

Sarasota County Schools

Lakeview Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School KG-5	No	41%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lakeview Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

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

The 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 through restorative strategies/circles in classrooms. 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 monthly 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	11	6	9	10	9	4	0	0	0	0	0	0	0	49
One or more suspensions	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	10	4	0	0	0	0	0	0	0	25

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	0	0	0	4	1	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
- Departmentalizing of ELA and Math in Grades 3 and 5
- Contract Service Support - assistance in i-Ready labs
- 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"
- Reading Recovery Support in Grade 1

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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)
- * STEM Family Night
- 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
- * 5 Star Program

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
- After School Clubs
- World Rowing Art Project

- 5 Star Program
- STEM planned family events

C. Effective Leadership

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

- Assistant Principal:
 1. provides information about core instruction
 2. participates in school-wide student data collection /analysis.
 3. assists with school-wide progress monitoring.
 4. collaborates with instructional staff to implement MTSS tier interventions.
 5. communicates with school and non-school-based shareholders regarding MTSS and SIP.
 6. completes multiple observations of teachers instructing students providing teachers with feedback

- Counselor / ESE Liaison / ELL Liaison:
 1. participate in school-wide student data collection / analysis
 2. assist with school-wide progress monitoring
 3. collaborate with instructional staff to implement MTSS tier interventions
 4. 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/Assistant Principal/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
Cheryl Underhill	Education Support Employee
Lisa Wheatley	Principal
Amy Buttle	Parent
Angela Xinidis	Parent
Geoffrey Gibbs	Business/Community
Sue Hlohinec	Business/Community
Susan Amon	Teacher
Courtnee O'Shea	Teacher
Rhonda Pichevin	Teacher
Kacie Nadeau	Teacher
Kendra Brown	Parent
Christy Brucksieker	Parent
Gillian DaSilva	Parent
Shannon Johnson	Parent
Cheryl Roessler	Parent
Kelle Hoskins	Teacher
Natalie Nikias	Business/Community
Aide Ruiz	Parent
Sharon Wise	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

- SAC/SDMT members participated in end-of-year review of 2016-2017 school improvement plan at final meeting of the school year and updated data at the beginning of the 2017-2018 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 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 provide support in our i-Ready labs so teachers utilize time for interventions
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
6. Create writing expectations, rubrics, graphic organizers, and samples for teams

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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 3rd, 5th, and some 4th grade classes 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 20 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, Guides to Plan for Success (GPS), and maximizingmathmentality.wikispace resources.
- 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. Interventions are implemented as needed using this data. Our Reading Recovery teacher uses data to assist 1st Grade students in need. 504 Plans are provided as needed. 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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. They also access reports from FLKRS online testing.

For 5th graders moving on to 6th grade: In the spring, our school counselor and our ESE Liasion

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

- * 5th grade students attend Enterprise Village, in Largo, FL, a hands-on economic education program where they develop basic economic concepts and understand relationships between businesses and consumers.
- * 5th Grade students participate in Career Day- interacting with community volunteers from professionals and service careers.
- * 5th grade lessons from school counselor on various careers
- * Career parade in May- students research and dress up as various occupations
- * 5th grade students act as coaches, every other week, in Motor Assessment Training with Oak Park special needs students- students model attending, attempting, and attaining skills.

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

IC3 Spark Digital Literacy Certification- test offered to 5th grade students in May after weeks of studying various digital literacy skills

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

- * Enterprise Village training prior to the field trip is aligned to the 5th grade Civics Social Studies Standards.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** ELA: By the year 2018, 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 2018, 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 to encourage and support our focus on STEM learning through planned family events including Publix Scavenger Hunt, Bricks for Kids Evening, and 3 D Printer Event.
- G4.** SCIENCE: By the year 2018, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.
- G5.** ATTENDANCE: By the year 2018, there will be a reduction in the number of students with excessive absences. There will be a 1% decrease in the number of students absent from school for 18 or more school days.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. ELA: By the year 2018, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1a

G092728

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	83.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 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 Assistant Principal will monitor progress monitoring reports and classroom visits.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Progress monitoring reports and observations

G2. MATH: By the year 2018, 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

G092729

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, the new Math GPS, and iReady as resources to instruct to the high rigor of the Florida State Standards.

