

Lakeview Elementary School



2014-15 School Improvement Plan

Lakeview Elementary School

2900 5TH ST, Saint Cloud, FL 34769

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

72%

Alternative/ESE Center

No

Charter School

No

Minority

46%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

B

B

A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Lakeview Elementary will outperform all other schools in the district through developing a culture of shared excellence that promotes students who are responsible, respectful problem solvers.

Provide the school's vision statement

Instruction at Lakeview is grounded in collaborative and reflective teacher practices that actively engage students in cognitively complex, standards-based lessons daily.

School Environment

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

Developing strong relationships with our Lakeview families and staff is a founding principle for the success of our school. We take great care in providing multiple opportunities to celebrate our diversity and foster relationships between home, school, community and staff. Lakeview Elementary celebrates the various cultures and traditions of their students' families through the following events:

Multicultural day

Open campus philosophy for student/parent interaction

Content area evening events for parents to develop home-to-school relationships

Monthly cultural celebrations

Ethnic studies

Media center literacy focus on varied cultures and customs

Provide translated academic materials to students in the classroom

School to home communication is offered in Spanish

Bi-Lingual staff is available to assist in daily communication

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

Lakeview Elementary has an "open campus" philosophy where students, parents and community members are encouraged to participate in a multitude of school activities. This open feel allows students to feel safe and connected to their families before, during and after school.

Lakeview Elementary is a PBS school. As such, all students participate in the three tenants of acceptable social behavior- Respectful, Responsible, Problem Solvers. This language is used throughout the school to define expectations across campus. In addition to a school-wide behavior plan, LVE also promotes these expectations with positive rewards that are student and family centered.

Additionally, LVE has a bullying designee who works to identify potential issues regarding bullying. Students have an opportunity to make personal or anonymous reports using a variety of strategies. These include, but are not limited to telling an adult, filling out a "suggestions form anonymously", working with administration, or using an on-line submission form.

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

LVES uses the PBS model for behavior intervention. The minor infraction form is used to track specific behaviors and the instructional staff works along side the student to re-teach necessary expectations regarding behaviors. Teachers use these forms in their classrooms to provide on-going feedback to both parents and intervention teams if necessary. The administration handles each behavior incident individually. This year we will move to on-line documentation of behavior incidents using the new FOCUS program for reporting and data analysis. Training on this new system of reporting will be held in early September to insure equal access for all students. Several staff members new to LVES will receive additional training throughout the year to identify potential issues with student behavior and to increase engagement through practices that have proven successful over time. (Kagan, Lesson Design, Behavior Intervention Plans etc.)

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

Students' needs at Lakeview are taken very seriously. Through the use of the Intervention Assistance Team, frequent meetings in PLC, on-going data chats, and parent requests we identify students in need of assistance. Once a student is identified the proper resources are put in place to help the child. This may include support from the guidance counselor, peer mentoring, employee mentoring, increased communication with the parent, alignment of outside resources, or in some cases support through social services.

Early Warning Systems

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

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

LVE uses weekly, bi-weekly and monthly reports to identify students who are exhibiting behaviors that cause concern in regards to disengaged learners. Students falling in these categories are added to the Weekly, bi-weekly or monthly progress monitoring meetings for review in the MTSS process. (IAT team)

The Early Warning Systems used at LVE are identified in this order.

1. Attendance below 90% excused or unexcused, monitored monthly
2. Previously retained in grades K-5
3. Level 1 on standardized state tests
4. Over 1 discipline referrals that resulted in suspension (ISS or OSS)
5. Students performing below the 20th percentile in grades K-2 in Star Reading and Math

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	3	2	3	8	3	25
One or more suspensions	6	15	10	14	17	15	77
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	10	18	44
Retention K-5	0	7	5	9	11	7	39
Percentile Rank (<20) Star Reading Grades K-2	6	4	21	24	9	8	72
Percentile Rank (<20) Star Math Grades 1-2	0	0	0	13	7	8	28
Level 1 Math	0	0	0	16	10	18	44
	0	0	0	0	0	0	

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

Indicator	Grade Level				Total
	K	2	4	5	
Students exhibiting two or more indicators	2	2	4	3	11

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

Several strategies may be used for students falling into multiple categories. The following descriptors are broken down into three categories: Academics, Attendance and Social Emotional Support.

