming learning goals.

Students will be instructed using Learning Focused Strategies following district developed curriculum maps. Instruction will follow the "Previewing" method adopted through Learning Focused Solutions. Students will be provided instruction on upcoming vocabulary and concepts prior to receiving instruction in the regular school day. Previewing will include development of word maps and graphic organizers to build background knowledge. Students will engage in other research based programs such as Success Maker, Accelerated Reader, Accelerated Math, National Geographic Science, Kaplan Empowerment, Great Source After School Reading and Math, Harcourt Story Town Intervention Kit, Go Math Intervention, Brain Pop and FCAT Explorer. Each of these programs provides instruction and practice in the key content areas. Students will also be involved in project based hands-on learning experiences to supplement and strengthen the student's performance

Strategy Rationale

To increase student achievement.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Veal, Bridget, bridget.veal@sumter.k12.fl.us

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

Attendance will be reported each day. A Pre and Post Test Probe Using Discovery Education in reading and mathematics will be given. The program will be considered successful if 80% of the students show improvement.

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

Each spring the school holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners. VPK is offered at the school for four year olds five days per week. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist. VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need. At the start of each school year, parents and guardians are invited to attend "Meet Your Teacher Day" and are encouraged to become volunteers. During the "Meet Your Teacher Day" event, parents and students are able to meet and discuss changes and concerns related to the transition to

a new grade in a non-threatened environment. Each year several other events take place to help support the transition from one grade level to another including: open house, grade-level information nights and evening conferences.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Accelerate student science achievement.

G2.   Accelerate student math achievement.

G3.   Increase instances of parental involvement.

G4.   Accelerate student reading achievement.

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. Accelerate student science achievement. `1a`

🔍 G050001

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal `2`

- SEEC Center

- Pearson Science Curriculum

Targeted Barriers to Achieving the Goal `3`

- Students lack authentic science experiences at the elementary level.

Plan to Monitor Progress Toward G1. `8`

Data from 2015 FCAT Science Assessment, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise data, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

Person Responsible

Bridget Veal

Schedule

Biweekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Results from 2015 FCAT Science Assessment, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise data, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

Sumter - 0181 - Lake Panasoffkee Elem. School - 2014-15 SIP

Lake Panasoffkee Elementary School

G2. Accelerate student math achievement. `1a`

Targets Supported `1b`

🔍 G049997

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Math - ED	79.0
AMO Math - SWD	71.0
Math Gains	75.0
Math Lowest 25% Gains	75.0
FSA - Mathematics - Proficiency Rate	75.0

Resources Available to Support the Goal `2`

- Success Maker Computer Program

- Supplemental Product "Math Coach"

- Math Field Day

- School-based Coach

Targeted Barriers to Achieving the Goal `3`

- Not enough time to cover all skills

- Lack of subject experts

Plan to Monitor Progress Toward G2. `8`

Data from Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise data, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

Person Responsible

Bridget Veal

Schedule

Biweekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Results of 2015 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

G3. Increase instances of parental involvement. `1a`

G040148

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- PTO

- SAC

- PAC

- Title I Committee

Targeted Barriers to Achieving the Goal `3`

- Lack of skills and knowledge

- Negative personal experience

- Hard to reach/reluctant parents

Plan to Monitor Progress Toward G3. `8`

Parent rosters will be tracked and reviewed throughout the year for every parent involvement activity.

Person Responsible
Kiley Cole

Schedule
On 5/27/2015

Evidence of Completion
Progress will be made toward the selected target if 90% of the students at LPES are represented at a 2014-2015 school function by a parent/guardian or family member.

G4. Accelerate student reading achievement. `1a`

G040149

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	80.0
AMO Reading - ED	75.0
AMO Reading - SWD	71.0
FSA - English Language Arts - Proficiency Rate	78.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal `2`

- Core Connections Training
- Writing Coordinator
- Learning Focused Training
- Math Coach
- Reading Coach
- Next Generation Learning-Focused Training
- Florida Standards Writing Collaboration Team

Targeted Barriers to Achieving the Goal `3`

- Not enough writing occurring across the curriculum in all grade levels
- Lack of purposeful peer to peer discourse
- Lack of weekly data analysis driving lesson development
- Students' lack of vocabulary development
- Students' lack of opportunity to practice and demonstrate the ability to reason effectively, solve problems, think systemically, and make judgments and decisions.

Plan to Monitor Progress Toward G4. `8`

Data will be collected through the use of Performance Matters, Success Maker Enterprise Reports, Gradebook, and Classroom Walkthroughs. Successful implementation will produce steady progress toward proficiency. If progress is not made, increased support will be given.

Person Responsible
Bridget Veal

Schedule
Monthly, from 8/13/2014 to 5/13/2015

Evidence of Completion
Results of 2015 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine progress toward accelerating student reading achievement.

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. Accelerate student science achievement. 1

🔑 G050001

G1.B1 Students lack authentic science experiences at the elementary level. 2

🔑 B125129

G1.B1.S1 Host information sessions utilizing science experts. 4

🔑 S137061

Strategy Rationale

Sharing of information by experts in the science field will increase knowledge and achievement.

Action Step 1 5

Host a science fair informaitonal session utilizing South Sumter High School Students.

Person Responsible

Allen Ashley

Schedule

Evidence of Completion

documented in lesson plan

Action Step 2 `5`

Host Fox News Meteorologist Mike Bennett.

