Lawton Elementary School

2014-15 School Improvement Plan

Lawton Elementary School

151 GRAHAM AVE, Oviedo, FL 32765

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0131

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	32%

Alternative/ESE Center	Charter School	Minority
No	No	33%

School Grades History

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

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 Lawton Elementary School is to provide a caring, committed and connected school with exciting and meaningful learning experiences for everyone.

Provide the school's vision statement

While being Caring, Committed and Connected, Lawton Elementary School will be a premier elementary school in the Oviedo Cluster and a top 10 school in SCPS. Lawton will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways 24/7/365 (Virtual Spanish, Keyboarding, Accelerated Reading, IXL Math, and ThinkCentral).
*Lawton will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society.
*All students and will perform at the highest levels.
*There will be equitable facilities and opportunities for all students.
*The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

School Environment

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

Lawton Elementary works very closely with its students and families with the intent to educate one another on each others' cultures, with the end result being to create a well-rounded school culture embracing each others' differences and similarities. Starting in August, we have several community events throughout the year including a Back to School Bash, a book fair, parent curriculum nights, school performances, a PTA Diversity Night and other PTA events.Grade levels also create a "get to know me" student projects and presentations which highlights the individual student, their family, and their cultural background. In 2014-15, Lawton is piloting a Virtual Spanish class for intermediate students. Other events, such as Teach In, ESOL Young Authors, and Diversity Night also gives our students the opportunity to share their culture with peers.

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

"Caring, Committed and Connected" is the cornerstone of our behavior management program and the key in building a positive, safe culture at Lawton Elementary. This vision, which is embedded within our Positive Behavior Support program, creates a school environment of safety, trust, and support with our students and our staff. Our PBS team, made up of teacher/faculty leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success of our students, rather than negative consequences.

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

All staff is trained on Lawton's Positive Behavior Support program- Pride in Self and Others, Active Listener and Learner, Willing to Take Responsibility and Safe Choices (PAWS). This program was built on "making right choices"; excelling in behavior, sports, arts, and academics; supporting and recognizing students and staff through incentives and positive reinforcement; and celebrating success. Clear expectations are communicated to all stake holders, incentives are put into place, and we focus on doing the right thing. Additionally, great emphasis is placed on engaged instruction and building relationships/trust with students. When disciplinary action is called for, the Student Code of Conduct is followed and adhered to. In the beginning of the year, the principal and assistant principal visit all classrooms to discuss leadership, excellence, and expectations in addition to grade level assemblies defining our and reviewing PAWS.

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

Lawton Elementary has established various counseling services for the needs of our students including anger management, peer resolution, social skills, divorce group, and one on one when needed. We have student mentor programs with our older student council students working with primary classes. Our staff works hand in hand with our PTA to run a "food pantry" for those families in need, as well as an outreach program called the Lawton Angels for the holiday seasons. We have also set up procedures to deal with tragic incidents including the death of a family member of fellow student.

Early Warning Systems

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

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

The school has a Multi-Tiered System of Supports (MTSS) core 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 conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Parent/teacher conferences, MTSS, counseling, mentor programs, Success Of All Readers (SOAR) Intervention, SIPPS, Success Maker K-5, Making Meaning, My Sidewalks, tutorial, BIPs, OPMs, IXL, data and test talks, Istation for ELL students, and Student Led Conferences.

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

Lawton Elementary is targeting parents to take a more active role in their student's schooling by using Skyward to access data, grades and communication. Lawton Elementary works very closely with its students and families with the intent to educate one another on each others' cultures, with the end result being to create a well-ounded school culture embracing each others' differences and similarities. 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

Lawton Elementary has established strong community relationships through various community events, school

events, and business partnerships. Ex. PTA, SAC, Boy Scouts, and Home Owner Associations use our facility weekly. PTA events, teach in, and other activities help build symbiotic partnerships where Lawton can acquire funds, supplies/resources, and volunteer support. Many of the resources are used for celebrating student success with growth and proficiency levels on progress monitors. In addition, teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. 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
Emmans, Brian	Principal
Todd, Lindsay	Assistant Principal
Haynes, Tish	Instructional Coach
Kelly, Becky	Teacher, K-12
Brady, Joanne	Teacher, K-12
Norris, Alicia	Teacher, K-12
Maddox, Alicia	Teacher, K-12
Sklar, Amy	Guidance Counselor
Capps, Eden	Teacher, K-12
Lewis, Tammy	Teacher, K-12
Wagganer, Erin	Instructional Coach