Academic Interventions:

ELO: 30 sessions of 45 minutes each in the areas of math and reading are provided after school hours in grades 2-5

ELO+: 30 sessions of 45 minutes each in the areas of math and reading are provided during school hours in grades K-5

Classroom Intervention: Teachers have a plethora of research based materials to use for re-teaching content to struggling students.

Course Acceleration: Students with multiple retentions are given an opportunity to move into appropriate grades with accelerated opportunities to succeed.

MTSS Progress Monitoring: LVES has a well established process for identifying students in need and monitoring their progress using research based strategies based on student need.

Attendance

Early Notification of Concern: Parents are notified by administration when they have fallen below 90% average daily attendance. Reports are generated for review bi-weekly.

Attendance Contracts: Students are placed on a school level attendance contract once they have reached 5 days unexcused.

Social Emotional Support

Mentoring: Identified students receive a mentor (outside their grade level) to check in with them

Weekly Check ins

Behavior Contracts

Outside Support

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Refer to Title I PIP submitted on 9/18/13

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

LVES has strong business partner relationships. We have a designated business partner coordinator. She volunteers her time as a retired LVES teacher. Our business partner coordinator works hard to secure and maintain this process. At current we have 27 business partners that donate time, funding and outside resources to support our academic achievement rewards programs, behavior incentives, and staff incentive programs. They support student of the month, bookmark buddies, PBS incentives, and our FIT families.

In addition, LVE is working with several faith based organizations to provide on campus student support after school hours and to provide campus beautification services after hours 4 times per year.

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
Shenuski, Tracy	Principal
Bowen, Meg	Assistant Principal
Salvato, Elizabeth	Instructional Coach
Brady, Theresa	Instructional Coach
Schwartz, Michelle	Instructional Coach
Myers, Joyce	Instructional Media

Duties

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

Principal: The principal is the primary person responsible for all public relations requests. She works with students, parents, and staff to maintain an atmosphere focusing on performance through an established culture of shared excellence. The Administrative team works within the leadership team to determine the needs of the school as a whole. The leadership team analyzes classroom instructional practice data to determine both student and teacher needs. Information gathered is shared with all

staff and input from staff is requested. The administrative team identifies and supports the coaching cycle as it is a primary part of our professional development offering.

Assistant Principal: The assistant principal works directly with staff in the area of scheduling students, creating classes and handles all extended learning opportunities. She works with staff members and seeks input about all of these areas. In addition, the assistant principal conducts walkthroughs, informal and formal observations and provides feedback to teachers regarding instructional practices and student data.

Literacy Coach: The literacy coach is an integral part of the leadership team. She provides support for literacy instruction through providing professional development, peer coaching, data analysis, and student engagement in literacy. As a new member of our team, Ms. Brady brings the most current classroom best practices and a deep understanding of the Lakeview staff and community. Through the district support mentor program, Ms. Brady will receive additional support and guidance in this new role.

Math/Science Coach: The math/science coach is an integral part of the leadership team. She provides support for math/science instruction through providing professional development, peer coaching, data analysis, and student engagement in math/science. As a new member of our team, Ms. Schwartz brings the most current classroom best practices and a deep understanding of the content and curriculum. Through the district support mentor program, Ms. Schwartz will receive additional support and guidance in this new role.

Media Specialist: The media specialist is an integral part of the leadership team. She provides support in the area of literacy through an open door policy regarding access to the media center, incentive programs, knowledge and professional development regarding Renaissance Learning/ Accelerated Reader. In addition, the media specialist provides school-wide instructional support with various literacy standards ranging from whole group instruction to individualized research support.

Guidance Counselor:

The guidance counselor sets the agenda each week, listing specific students about whom we will be meeting. The assistant principal arranges classroom coverage so the teachers of these students can participate in the meeting. The school psychologist takes detailed notes on each student or classroom we discuss. The curricular support staff (instructional coaches, ESE teachers) and administrators make recommendations in terms of interventions and forms of progress monitoring. The classroom teacher implements the intervention and monitors the effectiveness of the intervention.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The team, consisting of our guidance counselor, school psychologist, school administrators, literacy coach, math coach, and ESE teacher meets weekly to discuss the needs of the school, specific classrooms, identified groups, and individual students. We use data from assessments such as STAR Reading, STAR Math, STAR Early Literacy, Florida Assessment, and SAT 10 to identify specific students and classes that need support in terms of interventions or instructional coaching.

