

Sarasota County Schools

Lakeview Elementary School



2016-17 School Improvement Plan

Lakeview Elementary School

7299 PROCTOR RD, Sarasota, FL 34241

www.sarasotacountyschools.net/lakeview

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	No	36%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Lakeview Elementary School provides students with a challenging curriculum in a nurturing environment, preparing them for a lifetime of decision making and future success.

b. Provide the school's vision statement

Lakeview Elementary School community believes learning occurs in a safe, positive and respectful environment. Our dedication to interactive, individualized, lifelong learning empowers students to lead successful lives and confidently face the challenges of tomorrow.

2. School Environment

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

Through parent conferences and day-to-day interactions with students and families, Lakeview's teachers learn about our students' cultures. Lakeview's teachers offer numerous opportunities for students to learn about their peers' cultures through opportunities embedded in the curriculum. As the diversity of our student body becomes more transparent and understood, so do the positive relationships between teachers and students.

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

Whenever our students are on Lakeview's campus, an environment of emotional/physical safety and respect prevails. Our School-wide Expectations, our Lancer Pledge, and our Teach To's are just a few examples of the daily reaffirmation to our students' emotional/physical safety and feeling of respect.

c. 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

Lakeview's entire school community adheres to the Time to Teach philosophy for positive classroom management. Its premise is that a student is not permitted to interrupt instruction more than once. A scaffolded system for positive behavior support is in place. During the first week of school, and as needed throughout the year, students are taught Teach To's for various situations. The Teach To's complement the Time to Teach philosophy. Our school counselor facilitates classroom sessions which complement the targeted areas of our school-wide expectations and the Character Education curriculum. The school counselor also will attend one CPT for each team to review Teach To Guidelines. Lakeview's PBS committee, with reps from each grade level/department, meets monthly to ensure our positive behavior/positive classroom management systems are in place and fairly/consistently being enforced.

d. 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

Lakeview’s school counselor facilitates classroom sessions which complement the targeted areas of our school-wide expectations. She also addresses “hot” topics that arise throughout the year. Our school counselor also meets one-on-one, with small groups, and with parents on a scheduled and as-needed basis. She is a primary source to our school community for targeted agencies/family services. Lakeview’s staff, as well as community adult volunteers, serve as academic/behavior mentors to targeted students.

3. 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).

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

We have implemented regular attendance monitoring. Our SWST team identifies and reviews students of concern on a weekly basis. These students may be part of an incentive program geared at improving student attendance. Attendance is checked daily and immediate follow-up calls are made home when students of concern are not present that day. The attendance data is reviewed each week and adjustments are made as warranted by the data. We are monitoring:

- * Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- * One or more suspensions, whether in school or out of school
- * Course failure in English Language Arts or mathematics
- * A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	3	8	6	9	12	0	0	0	0	0	0	0	42
One or more suspensions	0	2	1	0	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	3	2	1	1	2	5	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	11	7	6	0	0	0	0	0	0	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	0	2	2	1	0	0	0	0	0	0	0	6

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

- School-wide mentoring
- Regular data chats with homeroom teachers
- MTSS Process
- Volunteer Program
- Parent conferences

- Team teaching
- Contract Service Support - small group grades 1 and 2
- IXL software support in Math
- Before/after school remediation
- Guidance lessons on attendance
- Restorative Strategies Circles
- Daily Scheduled PBS Motivating "play times" and "lunch bunch"

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

- Welcome calls / outreach breakfast (kindergarten families and / or families new to Lakeview)
- ESOL Breakfast
- Parent Information Night (ESE and regular education presentations)
- School Advisory Council (membership reflects Lakeview's diverse population)
- Backpack program (weekly food provided to target families)
- Parent Teacher Organization (membership reflects Lakeview's diverse population)
- Volunteer Program (at-school and at-home opportunities)
- * Parent/Student Portal
- * Weekly/midterm reports, in addition to report cards
- * Remind.com texts to parents and Connect-Ed informational phone messages

2. 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

- Active School Advisory Council
- Active PTO
- Business Partnerships
- Neighborhood Church (mentoring)
- Backpack Program
- Snack Pantry
- Student Council Outreach Program
- The Giving Tree- Holiday Gifts provided to families in need
- Florida House Learning Center

