

Lake Mary Elementary School

132 S COUNTRY CLUB RD, Lake Mary, FL 32746

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0081>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
57%

Alternative/ESE Center
No

Charter School
No

Minority
44%

School Grades History

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

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	32
Appendix 3: Budget to Support Goals	33

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lake Mary Elementary is to promote self-esteem, strong academic achievement, creativity, and acceptance of responsibility through high expectations in a positive environment that unites staff, parents, and community to prepare all students for success in real-life experience.

Provide the school's vision statement

The vision of Lake Mary Elementary is to connect school and community, while preparing our students to be productive citizens.

School Environment

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

Lake Mary Elementary has a diverse population of students. Currently 29% of our population is of Hispanic descent and 9.3% of our students receive support through our ESOL Department. The majority of our teachers have ESOL Endorsements and have received professional development on diverse cultures. At the start of the school year, teachers do interest inventories with students and do a variety of team building exercises.

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

Throughout the school day, students are supervised by faculty and staff members. It is continually reinforced with the students to seek the help of an adult if they are concerned or feel unsafe. Teachers are required to teach routines and procedures during the first weeks of school. Additionally, teachers are expected to teach lessons on bully prevention and classroom respect. There is "speak out" box located in the guidance department for students to anonymously report bullying or other unsafe situations.

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

Lake Mary Elementary uses the Positive Behavior Support System throughout the school. During pre-planning, administration and teachers provided professional development to the staff on Dealing with Defiant Students and PBS. Teachers are also reading the book Discipline with Dignity. All of these process, promote building positive relationships with students and emphasize keeping students in the classroom with minimal disruption to instructional time. Students with minor infractions are handled within the classroom. Teachers are encouraged to notify parents about behaviors quickly, before situations escalate. More severe behavioral infractions are handled by administration. The Seminole County Public School's Student Conduct and Discipline Code is used when determining consequences for student infractions. Administration tracks minor student infractions and documents consequences. Incidents requiring a Seminole County Referral are tracked in Skyward and data is shared with all stakeholder in EdInsight.

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 social-emotional needs are primarily met within the classroom setting. Lake Mary Elementary is fortunate to have 1.5 guidance counselors to help meet students' social-emotional needs. These counselor are available to meet with students on individual basis depending on the situation. The counselors are available to provide classroom lessons on friendship, respect, tolerance or a teacher chosen topic. Students with more social needs receiving weekly direct instruction on social skills from one of our resource teachers .Counseling on and mentoring services are provided for students on an as needed basis through outside agencies.

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

Increase the number of parents using Skyward's Parent Portal. Families complete the access form upon registering for school, during Meet the Teacher, Open House and parent-teacher conferences. Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Peacock, Christine	Principal
Benitez, Tina	Assistant Principal
Hartsfield , Valene	Other
Davis, Leslie	Teacher, K-12

Duties

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

It is the responsibility of the school guidance counselors, Rebecca Klump and Dianna Ramseur, to work with teachers to ensure students requiring support through the MTSS process are brought to the attention of the MTSS team for review. The Guidance Counselor ensures that the schedule for MTSS meetings is maintained and all teachers are aware of the schedule. It is the responsibility of the Reading Resource Teacher, Anne-Margret Strudgeon, to assist teachers with compiling data on individual students in the MTSS process to bring to MTSS meetings. It is the responsibility of the Principal, Chris Peacock, and the Assistant Principal, Tina Benitez, to oversee the MTSS process and attend MTSS meetings. Further, it is the responsibility of administrators to support teachers and all members of the school-based leadership team in the MTSS process as well as ensure district and state mandates are being adhered to. It is the responsibility of all members of the school-based leadership team to ensure all teachers and staff are aware of the SIP and the school-wide goals based on the data and goals presented in the SIP. It is further the responsibility of administrators to ensure parents and community members are aware of and familiar with the SIP goals as they relate to student achievement and community involvement.