*Title I, Part A To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Florida Standards curriculum/ behavior assessment and intervention approaches. Title I funds will be used to focus on Reading and Math instruction. The funds will specifically provide teachers with instructional resources for the lower quartile and for supporting learning gains(FCAT level 1 and 2). The addition of the Math Science Coach will also provide direct instruction to the two identified groups and allow for classroom support during assessment and instruction. The Math/Science Coach will assist teachers and para-pros with resources and model lessons. In addition, the Math Science Coach will analyze data to drive

instruction. The Title I para-pro will assist with flex grouping during iii rotations and assist in the implementation of Kid Biz program in grade 3-5. The Professional Development Critical Path has been submitted and supports Title I initiative.

*Title I, Part C-Migrant When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met. Lakeview administration has identified seven Migrant students, the school Leadership Team and district contact person will provide a collaborative support for those identified students. This would include school supplies, weekend meal packs, and academic resources.

*LVE has two English Language Learner (ELL) Para-professionals. Both work with ELL students specifically in Math and Reading. LVE is a model school for the ROURKE Reading program. The ROURKE Reading Program has non-fiction stories that are web-based and provide the students an opportunity to record stories, and then listen aloud at school or home using the web-based program. The students also answer comprehension questions based on the non-fiction stories. The 2013-14 ROURKE program does have hardcover text to be used at school or home. In addition, the ELL students receive before and after school tutoring using the lab and direct instruction.

*Title X To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals. The Families in Transition (FiT) district coordinator and the LVE representative(s) work together to identify specific students and provide them with individual resources. Students receive a week-end package of food each Friday that allows for easy to prepare snack/meals. Throughout the school year donations and purchases have been made to stock the LVE clothing closet. The clothing closet has uniforms, shoes and undergarments for all K-5 students that qualify for the need.

*The Elementary Curriculum Department has specific SAI funds, these funds are available to support the remediation and enrichment programs at LVE. The SAI and Title I funds will assist the Extended Learning Opportunity program (ELO), in addition, the funds will also be available for transporting students living in low income housing. Students in second grade will be added to the 3-5 grade ELO.

*Title I Part D When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met. The Administrative team at LVE has established a mentoring program. It will support students that: lack organization skills, are at-risk in academics or behaviorally. A lead teacher will be the project manager for this program. The SRO and Media Specialist have provided videos that support anti-bullying and anti-gang behaviors. This program will be coordinated during morning announcements. A new community out-reach program will be initiated at Lakeview Elementary, this program will focus on building good morale character and assist elementary aged students in making better choice in all aspects of their lives. This will align with the Adopt-A-School outreach program established by the district Superintendent.

*Title II Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

*The Leadership Team has developed an awareness with the school Cafeteria Manager to work with instructional staff directly to support district and state initiatives on the school breakfast/lunch program. The Cafeteria Manager has developed mini lessons with selected grade levels. During faculty meetings the team informs staff of changes and updates for the nutrition program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lanelle Ziemer	Teacher
Amanda Politano	Teacher
Lisa Askew	Business/Community
Lynne Bazinet	Teacher
Karen Fowler	Teacher
Jamie Domres	Parent
Cathy King-Chuparkoff	Parent
Chris Burns	Teacher
Francine Thompson	Parent
Heather Koskey	Parent
Tracy Shenuski	Principal
Jennifer Conley	Parent
Amanda Rasik	Parent
Ivan Rodriguez	Parent
Shannon Henderson	Parent
Allyson Zollo	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The LVE summer SAC sub committee met to analyze last year's school improvement plan in order to review current goals and develop the new goals for the 2014-2015 school year. At this meeting, current school data was shared and suggestions for ways to improve were collected by administration. In addition to this meeting, the 2014-2015 school improvement plan was shared with all committee members on September 24th at the first SAC meeting.