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wheatley, Lisa	Principal
Dafoulas, Judy	Assistant Principal
Piatt, Lauren	Guidance Counselor
Brown, Kris	Other

b. Duties

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

• Principal:

1. provides a common vision for the use of data-based decision making.
2. ensures that the school-based team is implementing MTSS.
3. ensures implementation of intervention support, and documentation of adequate professional development, to support MTSS and SIP implementation.
4. communicates with school and non-school-based shareholders regarding MTSS and SIP
5. completes multiple observations of teachers instructing students providing teachers with feedback

• Administrative Intern:

- provides information about core instruction.
- participates in schoolwide student data collection / analysis.
- assists with schoolwide progress monitoring.
- collaborates with instructional staff to implement MTSS tier interventions.
- communicates with school and non-school-based shareholders regarding MTSS and SIP.

• Counselor / ESE Liaison / ELL Liaison:

- participate in schoolwide student data collection / analysis.
- assist with schoolwide progress monitoring.
- collaborate with instructional staff to implement MTSS tier interventions.
- communicate with school and non-school-based shareholders regarding MTSS and SIP.

2. 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

Principal:

- Review and revise established infrastructure.

Principal/Administrative Intern/Instructional Staff:

- Analyze relevant school profile data for the purpose of problem analysis.
- Analyze data in order to identify trends and groups in need of further intervention.
- Set resulting goals.

School Counselor:

- * In partnership with Temple Emanuel, weekly backpack program will provide food to target families.
- * Our neighborhood church will provide volunteers to assist our students and staff.

Principal/Bookkeeper:

- * General fund dollars will purchase instructional materials to support the Florida Standards.
- * School Recognition/Aftercare dollars may be used for contracted services to allow facilitation of small group remedial instruction during the school year and/or remediation/enrichment
- * Title II Funds may provide instructional coverage for teachers to attend PD.
- * School Improvement dollars may be used to contract the services of a consultant.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Peggy Atkinson	Teacher
Denise DeLellis	Teacher
Kim Miles	Teacher
Cheryl Underhill	Education Support Employee
Diana Smith	Parent
Jen Winterhalter	Parent
Lisa Wheatley	Principal
Anna D'Amato	Parent
Carman Kohn	Parent
Amy Buttle	Parent
Kavita Ramsaran	Parent
Jennifer Yahraus	Business/Community
Angela Xinidis	Parent
Geoffrey Gibbs	Business/Community
Sue Hlohinec	Business/Community
Deb McCart	Teacher
Susan Amon	Teacher
Tina Campbell	Teacher
Courtnee O'Shea	Teacher
Stephanie Redington	Teacher
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

- SAC/SDMT members participated in end-of-year review of 15-16 school improvement plan at final meeting of the school year.

b. Development of this school improvement plan

- Review previous year's data.
- Evaluate appropriateness of measures of progress, professional development activities, timelines, and evaluation procedures.

c. Preparation of the school's annual budget and plan

-The budget is prepared at the district level and reviewed at SAC/SDMT. The staffing is determined at school level and reviewed at SAC/SDMT.

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

Last year the funds were saved to help fund proposed Summer/After school Reading and Science clubs at Lakeview.

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

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dafoulas, Judy	Assistant Principal
Wheatley, Lisa	Principal
Anderson, Kristen	Teacher, K-12
Powell, Mary	Teacher, K-12
Usman, Khizran	Teacher, K-12
Rosander, Marie	Teacher, K-12
Theiler, Victoria	Teacher, K-12
Silva, Lisa	Teacher, K-12
Brown, Kris	Other
Wink, Megan	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

1. Create reading clubs/camps after school
2. Contract services to support our 1st and 2nd grade intervention students during their reading block
3. Facilitate Students with writing the scripts for our daily morning news program (LNN)
4. Provide a free book to every child at our annual Scholastic Book Fair
5. Promote school-wide reading incentive programs in Accelerated Reader and Sunshine State Young Readers, using incentives from PTO and local business partners

D. 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).

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

Collaborative planning teams meet weekly by grade level/department. Planning periods are grade/department specific to encourage collegial planning. Departmentalization occurs in some 3rd and 4th grade classes and in all of 5th grade. Advanced Work Classes collaborate in grades 2-5.