Resources Available to Help Reduce or Eliminate the Barriers 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, the new Math Guide to Plan for Success (GPS), maximizingmathmentality.wikispace, 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

Monthly, from 9/6/2017 to 5/18/2018

Evidence of Completion

iReady scores and common assessment scores

G3. Five Star School Goal: Lakeview will involve members from the community to encourage and support our focus on STEM learning through planned family events including Publix Scavenger Hunt, Bricks for Kids Evening, and 3 D Printer Event. 1a

G092730

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Access to events not attainable by all

Resources Available to Help Reduce or Eliminate the Barriers 2

- attendance logs

Plan to Monitor Progress Toward G3. 8

Feedback from Club facilitators

Person Responsible

Lisa Wheatley

Schedule

On 5/18/2018

Evidence of Completion

Participant lists

G4. SCIENCE: By the year 2018, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1a

G092731

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	91.0

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 Help Reduce or Eliminate the Barriers 2

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

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 8/14/2017 to 5/18/2018

Evidence of Completion

Progress monitoring reports

G5. ATTENDANCE: By the year 2018, there will be a reduction in the number of students with excessive absences. There will be a 1% decrease in the number of students absent from school for 18 or more school days. 1a

G092732

Targets Supported 1b

Indicator	Annual Target
Attendance rate	7.2

Targeted Barriers to Achieving the Goal 3

- student sickness, patterns of behavior

Resources Available to Help Reduce or Eliminate the Barriers 2

- SWST, restorative strategies, attendance officer, school wide initiative-teacher awareness, poster contest, MTSS facilitators conferencing with students at risk and offering incentives. awareness.attendanceworks.org

Plan to Monitor Progress Toward G5. 8

SWST and CARE team will monitor chronic individuals

Person Responsible

Lisa Wheatley

Schedule

Monthly, from 9/25/2017 to 5/4/2018

Evidence of Completion

attendance reports

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. ELA: By the year 2018, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

G092728

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

B248674

G1.B1.S1 1. Visible Learning PD for Teachers in CPTs. 2. Interventions using i-Ready data to guide instructional decisions. 3. Continuous collaboration in CPTs to implement effective strategies and resources. 4. Focus on Teacher Clarity and Success Criterion 5. Book study with Team Leaders on Visible Learning. 4

S262071

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 Visible Learning CPTs and participate in activities regarding Teacher Clarity

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Progress monitoring reports

Action Step 2 5

Teachers will attend Ready training

Person Responsible

Lisa Wheatley

Schedule

On 8/11/2017

Evidence of Completion

Progress Monitoring

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 1/9/2018 to 4/13/2018

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 8/14/2017 to 5/18/2018

Evidence of Completion

IEPs, scheduling

Action Step 5 5

Teachers will collaboratively review the district provided resources in the IFGs and other ELA materials including Ready during CPTs.

Person Responsible

Judy Dafoulas

Schedule

On 5/18/2018

Evidence of Completion

progress monitoring

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 8/14/2017 to 5/18/2018

Evidence of Completion

Progress monitoring reports

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

School Principal and Assistant Principal will analyze data through progress monitoring reports.

Person Responsible

Lisa Wheatley

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Progress monitoring reports and observations

G2. MATH: By the year 2018, 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

G092729

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

B248675

G2.B1.S1 1. Ongoing professional development: Maximizing Math Mentality/Math Rounding training
2. Reflection/feedback from colleagues on implementing standards using rigorous tasks. 3. Interventions using i-Ready data guiding instructional decisions. 4. Collaboration in CPTs to implement effective strategies /resources. 4

S262072

Strategy Rationale

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

Action Step 1 5

Teachers will collaborate in meaningful lesson development through Math trainings and Math Rounding.