Development of this school improvement plan

The School Advisory Committee (SAC) will assist in the development of parent involvement activities and be part of the decision making process for the purchases of selected academic/curriculum materials. In addition, SAC will also be part of the developing of the Title I Compact and expenditures. SAC will review school-wide data, and be part of developing objectives and strategies for the annual SIP. The SAC will work together to develop and review School Improvement Plan (SIP) goals and strategies. These will be aligned with district and state initiatives. Each year a SAC sub-committee reviews school data and demographics to plan for the SIP. The SIP is then presented to the committee and is used to guide the decision making process.

Preparation of the school's annual budget and plan

Once the school's budget is released from the district finance department, it is brought to the staff for review. The principal shares the budget allocations at a staff meeting and also at a SAC meeting. Questions are addressed and suggestions gathered prior to final submission.

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

At this time there are no SAC funds allocated from the state, however since Lakeview is a Title I school, SAC does assist with decisions involving the expenditures that relate to professional development and academic 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
Shenuski, Tracy	Principal
Bowen, Meg	Assistant Principal
Brady, Theresa	Instructional Coach
Myers, Joyce	Instructional Media
Salvato, Elizabeth	Instructional Coach
Schwartz, Michelle	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The switch to the newly adopted Florida Standards and newly designed Test Items (AIR) will impact most of the professional development in the first half of the year. The Literacy and Writing committee have merged to form an ELA group to focus on Language Arts and reading. The committee will work on ensuring small group and whole group instruction is included on a daily basis. The committee will also examine how instructional groups are utilized, investigate flexible groupings, and identify literacy resources available to teachers. Standards based planning of highly engaging lessons will encompass the 2nd half of the school year. Student engaged time in reading will be the focus for external reading programs and this will be monitored closely throughout the year with students incentives tied to performance. The school has several literacy based activities that take place throughout the year to promote literacy at school and home. These include but are not limited to the Mother Goose Marathon, Story Book Character Parade, AR Points incentives, AR engaged time incentives, Family Literacy Night, and Celebrate Literacy Week.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaborative planning and positive employee interaction are grounded in the foundation of LVES. Teacher teams work together through the use of common planning time. PLCs meet twice per month and part of this process includes development of common assessments and unified lesson plans. Teachers use the CPALMS website to access curriculum timelines and Florida Standards aligned

resources.

Positive working relationships are promoted monthly at faculty meetings with staff generated shout-outs. The Principal and Assistant Principal use positive notes (10+ per year per employee) to encourage positive collaborative relationships. These notes focus on the 4 pillars of a strong working environment-motivate, lead, navigate, succeed. Employees are recognized for the specific work they do in each of these areas.

The administrative team orchestrates team building activities that are on-going throughout the year and may include but are not limited to the welcome back breakfast, shout outs, monthly celebrations, staff appreciation week, gift drawings and staff recognition awards.

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

The Leadership Team provides teachers with professional development and academic resources for all teachers. The Literacy Coach(Elizabeth Salvato) conducts committee meetings that relates to topics involving the instructional Marzano Elements. In additions, various activities are facilitated that focus on items outside direct instruction. Such activities as Teacher Chats, PLC meetings allow teachers, specifically Category I to discuss concerns/best practices. LVE Leadership team continues to work with the district recruitment team to build a data-base of teachers to have as a resource for new hires. Each year LVE does request Junior and Senior interns to assist in our instruction and allows for recruitment. Over the past years many interns have been hired at LVE in grades K-5. Teachers are encouraged to attend workshops and conferences outside of LVE's professional development activities. After complete workshops and conferences the teacher return and facilitate the new information to the designated grade levels.

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

The Literacy Coach and Math/Science Coach both provide support to the new teachers at LVE. The critical path provides resources to the teachers. A specific mentor is assigned to each new teacher. The lead teachers assist in all aspects of the instructional and non-instructional requirements. monthly meetings are required by Administration, including PLC and grade groups.

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

The district of Osceola County employs standard common material adoption practices to ensure all materials are aligned to Florida's standards.

Through professional development at the county and school level, schools are provided best instructional practice that supports the fidelity of the adopted programs and standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Through the disaggregation of data, LVES, is able to identify groups of students performing below, at and above grade level. Once students are identified, they are monitored using on-going district

assessments to monitor progress and increase achievement. Instruction is differentiated based upon results so that students receive instructional practice based upon their specific needs.