Person Responsible

Allen Ashley

Schedule

Evidence of Completion

documented in lesson plan

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

Administration will attend the events utilizing science experts.

Person Responsible

Kelly Goodwin

Schedule

Evidence of Completion

Administration will keep records of events held at LPES utilizing science experts.

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

Administration will review formative assessment data looking for student growth.

Person Responsible

Kelly Goodwin

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

This strategy will be effective if growth is seen on the formative assessments.

G2. Accelerate student math achievement. [1]

G049997

G2.B1 Not enough time to cover all skills [2]

B125125

G2.B1.S1 Utilization of math instruction 1 to 2 days per week during PE. [4]

S137054

Strategy Rationale

Extra engagement will increase learning.

Action Step 1 [5]

PE wavier will be given to students as needed.

Person Responsible

Tonya Merritt

Schedule

On 5/27/2015

Evidence of Completion

Copy of PE wavier on file

Action Step 2 [5]

PE wavier will be signed by the parents and given to the math coach.

Person Responsible

Tonya Merritt

Schedule

On 5/27/2015

Evidence of Completion

Copy of the signed wavier on file for each student stored in guidance office.

Action Step 3 5

Math coach will work with the students with signed PE waivers 1 or 2 times weekly as needed.

Person Responsible

Tonya Merritt

Schedule

On 5/27/2015

Evidence of Completion

Lesson plans

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

Administration will review the lesson plans as well as complete walkthroughs to ensure students with signed PE waivers are receiving extra instruction 1 to 2 times weekly as needed from the math coach.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Administration will keep records of lesson plan review.

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

Administration will review lesson plans and complete walkthroughs to ensure students are receiving extra math instruction.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

The strategy will be effective if walkthrough data as well as lesson plans show students receiving extra math instruction.

G2.B1.S2 Bell to bell teaching `4`

Strategy Rationale

More time engaged will increase learning

Action Step 1 `5`

Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".

Person Responsible

Bridget Veal

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson plans and classroom walkthrough data.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Administration will review the lesson plans as well as complete walkthroughs to ensure students are receiving "bell to bell" instruction.

Person Responsible

Bridget Veal

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Administration will keep records of lesson plan review and classroom walkthrough data. Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Administration will review lesson plans and complete walkthroughs to ensure students are receiving math instruction from "bell to bell".

Person Responsible

Bridget Veal

Schedule

On 5/27/2015

Evidence of Completion

This strategy will be effective is walkthrough data as well as lesson plans show students are academically engaged from "bell to bell".

G2.B1.S3 Increase engagement to utilize the time available `4`

🔑 S137056

Strategy Rationale

Higher engagement will increase learning

Action Step 1 `5`

Use of collaborative pairs to increase engagement.

Person Responsible

Bridget Veal

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson plans and walkthroughs will show evidence of the use of collaborative pairs.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 `6`

Administration will review lesson plans as well as complete walkthroughs looking for use of collaborative pairs.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Administration will keep records of lesson plans reviews as well as walkthrough data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Administration will review lesson plans and complete walkthroughs to ensure that students are being required to collaborate.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

This strategy will be effective if walkthrough data as well as lesson plan reviews show student collaboration.

G2.B2 Lack of subject experts 2

G2.B2.S1 Departmentalization of grades 4 and 5. 4

Strategy Rationale

Allows teachers to become the subject area expert

Action Step 1 5

Grades 4 and 5 will consist of teams that are departmentalized.

Person Responsible

Bridget Veal

Schedule

Evidence of Completion

master schedule

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Administration will create a master schedule that departmentalizes grades 4 and 5.

Person Responsible

Bridget Veal

Schedule

Evidence of Completion

Administration will keep documentation of the master schedule.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Administration will ensure through the use of strategic master schedule planning that grades 4 and 5 are departmentalized.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

This strategy will be effective if the master schedule shows departmentalization of grades 4 and 5.

G3. Increase instances of parental involvement. `1`

🔍 G040148

G3.B1 Lack of skills and knowledge `2`

🔍 B097041

G3.B1.S2 Magnets with Websites for all parents. `4`

🔍 S108263

Strategy Rationale

Parents need to be informed of available resources to provide assistance.

Action Step 1 `5`

All students will be given magnets with Websites and space for passwords for home use.

Person Responsible

Kiley Cole

Schedule

Evidence of Completion

Completed magnet

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Administration will oversee completion of magnet.

Person Responsible

Bridget Veal

Schedule

Evidence of Completion

The completed magnet will demonstrate the action plan for the strategy was implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administration will keep record of the distribution of the completed magnets.

Person Responsible

Schedule

Evidence of Completion

This strategy will be effective if all parents and guardians of students at LPES receive a magnet with Websites for home use.

G3.B1.S3 Host evening information sessions. 4

S108264

Strategy Rationale

Parents will be more comfortable assisting their child if they are better informed.

Action Step 1 5

Classroom teachers and instructional staff will host evening conferences in the first and second semesters.