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

- Principal seeks instructional staff input to develop timely and relevant professional development.
- Lakeview continues to be an "A" school.
- Lakeview has been a Five-Star school for 19 years.
- Lakeview has a high level of parent involvement and volunteers who support the school.
- Climate surveys reflect Lakeview as having a positive supportive environment.

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

Lakeview will use SCIP (Sarasota County Induction Program) Mentors for beginning teachers. These mentors meet with their "mentee" to review Sarasota County requirements related to first and second year teaching. Topics include lesson planning, classroom management, Student Information Night, Pride Rubric and domains, and professional development.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers follow district-provided Instructional Focus Guides. Weekly CPTs focus on alignment of instruction/materials to Florida Standards. Formative/summative assessments provide alignment data. Summer curriculum workshops provide time to reflect on best practices. Teachers attend workshops offered by the district throughout the school year as well.

b. Instructional Strategies

1. 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

All teachers participate in data chats with the pupil support team. Data is analyzed, and plans are made for differentiated instruction, during (but not limited to) weekly CPTs. iReady scores and grade level common assessments are analyzed to determine needs of students. As needed, 504 Plans are launched. Team teaching enables further differentiation. Before/during/after school instructional support is given as able.

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

Strategy: After School Program

Minutes added to school year:

- Supervised support with homework and additional iReady time during our after school child care program.

Strategy Rationale

Additional individualized instruction determined by students' needs will result in academic progress.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dafoulas, Judy, judy.dafoulas@sarasotacountyschools.net

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

Teachers reflect on iReady data to differentiate instruction.
Teachers monitor homework completion.

2. Student Transition and Readiness

a. 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).

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

For Pre K: At the beginning of the school year, kindergarten teachers receive results from Pre K exit assessments. For 5th graders moving on to 6th grade: In the spring, our school counselor and our ESE Liaison meet with personnel at feeder middle schools. We've also asked our districted middle school to provide a parent night for our families.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** ELA: By the year 2017, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.
- G2.** MATH: By the year 2017, there will be a minimum of a two percentage point increase in math for all student groups where 70% or more are currently demonstrating proficiency.
- G3.** Five Star School Goal: Lakeview will involve members from the community in our classrooms such as Florida House and in our after school clubs to share their expertise and encourage life-long learning.
- G4.** SCIENCE: By the year 2017, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.
- G5.** By the year 2017, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days.
- G6.**
- G7.**

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. ELA: By the year 2017, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1a

G079238

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	83.0

Targeted Barriers to Achieving the Goal 3

- Gaps in Student Achievement, High rigor of standards, learning curve for teachers

Resources Available to Support the Goal 2

- As Lakeview continues to implement Florida Standards, and prepares for FSA, instructional staff will analyze students' data and differentiate instruction as appropriate, using multiple ELA resources and implementing strategies to help align student tasks to the cognitive demand of the standards

Plan to Monitor Progress Toward G1. 8

School principal and administrative intern will monitor progress monitoring reports and classroom visits.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Progress monitoring reports and observations

G2. MATH: By the year 2017, there will be a minimum of a two percentage point increase in math for all student groups where 70% or more are currently demonstrating proficiency. 1a

G079239

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	90.0

Targeted Barriers to Achieving the Goal 3

- Teachers continue to familiarize themselves with GoMath and iReady as resources to instruct to the high rigor of the Florida State Standards.

Resources Available to Support the Goal 2

- As Lakeview continues to implement the new Florida Standards, and prepares for FSA, instructional staff will analyze i-Ready data and differentiate instruction as appropriate, using multiple math resources including GoMath and i-Ready. An ESE-endorsed teacher will supplement regular ed instruction.

Plan to Monitor Progress Toward G2. 8

Teachers will share iReady data and formative and summative assessments during Data Chats and during collaboration at CPTs.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

iReady scores and common assessment scores

G3. Five Star School Goal: Lakeview will involve members from the community in our classrooms such as Florida House and in our after school clubs to share their expertise and encourage life-long learning. 1a

G079240

Targets Supported 1b

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	100.0

Targeted Barriers to Achieving the Goal 3

- Cost of after school activities may be prohibitive for some.

Resources Available to Support the Goal 2

- Scholarships for students who can not afford clubs.