Instructional practices include, but are not limited to, the following:

Remedial instruction

-ELO

-ELO Plus

-Small group classroom level

-MTSS Tiered Intervention

On Grade Level Instruction

-Small group classroom level

-Performance on common assessments

-Access to computer aided programs based upon student performance

Above Grade Level Instruction

-County level acceleration program

-Project based learning opportunities

-Gifted screening and identification

-Florida Virtual School options

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

Strategy: Extended School Day

Minutes added to school year: 1,980

We provide targeted instruction in reading and math to students identified by STAR Enterprise assessments as being at risk for academic failure. Those students are placed in classrooms with low student-teacher ratios of approximately 1:10. The specific skills needed by those students are identified using the STAR software and updated with each successive assessment. Teachers are given research-based instructional materials such as SIPPS, Read for Real, and Go Math Strategic Intervention to use with these students. Students work 50% of the time in reading and 50% of the time in math. We found that most students who were identified as below grade level in one of those subjects was also below grade level in the other. Students complete 33 sessions of 60 minutes each spread out between October and March.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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

The students who participate in our ELO program are grouped using STAR software and tracked by STAR formative assessments. The software identifies how much students' scaled scores should be increasing with each successive test and therefore helps us to gauge the effectiveness of our interventions.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The current pre-school students housed on the LVE campus will interact on the facility as kindergarten classes. The teacher will attend LVE professional development and PLC meetings. Pre-school students will also compete visitations to the current kindergarten classes throughout the year. Students that will enroll into kindergarten will be invited to the annual Kindergarten Round-up the last week of May. This event is designed to introduce the Lakeview campus and to incoming Kindergarten students.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Differentiate instruction in ELA and math to address student needs as indicated by on-going informal assessments
- G2.** Communicate high expectations for all students while embedding problem solving strategies and higher level thinking skills into all curricular areas.

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. Differentiate instruction in ELA and math to address student needs as indicated by on-going informal assessments 1a

G040343

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	72.0

Resources Available to Support the Goal 2

- The district targeted professional development in Math and ELA supports the development of high quality standards based lessons. (Math Solutions, CPalms, Core Connections)
- Literacy Coach support to build teacher capacity for completing running records .
- Math Coach support to build teacher capacity for differentiating math lessons.
- Leadership team accountability for semester student progress meetings with teacher.
- PEAK learning system will be utilized with selected teachers in an effort to increase student engagement and productivity across grade levels.
- Instructional support for developing lessons aligned to the new Florida Standards.

Targeted Barriers to Achieving the Goal 3

- Teachers rely on the results of summative assessments instead of becoming familiar with other informal ways of assessing students such as running records and formative assessments.
- Teacher familiarity with the new Florida Standards (vs. CC and NGSSS)

Plan to Monitor Progress Toward G1. 8

Coaches will identify teachers in need of extra support. Training and assistance will be provided to meet their needs. MTSS will review grade level recording sheets and identify classrooms or specific students who are not progressing as expected. Teachers will be given the opportunity and the support needed to create proficiency scales for standards based lessons.

Person Responsible

Tracy Shenuski

Schedule

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

Evidence of Completion

During our on going data chats teachers will share current student data and articulate the proficiency scales that are in place. Evidence of scale development will be recorded during PLC meetings.

G2. Communicate high expectations for all students while embedding problem solving strategies and higher level thinking skills into all curricular areas. 1a

G040344

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	67.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- 1. PLC- developed tools and strategies by communicating with grade groups and academic committee members
- 2. In-House Instructional Rounds
- 3. District Reflective Visit Data

Targeted Barriers to Achieving the Goal 3

- 1.Lack of comfort/ familiarity with learning goals, proficiency scales, and ways to track student progress

Plan to Monitor Progress Toward G2. 8

Leadership Team will review and monitor each PLC team and provide a detailed agenda for grade level meetings. Administrators will review lesson plans, PLC notes, and classroom walkthrough data to confirm that Florida Standards for Mathematical Practice and standards for literacy are being implemented across grade levels.