Person Responsible

Bridget Veal

Schedule

Semiannually, from 9/1/2014 to 2/27/2015

Evidence of Completion

parent rosters and conference schedules

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Administration will attend conference night and collect parent rosters and conference schedules

Person Responsible

Bridget Veal

Schedule

Semiannually, from 9/1/2014 to 2/27/2015

Evidence of Completion

rosters and conference schedules on file

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 `7`

Increased students represented at a 2013-2014 school function by a parent or family member

Person Responsible

Bridget Veal

Schedule

On 2/27/2015

Evidence of Completion

90% of the students at LPES will be represented at a 2014-2015 school function by a parent or family member

G3.B3 Negative personal experience `2`

🔍 B097043

G3.B3.S1 Positive parent involvement activities will be offered including: Science Fair Night, AR Parent Nights, Fall Festival, FSA Parent Information Nights, and Chili Bingo. `4`

🔍 S108265

Strategy Rationale

Create a positve experience for parents

Action Step 1 `5`

Positive parent involvement activities will be offered including: Science Fair Night, AR Parent Nights, Fall Festival, FSA Parent Information Nights, and Chili Bingo.

Person Responsible

Kiley Cole

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Parent rosters

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Parent rosters will be collected.

Person Responsible

Kiley Cole

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Parent rosters will be collected to demonsrate the action plan for the stategy was monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Increased students represented at a 2013-2014 school function by a parent or family member through the tracking of parent rosters.

Person Responsible

Kiley Cole

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

87% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member

G3.B4 Hard to reach/reluctant parents 2

B097044

G3.B4.S1 Utilize the district's call out system to inform parents of special events. 4

S108266

Strategy Rationale

Increase parental involvement

Action Step 1 5

Parental Involvement Committee will utilize the district's call out system to inform parents of special events.

Person Responsible

Shelly Hunt

Schedule

Monthly, from 9/1/2014 to 5/27/2015

Evidence of Completion

Parents contacted regularly through the use of the the call out system.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administration will confirm use of district's call out system .

Person Responsible

Kelly Goodwin

Schedule

Monthly, from 9/1/2014 to 5/27/2015

Evidence of Completion

Documentation of each time the system is utilized.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 `7`

The number of times the district's call system is used will be documented.

Person Responsible

Kelly Goodwin

Schedule

Monthly, from 9/1/2014 to 5/27/2015

Evidence of Completion

90% of the students at LPES will be represented at a 2014-2015 school function by a parent or family member.

G4. Accelerate student reading achievement. `1`

🔑 G040149

G4.B1 Not enough writing occurring across the curriculum in all grade levels `2`

🔑 B097045

G4.B1.S1 Writing will occur daily in all subject areas and at all grade levels. `4`

🔑 S108267

Strategy Rationale

Daily writing is an essential component to increase the level of learning.

Action Step 1 `5`

Writing opportunities will be given in all subjects incorporating the ideas learned during Core Connections training and Next Generation of Learning-Focused.

Person Responsible

Bridget Veal

Schedule

Daily, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson plans, classroom walkthroughs

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

Administration will review lesson plans and complete classroom walkthroughs to monitor implementation of the strategy.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Administration will keep records of lesson plan reviews documenting writing activities across subject areas and classroom walkthroughs.

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

Data from Discovery Education, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will be utilized to determine the effectiveness of this strategy.

Person Responsible

Bridget Veal

Schedule

Biweekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Results of 2015 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

G4.B2 Lack of purposeful peer to peer discourse 2

🔍 B097046

G4.B2.S1 Cross grade-level articulation and team articulation regarding English/language arts standards, expectations and strategies. 4

🔍 S108268

Strategy Rationale

Sharing professional experience and expertise will increase student achievement.

Action Step 1 5

Cross grade-level articulation and team articulation regarding writing expectations and strategies.

Person Responsible

Lucas Mutz

Schedule

Monthly, from 8/13/2014 to 5/13/2015

Evidence of Completion

Agendas and rosters

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administration, Instructional Coaches, Writing Coordinator and the Testing/Technology Coordinator will participate in the cross grade-level articulation and team articulation meetings regarding writing expectations and strategies.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/13/2014 to 5/13/2015

Evidence of Completion

Administration will maintain records of agendas and rosters.

Sumter - 0181 - Lake Panasoffkee Elem. School - 2014-15 SIP

Lake Panasoffkee Elementary School

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Administration will attend and keep record of the cross grade-level articulation and team articulation meetings. Minutes will be taken and analyzed. Support will be given as needed to increase the use of meaningful dialog.

Person Responsible

Bridget Veal

Schedule

On 5/13/2015

Evidence of Completion

This strategy will be effective if steady progress toward purposeful peer to peer discourse is shown though meeting minutes.

G4.B2.S2 Reading Coach will provide additional support to all new ELA teachers. `4`

🔍 S137048

Strategy Rationale

The reading coach's expertise will help the new teacher grow and develop professionally.

Action Step 1 `5`

The reading coach will provide professional development, modeling of lessons, as well as support to the new ELA teachers.

Person Responsible

Cynthia Randolph

Schedule

Biweekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Reading Coach's Log

Plan to Monitor Fidelity of Implementation of G4.B2.S2 `6`

Administration will review the reading coach's log ensuring that new ELA teachers are receiving the support and collaboration needed as well as meet with the coach and mentee.

Person Responsible

Bridget Veal

Schedule

Monthly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Administration will keep records of reviews of the reading coach's log and the meetings held with the coach and mentee.

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

Administration will complete walkthroughs and monitor for improvement as well as keep a record of meetings held.

Person Responsible

Bridget Veal

Schedule

Biweekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

The strategy will be effective if purposeful peer to peer discourse is evident in improved instruction as well as documented.