Duties

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

Lawton Elementary's Leadership Team's Roles and Responsibilities:
* Focus on learning and continuous improvement
* Assists principal in making decisions to govern the school by using surveys and following established norms
* Are responsible for service and program delivery of (Standards, Assessment and Instruction)
* Serves as stewards of the school's mission, vision and commitments
* Manage the day-to-day services provided to students (those who exceed, those who meet and those who do not meet expectations)
* Monitor achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals
* Identify gaps in performance or processes and plans for their improvement utilizing the Continuous Improvement Model and provide intervention through the MTSS process
* Aligns school's work with the district and state requirements

* Work with PLCs to establish common assessments, common instruction and use reflective practices ?

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

Lawton 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
Brian Emmans, Principal	Principal
Dr. SaBrina Holmes, Assistant Principal	Principal
Karen Gibbons, Chair	Parent
Taylar Wenzel, Co-Chair	Parent
Pam Blackwell, Secretary	Student
Sheena Ferguson	Parent
Jeannie Pishko	Parent
Lucinda Lesser, PTA President	Parent
Rachel Lassiter	Parent
Janice Maffuz	Parent
Darlene Agress, ESOL Teacher	Teacher
Ashley Falk, 5th Grade Teacher	Teacher
Jake Novak, 5th Grade Teacher	Teacher
Jose Santiago, Non-Instructional	Education Support Employee
Jennifer Poquette	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 SAC met in September and reviewed 2013-14 FCAT scores as they correlated with the SIP. Reading, Math, Science, and Writing in various subgroups were focused on in regards to growth or

regression, and if we achieved our SIP goals. Handouts and reports were distributed and discussed. All information was published in newsletter, website, and other communication venues.

Development of this school improvement plan

Lawton's SAC committee gives input and suggestions to help reach goals. The SAC members are provided opportunities to work with the school based teams during school improvement meetings. Goals and assessment results are shared with SAC and PTA board monthly. SAC looks at FCAT data and other student performance data to identify strengths, areas of focus and assist with developing action plans. Areas of need: increase reading learning gains, increase math lowest 25% gains and increase the number of students writing at the proficiency level.

Preparation of the school's annual budget and plan

The SAC will meet in October to discuss and pass the School Improvement budget. Funds will be allocated to supplies that will directly correlate with the instructional goals of the SIP along with paying for substitutes to allow for teachers to attend trainings focusing on instructional strategies that will improve students achievement. Other school budgets will be utilized as well including operating budget, internal accounts, Capital Outlay, human resources/allocations and various categoricals, such as tutorial.

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

For the 2014-2015 school year, SAC has proposed to spend the $784 for substitutes for teachers to attend professional development trainings and supplies for teachers.

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
Emmans, Brian	Principal
Todd, Lindsay	Assistant Principal
Kelly, Becky	Teacher, K-12
Brady, Joanne	Teacher, K-12
Norris, Alicia	Teacher, K-12
Maddox, Alicia	Teacher, K-12
Sklar, Amy	Guidance Counselor
Capps, Eden	Teacher, K-12
Lewis, Tammy	Teacher, K-12
Wagganer, Erin	Instructional Coach
Haynes, Tish	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT were determined by analyzing the results from 2014 FCAT results. The results indicated a need to focus on reading learning gains, math lowest 25% gains, reading lowest 25% gains, science proficiency, writing 4.0 proficiency. This information will be part of the topics discussed during the year and will focus on increasing the fidelity to the reading plan and programs.

The LLT will be chaired by the Literacy Coach. Data from PLCs will determine the focus of monthly meetings. Each meeting will be documented on PLC agendas. The team will analyze data to determine strengths and weaknesses, work to establish the instructional calendar as it pertains to professional development and to make sure that staff members are aware of and knowledgeable of the Florida State Standards.

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

N/A

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

Lawton Elementary 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

Lawton Elementary uses various data to provide and differentiate instruction to meet the the diverse needs of our students. Assessments are used as diagnostics and "ongoing progress monitors" to determine
student needs and to track student growth. Determined by the data, various differentiated instructional practices are implemented, including intervention and acceleration, dependent on the student's needs. Students are looked at on an individual basis and their data is used to create student based services. Various assessments used include Discovery Education, FSA, SRI, DRA, PASI, PSI, curriculum based assessments, IXL, SuccessMaker and fluency reads.