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 school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Lake Mary Elementary School will coordinate Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that support instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Christine Peacock	Principal
Tina Benitez	Principal
Valene Hartsfield	Teacher
Alicia Gallagher	Teacher
Elizabeth Bornhorst	Teacher
Irma Baum	Parent
Mr. Baum	Parent
Yesina Santiago	Parent
Jade McGovern	Parent
Mr. Warner	Parent
Katie Lawless	Education Support Employee

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

Throughout the year, the SAC discusses different portions of the SIP and related data. At the start of the school year, the previous SIP is reviewed during the writing of the new SIP.

Development of this school improvement plan

A team of SAC representatives (administrator, primary teacher, intermediate teacher, resource personnel and parents) worked on the plan during a comprehensive planning day. Historical data was shared at previous SAC meetings to help establish realistic goals. A SAC Meeting was held to review the SIP, goals and subsequent budget from the plan.

Preparation of the school's annual budget and plan

At the first SAC meeting of the year, last year's budget was reviewed and a proposal for new expenditures was discussed. At an upcoming meeting, the budget will be revised to reflect identified needs within the SIP. Potential expenditures will focus on professional development for data analysis and new test items.

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

This year's budget was based on previous year's allocated amount of \$1.00 per student. Therefore, the expected amount to Lake Mary Elementary is approximately \$850.00. The funds will be used to purchase additional resources pertaining to the Common Core to facilitate implementation. At the end of the 2013-2014 school year, additional SIP Funds were released. At the end of 2014, there was an increase in the amount of SIP Funds. The new funds were allocated to assist with book study and professional development on Positive Discipline Strategies.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

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
Benitez, Tina	Assistant Principal
Peacock, Christine	Principal
Davis, Leslie	Teacher, K-12
Strudgeon, Anne-Margret	Teacher, K-12
Klump, Rebecca	Guidance Counselor
Hartsfield , Valene	Administrative Support
Rodis-Brown, Susan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The primary role of the LLT is to monitor the implementation with fidelity the adopted Reading Street Series. Additionally, the LLT meets with teams to analyze DE, SRI, Fluency and other data to determine intervention needs. The school's reading specialist provides resources and strategies for teachers to implement within the classroom and during intervention. The LLT also promotes various school, district and state reading incentives.

The LLT assists teachers in determining groups and interventions for Tier II. Interventions include but are not limited to phonological awareness, phonics, fluency, vocabulary development and specified comprehension groups. Students needing Tier III interventions receive a placement test within the SIPPS program. Students are scheduled accordingly. LLT also monitors receiving tutorial interventions and tracks the student progress within EdInsight.

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

Teachers engage in a variety of professional development opportunities, professional learning communities and grade level collaboration sessions. During these opportunities, teachers are encourage to collectively review data, instructional materials and the Marzano Instructional Map. Teachers work in a collegial environment respecting the thoughts and ideas of team members.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and

minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

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 core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida 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

Lake Mary Elementary incorporates a variety of strategies to differentiate instruction for students. Students demonstrating academic deficiencies are provided intensive intervention during small group or individualized instruction. Trained para-professionals work on building early literacy and fluency with students in small group settings. Students with the greatest reading deficits are provided additional daily remediation from our reading department. Students demonstrating math deficiencies are provided intervention from the classroom teacher. Small group instruction is provided using supplemental and resource materials provided from the Core Curriculum. Teachers are provided a master list of students demonstrating high academic achievement. Those students have Talent

Development and Critical Thinking lessons provided by a resource teacher. High achieving math students are enrolled in an accelerated math course (PRIMES).