Person Responsible

Meg Bowen

Schedule

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

Evidence of Completion

Copies of Agenda(s), lesson plans, PLC notes, walkthrough data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  **S123456** = Quick Key


G1. Differentiate instruction in ELA and math to address student needs as indicated by on-going informal assessments **1**

 **G040343**

G1.B1 Teachers rely on the results of summative assessments instead of becoming familiar with other informal ways of assessing students such as running records and formative assessments. **2**

 **B097575**

G1.B1.S1 Provide opportunities for teachers to be familiarized with current resources that will assist with true differentiation. (located in teacher resource room) **4**

 **S108824**

Strategy Rationale

Action Step 1 **5**

During Grade Groups or PLC meetings teachers will visit professional resource rooms and preview various instructional kits, software, and professional texts. Math Solutions vertical professional development will focus on student problem solving strategies.

Person Responsible

Michelle Schwartz

Schedule

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

Evidence of Completion

Meeting agendas and PD critical path

Action Step 2 5

During Grade Groups or PLC meetings teachers will visit professional resource rooms and preview various instructional kits, software, and professional texts. Teachers will work with literacy coach to access and/or create standards based lessons.

Person Responsible

Theresa Brady

Schedule

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

Evidence of Completion

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

Classroom Walk-throughs (CWT), leadership data chats will require teachers to provide evidence of assessment data, student identified for differentiation. Evidence will be logged on data chat spreadsheets. Leadership team will use video clips from LVE classrooms, the Teaching Channel, and Engage NY to show how to incorporate academic games and other multi-sensory approaches into classroom instruction. Grade level meetings will begin with brief experiences where teachers actually play the academic game being presented.

Person Responsible

Schedule

Evidence of Completion

iObservation, Teacher data spreadsheets.

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

Reading and Math STAR results will be used to build iii groups. Literacy Coach will provide PLC teams with a recording sheet to document the range of reading levels in each classroom and the guided reading groupings within each classroom. PLC leaders will guide discussions about expected reading levels, how to address outliers, and how to identify appropriate prescriptive instruction for students who are not progressing as expected. MTSS will then determine appropriate intervention steps for teacher or individual students.


Person Responsible

Schedule


Evidence of Completion

Completion of Data Chat spreadsheet. STAR reports and iii rotation.

G1.B2 Teacher familiarity with the new Florida Standards (vs. CC and NGSSS) 2

 B097576

G1.B2.S1 Leadership team will ensure that all teachers are conducting running records on all students at least four times per year and using that data as a basis for guided reading groupings for instruction. STAR assessment results will help guide and identify the students. 4

 S108825

Strategy Rationale

Identify student needs to drive differentiated instruction

Action Step 1 5

During grade group and PLC meetings teachers will be given Progress monitoring reports. They will then use the data to develop instructional groups. STAR reports will be generated to provide teacher with data for progress monitoring. Kid Biz Consultant will provide teachers and staff in-depth analysis on the non-fiction computer program.

Person Responsible

Theresa Brady

Schedule

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

Evidence of Completion

Meeting Agendas and quarterly data chats.

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

During CWT Leadership team will monitor iii and small group instruction.

Person Responsible

Schedule

Evidence of Completion

iObservation reports and agenda notes

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

STAR reports

Person Responsible

Schedule

Evidence of Completion

Lesson plans and MTSS committee meetings.

G2. Communicate high expectations for all students while embedding problem solving strategies and higher level thinking skills into all curricular areas. 1

G040344

G2.B1 1.Lack of comfort/ familiarity with learning goals, proficiency scales, and ways to track student progress 2

B097577

G2.B1.S1 Have teachers work within PLCs to develop proficiency scales based on common learning goals. Utilized district- developed proficiency scales as appropriate. 4

S108826

Strategy Rationale

To increase instructional proficiency in the use of standards based learning goals and scales

Action Step 1 5

Professional development with Math Solutions will focus on problem-solving, mathematical dialogue and effective content specific instruction. Leadership team will follow up with classroom walk-throughs to verify that strategies taught are being implemented. The math/science coach will help create and publicize high cognitive demand problems for each grade level that require problem solving skills. Students who participate will be recognized in a variety of ways.