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: 3,600

Lawton Elementary offers before school tutorial. 30 hour long sessions of tutorial will be offered on Wednesdays and Fridays during 2 scheduled sessions.

Strategy Rationale

We identified students scoring a level 1 or 2 on the 2014 FCAT 2.0 along with students who have been placed on a tier through the MTSS process. Morning tutorial is being used because we are able to increase attendance of the program as opposed to after school tutorial.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Haynes, Tish, tish_haynes@scps.k12.fl.us

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

Data using math and reading DE's, SRI levels and FCAT learning gains is collected and analyzed. Ongoing progress monitoring assessments are administered on a regular basis to see if the tutorial sessions are beneficial.

Strategy: After School Program

Minutes added to school year: 3,000

Robotics

Strategy Rationale

Robotics is a district STEM initiative that Lawton supports. We hold tournaments for the district and help to prepare and promote activities that will launch careers in the science, technology, engineering and math professions.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Todd, Lindsay, lindsay_todd@scps.k12.fl.us

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

Math and Science Data

Strategy: Extended School Day

Minutes added to school year: 5,400

Lawton's Accelerated Reader lab is open for reading tests every morning for the 2014-2015 school year for 30 minutes prior to the start of the school day.

Strategy Rationale

Students work towards reading goals and are rewarded for their efforts as they successfully pass comprehension and vocabulary quizzes as they increase their reading fluency and levels.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Haynes, Tish, tish_haynes@scps.k12.fl.us

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

AR tests are taken on books. The tests measure reading gains as the year progresses. SRI, DE and ORF are also administered.

Strategy: Summer Program

Minutes added to school year: 6,600

Summer Learning Camp

Strategy Rationale

Students that are not successful or do not meet the proficiency level determined by the state on the FSA are identified and selected to attend the Summer Learning Camp.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Haynes, Tish, tish_haynes@scps.k12.fl.us

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

Data from Voyager, SAT 10, SRI

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

N/A

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

N/A

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

N/A

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

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 instructional staff at Lawton Elementary will analyze data and implement effective instructional strategies aligned to the standards for reading, math and writing. Teachers will implement differentiated instruction and strategies for intervention.

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 instructional staff at Lawton Elementary will analyze data and implement effective instructional strategies aligned to the standards for reading, math and writing. Teachers will implement differentiated instruction and strategies for intervention. 1a

Targets Supported 1b

🔍 G040529

Indicator	Annual Target
Math Lowest 25% Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
AMO Math - African American	67.0
AMO Reading - All Students	91.0
FCAT 2.0 Science Proficiency	85.0

Resources Available to Support the Goal 2

- Professional development trainings, Substitutes provided for small group intervention purposes and teacher analyzing/planning, Reading teacher, Para-Professionals, PLC's, Go Math resources, District curriculum support staff, Participation in the Document Based Questioning (DBQ) pilot program, Reading Street series components, Common assessments and ongoing progress monitoring assessments: AR, SRI, DE, DRA, PSI, PASI, ORF.

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated reading and math strategies, Lack of understanding of inter-rater reliability, Lack of understanding of the new Florida State Standards and the Florida Standards Assessment (FSA)

Plan to Monitor Progress Toward G1. 8

Discovery Education assessments, Go Math benchmark assessments, Florida Standards Assessment, class work samples, common assessments, SRI, ORF, DRA, AR, county writing PMA's, administrative classroom walkthroughs, IXL, SuccessMaker

Person Responsible
Brian Emmans

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

Evidence of Completion
Observations, Assessment scores from DE, SRI and other ongoing progress monitoring assessments, PLC summaries, MTSS meeting notes

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 instructional staff at Lawton Elementary will analyze data and implement effective instructional strategies aligned to the standards for reading, math and writing. Teachers will implement differentiated instruction and strategies for intervention. 1

🔍 G040529

G1.B1 Lack of differentiated reading and math strategies, Lack of understanding of inter-rater reliability, Lack of understanding of the new Florida State Standards and the Florida Standards Assessment (FSA) 2