Plan to Monitor Progress Toward G3. 8

Surveys from parents of students who participate in after school clubs as an opportunity for feedback

Person Responsible

Lisa Wheatley

Schedule

On 5/26/2017

Evidence of Completion

G4. SCIENCE: By the year 2017, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1a

G079241

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	90.0

Targeted Barriers to Achieving the Goal 3

- Current proficiency level is so high and integration of science into ELA block, through non fiction texts using small group instruction, at some grade levels is challenging

Resources Available to Support the Goal 2

- Reading Wonders, online IFGs, cPalms, ThinkCentral, Gale ebook Science collection,

Plan to Monitor Progress Toward G4. 8

1. Pride Documentation
2. Master Schedule
3. Science Benchmark Tests
4. Data Chats

Person Responsible

Lisa Wheatley

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Progress monitoring reports

G5. By the year 2017, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days. 1a

G079242

Targets Supported 1b

Indicator	Annual Target
Attendance rate	6.0

Targeted Barriers to Achieving the Goal 3

- student sickness, patterns of behavior

Resources Available to Support the Goal 2

- SWST, restorative strategies, attendance officer, school wide initiative-teacher awareness, poster contest

Plan to Monitor Progress Toward G5. 8

SWST and CARE team will monitor chronic individuals

Person Responsible

Lisa Wheatley

Schedule

Biweekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

attendance reports

G6. 1a

G079243

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

Resources Available to Support the Goal 2

-

G7. 1a

G079244

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Targeted Barriers to Achieving the Goal 3

Resources Available to Support the Goal 2

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Plan to Monitor Progress Toward G7. 8

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Progress Toward G7. 8

Person Responsible

Schedule

Evidence of Completion

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

 = Problem Solving Step  S123456 = Quick Key

G1. ELA: By the year 2017, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

G079238

G1.B1 Gaps in Student Achievement, High rigor of standards, learning curve for teachers 2

B208814

G1.B1.S1 1. Ongoing professional development including accountable talk Linda Dove- Depths of Knowledge Workshops 2. Interventions using i-Ready data to guide instructional decisions. 3. Continuous collaboration in CPTs to implement effective strategies and resources. 4

S220531

Strategy Rationale

As teachers become more knowledgeable regarding Florida Standards, they will align student tasks to the cognitive demand of the standard.

Action Step 1 5

Teachers will attend I-Ready training and collaboratively review the district provided resources in the IFGs during CPTs. They will attend workshops on Linda Dove's Accountable Talk and Depths of Knowledge during their CPTs and on the October 24th professional day.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Progress monitoring reports

Action Step 2 5

Teachers will participate in a book study, "Mindset" by Carol S. Dweck

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Homework, interactive discussion, and survey.

Action Step 3 5

Teachers will use i-Ready time for intervention with targeted students while aides assist in computer labs

Person Responsible

Lisa Wheatley

Schedule

Daily, from 1/16/2017 to 4/14/2017

Evidence of Completion

Action Step 4 5

Students with disabilities, through inclusive practices, are instructed on grade level curriculum in the general education classroom with the support of resource teachers.

Person Responsible

Kris Brown

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

IEPs, scheduling

Action Step 5 5

Contract service to daily assist in 1st and 2nd grade classrooms with intervention groups.

Person Responsible

Judy Dafoulas

Schedule

On 5/26/2017

Evidence of Completion

iReady scores

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

Through data chats, progress monitoring, data analysis, and other collaborative conversations among teachers, fidelity will be monitored.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Progress monitoring reports

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

School principal and administrative intern will analyze data through progress monitoring reports.

Person Responsible

Lisa Wheatley

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Progress monitoring reports and observations

G2. MATH: By the year 2017, there will be a minimum of a two percentage point increase in math for all student groups where 70% or more are currently demonstrating proficiency. 1

G079239

G2.B1 Teachers continue to familiarize themselves with GoMath and iReady as resources to instruct to the high rigor of the Florida State Standards. 2

B208815

G2.B1.S1 1. Ongoing professional development: Sue D'Angelo training 2. Teachers modeling strategic use of clustering standards to deepen students' understanding and increase rigorous tasks. 3. Reflection/feedback from colleagues on implementing standards using rigorous tasks. 4. Interventions using i-Ready data guiding instructional decisions. 5. Collaboration in CPTs to implement effective strategies /resources. 4

S220532

Strategy Rationale

Teachers will collaboratively plan and align student tasks to the cognitive demand of the standards.