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: Before School Program

Minutes added to school year: 2,000

Students in grades 3-5 who scored a 1 or 2 or low level 3 are invited to participate in the Lake Mary Elementary School before school tutorial program. Further, students in grade 3 are invited based on DE data, teacher input, and previous retention status. Additionally, all ESE students on a standard diploma in grades 3-5 are invited to attend tutorial. This program is offered on Tuesday and Thursday mornings from 7:15-8:15 a.m. When students return from Winter Break, tutorial instruction continues 2 days per week: Tuesday and Thursday. This schedule is followed until the final week before the FSA is administered.

Strategy Rationale

Students will have extended exposure to academic skills in a small group setting being taught by a certified teacher.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Strudgeon, Anne-Margret, anne-margret_strudgeon@scps.k12.fl.us

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

Teachers keep track of student data based on the areas of need for individual students. Teachers analyze their data to determine the effectiveness of the strategies they are using. If data indicates the students have not learned the material, teachers provide differentiated instruction using research-based strategies to meet the needs of all students in tutorial.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

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.** All teachers will implement effective reading/English language arts and math instruction aligned to standards for all accountability groups through scaffolding and differentiated instruction.

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. All teachers will implement effective reading/English language arts and math instruction aligned to standards for all accountability groups through scaffolding and differentiated instruction. 1a

G038452

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	66.0
AMO Math - All Students	79.0
Math Gains	75.0
Math Lowest 25% Gains	66.0

Resources Available to Support the Goal 2

- Reading Street Series; PLC meetings and collaboration; DIVE (Differentiated Instruction and Varied Enrichment); SIPPS materials, MTSS Process, RAP, SuccessNet, Discovery Education, Tutorial, Leveled Readers, small group instruction, Time for Kids, Comprehension Toolkit, InfoPairs, IStation, resource teachers, paraprofessionals, school volunteers

Targeted Barriers to Achieving the Goal 3

- Student Motivation
- Data Interpretation
- Need for Professional Development

Plan to Monitor Progress Toward G1. 8

We will monitor progress monitoring data results and discipline data with a focus on all students, including those within the reading and math bottom quartile and at-risk subgroups.

Person Responsible

Christine Peacock

Schedule

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

Evidence of Completion

Progress monitoring notebooks, DE and other Common Assessments, Discipline 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. All teachers will implement effective reading/English language arts and math instruction aligned to standards for all accountability groups through scaffolding and differentiated instruction. **1**

 G038452

G1.B4 Student Motivation **2**

 B092279

G1.B4.S1 Revitalize PBS **4**

 S120853

Strategy Rationale

Students may have become desensitized to the current PBS incentives.

Action Step 1 **5**

PBS committee will investigate new student incentives

Person Responsible

Christine Peacock

Schedule

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

Evidence of Completion

PBS meeting notes, teacher feedback and discipline data

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

Meetings with the PBS team and select staff will be conducted

Person Responsible

Christine Peacock

Schedule

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

Evidence of Completion

PBS meeting notes

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

Staff survey will be completed

Person Responsible

Tina Benitez

Schedule

On 5/22/2015

Evidence of Completion

Staff survey results

G1.B4.S2 Teachers will implement techniques for motivating defiant and disruptive students to learn 4

 S120855

Strategy Rationale

Students who are unmotivated often are disruptive in class and interfere with the learning of themselves and others

Action Step 1 5

Teachers will participate in a Book Study on Discipline with Dignity

Person Responsible

Tina Benitez

Schedule

Biweekly, from 9/17/2014 to 12/17/2014

Evidence of Completion

Teacher sign in sheets, Chapter questions, Monitoring implementation, PD reflection logs

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

PD schedule will be created, administration will monitor PD sessions

Person Responsible

Tina Benitez

Schedule

Biweekly, from 9/17/2014 to 12/17/2014

Evidence of Completion

Teacher sign in sheets, Chapter questions, Monitoring implementation, PD reflection logs, IObservation Feedback

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Administration will monitor student pre-referral and discipline referral data

Person Responsible

Tina Benitez

Schedule

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

Evidence of Completion

Discipline referral and pre-referral data

G1.B9 Data Interpretation 2

 B092284

G1.B9.S2 Educate family members on interpretation of their student's data through teacher conferences and student led conferences 4

 S103191

Strategy Rationale

Action Step 1 5

Teachers will assist students with creating data notebooks and teach them how to share the data with a family member.