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Progress monitoring reports

Action Step 2 5

Collaboration in Visible Learning CPTs to share resources and implement effective strategies to ensure student learning

Person Responsible

Judy Dafoulas

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

CPT notes

Plan to Monitor Fidelity of Implementation of G2.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

Quarterly, from 9/6/2017 to 5/4/2018

Evidence of Completion

Progress monitoring reports

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

School Principal and Assistant Principal will analyze data through progress monitoring reports.

Person Responsible

Lisa Wheatley

Schedule

On 5/4/2018

Evidence of Completion

Progress monitoring reports and observations

G3. Five Star School Goal: Lakeview will involve members from the community to encourage and support our focus on STEM learning through planned family events including Publix Scavenger Hunt, Bricks for Kids Evening, and 3 D Printer Event. 1

G092730

G3.B1 Access to events not attainable by all 2

B248676

G3.B1.S1 Offer events at various times/days 4

S262073

Strategy Rationale

Some parents may prefer afternoon events while others evening events depending on their work schedule.

Action Step 1 5

Use PTO to help plan timing of events.

Person Responsible

Lisa Wheatley

Schedule

On 5/18/2018

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 5/18/2018

Evidence of Completion

Monitor registrations.

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

turnout success

Person Responsible

Lisa Wheatley

Schedule

On 5/18/2018

Evidence of Completion

attendance lists

G4. SCIENCE: By the year 2018, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

G092731

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

B248677

G4.B1.S1 1. Grants for hands-on learning 2. Implementation of Research Based Science Strategies and Programs s 3. Science Lab (Specials) 4. Vertical and Horizontal Planning 5. School-wide Science Events 6. STEM Fair 7. Science Committee collaboration 8. After school STEM club 9. Eclipse training and glasses. 4

S262074

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. STEM Fair 7. After school STEM club 8. Lakeview Science Committee

Person Responsible

Lisa Wheatley

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Progress monitoring reports

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

Administrative observations; science committee discussions

Person Responsible

Lisa Wheatley

Schedule

On 5/18/2018

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 5/18/2018

Evidence of Completion

Progress Monitoring Reports

G5. ATTENDANCE: By the year 2018, there will be a reduction in the number of students with excessive absences. There will be a 1% decrease in the number of students absent from school for 18 or more school days. 1

G092732

G5.B1 student sickness, patterns of behavior 2

B248678

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

4

S262075

Strategy Rationale

Educate students and provide them with nutritious meals.

Action Step 1 5

SWST will review attendance

Person Responsible

Lauren Piatt

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

SWST notes

Action Step 2 5

Attendance Action Plan for Identified students

Person Responsible

Lauren Piatt

Schedule

Monthly, from 8/14/2017 to 5/4/2018

Evidence of Completion

Regular review of attendance records and phone calls made home

Action Step 3 5

AP, ESE Liason, & School Counselor will meet with students of concern to create incentives for attendance

Person Responsible

Judy Dafoulas

Schedule

Monthly, from 9/18/2017 to 5/18/2018

Evidence of Completion

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 5/4/2018

Evidence of Completion

Progress monitoring reports

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

School Principal and Assistant Principal will analyze data through progress monitoring reports and classroom visits