G4.B3 Lack of weekly data analysis driving lesson development 2

B125106

G4.B3.S1 Weekly data analysis driving lesson development. 4

S137028

Strategy Rationale

Areas of needed improvement for students as well as in instruction will become evident during data analysis.

Action Step 1 5

Weekly data analysis and lesson development based on the data will occur.

Person Responsible

Shelly Hunt

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Agendas, data analysis spreadsheets, and PLC minutes

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Administration will collect agendas, data analysis spreadsheets, and PLC minutes submitted after the PLC.

Person Responsible

Kelly Goodwin

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

The copies of agendas, data analysis spreadsheets, and PLC minutes will be evidence that the action plan for the strategy was monitored.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Administration will attend the weekly data chats as well as collect and review the documentation from the weekly data analysis and lesson development.

Person Responsible

Kiley Cole

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

This strategy will be effective if the documentation shows week data analysis driving lesson development.

G4.B5 Students' lack of vocabulary development `2`

🔑 B125110

G4.B5.S1 Use of Previewing and Scaffolding for students in the bottom quartile as well as students with disabilities. `4`

🔑 S137031

Strategy Rationale

Previewing will inform students about what they will be learning and scaffolding provides struggling students with specific strategies and practices that allow them to learn grade-level concepts at the same time, and with the same expectations as non-struggling students.

Action Step 1 `5`

The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.

Person Responsible

Cynthia Randolph

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Weekly lesson plans

Plan to Monitor Fidelity of Implementation of G4.B5.S1 `6`

Lesson plan and schedule reviews along with classroom walkthroughs will be done by administration to monitor implementation of the strategy.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Adiministration will review lesson plans as well as complete classroom walkthroughs looking for evidence of the use of previewing and scaffolding.

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 `7`

Administration will analyze Discovery Education reports as well as Accelerated Reader, Success Maker, student work, and the Classroom Walkthrough Instrument to determine the effectiveness of this strategy for removing the barrier of lack of vocabulary development in students.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Evidence collected will include: Accelerated Reader reports, Success Maker Enterprise results, and student work produced. This will determine the effectiveness of this strategy.

G4.B5.S2 Students in the bottom quartile will be given a Tier II or Tier III interventions. `4`

Strategy Rationale

Utilization of student data to group students based upon a target skill need and provide appropriate research-based intervention including supplemental instruction such as more exposure, more practice, more focus, smaller group, type of delivery, program, in addition to and aligned with core instruction wil increase achievement.

Action Step 1 `5`

The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.

Person Responsible

Cynthia Randolph

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson plans and coaches and inclusion schedule.

Plan to Monitor Fidelity of Implementation of G4.B5.S2 `6`

Administration will review lesson plans and schedule reviews along with completing classroom walkthroughs to monitor implementation of the strategy.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Administration will keep records of lesson plan reviews and scheduled reviews along with classroom walkthroughs data to demonstrate implementation of the strategy.

Plan to Monitor Effectiveness of Implementation of G4.B5.S2 `7`

Administration will analyze Discovery Education reports as well as Accelerated Reader, Success Maker, student work, and the Classroom Walkthrough Instrument to determine the effectiveness of this strategy for removing the barrier of lack of vocabulary development in students.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Evidence collected will include: Accelerated Reader reports, Success Maker Enterprise results, and student work produced. This will determine the effectiveness of this strategy.

G4.B5.S3 Students retained the previous year will be given a "double dose" of guided reading instruction using the Catching Kids Up model of previewing and scaffolding. `4`

🔍 S137039

Strategy Rationale

Previewing will inform students about what they will be learning and scaffolding provides struggling students with specific strategies and practices that allow them to learn grade-level concepts at the same time, and with the same expectations as non-struggling students.

Action Step 1 `5`

The Instructional Coaches and Inclusion Teacher will work with all students retained the previous year using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson plans and schedule

Plan to Monitor Fidelity of Implementation of G4.B5.S3 `6`

Administration will complete lesson plan reviews and scheduled reviews with the coach along with classroom walkthroughs to monitor implementation of the strategy.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Completed lesson plans documenting previewing and scaffolding of standards for previously retained students will be evidence of completion of monitoring activities.

Plan to Monitor Effectiveness of Implementation of G4.B5.S3 `7`

Administration will analyze Discovery Education reports as well as Accelerated Reader, Success Maker, student work, and the Classroom Walkthrough Instrument to determine the effectiveness of this strategy for removing the barrier of lack of vocabulary development in students.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Evidence collected will include: Accelerated Reader reports, Success Maker Enterprise results, and student work produced. This will determine the effectiveness of this strategy.

Sumter - 0181 - Lake Panasoffkee Elem. School - 2014-15 SIP

Lake Panasoffkee Elementary School

G4.B6 Students' lack of opportunity to practice and demonstrate the ability to reason effectively, solve problems, think systemically, and make judgments and decisions. 2

🔑 B125116

G4.B6.S1 Creation of effective assignments and assessments for learning. 4

🔑 S137041

Strategy Rationale

A more advanced planning process will ensure that students meet the expectations set forth by the Florida Standards.

Action Step 1 5

Teachers will create assignments and assessments aligned to the content and rigor of the standards.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson plan assignments and assessments show: a communication of learning expectations, advanced learning as students complete an assignment, and evidence of learning is defined.

Action Step 2 5

Complete understanding of Depth of Knowledge for application in lesson development.

