

Lafayette Elementary School

811 E MAIN ST, Mayo, FL 32066

<http://les.lafayette.schooldesk.net>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	C	C	B*

**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 Lafayette 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

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.

2018-19 DA Category and Statuses for Lafayette Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Wallace Selph	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

Building a community of learners.

b. Provide the school's vision statement

To provide all students educational opportunities within a safe environment conducive to learning which will enable them to become successful students and positive productive students.

2. School Environment

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

Lafayette Elementary School has a migrant liason that provides a cultural link and establishes a positive relationship with families, students and teachers. The school also hosts meet the teacher events and monthly family nights.

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

Lafayette Elementary School diligently strives for all students to feel safe and respected before, during and after school. The school has a breakfast program as well as a waiting area for students that is monitored by staff. After school children are walked to the bus loading zones by their teachers and the principal, guidance counselor and/or other adults are there to ensure they board the proper bus safely. Students that are picked up by parents are watched over and guided to vehicles by staff at the designated pick up areas.

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

School wide rules as well as discipline procedures are in place to ensure instructional time remains focused on learning. These written rules, expectations and consequences are sent home for all parents and students to sign and return to school. Teachers also send home individual classroom plans. Discipline is reported online through the Skyward system.

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

Lafayette Elementary School provides monthly classroom guidance counselor sessions as well as individual sessions as needed. The counselor is visible throughout the day on the sidewalk, the lunchroom and in classrooms as well as during high traffic times of day at the buses or pick up areas. This allows him to develop a relationship with students and parents and provide services as needed. The school is also served by Meridian Counselors and students may also benefit from a family support team meeting in which all teachers, staff and parents come together to decide how to help a student with specific needs.

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

Level 1 Score on ELA
 3rd gr-13 4th grade-26 5th grade-34
 Level 1 Score on Math
 3rd gr-10 4th grade- 9 5th grade 31

Suspensions- 4 out of school
 1- 4th grade
 1 -2nd grade
 2-1st grade

76 students missed 18 days of school or more last year

K-2 data is no longer available due to the discontinuation of Discovery Education. Next year I-Ready data will provide this information.

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	9	11	8	12	0	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	3	6	7	6	3	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	22	35	65	0	0	0	0	0	0	0	122
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

Smaller reading groups for the lowest 25% *4th and 5th grade restructuring of teachers for ELA and Math

I-Ready curriculum purchased

Ready Reading and Math for 3-5

Attendance Incentives

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?

Yes

1. PFEP Link

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

2. Description

Open House will be held before school begins to allow parents and students to meet teachers and staff.

PRIDE night will be held monthly to encourage parents to visit the school and become involved in their child's academic achievements.

Short presentations will be presented at PRIDE nights for parents to provide information on ways to help their children at home.

Parent conferences will be held at various times throughout the school year, the online grade book (Skyward) is available to parents 24 hours a day

All teachers have email addresses that parents can access.

Parents have the opportunity to attend Family Literacy classes during the evenings.

Parents are encouraged to participate in Advisory Councils.

REMIND 101- is an app teachers may use to provide confidential text messages to parents about events and curriculum matters at school

Target and document lowest 25% of students for increase parent communication and attendance at events and use of online grade book (Skyward)

Rev-Trak -an online payment system to assist parents with field trips, lunch fee payments, etc.

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

Lafayette Elementary School has a growing Parent Teacher Organization that works on building and sustaining partnerships with the local community and utilize resources that support the school and student achievement.

PTO meets at least once a month and hosts a variety of events to encourage the community to become involved in the success of students at LES. The PIP plan is available onsite.

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
Clark, Stephen	Principal
Jackson, Shawn	Guidance Counselor
Newman , Lisa	Assistant Principal
Vann, Gwen	Instructional Coach

b. Duties

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

The Leadership Team is a team that is well diverse and spread throughout the school. Stephen Clark (principal), Lisa Newman (Asst Principal, Math and Science coach), Gwen Vann (Reading/Writing Coach), Shawn Jackson (Guidance Counselor, RTI Coordinator)

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

Ongoing data is input into a spreadsheet that allows student growth to be monitored and identify any areas that may need support to make needed growth. At monthly meetings, data will be summarized by looking at each individual student.