Person Responsible

Christine Peacock

Schedule

Biweekly, from 9/11/2014 to 9/11/2014

Evidence of Completion

Student progress monitoring notebook checks, parent/teacher conference forms, student led conference forms

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

Administration will review student progress monitoring folders and parent/teacher conferences

Person Responsible

Christine Peacock

Schedule

Monthly, from 9/11/2014 to 5/30/2015

Evidence of Completion

Conference forms, I-Observation Data

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Parents will be given a survey to determine the effectiveness of conferences in which data was shared

Person Responsible

Christine Peacock

Schedule

On 5/29/2015

Evidence of Completion

Data analysis of surveys

G1.B9.S3 Administration and teachers collaborate to interpret student data at regular intervals throughout the school year **4**

 S120768

Strategy Rationale

Action Step 1 **5**

Administration will schedule data meetings

Person Responsible

Tina Benitez

Schedule

Quarterly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Data charts

Plan to Monitor Fidelity of Implementation of G1.B9.S3 **6**

Administrators will ensure that all teachers participate in data chats

Person Responsible

Tina Benitez

Schedule

Quarterly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Data charts

Plan to Monitor Effectiveness of Implementation of G1.B9.S3 **7**

Administration will ensure that all teachers participate in data chats

Person Responsible

Tina Benitez

Schedule

Quarterly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Data charts

G1.B10 Need for Professional Development 2

 B123577

G1.B10.S1 Administration provides PD on best practices for writing implementation. 4

 S135471

Strategy Rationale

Through PD teachers will gain a better understanding of writing instruction and how to implement within the classroom.

Action Step 1 5

Administration will provide PD opportunities for all teachers

Person Responsible

Christine Peacock

Schedule

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

Evidence of Completion

PD Sign Sheets, Reflection logs, student writing prompt data

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

Administration will monitor lesson plans and provide feedback on writing instruction

Person Responsible

Christine Peacock

Schedule

Every 2 Months, from 9/5/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student writing samples, writing prompt data

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

Administration will review PMA writing data

Person Responsible

Christine Peacock

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

PMA writing data and student writing samples

G1.B10.S2 Teachers will unpack the SCPS Writing Plan. 4

 S135472

Strategy Rationale

Teachers will gain a better understanding of the writing instruction priorities.

Action Step 1 5

Team teachers will work together to unpack the SCPS Writing Plan

Person Responsible

Tina Benitez

Schedule

Every 6 Weeks, from 9/9/2014 to 5/29/2015

Evidence of Completion

Sign sheets, edited version of the SCPS Writing Plan

Plan to Monitor Fidelity of Implementation of G1.B10.S2 6

Administration will monitor lesson plans and provide teachers with feedback on writing instruction

Person Responsible

Tina Benitez

Schedule

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

Evidence of Completion

Lesson plans and IObservation feedback

Plan to Monitor Effectiveness of Implementation of G1.B10.S2 7

Monitor for increase in Writing PMA Scores

Person Responsible

Tina Benitez

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Writing PMA and sample student Writing PMAs

G1.B10.S3 Vertical collaboration and teacher observation of other highly effective teachers during writing instruction. 4

 S135473

Strategy Rationale

Teachers are able to observe a highly effective model of writing instruction and can then implement those strategies in their own classroom.