Person Responsible

Kelly Goodwin

Schedule

Daily, from 10/24/2014 to 5/27/2015

Evidence of Completion

Lesson plan assignments and assessments show: a communication of learning expectations, advanced learning as students complete an assignment, and evidence of learning is defined.

Action Step 3 5

Teachers will provide direct instruction addressing the level 3 higher order thinking strategies of compare and contrast, determine patterns, analyze relationships, analyze viewpoints, construct arguments, evaluate, infer, and deduce.

Person Responsible

Kelly Goodwin

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson plan assignments and assessments show: a communication of learning expectations, advanced learning as students complete an assignment, and evidence of learning is defined.

Plan to Monitor Fidelity of Implementation of G4.B6.S1 6

Administration will review lesson plans.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Lesson plan assignments and assessments show: a communication of learning expectations, advanced learning as students complete an assignment, and evidence of learning is defined.

Plan to Monitor Effectiveness of Implementation of G4.B6.S1 `7`

Administration will analyze Discovery Education reports as well as Accelerated Reader, Success Maker, student work, and the Classroom Walkthrough Instrument to determine the effectiveness of this strategy for removing the barrier of students' lack of opportunity to practice and demonstrate the ability to reason effectively, solve problems, think systemically, and make judgments and decisions.

Person Responsible

Bridget Veal

Schedule

Weekly, from 8/7/2014 to 5/27/2015

Evidence of Completion

Evidence collected will include: lesson plans, walkthrough data, Accelerated Reader reports, Success Maker Enterprise results, and student work produced. This will determine the effectiveness of this strategy.