Title I, Part A Federal funding to supplement the school's existing programs. Funds are used to fund reading tutors, reading coach and purchase supplemental materials and supplies.

Title II, Part A helps to fund teacher in-service targeted toward improving weak areas as indicated by student data. Migrant, Homeless, English Language Learner (ELL)and ESE programs provide additional support to at risk students in addition to that offered in regular education. All students are served in any program for which they qualify regardless of participation in other special programs. Translation of materials and/or meetings are provided for students and parents in oral and written form.

Title I, Part C- Migrant

The Lafayette District files a Homeless, English Language Learner (ELL) and ESE application to provide additional support to at risk students in addition that offered in regular education. All students are served in any program for which they qualify regardless of participation in other special programs. Translation of materials and/or meetings is provided for students and parents in oral and written form

Title II

Regular Professional Development funds will focus on Florida standards training in Reading and Math as well as writing. (Same as Title II A above)

Title II-B: Technology Education training will focus on training Technology Mentors at each school. These mentors will be trained in the latest technology provided at each school and will provide additional support to teachers and staff.

Title X- Homeless

Lafayette Elementary School provides services to the homeless through a Homeless Liaison. The

liaison ensures students are enrolled immediately and helps the parent to access health services, community services and find housing and employment.

Supplemental Academic Instruction (SAI)

Funds reading tutors and other supplemental academic instruction. SAI funds are used to provide summer school instruction which includes the third grade summer reading program, middle school and high school class retrieval.

Violence Prevention Programs- The school resource officer will meet with with students at their PE time and provide "mini workshops" to reinforce the no bullying and expected behaviors at the elementary school. Teachers and staff view an OSHA video; Bullying: Recognition and Response, and are required pass a quiz at the beginning of the school year. Ongoing training is funded through Safe Schools Appropriations.

Nutrition Programs

Free lunch and breakfast are provided for all students that attend Lafayette Elementary School.

Housing Programs

Families of students in need are referred to HUD, the only low income housing in the community.

Head Start

Head Start collaborates with Pre-K and Kindergarten teachers to ensure incoming students are ready with skills they need to be successful.

Adult Education

Parents interested in earning a diploma (GED) are given an opportunity to attend the Lafayette High School

Adult Education Program.

Adult classes meet in the evenings at Lafayette High School.

Career and Technical Education- The district offers an Agricultural Technology Academy with industry Certification, the CNA program and the Business program offers three different industry certifications: Microsoft, Adobe Photoshop, Adobe Dreamweaver and Adobe Flash.

Job Training Co-Op programs are offered by both the agricultural and business programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ashley Sullivan	Teacher
Marcy Richardson	Parent
Kelli Moseley	Parent
Marla Driver	Business/Community
Jackie Hart	Business/Community
Guadalupe Hernandez	Parent
Norma Molina	Parent
Maria Wimberley	Education Support Employee
Pam Cornell	Education Support Employee
Amy Sullivan	Education Support Employee
Janna Walker	Education Support Employee
Sandy Bass	Teacher
Connie Powers	Teacher
Lisa Newman	Teacher
Leighann Thomas	Parent
Heather Jackson	Parent
Grace Resendiz	Parent
Marion McCray	Business/Community
Stephen Clark	Principal
Keesha Fundora	Parent
Marla Driver	Business/Community
	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

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

The plan was implemented according to Florida Statutes. The SAC reviewed the information and voted on the changes for the new plan to address any unmet goals.

b. Development of this school improvement plan

The SAC will review and approve the SI plan. Based on surveys their suggestions are interspersed throughout the document. Input is sought throughout the year to provide guidance. Their input is given into all school functions.

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

The SAC team provides guidance and input into the goals and plans for the year.