Action Step 1 5

Teachers will collaborate to create and/or identify math assessments and attend Math workshops and Math Rounding.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Progress monitoring reports

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

Teachers will collaborate to create and/or identify common math assessments.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Progress monitoring reports

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

Common Assessments

Person Responsible

Lisa Wheatley

Schedule

On 5/22/2017

Evidence of Completion

progress monitoring reports

G3. Five Star School Goal: Lakeview will involve members from the community in our classrooms such as Florida House and in our after school clubs to share their expertise and encourage life-long learning. 1

G079240

G3.B1 Cost of after school activities may be prohibitive for some. 2

B208816

G3.B1.S1 Scholarships provided for families in need 4

S220533

Strategy Rationale

Funds are available so that all students have equal access to opportunities at Lakeview.

Action Step 1 5

Registrations for after school camps will list an opportunity for parents to mark if they are experiencing a financial need.

Person Responsible

Lauren Piatt

Schedule

On 5/26/2017

Evidence of Completion

monitor registrations

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

monitor registration applications

Person Responsible

Lisa Wheatley

Schedule

On 5/22/2017

Evidence of Completion

Monitor registrations.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

list of student enrollment in clubs cross referenced with requests for financial assistance

Person Responsible

Lisa Wheatley

Schedule

On 5/26/2017

Evidence of Completion

numbers of students in need

G4. SCIENCE: By the year 2017, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

G079241

G4.B1 Current proficiency level is so high and integration of science into ELA block, through non fiction texts using small group instruction, at some grade levels is challenging 2

B208817

G4.B1.S1 1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair 7. After school STEM club 4

S220534

Strategy Rationale

Multiple resources to address needs of all students

Action Step 1 5

1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair 7. After school STEM club 8. Creation of Lakeview Science Committee

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Progress monitoring reports

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

Teachers will collaborate to create science assessments

Person Responsible

Lisa Wheatley

Schedule

On 5/22/2017

Evidence of Completion

Progress monitoring reports

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

common science assessments

Person Responsible

Lisa Wheatley

Schedule

On 5/22/2017

Evidence of Completion

Progress Monitoring Reports

G5. By the year 2017, there will be a reduction in the number of students with excessive absences. There will be a 2% decrease in the number of students absent from school for 18 or more school days. 1

G079242

G5.B1 student sickness, patterns of behavior 2

B208818

G5.B1.S1 Guidance counselor will have lessons, call families, and provide backpacks from food pantry

4

S220535

Strategy Rationale

Educate students and provide them with nutritious meals.

Action Step 1 5

SWST will review attendance

Person Responsible

Lauren Piatt

Schedule

On 5/26/2017

Evidence of Completion

SWST notes

Action Step 2 5

Attendance Action Plan for Identified students

Person Responsible

Lauren Piatt

Schedule

On 5/26/2017

Evidence of Completion

Regular review of attendance records and phone calls made home

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Through data chats progress monitoring, data analysis, and other collaborative conversations among regular ed and ESE teachers, fidelity will be monitored.

Person Responsible

Lisa Wheatley

Schedule

On 5/26/2017

Evidence of Completion

Progress monitoring reports

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

School principal and administrative intern will analyze data through progress monitoring reports and classroom visits