Person Responsible

Lisa Wheatley

Schedule

On 5/4/2018

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
2018					
G1.B1.S1.A2 A345795	Teachers will attend Ready training	Wheatley, Lisa	8/11/2017	Progress Monitoring	8/11/2017 one-time
G1.B1.S1.A3 A345796	Teachers will use i-Ready time for intervention with targeted students while aides assist in...	Wheatley, Lisa	1/9/2018		4/13/2018 daily
G5.MA1 M367306	SWST and CARE team will monitor chronic individuals	Wheatley, Lisa	9/25/2017	attendance reports	5/4/2018 monthly
G5.B1.S1.MA1 M367304	School Principal and Assistant Principal will analyze data through progress monitoring reports and...	Wheatley, Lisa	9/25/2017	progress monitoring and classroom visits	5/4/2018 one-time
G5.B1.S1.MA1 M367305	Through data chats, progress monitoring, data analysis, and other collaborative conversations among...	Wheatley, Lisa	8/14/2017	Progress monitoring reports	5/4/2018 one-time
G2.B1.S1.MA1 M367295	School Principal and Assistant Principal will analyze data through progress monitoring reports.	Wheatley, Lisa	9/6/2017	Progress monitoring reports and observations	5/4/2018 one-time
G5.B1.S1.A2 A345803	Attendance Action Plan for Identified students	Piatt, Lauren	8/14/2017	Regular review of attendance records and phone calls made home	5/4/2018 monthly
G2.B1.S1.MA1 M367296	Through data chats, progress monitoring, data analysis, and other collaborative conversations among...	Wheatley, Lisa	9/6/2017	Progress monitoring reports	5/4/2018 quarterly
G1.MA1 M367294	School Principal and Assistant Principal will monitor progress monitoring reports and classroom...	Wheatley, Lisa	8/14/2017	Progress monitoring reports and observations	5/18/2018 weekly
G1.B1.S1.MA1 M367293	Through data chats, progress monitoring, data analysis, and other collaborative conversations among...	Wheatley, Lisa	8/14/2017	Progress monitoring reports	5/18/2018 weekly
G1.B1.S1.A4 A345797	Students with disabilities, through inclusive practices, are instructed on grade level curriculum...	Brown, Kris	8/14/2017	IEPs, scheduling	5/18/2018 daily
G1.B1.S1.A5 A345798	Teachers will collaboratively review the district provided resources in the IFGs and other ELA...	Dafoulas, Judy	8/18/2017	progress monitoring	5/18/2018 one-time
G1.B1.S1.MA1 M367292	School Principal and Assistant Principal will analyze data through progress monitoring reports.	Wheatley, Lisa	8/14/2017	Progress monitoring reports and observations	5/18/2018 monthly
G1.B1.S1.A1 A345794	Teachers will attend Visible Learning CPTs and participate in activities regarding Teacher Clarity	Wheatley, Lisa	8/14/2017	Progress monitoring reports	5/18/2018 weekly
G2.B1.S1.A1 A345799	Teachers will collaborate in meaningful lesson development through Math trainings and Math Rounding.	Wheatley, Lisa	8/14/2017	Progress monitoring reports	5/18/2018 weekly
G2.B1.S1.A2 A351528	Collaboration in Visible Learning CPTs to share resources and implement effective strategies to...	Dafoulas, Judy	8/14/2017	CPT notes	5/18/2018 monthly
G3.B1.S1.MA1 M367298	turnout success	Wheatley, Lisa	8/14/2017	attendance lists	5/18/2018 one-time
G3.B1.S1.MA1 M367299	monitor registration applications	Wheatley, Lisa	8/18/2017	Monitor registrations.	5/18/2018 one-time
G3.B1.S1.A1 A345800	Use PTO to help plan timing of events.	Wheatley, Lisa	8/18/2017	monitor registrations	5/18/2018 one-time

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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
G4.B1.S1.MA1 M367301	common science assessments	Wheatley, Lisa	8/14/2017	Progress Monitoring Reports	5/18/2018 one-time
G4.B1.S1.MA1 M367302	Administrative observations; science committee discussions	Wheatley, Lisa	8/14/2017	Progress monitoring reports	5/18/2018 one-time
G4.B1.S1.A1 A345801	1.Differentiated Instruction; 2. Implementation of Research Based Science Strategies and Programs...	Wheatley, Lisa	8/14/2017	Progress monitoring reports	5/18/2018 weekly
G4.MA1 M367303	1. Pride Documentation 2. Master Schedule 3. Science Benchmark Tests 4. Data Chats	Wheatley, Lisa	8/14/2017	Progress monitoring reports	5/18/2018 monthly
G3.MA1 M367300	Feedback from Club facilitators	Wheatley, Lisa	8/14/2017	Participant lists	5/18/2018 one-time
G5.B1.S1.A1 A345802	SWST will review attendance	Piatt, Lauren	8/14/2017	SWST notes	5/18/2018 monthly
G2.MA1 M367297	Teachers will share iReady data and formative and summative assessments during Data Chats and...	Wheatley, Lisa	9/6/2017	iReady scores and common assessment scores	5/18/2018 monthly
G5.B1.S1.A3 A352925	AP, ESE Liason, & School Counselor will meet with students of concern to create incentives for...	Dafoulas, Judy	9/18/2017		5/18/2018 monthly