Action Step 1 5

Teachers will participate in collaborative sessions with one another and observe highly effective writing instruction from peers

Person Responsible

Christine Peacock

Schedule

Every 2 Months, from 9/11/2014 to 5/29/2015

Evidence of Completion

Sign in sheets and written reflections from observations

Plan to Monitor Fidelity of Implementation of G1.B10.S3 6

Administration will obtain substitutes for teachers to observe and collaborate with one another

Person Responsible

Christine Peacock

Schedule

Every 2 Months, from 9/11/2014 to 5/29/2015

Evidence of Completion

Sign in sheets, teacher reflections and student writing samples

Plan to Monitor Effectiveness of Implementation of G1.B10.S3 7

Administration will collect reflection notes from all teachers and monitor implementation of writing instruction

Person Responsible

Christine Peacock

Schedule

Every 2 Months, from 9/11/2014 to 5/29/2015

Evidence of Completion

Reflection notes and IObservation feedback

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.B9.S2.A1	Teachers will assist students with creating data notebooks and teach them how to share the data with a family member.	Peacock, Christine	9/11/2014	Student progress monitoring notebook checks, parent/teacher conference forms, student led conference forms	9/11/2014 biweekly
G1.B9.S3.A1	Administration will schedule data meetings	Benitez, Tina	9/18/2014	Data charts	5/29/2015 quarterly
G1.B4.S2.A1	Teachers will participate in a Book Study on Discipline with Dignity	Benitez, Tina	9/17/2014	Teacher sign in sheets, Chapter questions, Monitoring implementation, PD reflection logs	12/17/2014 biweekly
G1.B4.S1.A1	PBS committee will investigate new student incentives	Peacock, Christine	8/11/2014	PBS meeting notes, teacher feedback and discipline data	5/29/2015 monthly
G1.B10.S1.A1	Administration will provide PD opportunities for all teachers	Peacock, Christine	8/11/2014	PD Sign Sheets, Reflection logs, student writing prompt data	5/29/2015 quarterly
G1.B10.S2.A1	Team teachers will work together to unpack the SCPS Writing Plan	Benitez, Tina	9/9/2014	Sign sheets, edited version of the SCPS Writing Plan	5/29/2015 every-6-weeks

Seminole - 0081 - Lake Mary Elementary School - 2014-15 SIP
Lake Mary Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B10.S3.A1	Teachers will participate in collaborative sessions with one another and observe highly effective writing instruction from peers	Peacock, Christine	9/11/2014	Sign in sheets and written reflections from observations	5/29/2015 every-2-months
G1.MA1	We will monitor progress monitoring data results and discipline data with a focus on all students, including those within the reading and math bottom quartile and at-risk subgroups.	Peacock, Christine	8/11/2014	Progress monitoring notebooks, DE and other Common Assessments, Discipline data	5/29/2015 weekly
G1.B4.S1.MA1	Staff survey will be completed	Benitez, Tina	5/22/2015	Staff survey results	5/22/2015 one-time
G1.B4.S1.MA1	Meetings with the PBS team and select staff will be conducted	Peacock, Christine	8/11/2014	PBS meeting notes	5/29/2015 monthly
G1.B10.S1.MA1	Administration will review PMA writing data	Peacock, Christine	10/6/2014	PMA writing data and student writing samples	5/29/2015 quarterly
G1.B10.S1.MA1	Administration will monitor lesson plans and provide feedback on writing instruction	Peacock, Christine	9/5/2014	Lesson plans, student writing samples, writing prompt data	5/29/2015 every-2-months
G1.B9.S2.MA1	Parents will be given a survey to determine the effectiveness of conferences in which data was shared	Peacock, Christine	1/6/2015	Data analysis of surveys	5/29/2015 one-time
G1.B9.S2.MA1	Administration will review student progress monitoring folders and parent/teacher conferences	Peacock, Christine	9/11/2014	Conference forms, I-Observation Data	5/30/2015 monthly
G1.B4.S2.MA1	Administration will monitor student pre-referral and discipline referral data	Benitez, Tina	8/11/2014	Discipline referral and pre-referral data	5/29/2015 weekly
G1.B4.S2.MA1	PD schedule will be created, administration will monitor PD sessions	Benitez, Tina	9/17/2014	Teacher sign in sheets, Chapter questions, Monitoring implementation, PD reflection logs, IObservation Feedback	12/17/2014 biweekly
G1.B10.S2.MA1	Monitor for increase in Writing PMA Scores	Benitez, Tina	10/6/2014	Writing PMA and sample student Writing PMAs	5/29/2015 quarterly
G1.B10.S2.MA1	Administration will monitor lesson plans and provide teachers with feedback on writing instruction	Benitez, Tina	8/11/2014	Lesson plans and IObservation feedback	5/29/2015 weekly
G1.B9.S3.MA1	Administration will ensure that all teachers participate in data chats	Benitez, Tina	9/18/2014	Data charts	5/29/2015 quarterly
G1.B9.S3.MA1	Administrators will ensure that all teachers participate in data chats	Benitez, Tina	9/18/2014	Data charts	5/29/2015 quarterly
G1.B10.S3.MA1	Administration will collect reflection notes from all teachers and monitor implementation of writing instruction	Peacock, Christine	9/11/2014	Reflection notes and IObservation feedback	5/29/2015 every-2-months
G1.B10.S3.MA1	Administration will obtain substitutes for teachers to observe and collaborate with one another	Peacock, Christine	9/11/2014	Sign in sheets, teacher reflections and student writing samples	5/29/2015 every-2-months