Person Responsible

Lisa Wheatley

Schedule

On 5/26/2017






Evidence of Completion

progress monitoring and classroom visits

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.B1.S1.A2 A277692	Teachers will participate in a book study, "Mindset" by Carol S. Dweck	Wheatley, Lisa	8/15/2016	Homework, interactive discussion, and survey.	5/26/2017 weekly
G4.B1.S1.MA1 M274257	Teachers will collaborate to create science assessments	Wheatley, Lisa	8/22/2016	Progress monitoring reports	5/22/2017 one-time
G4.B1.S1.A1 A277698	1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs...	Wheatley, Lisa	8/22/2016	Progress monitoring reports	5/22/2017 weekly
G4.MA1 M274258	1. Pride Documentation 2. Master Schedule 3. Science Benchmark Tests 4. Data Chats	Wheatley, Lisa	8/22/2016	Progress monitoring reports	5/22/2017 monthly
G2.MA1 M274252	Teachers will share iReady data and formative and summative assessments during Data Chats and...	Wheatley, Lisa	8/22/2016	iReady scores and common assessment scores	5/22/2017 weekly
G4.B1.S1.MA1 M274256	common science assessments	Wheatley, Lisa	8/22/2016	Progress Monitoring Reports	5/22/2017 one-time
G3.B1.S1.MA1 M274254	monitor registration applications	Wheatley, Lisa	8/22/2016	Monitor registrations.	5/22/2017 one-time
G2.B1.S1.MA1 M274250	Common Assessments	Wheatley, Lisa	8/22/2016	progress monitoring reports	5/22/2017 one-time
G1.MA1 M274249	School principal and administrative intern will monitor progress monitoring reports and classroom...	Wheatley, Lisa	8/22/2016	Progress monitoring reports and observations	5/26/2017 weekly
G5.B1.S1.A2 A277700	Attendance Action Plan for Identified students	Piatt, Lauren	8/22/2016	Regular review of attendance records and phone calls made home	5/26/2017 one-time
G1.B1.S1.A4 A277695	Students with disabilities, through inclusive practices, are instructed on grade level curriculum...	Brown, Kris	8/22/2016	IEPs, scheduling	5/26/2017 daily
G5.B1.S1.A1 A277699	SWST will review attendance	Piatt, Lauren	8/22/2016	SWST notes	5/26/2017 one-time
G1.B1.S1.A1 A277691	Teachers will attend I-Ready training and collaboratively review the district provided resources in...	Wheatley, Lisa	8/22/2016	Progress monitoring reports	5/26/2017 weekly
G2.B1.S1.MA1 M274251	Teachers will collaborate to create and/or identify common math assessments.	Wheatley, Lisa	8/22/2016	Progress monitoring reports	5/26/2017 weekly
G2.B1.S1.A1 A277696	Teachers will collaborate to create and/or identify math assessments and attend Math workshops and...	Wheatley, Lisa	8/22/2016	Progress monitoring reports	5/26/2017 weekly
G3.B1.S1.MA1 M274253	list of student enrollment in clubs cross referenced with requests for financial assistance	Wheatley, Lisa	8/22/2016	numbers of students in need	5/26/2017 one-time
G1.B1.S1.MA1 M274248	Through data chats, progress monitoring, data analysis, and other collaborative conversations among...	Wheatley, Lisa	8/22/2016	Progress monitoring reports	5/26/2017 weekly
G5.B1.S1.MA1 M274260	Through data chats progress monitoring, data analysis, and other collaborative conversations among...	Wheatley, Lisa	8/22/2016	Progress monitoring reports	5/26/2017 one-time
G1.B1.S1.MA1 M274247	School principal and administrative intern will analyze data through progress monitoring reports.	Wheatley, Lisa	8/22/2016	Progress monitoring reports and observations	5/26/2017 monthly
G5.MA1 M274261	SWST and CARE team will monitor chronic individuals	Wheatley, Lisa	8/22/2016	attendance reports	5/26/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1  M274255	Surveys from parents of students who participate in after school clubs as an opportunity for...	Wheatley, Lisa	8/22/2016		5/26/2017 one-time
G5.B1.S1.MA1  M274259	School principal and administrative intern will analyze data through progress monitoring reports...	Wheatley, Lisa	8/22/2016	progress monitoring and classroom visits	5/26/2017 one-time
G3.B1.S1.A1  A277697	Registrations for after school camps will list an opportunity for parents to mark if they are...	Piatt, Lauren	8/22/2016	monitor registrations	5/26/2017 one-time
G1.B1.S1.A5  A292140	Contract service to daily assist in 1st and 2nd grade classrooms with intervention groups.	Dafoulas, Judy	9/14/2016	iReady scores	5/26/2017 one-time
2017					
G1.B1.S1.A3  A277693	Teachers will use i-Ready time for intervention with targeted students while aides assist in...	Wheatley, Lisa	1/16/2017		4/14/2017 daily

V. Professional Development Opportunities

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

G1. ELA: By the year 2017, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G1.B1 Gaps in Student Achievement, High rigor of standards, learning curve for teachers

G1.B1.S1 1. Ongoing professional development including accountable talk Linda Dove- Depths of Knowledge Workshops 2. Interventions using i-Ready data to guide instructional decisions. 3. Continuous collaboration in CPTs to implement effective strategies and resources.