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 2018, 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. Visible Learning PD for Teachers in CPTs. 2. Interventions using i-Ready data to guide instructional decisions. 3. Continuous collaboration in CPTs to implement effective strategies and resources. 4. Focus on Teacher Clarity and Success Criterion 5. Book study with Team Leaders on Visible Learning.

PD Opportunity 1

Teachers will attend Visible Learning CPTs and participate in activities regarding Teacher Clarity

Facilitator

Lisa Wheatley, Judy Dafoulas, Megan Wink

Participants

K-5 Teachers

Schedule

Weekly, from 8/14/2017 to 5/18/2018

PD Opportunity 2

Teachers will attend Ready training

Facilitator

Curriculum Associates Rep

Participants

K-5 Teachers

Schedule

On 8/11/2017

G2. MATH: By the year 2018, 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, the new Math GPS, and iReady as resources to instruct to the high rigor of the Florida State Standards.

G2.B1.S1 1. Ongoing professional development: Maximizing Math Mentality/Math Rounding training
2. Reflection/feedback from colleagues on implementing standards using rigorous tasks. 3. Interventions using i-Ready data guiding instructional decisions. 4. Collaboration in CPTs to implement effective strategies /resources.

PD Opportunity 1

Teachers will collaborate in meaningful lesson development through Math trainings and Math Rounding.

Facilitator

Sue D'Angelo

Participants

K-5 teachers

Schedule

Weekly, from 8/14/2017 to 5/18/2018

PD Opportunity 2

Collaboration in Visible Learning CPTs to share resources and implement effective strategies to ensure student learning

Facilitator

Lisa Wheatley, Judy Dafoulas, Megan Wink

Participants

K-5 Teachers

Schedule

Monthly, from 8/14/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will attend Visible Learning CPTs and participate in activities regarding Teacher Clarity				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	0471 - Lakeview Elementary School	General Fund		\$300.00
<i>Notes: Visible Learning Books</i>						
2	G1.B1.S1.A2	Teachers will attend Ready training				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0471 - Lakeview Elementary School	General Fund		\$2,000.00
<i>Notes: Ready Training from Curriculum Associates</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	2017-18
	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	Teachers will collaboratively review the district provided resources in the IFGs and other ELA materials including Ready during CPTs.				\$8,215.01
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	520-Textbooks	0471 - Lakeview Elementary School	General Fund		\$7,715.01
<i>Notes: i-Ready student workbooks- mafs: \$980.56, lafs: \$6734.45</i>						
	5000	140-Substitute Teachers	0471 - Lakeview Elementary School	General Fund		\$500.00
<i>Notes: Subs for extra planning time for teams to create standards based deeper level tasks.</i>						
6	G2.B1.S1.A1	Teachers will collaborate in meaningful lesson development through Math trainings and Math Rounding.				\$0.00
7	G2.B1.S1.A2	Collaboration in Visible Learning CPTs to share resources and implement effective strategies to ensure student learning				\$0.00

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8	G3.B1.S1.A1	Use PTO to help plan timing of events.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0471 - Lakeview Elementary School			\$0.00
9	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. STEM Fair 7. After school STEM club 8. Lakeview Science Committee				\$1,510.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9100	310-Professional and Technical Services	0471 - Lakeview Elementary School	General Fund		\$1,510.00
			<i>Notes: \$700-Eclipse training/glasses \$810 Stem club pay</i>			
10	G5.B1.S1.A1	SWST will review attendance				\$0.00
11	G5.B1.S1.A2	Attendance Action Plan for Identified students				\$0.00
12	G5.B1.S1.A3	AP, ESE Liason, & School Counselor will meet with students of concern to create incentives for attendance				\$0.00
					Total:	\$24,264.83