Person Responsible

Michelle Schwartz

Schedule

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

Evidence of Completion

Professional Development critical path. CWT and meeting agendas

Action Step 2 5

Professional development with Core Connections will focus on identifying text based evidence through the writing process. Leadership team will follow up with classroom walk-throughs to verify that strategies taught are being implemented. The literacy coach will help locate complex text, create lessons and common assessments that require the use of text based evidence.

Person Responsible

Theresa Brady

Schedule

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

Evidence of Completion

Professional Development critical path. CWT and meeting agendas

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

Have PLC teams share examples of successful integration of problem solving strategy instruction with staff at beginning of meetings as a way to provide models for other teams. Monitor the implementation of CCSS Standards for Mathematical Practice,

Person Responsible

Schedule

Evidence of Completion

iObservation and meeting minutes.

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

Students will be able to use a variety of strategies when solving complex tacks in core academics. Provide evidence demonstrating that research proves if you wait until students have the basics (such as math facts) mastered before exposing students to problem-solving strategies, those students will never transition to more complex thinking

Person Responsible

Schedule

Evidence of Completion

Quarterly progress monitoring assessments. Data chats with instructional teachers.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	During Grade Groups or PLC meetings teachers will visit professional resource rooms and preview various instructional kits, software, and professional texts. Math Solutions vertical professional development will focus on student problem solving strategies.	Schwartz, Michelle	9/15/2014	Meeting agendas and PD critical path	6/5/2015 biweekly
G1.B2.S1.A1	During grade group and PLC meetings teachers will be given Progress monitoring reports. They will then use the data to develop instructional groups. STAR reports will be generated to provide teacher with data for progress monitoring. Kid Biz Consultant	Brady, Theresa	9/15/2014	Meeting Agendas and quarterly data chats.	6/5/2015 monthly

Osceola - 0801 - Lakeview Elementary School - 2014-15 SIP
Lakeview Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will provide teachers and staff in-depth analysis on the non-fiction computer program.				
G2.B1.S1.A1	Professional development with Math Solutions will focus on problem-solving, mathematical dialogue and effective content specific instruction. Leadership team will follow up with classroom walk-throughs to verify that strategies taught are being implemented. The math/science coach will help create and publicize high cognitive demand problems for each grade level that require problem solving skills. Students who participate will be recognized in a variety of ways.	Schwartz, Michelle	9/15/2014	Professional Development critical path. CWT and meeting agendas	6/5/2015 weekly
G1.B1.S1.A2	During Grade Groups or PLC meetings teachers will visit professional resource rooms and preview various instructional kits, software, and professional texts. Teachers will work with literacy coach to access and/or create standards based lessons.	Brady, Theresa	9/15/2014		6/5/2015 biweekly
G2.B1.S1.A2	Professional development with Core Connections will focus on identifying text based evidence through the writing process. Leadership team will follow up with classroom walk-throughs to verify that strategies taught are being implemented. The literacy coach will help locate complex text, create lessons and common assessments that require the use of text based evidence.	Brady, Theresa	9/15/2014	Professional Development critical path. CWT and meeting agendas	6/5/2015 monthly
G1.MA1	Coaches will identify teachers in need of extra support. Training and assistance will be provided to meet their needs. MTSS will review grade level recording sheets and identify classrooms or specific students who are not progressing as expected. Teachers will be given the opportunity and the support needed to create proficiency scales for standards based lessons.	Shenuski, Tracy	9/15/2014	During our on going data chats teachers will share current student data and articulate the proficiency scales that are in place. Evidence of scale development will be recorded during PLC meetings.	6/5/2015 biweekly
G1.B1.S1.MA1	Reading and Math STAR results will be used to build iii groups. Literacy Coach will provide PLC teams with a recording sheet to document the range of reading levels in each classroom and the guided reading groupings within each classroom. PLC leaders will guide discussions about expected reading levels, how to address outliers, and how to identify appropriate prescriptive instruction for students who are not progressing as expected. MTSS will then determine appropriate intervention steps for teacher or individual students.		Completion of Data Chat spreadsheet. STAR reports and iii rotation.	once	
G1.B1.S1.MA1	Classroom Walk-throughs (CWT), leadership data chats will require teachers to provide evidence of assessment data, student identified for differentiation. Evidence will be logged on data chat spreadsheets. Leadership team will use video clips from LVE		iObservation, Teacher data spreadsheets.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	classrooms, the Teaching Channel, and Engage NY to show how to incorporate academic games and other multi-sensory approaches into classroom instruction. Grade level meetings will begin with brief experiences where teachers actually play the academic game being presented.				
G1.B2.S1.MA1	STAR reports		Lesson plans and MTSS committee meetings.	once	
G1.B2.S1.MA1	During CWT Leadership team will monitor iii and small group instruction.		iObservation reports and agenda notes	once	
G2.MA1	Leadership Team will review and monitor each PLC team and provide a detailed agenda for grade level meetings. Administrators will review lesson plans, PLC notes, and classroom walkthrough data to confirm that Florida Standards for Mathematical Practice and standards for literacy are being implemented across grade levels.	Bowen, Meg	9/15/2014	Copies of Agenda(s), lesson plans, PLC notes, walkthrough data	6/5/2015 monthly
G2.B1.S1.MA1	Students will be able to use a variety of strategies when solving complex tacks in core academics. Provide evidence demonstrating that research proves if you wait until students have the basics (such as math facts) mastered before exposing students to problem-solving strategies, those students will never transition to more complex thinking		Quarterly progress monitoring assessments. Data chats with instructional teachers.	once	
G2.B1.S1.MA1	Have PLC teams share examples of successful integration of problem solving strategy instruction with staff at beginning of meetings as a way to provide models for other teams. Monitor the implementation of CCSS Standards for Mathematical Practice,		iObservation and meeting minutes.	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Differentiate instruction in ELA and math to address student needs as indicated by on-going informal assessments