🔍 B098016

G1.B1.S1 Implement differentiated instructional strategies 4

🔍 S109334

Strategy Rationale

Individualize instruction based on student data and academic performance

Action Step 1 5

PLC's, Professional development, substitutes in classrooms to provide time for instructional staff to analyze data and plan

Person Responsible

Brian Emmans

Schedule

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

Evidence of Completion

Ongoing progress monitoring assessments: AR, DBQ, DE, SRI, DRA's, PSI and PASI and Individual goals set my students, effective instructional strategies monitored in classroom instruction

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

Classroom observations, Instructional rounds with instructional staff, Master calendar of school improvement Wednesday's and PLC's, provided planning days, walk throughs evidenced in IObservation, TOA follow-ups

Person Responsible

Lindsay Todd

Schedule

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

Evidence of Completion

Learning logs for PD opportunities, Summaries from PLC's, Classroom walkthroughs, Student data

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

FCAT, Assessments: DE, SRI, AR, Go Math benchmark assessments, Reading Street assessments, ORF assessments, effective instructional strategies observed in classrooms, MTSS meetings

Person Responsible

Tish Haynes

Schedule

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

Evidence of Completion

DE, SRI, DRA, ORF, AR, effective instructional strategies observed in classrooms, MTSS meetings and Student Study notes

G1.B1.S2 Implement instructional rounds `4`

S109335

Strategy Rationale

Team articulation focusing on instructional practices that improve student achievement

Action Step 1 `5`

Professional development with Marzano indicators, Regularly scheduled PLC's

Person Responsible

Brian Emmans

Schedule

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

Evidence of Completion

Classroom observations, Instructional practice effectiveness, PLC agendas, leadership team meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Classroom observations, Instructional rounds with instructional staff, Master calendar of school improvement Wednesday's and PLC's

Person Responsible

Brian Emmans

Schedule

Quarterly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Summaries from PLC's, Classroom walkthroughs, Student data, Walk to Interventions

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

FCAT, Assessments: DE, SRI, AR, Go Math benchmark assessments, Reading Street assessments, ORF assessments

Person Responsible

Lindsay Todd

Schedule

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

Evidence of Completion

DE, SRI, DRA, ORF, AR, Success Maker, IXL, ThinkCentral

G1.B1.S3 Utilize intervention materials to support areas in need of improvement `4`

🔑 S109336

Strategy Rationale

Math and Reading resource teachers will work with teachers to analyze data and help to provide strategies and materials to support student learning

Action Step 1 `5`

Reading interventions- Success Of All Readers (SOAR) and math interventions will be scheduled for students.

Person Responsible

Tish Haynes

Schedule

Daily, from 9/29/2014 to 5/22/2015

Evidence of Completion

DE, SRI, Ongoing progress monitoring, IXL, Success Maker, master schedule, AR

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Classroom observations, Master schedule, PLC meetings

Person Responsible

Lindsay Todd

Schedule

Daily, from 9/29/2014 to 5/22/2015

Evidence of Completion

Learning logs, PLC summaries, Schedule of PLC meetings and Master schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

FSA, Ongoing progress monitoring assessments: SRI, DE, AR, Benchmark assessments, Common assessments

Person Responsible

Erin Wagganer

Schedule

Daily, from 9/29/2014 to 5/22/2015

Evidence of Completion

SRI reports, DE reports, Classroom observations, Student work samples, ThinkCentral, IXL, SuccessMaker, Student Data Notebooks

G1.B1.S4 Implement before school tutorial and open computer labs [4]

🔧 S109337

Strategy Rationale

Extended school day to students in our lowest quartile for reading and math and students on tiers as identified through the MTSS process

Action Step 1 [5]

Before school tutorial for Tier 2 and Tier 3 students and lowest 30% students, ESOL lab time, morning computer time for students to utilize IXL, SuccessMaker and ThnkCentral

Person Responsible

Tish Haynes

Schedule

Weekly, from 10/1/2014 to 11/21/2014

Evidence of Completion

FSA, DE, Ongoing progress monitoring assessments, Common Assessments, EdInsight

Plan to Monitor Fidelity of Implementation of G1.B1.S4 [6]

Tutorial planning sheet, Tutorial lesson plans, Master schedule, EdInsight

Person Responsible

Tish Haynes

Schedule

Weekly, from 10/1/2014 to 11/21/2014

Evidence of Completion

Tutorial attendance, Tutorial lesson plans, Tutorial assessments (DE reading and math probes and ORF), EdInsight