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
G3.B1.S2.A1	All students will be given magnets with Websites and space for passwords for home use.	Cole, Kiley	Completed magnet	one-time	
G3.B1.S3.A1	Classroom teachers and instructional staff will host evening conferences in the first and second semesters.	Veal, Bridget	9/1/2014	parent rosters and conference schedules	2/27/2015 semiannually
G3.B3.S1.A1	Positive parent involvement activities will be offered including: Science Fair Night, AR Parent Nights, Fall Festival, FSA Parent Information Nights, and Chili Bingo.	Cole, Kiley	8/7/2014	Parent rosters	5/27/2015 monthly
G3.B4.S1.A1	Parental Involvement Committee will utilize the district's call out system to inform parents of special events.	Hunt, Shelly	9/1/2014	Parents contacted regularly through the use of the the call out system.	5/27/2015 monthly
G4.B1.S1.A1	Writing opportunities will be given in all subjects incorporating the ideas learned during Core Connections training and Next Generation of Learning-Focused.	Veal, Bridget	8/7/2014	Lesson plans, classroom walkthroughs	5/27/2015 daily
G4.B2.S1.A1	Cross grade-level articulation and team articulation regarding writing expectations and strategies.	Mutz, Lucas	8/13/2014	Agendas and rosters	5/13/2015 monthly
G4.B3.S1.A1	Weekly data analysis and lesson development based on the data will occur.	Hunt, Shelly	8/7/2014	Agendas, data analysis spreadsheets, and PLC minutes	5/27/2015 weekly
G4.B5.S1.A1	The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance	Randolph, Cynthia	8/7/2014	Weekly lesson plans	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	organizers, activating strategies and vocabulary in context.				
G4.B5.S2.A1	The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.	Randolph, Cynthia	8/7/2014	Lesson plans and coaches and inclusion schedule.	5/27/2015 weekly
G4.B5.S3.A1	The Instructional Coaches and Inclusion Teacher will work with all students retained the previous year using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.	Veal, Bridget	8/7/2014	Lesson plans and schedule	5/27/2015 weekly
G4.B6.S1.A1	Teachers will create assignments and assessments aligned to the content and rigor of the standards.	Veal, Bridget	8/7/2014	Lesson plan assignments and assessments show: a communication of learning expectations, advanced learning as students complete an assignment, and evidence of learning is defined.	5/27/2015 weekly
G4.B2.S2.A1	The reading coach will provide professional development, modeling of lessons, as well as support to the new ELA teachers.	Randolph, Cynthia	8/7/2014	Reading Coach's Log	5/27/2015 biweekly
G2.B1.S1.A1	PE wavier will be given to students as needed.	Merritt, Tonya	8/7/2014	Copy of PE wavier on file	5/27/2015 one-time
G2.B1.S2.A1	Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".	Veal, Bridget	8/7/2014	Lesson plans and classroom walkthrough data.	5/27/2015 daily
G2.B1.S3.A1	Use of collaborative pairs to increase engagement.	Veal, Bridget	8/7/2014	Lesson plans and walkthroughs will show evidence of the use of collaborative pairs.	5/27/2015 daily
G2.B2.S1.A1	Grades 4 and 5 will consist of teams that are departmentalized.	Veal, Bridget	8/7/2014	master schedule	one-time
G1.B1.S1.A1	Host a science fair informaitonal session utilizing South Sumter High School Students.	Ashley, Allen	9/22/2014	documented in lesson plan	one-time
G4.B6.S1.A2	Complete understanding of Depth of Knowledge for application in lesson development.	Goodwin, Kelly	10/24/2014	Lesson plan assignments and assessments show: a communication of learning expectations, advanced learning as students complete an assignment, and evidence of learning is defined.	5/27/2015 daily
G2.B1.S1.A2	PE wavier will be signed by the parents and given to the math coach.	Merritt, Tonya	8/7/2014	Copy of the signed wavier on file for each student stored in guidance office.	5/27/2015 one-time
G1.B1.S1.A2	Host Fox News Meteorologist Mike Bennett.	Ashley, Allen	9/24/2014	documented in lesson plan	one-time
G4.B6.S1.A3	Teachers will provide direct instruction addressing the level 3 higher order thinking strategies of compare and contrast, determine patterns, analyze relationships, analyze viewpoints, construct arguments, evaluate, infer, and deduce.	Goodwin, Kelly	8/7/2014	Lesson plan assignments and assessments show: a communication of learning expectations, advanced learning as students complete an assignment, and evidence of learning is defined.	5/27/2015 weekly
G2.B1.S1.A3	Math coach will work with the students with signed PE waivers 1 or 2 times weekly as needed.	Merritt, Tonya	8/7/2014	Lesson plans	5/27/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Data from 2015 FCAT Science Assessment, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise data, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	Veal, Bridget	8/7/2014	Results from 2015 FCAT Science Assessment, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise data, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	5/27/2015 biweekly
G1.B1.S1.MA1	Administration will review formative assessment data looking for student growth.	Goodwin, Kelly	8/7/2014	This strategy will be effective if growth is seen on the formative assessments.	5/27/2015 monthly
G1.B1.S1.MA1	Administration will attend the events utilizing science experts.	Goodwin, Kelly	9/22/2014	Administration will keep records of events held at LPES utilizing science experts.	one-time
G2.MA1	Data from Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise data, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	Veal, Bridget	8/7/2014	Results of 2015 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	5/27/2015 biweekly
G2.B1.S1.MA1	Administration will review lesson plans and complete walkthroughs to ensure students are receiving extra math instruction.	Veal, Bridget	8/7/2014	The strategy will be effective if walkthrough data as well as lesson plans show students receiving extra math instruction.	5/27/2015 weekly
G2.B1.S1.MA1	Administration will review the lesson plans as well as complete walkthroughs to ensure students with signed PE waivers are receiving extra instruction 1 to 2 times weekly as needed from the math coach.	Veal, Bridget	8/7/2014	Administration will keep records of lesson plan review.	5/27/2015 weekly
G2.B2.S1.MA1	Administration will ensure through the use of strategic master schedule planning that grades 4 and 5 are departmentalized.	Veal, Bridget	8/7/2014	This strategy will be effective if the master schedule shows departmentalization of grades 4 and 5.	5/27/2015 weekly
G2.B2.S1.MA1	Administration will create a master schedule that departmentalizes grades 4 and 5.	Veal, Bridget	8/7/2014	Administration will keep documentation of the master schedule.	one-time
G2.B1.S2.MA1	Administration will review lesson plans and complete walkthroughs to ensure students are receiving math instruction from "bell to bell".	Veal, Bridget	8/7/2014	This strategy will be effective is walkthrough data as well as lesson plans show students are academically engaged from "bell to bell".	5/27/2015 one-time
G2.B1.S2.MA1	Administration will review the lesson plans as well as complete walkthroughs to ensure students are receiving "bell to bell" instruction.	Veal, Bridget	8/7/2014	Administration will keep records of lesson plan review and classroom walkthrough data. Lesson plans and classroom walkthroughs will show instruction is occurring from "bell to bell".	5/27/2015 daily
G2.B1.S3.MA1	Administration will review lesson plans and complete walkthroughs to ensure that students are being required to collaborate.	Veal, Bridget	8/7/2014	This strategy will be effective if walkthrough data as well as lesson plan reviews show student collaboration.	5/27/2015 weekly
G2.B1.S3.MA1	Administration will review lesson plans as well as complete walkthroughs looking for use of collaborative pairs.	Veal, Bridget	8/7/2014	Administration will keep records of lesson plans reviews as well as walkthrough data.	5/27/2015 weekly
G3.MA1	Parent rosters will be tracked and reviewed throughout the year for every parent involvement activity.	Cole, Kiley	8/7/2014	Progress will be made toward the selected target if 90% of the students at LPES are represented at a 2014-2015 school function by a parent/guardian or family member.	5/27/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	Increased students represented at a 2013-2014 school function by a parent or family member through the tracking of parent rosters.	Cole, Kiley	8/7/2014	87% of the students at LPES will be represented at a 2013-2014 school function by a parent or family member	5/27/2015 monthly