G1.B1 Teachers rely on the results of summative assessments instead of becoming familiar with other informal ways of assessing students such as running records and formative assessments.

G1.B1.S1 Provide opportunities for teachers to be familiarized with current resources that will assist with true differentiation. (located in teacher resource room)

PD Opportunity 1

During Grade Groups or PLC meetings teachers will visit professional resource rooms and preview various instructional kits, software, and professional texts. Math Solutions vertical professional development will focus on student problem solving strategies.

Facilitator

Leadership Team/Instructional Coaches

Participants

Instructional Staff

Schedule

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

PD Opportunity 2

During Grade Groups or PLC meetings teachers will visit professional resource rooms and preview various instructional kits, software, and professional texts. Teachers will work with literacy coach to access and/or create standards based lessons.

Facilitator

Leadership Team/Instructional Coaches

Participants

Instructional Staff

Schedule

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

G1.B2 Teacher familiarity with the new Florida Standards (vs. CC and NGSSS)

G1.B2.S1 Leadership team will ensure that all teachers are conducting running records on all students at least four times per year and using that data as a basis for guided reading groupings for instruction. STAR assessment results will help guide and identify the students.

PD Opportunity 1

During grade group and PLC meetings teachers will be given Progress monitoring reports. They will then use the data to develop instructional groups. STAR reports will be generated to provide teacher with data for progress monitoring. Kid Biz Consultant will provide teachers and staff in-depth analysis on the non-fiction computer program.

Facilitator

Academic Coaches and Teacher Leads

Participants

Instructional teachers

Schedule

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

G2. Communicate high expectations for all students while embedding problem solving strategies and higher level thinking skills into all curricular areas.

G2.B1 1.Lack of comfort/ familiarity with learning goals, proficiency scales, and ways to track student progress

G2.B1.S1 Have teachers work within PLCs to develop proficiency scales based on common learning goals. Utilized district- developed proficiency scales as appropriate.

PD Opportunity 1

Professional development with Math Solutions will focus on problem-solving, mathematical dialogue and effective content specific instruction. Leadership team will follow up with classroom walk-throughs to verify that strategies taught are being implemented. The math/science coach will help create and publicize high cognitive demand problems for each grade level that require problem solving skills. Students who participate will be recognized in a variety of ways.

Facilitator

Outside Consultant/ Resource Teachers

Participants

Instructional Teachers

Schedule

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

PD Opportunity 2

Professional development with Core Connections will focus on identifying text based evidence through the writing process. Leadership team will follow up with classroom walk-throughs to verify that strategies taught are being implemented. The literacy coach will help locate complex text, create lessons and common assessments that require the use of text based evidence.

Facilitator

T. Brady

Participants

Instructional Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0