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

FSA, DE, Ongoing progress monitoring assessments, Student Data Tracking notebooks, IXL, Success Maker, EdInsight

Person Responsible

Tish Haynes

Schedule

Weekly, from 10/1/2014 to 11/21/2014

Evidence of Completion

DE reports, SRI, classroom work samples, EdInsight, IXL, Success Maker

G1.B1.S5 Facilitating Professional Learning Communities and Professional Development `4`

🔍 S109338

Strategy Rationale

Increase the rigor of PLCs to form common assessments and instructional strategies, Professional development provided to support the areas of technology, student engagement, differentiated instruction and unpacking standards

Action Step 1 `5`

Regularly scheduled PLC's, Professional development

Person Responsible

Schedule

Evidence of Completion

FCAT, DE, Ongoing progress monitoring assessments

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

Classroom Observations, Classroom observations, master calendar of School Improvement Wednesday's and PLC's

Person Responsible

Schedule

Evidence of Completion

Learning logs for PD opportunities, Summaries from PLC's, Classroom walkthroughs, Student data from ongoing progress monitoring assessments, FCAT

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

FCAT, Assessments: DE, SRI, AR, Go Math benchmark assessments, Reading Street assessments, ORF assessments

Person Responsible

Schedule

Evidence of Completion

Baseline data, Ongoing progress monitoring assessments: DE, SRI, DRA, ORF, AR

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	PLC's, Professional development, substitutes in classrooms to provide time for instructional staff to analyze data and plan	Emmans, Brian	8/11/2014	Ongoing progress monitoring assessments: AR, DBQ, DE, SRI, DRA's, PSI and PASI and Individual goals set my students, effective instructional strategies monitored in classroom instruction	5/29/2015 biweekly
G1.B1.S2.A1	Professional development with Marzano indicators, Regularly scheduled PLC's	Emmans, Brian	8/11/2014	Classroom observations, Instructional practice effectiveness, PLC agendas, leadership team meetings	5/29/2015 monthly
G1.B1.S3.A1	Reading interventions- Success Of All Readers (SOAR) and math interventions will be scheduled for students.	Haynes, Tish	9/29/2014	DE, SRI, Ongoing progress monitoring, IXL, Success Maker, master schedule, AR	5/22/2015 daily
G1.B1.S4.A1	Before school tutorial for Tier 2 and Tier 3 students and lowest 30% students, ESOL lab time, morning computer time	Haynes, Tish	10/1/2014	FSA, DE, Ongoing progress monitoring assessments, Common Assessments, EdInsight	11/21/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	for students to utilize IXL, SuccessMaker and ThnkCentral				
G1.B1.S5.A1	Regularly scheduled PLC's, Professional development		FCAT, DE, Ongoing progress monitoring assessments	one-time	
G1.MA1	Discovery Education assessments, Go Math benchmark assessments, Florida Standards Assessment, class work samples, common assessments, SRI, ORF, DRA, AR, county writing PMA's, administrative classroom walkthroughs, IXL, SuccessMaker	Emmans, Brian	8/11/2014	Observations, Assessment scores from DE, SRI and other ongoing progress monitoring assessments, PLC summaries, MTSS meeting notes	5/29/2015 monthly
G1.B1.S1.MA1	FCAT, Assessments: DE, SRI, AR, Go Math benchmark assessments, Reading Street assessments, ORF assessments, effective instructional strategies observed in classrooms, MTSS meetings	Haynes, Tish	8/11/2014	DE, SRI, DRA, ORF, AR, effective instructional strategies observed in classrooms, MTSS meetings and Student Study notes	5/29/2015 monthly
G1.B1.S1.MA1	Classroom observations, Instructional rounds with instructional staff, Master calendar of school improvement Wednesday's and PLC's, provided planning days, walk throughs evidenced in IObservation, TOA follow-ups	Todd, Lindsay	8/11/2014	Learning logs for PD opportunities, Summaries from PLC's, Classroom walkthroughs, Student data	5/29/2015 monthly
G1.B1.S2.MA1	FCAT, Assessments: DE, SRI, AR, Go Math benchmark assessments, Reading Street assessments, ORF assessments	Todd, Lindsay	8/11/2014	DE, SRI, DRA, ORF, AR, Success Maker, IXL, ThinkCentral	5/29/2015 monthly
G1.B1.S2.MA1	Classroom observations, Instructional rounds with instructional staff, Master calendar of school improvement Wednesday's and PLC's	Emmans, Brian	10/17/2014	Summaries from PLC's, Classroom walkthroughs, Student data, Walk to Interventions	5/29/2015 quarterly
G1.B1.S3.MA1	FSA, Ongoing progress monitoring assessments: SRI, DE, AR, Benchmark assessments, Common assessments	Wagganer, Erin	9/29/2014	SRI reports, DE reports, Classroom observations, Student work samples, ThinkCentral, IXL, SuccessMaker, Student Data Notebooks	5/22/2015 daily
G1.B1.S3.MA1	Classroom observations, Master schedule, PLC meetings	Todd, Lindsay	9/29/2014	Learning logs, PLC summaries, Schedule of PLC meetings and Master schedule	5/22/2015 daily
G1.B1.S4.MA1	FSA, DE, Ongoing progress monitoring assessments, Student Data Tracking notebooks, IXL, Success Maker, EdInsight	Haynes, Tish	10/1/2014	DE reports, SRI, classroom work samples, EdInsight, IXL, Success Maker	11/21/2014 weekly
G1.B1.S4.MA1	Tutorial planning sheet, Tutorial lesson plans, Master schedule, EdInsight	Haynes, Tish	10/1/2014	Tutorial attendance, Tutorial lesson plans, Tutorial assessments (DE reading and math probes and ORF), EdInsight	11/21/2014 weekly
G1.B1.S5.MA1	FCAT, Assessments: DE, SRI, AR, Go Math benchmark assessments, Reading Street assessments, ORF assessments		Baseline data, Ongoing progress monitoring assessments: DE, SRI, DRA, ORF, AR	once	
G1.B1.S5.MA1	Classroom Observations, Classroom observations, master calendar of School Improvement Wednesday's and PLC's		Learning logs for PD opportunities, Summaries	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			from PLC's, Classroom walkthroughs, Student data from ongoing progress monitoring assessments, FCAT		