G3.B3.S1.MA1	Parent rosters will be collected.	Cole, Kiley	8/7/2014	Parent rosters will be collected to demonsrate the action plan for the stategy was monitored and implemented with fidelity.	5/27/2015 monthly
G3.B4.S1.MA1	The number of times the district's call system is used will be documented.	Goodwin, Kelly	9/1/2014	90% of the students at LPES will be represented at a 2014-2015 school function by a parent or family member.	5/27/2015 monthly
G3.B4.S1.MA1	Administration will confirm use of district's call out system .	Goodwin, Kelly	9/1/2014	Documentation of each time the system is utilized.	5/27/2015 monthly
G3.B1.S2.MA1	Administration will keep record of the distribution of the completed magnets.		This strategy will be effective if all parents and guardians of students at LPES receive a magnet with Websites for home use.	one-time	
G3.B1.S2.MA1	Administration will oversee completion of magnet.	Veal, Bridget	The completed magnet will demonstrate the action plan for the strategy was implemented with fidelity.	one-time	
G3.B1.S3.MA1	Increased students represented at a 2013-2014 school function by a parent or family member	Veal, Bridget	9/1/2014	90% of the students at LPES will be represented at a 2014-2015 school function by a parent or family member	2/27/2015 one-time
G3.B1.S3.MA1	Administration will attend conference night and collect parent rosters and conference schedules	Veal, Bridget	9/1/2014	rosters and conference schedules on file	2/27/2015 semiannually
G4.MA1	Data will be collected through the use of Performance Matters, Success Maker Enterprise Reports, Gradebook, and Classroom Walkthroughs. Successful implementation will produce steady progress toward proficiency. If progress is not made, increased support will be given.	Veal, Bridget	8/13/2014	Results of 2015 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine progress toward accelerating student reading achievement.	5/13/2015 monthly
G4.B1.S1.MA1	Data from Discovery Education, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will be utilized to determine the effectiveness of this strategy.	Veal, Bridget	8/7/2014	Results of 2015 Florida Standards Assessment, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.	5/27/2015 biweekly
G4.B1.S1.MA1	Administration will review lesson plans and complete classroom walkthroughs	Veal, Bridget	8/7/2014	Administration will keep records of lesson plan reviews documenting	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to monitor implementation of the strategy.			writing activities across subject areas and classroom walkthroughs.	
G4.B2.S1.MA1	Administration will attend and keep record of the cross grade-level articulation and team articulation meetings. Minutes will be taken and analyzed. Support will be given as needed to increase the use of meaningful dialog.	Veal, Bridget	8/13/2014	This strategy will be effective if steady progress toward purposeful peer to peer discourse is shown though meeting minutes.	5/13/2015 one-time
G4.B2.S1.MA1	Administration, Instructional Coaches, Writing Coordinator and the Testing/ Technology Coordinator will participate in the cross grade-level articulation and team articulation meetings regarding writing expectations and strategies.	Veal, Bridget	8/13/2014	Administration will maintain records of agendas and rosters.	5/13/2015 monthly
G4.B3.S1.MA1	Administration will attend the weekly data chats as well as collect and review the documentation from the weekly data analysis and lesson development.	Cole, Kiley	8/7/2014	This strategy will be effective if the documentation shows week data analysis driving lesson development.	5/27/2015 weekly
G4.B3.S1.MA1	Administration will collect agendas, data analysis spreadsheets, and PLC minutes submitted after the PLC.	Goodwin, Kelly	8/7/2014	The copies of agendas, data analysis spreadsheets, and PLC minutes will be evidence that the action plan for the strategy was monitored.	5/27/2015 weekly
G4.B5.S1.MA1	Administration will analyze Discovery Education reports as well as Accelerated Reader, Success Maker, student work, and the Classroom Walkthrough Instrument to determine the effectiveness of this strategy for removing the barrier of lack of vocabulary development in students.	Veal, Bridget	8/7/2014	Evidence collected will include: Accelerated Reader reports, Success Maker Enterprise results, and student work produced. This will determine the effectiveness of this strategy.	5/27/2015 weekly
G4.B5.S1.MA1	Lesson plan and schedule reviews along with classroom walkthroughs will be done by administration to monitor implementation of the strategy.	Veal, Bridget	8/7/2014	Adimination will review lesson plans as well as complete classroom walkthroughs looking for evidence of the use of previewing and scaffolding.	5/27/2015 weekly
G4.B6.S1.MA1	Administration will analyze Discovery Education reports as well as Accelerated Reader, Success Maker, student work, and the Classroom Walkthrough Instrument to determine the effectiveness of this strategy for removing the barrier of students' lack of opportunity to practice and demonstrate the ability to reason effectively, solve problems, think systemically, and make judgments and decisions.	Veal, Bridget	8/7/2014	Evidence collected will include: lesson plans, walkthrough data, Accelerated Reader reports, Success Maker Enterprise results, and student work produced. This will determine the effectiveness of this strategy.	5/27/2015 weekly
G4.B6.S1.MA1	Administration will review lesson plans.	Veal, Bridget	8/7/2014	Lesson plan assignments and assessments show: a communication of learning expectations, advanced learning as students complete an assignment, and evidence of learning is defined.	5/27/2015 weekly
G4.B5.S2.MA1	Administration will analyze Discovery Education reports as well as Accelerated Reader, Success Maker, student work, and the Classroom Walkthrough Instrument to determine the effectiveness of this strategy for removing the barrier of lack of vocabulary development in students.	Veal, Bridget	8/7/2014	Evidence collected will include: Accelerated Reader reports, Success Maker Enterprise results, and student work produced. This will determine the effectiveness of this strategy.	5/27/2015 weekly
G4.B5.S2.MA1	Administration will review lesson plans and schedule reviews along with	Veal, Bridget	8/7/2014	Administration will keep records of lesson plan reviews and scheduled reviews along with classroom	5/27/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	completing classroom walkthroughs to monitor implementation of the strategy.			walkthroughs data to demonstrate implementation of the strategy.	
G4.B2.S2.MA1	Administration will complete walkthroughs and monitor for improvement as well as keep a record of meetings held.	Veal, Bridget	8/7/2014	The strategy will be effective if purposeful peer to peer discourse is evident in improved instruction as well as documented.	5/27/2015 biweekly
G4.B2.S2.MA1	Administration will review the reading coach's log ensuring that new ELA teachers are receiving the support and collaboration needed as well as meet with the coach and mentee.	Veal, Bridget	8/7/2014	Administration will keep records of reviews of the reading coach's log and the meetings held with the coach and mentee.	5/27/2015 monthly
G4.B5.S3.MA1	Administration will analyze Discovery Education reports as well as Accelerated Reader, Success Maker, student work, and the Classroom Walkthrough Instrument to determine the effectiveness of this strategy for removing the barrier of lack of vocabulary development in students.	Veal, Bridget	8/7/2014	Evidence collected will include: Accelerated Reader reports, Success Maker Enterprise results, and student work produced. This will determine the effectiveness of this strategy.	5/27/2015 weekly
G4.B5.S3.MA1	Administration will complete lesson plan reviews and scheduled reviews with the coach along with classroom walkthroughs to monitor implementation of the strategy.	Veal, Bridget	8/7/2014	Completed lesson plans documenting previewing and scaffolding of standards for previously retained students will be evidence of completion of monitoring activities.	5/27/2015 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 Opportuntities