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will implement effective reading/English language arts and math instruction aligned to standards for all accountability groups through scaffolding and differentiated instruction.

G1.B4 Student Motivation

G1.B4.S2 Teachers will implement techniques for motivating defiant and disruptive students to learn

PD Opportunity 1

Teachers will participate in a Book Study on Discipline with Dignity

Facilitator

Dr. Tina Benitez

Participants

All teachers at Lake Mary Elementary

Schedule

Biweekly, from 9/17/2014 to 12/17/2014

G1.B9 Data Interpretation

G1.B9.S2 Educate family members on interpretation of their student's data through teacher conferences and student led conferences

PD Opportunity 1

Teachers will assist students with creating data notebooks and teach them how to share the data with a family member.

Facilitator

Salena Adams, Dr. Valene Hartsfield

Participants

All teachers at Lake Mary Elementary School

Schedule

Biweekly, from 9/11/2014 to 9/11/2014

G1.B9.S3 Administration and teachers collaborate to interpret student data at regular intervals throughout the school year

PD Opportunity 1

Administration will schedule data meetings

Facilitator

Administration

Participants

Teachers

Schedule

Quarterly, from 9/18/2014 to 5/29/2015

G1.B10 Need for Professional Development

G1.B10.S1 Administration provides PD on best practices for writing implementation.

PD Opportunity 1

Administration will provide PD opportunities for all teachers

Facilitator

Peacock, Christine

Participants

All teachers

Schedule

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

G1.B10.S2 Teachers will unpack the SCPS Writing Plan.

PD Opportunity 1

Team teachers will work together to unpack the SCPS Writing Plan

Facilitator

Benitez, Tina

Participants

all instructional staff

Schedule

Every 6 Weeks, from 9/9/2014 to 5/29/2015

G1.B10.S3 Vertical collaboration and teacher observation of other highly effective teachers during writing instruction.

PD Opportunity 1

Teachers will participate in collaborative sessions with one another and observe highly effective writing instruction from peers

Facilitator

Peacock, Christine

Participants

all instructional staff

Schedule

Every 2 Months, from 9/11/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will implement effective reading/English language arts and math instruction aligned to standards for all accountability groups through scaffolding and differentiated instruction.	1,500
Grand Total	1,500

Goal 1: All teachers will implement effective reading/English language arts and math instruction aligned to standards for all accountability groups through scaffolding and differentiated instruction.

Description	Source	Total
B9.S2.A1	School Improvement Funds	1,500
Total Goal 1		1,500