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. All instructional staff at Lawton Elementary will analyze data and implement effective instructional strategies aligned to the standards for reading, math and writing. Teachers will implement differentiated instruction and strategies for intervention.

G1.B1 Lack of differentiated reading and math strategies, Lack of understanding of inter-rater reliability, Lack of understanding of the new Florida State Standards and the Florida Standards Assessment (FSA)

G1.B1.S1 Implement differentiated instructional strategies

PD Opportunity 1

PLC's, Professional development, substitutes in classrooms to provide time for instructional staff to analyze data and plan

Facilitator

Administration, Reading teacher, Math teacher, Instructional staff, Curriculum support staff from DTL

Participants

Instructional staff and Students

Schedule

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

G1.B1.S2 Implement instructional rounds

PD Opportunity 1

Professional development with Marzano indicators, Regularly scheduled PLC's

Facilitator

Administration

Participants

Administration, Instructional staff

Schedule

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

G1.B1.S3 Utilize intervention materials to support areas in need of improvement

PD Opportunity 1

Reading interventions- Success Of All Readers (SOAR) and math interventions will be scheduled for students.

Facilitator

Administration, Leadership team, MTSS team, Instructional staff

Participants

Instructional staff

Schedule

Daily, from 9/29/2014 to 5/22/2015

G1.B1.S5 Facilitating Professional Learning Communities and Professional Development

PD Opportunity 1

Regularly scheduled PLC's, Professional development

Facilitator

Administration, Leadership team, MTSS team, Curriculum support team from DTL

Participants

Instructional staff

Schedule

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 instructional staff at Lawton Elementary will analyze data and implement effective instructional strategies aligned to the standards for reading, math and writing. Teachers will implement differentiated instruction and strategies for intervention.	2,310
Grand Total	**2,310**

Goal 1: All instructional staff at Lawton Elementary will analyze data and implement effective instructional strategies aligned to the standards for reading, math and writing. Teachers will implement differentiated instruction and strategies for intervention.		
Description	**Source**	**Total**
B1.S1.A1 - District PD Funds	Other	1,155
B1.S3.A1 - Supplies and Substitutes	School Improvement Funds	1,155
B1.S4.A1 - District provided tutorial funds	Other	0
Total Goal 1		**2,310**