PD Opportunity 1

Teachers will attend I-Ready training and collaboratively review the district provided resources in the IFGs during CPTs. They will attend workshops on Linda Dove's Accountable Talk and Depths of Knowledge during their CPTs and on the October 24th professional day.

Facilitator

Michelle Kloese, Linda Dove, Lisa Wheatley

Participants

K-5 Teachers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

PD Opportunity 2

Teachers will participate in a book study, "Mindset" by Carol S. Dweck

Facilitator

Lisa Wheatley

Participants

K-5 Teachers

Schedule

Weekly, from 8/15/2016 to 5/26/2017

G2. MATH: By the year 2017, there will be a minimum of a two percentage point increase in math for all student groups where 70% or more are currently demonstrating proficiency.

G2.B1 Teachers continue to familiarize themselves with GoMath and iReady as resources to instruct to the high rigor of the Florida State Standards.

G2.B1.S1 1. Ongoing professional development: Sue D'Angelo training 2. Teachers modeling strategic use of clustering standards to deepen students' understanding and increase rigorous tasks. 3. Reflection/feedback from colleagues on implementing standards using rigorous tasks. 4. Interventions using i-Ready data guiding instructional decisions. 5. Collaboration in CPTs to implement effective strategies /resources.

PD Opportunity 1

Teachers will collaborate to create and/or identify math assessments and attend Math workshops and Math Rounding.

Facilitator

Sue D'Angelo

Participants

K-5 teachers

Schedule

Weekly, from 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

Budget Data

1	G1.B1.S1.A1	Teachers will attend I-Ready training and collaboratively review the district provided resources in the IFGs during CPTs. They will attend workshops on Linda Dove's Accountable Talk and Depths of Knowledge during their CPTs and on the October 24th professional day.				\$5,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	9100	310-Professional and Technical Services	0471 - Lakeview Elementary School	General Fund		\$4,200.00
	6400	622-Audio Visual Materials Non-Capitalized	0471 - Lakeview Elementary School	General Fund		\$1,500.00
2	G1.B1.S1.A2	Teachers will participate in a book study, "Mindset" by Carol S. Dweck				\$391.60
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		590-Other Materials and Supplies	0471 - Lakeview Elementary School	General Fund		\$391.60
			<i>Notes: Books for book study</i>			
3	G1.B1.S1.A3	Teachers will use i-Ready time for intervention with targeted students while aides assist in computer labs				\$12,239.82
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	0471 - Lakeview Elementary School	General Fund		\$12,239.82
			<i>Notes: Computer lab aides for 35 days</i>			
4	G1.B1.S1.A4	Students with disabilities, through inclusive practices, are instructed on grade level curriculum in the general education classroom with the support of resource teachers.				\$0.00
5	G1.B1.S1.A5	Contract service to daily assist in 1st and 2nd grade classrooms with intervention groups.				\$9,704.70
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	0471 - Lakeview Elementary School	General Fund		\$9,704.70
6	G2.B1.S1.A1	Teachers will collaborate to create and/or identify math assessments and attend Math workshops and Math Rounding.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Budget Data						
			0471 - Lakeview Elementary School	General Fund		\$0.00
7	G3.B1.S1.A1	Registrations for after school camps will list an opportunity for parents to mark if they are experiencing a financial need.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0471 - Lakeview Elementary School			\$0.00
8	G4.B1.S1.A1	1. Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs especially at primary grade levels 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. Science Fair 7. After school STEM club 8. Creation of Lakeview Science Committe				\$5,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	9100	310-Professional and Technical Services	0471 - Lakeview Elementary School	General Fund		\$2,910.00
	5100	350-Repairs and Maintenance	0471 - Lakeview Elementary School	General Fund		\$1,940.00
		590-Other Materials and Supplies	0471 - Lakeview Elementary School	Other		\$1,000.00
9	G5.B1.S1.A1	SWST will review attendance				\$0.00
10	G5.B1.S1.A2	Attendance Action Plan for Identified students				\$0.00
					Total:	\$33,886.12