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

G4. Accelerate student reading achievement.

G4.B1 Not enough writing occurring across the curriculum in all grade levels

G4.B1.S1 Writing will occur daily in all subject areas and at all grade levels.

PD Opportunity 1

Writing opportunities will be given in all subjects incorporating the ideas learned during Core Connections training and Next Generation of Learning-Focused.

Facilitator

Anastasia Peters and Mary Lewis, Train the Trainers of Next Generation of Learning-Focused

Participants

ASHLEY, ALLEN, VEAL, BRIDGET, ASHLEY, GRACE, GOODWIN, KELLY, BARR, MELANIE, BELLAMY, ASHLEY, BROOKS, ANITA, COLE, KILEY, COOKE, MELISSA, DAVIN, ASHLEY , EVANS, BILLI, EVANS, PAMELA, EVERETT, MOLLY, JAMES, CONNIE, JONES, KATHY, LESTER, KIM, LOOMIS, MARY, LOREN, JENNIFER, MCDONALD, PATRICK, MILLER, SUZANNE, MIRAGLIA, SANDRA, PAUL, JENNIFER, SOMMERSDORF, KIM, SOVERCOOL, WENDI, TILLIS, BETH , TOMPKINS, PATRICK, VERA, MARIBEL, WHITE, CONNIE, WHITFIELD, JOYCE, WOJNAROWSKI, ROSEMARY, WORLEY, ANNA, LAMB, DANIELLE, ROCKEY, STEPHEN, BAKER, BRIANNE, DALE, DAVID, DAVIN, MATTHEW, MUTZ, LUKE

Schedule

Daily, from 8/7/2014 to 5/27/2015

G4.B5 Students' lack of vocabulary development

G4.B5.S1 Use of Previewing and Scaffolding for students in the bottom quartile as well as students with disabilities.

PD Opportunity 1

The Instructional Coaches and Inclusion Teacher will work with all students in the bottom quartile using the Catching Kids Up model of previewing and scaffolding using student learning maps, vocabulary strategies, advance organizers, activating strategies and vocabulary in context.

Facilitator

Gina Merritt and Nicole Wade

Participants

Cindy Randolph and Melanie Barr

Schedule

Weekly, from 8/7/2014 to 5/27/2015

G4.B6 Students' lack of opportunity to practice and demonstrate the ability to reason effectively, solve problems, think systemically, and make judgments and decisions.

G4.B6.S1 Creation of effective assignments and assessments for learning.

PD Opportunity 1

Complete understanding of Depth of Knowledge for application in lesson development.

Facilitator

Karen Finklestein

Participants

ASHLEY, ALLEN, VEAL, BRIDGET, ASHLEY, GRACE, GOODWIN, KELLY, BARR, MELANIE, BELLAMY, ASHLEY, BROOKS, ANITA, COLE, KILEY, COOKE, MELISSA, DAVIN, ASHLEY , EVANS, BILLI, EVANS, PAMELA, EVERETT, MOLLY, JAMES, CONNIE, JONES, KATHY, LESTER, KIM, LOOMIS, MARY, LOREN, JENNIFER, MCDONALD, PATRICK, MILLER, SUZANNE, MIRAGLIA, SANDRA, PAUL, JENNIFER, SOMMERSDORF, KIM, SOVERCOOL, WENDI, TILLIS, BETH , TOMPKINS, PATRICK, VERA, MARIBEL, WHITE, CONNIE, WHITFIELD, JOYCE, WOJNAROWSKI, ROSEMARY, WORLEY, ANNA, LAMB, DANIELLE, ROCKEY, STEPHEN, BAKER, BRIANNE, DALE, DAVID, DAVIN, MATTHEW, MUTZ, LUKE

Schedule

Daily, from 10/24/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 3: Increase instances of parental involvement.	350
Goal 4: Accelerate student reading achievement.	1,750
Grand Total	**2,100**

Goal 3: Increase instances of parental involvement.		
Description	**Source**	**Total**
B1.S2.A1	Title I Part A	350
Total Goal 3		**350**
Goal 4: Accelerate student reading achievement.		
Description	**Source**	**Total**
B2.S1.A1	Title II	400
B6.S1.A2	Title II	1,350
Total Goal 4		**1,750**