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

Funds will be used to provide training in reading, writing and math as well as technology based assessment programs. Teacher Appreciation activities as well as learning activities, materials for classrooms to supplement curriculum as needed and to reward students for good behavior choices.

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
Jackson, Shawn	Guidance Counselor
Newman , Lisa	Assistant Principal
Clark, Stephen	Principal
Vann, Gwen	Instructional Coach

b. Duties

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

The LLT will meet once a week to discuss student progress and the needs of all students are being met. If a student is not making progress, appropriate movements will be discussed.

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

Teachers have a 50 minute common planning time daily. Teachers will meet monthly to specifically discuss student growth and issues with struggling students. Collaboration on curriculum as well as interventions will be shared.

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

Since we are a rural school, it is difficult to recruit teachers to move to our area of Florida. However, we have been fortunate to locate and hire teachers that met the highly qualified requirements for a Title I school.

A principal attends job fairs, where new teachers present resumes and indicate an interest in moving to Lafayette County.

The district utilizes several methods to recruit and retain highly qualified teachers. These methods include:

- 1) use of the NEFEC Recruitment Council

- 2) Use of NEFEC Recruitment Coordinator
 - 3) Participation in DOE sponsored recruitment trips by the District Personnel Director
 - 4) Attendance at the statewide recruitment fair by the Personnel director
 - 5) Advertisement of available positions on the District website
 - 6) Advertisement of available positions on the Teach In Florida website sponsored by the FLDOE
- Each year we usually have one to two interns. That is also a way that helps us locate and entice new teachers to our school.

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

All new to site personnel will be assigned a mentor. The instructional coach and assistant principal will also provide mentoring as needed.

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

Curriculum maps are updated in the summer and used by staff to ensure core instructional programs and materials align to Florida's standards.

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

Data for students is collected and analyzed at grade level as well as at team meetings with administration. If students have needs that are not being met after intervention, appropriate next steps are taken. During the meetings, instructional strategies, planning for implementation and sharing of professional development through site based experts will take place.

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: Extended School Day

Minutes added to school year:

We no longer have funding for extending the school day, therefore none is available.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

Head Start collaborates with Pre-K and Kindergarten teachers to ensure incoming students are ready with skills they need to be successful. Lafayette Elementary School offers services in a Pre-K Handicapped program for students who are in need of services. This year we are offering an all day basic Pre-K program through the Early Learning Coalition of Florida's Gateway. Even though VPK is a three hour program, our school offers transportation and if students qualify for School Readiness or are economically disadvantaged, the children can stay the entire day with a co-pay. All Pre-K programs in the district as well as Head Start will visit the Kindergarten classes prior to coming to school. Incoming Kindergarteners are screened by Kindergarten teachers in the Spring during registration. Parents are given information at that time on how to assist their children before coming to Kindergarten.

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 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.** Increase the number of students at the target goals for reading and math for annual measurable objectives, FCAT2.0 Science , FSA, FAA and CELLA.

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. Increase the number of students at the target goals for reading and math for annual measurable objectives, FCAT2.0 Science , FSA, FAA and CELLA. 1a

G100049

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- A 2% drop in grades 3-5 scoring Level 3 or above on ELA FSA.,
- Specifically, only 38% of 4th graders scored Level 3 or above on ELA FSA , they will take the test as 5th graders.
- A 9% drop in grades 3-5 scoring Level 3 or above on Math FSA , however 3rd and 4th grade scored above state averages.
- 5th grade science scored 46%, same as state average on FCAT 2.0 Science, next goal is to exceed by ensuring students receive more science instruction in grades 3, 4 and 5.
- More inclusion students in classrooms providing teachers with a greater need for differentiated instruction lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Restructuring of reading blocks and intervention tutors in grades 4 and 5
- Inclusion teacher and paraprofessional to go into classrooms and assist ESE inclusion students
- 5th grade Science teacher will be meeting with NEFEC connect, quarterly.
- Chrome books 1 to 1 for students in grades 1,2,3,4,5, I-pads for Kindergarten
- Marzano training and conference to enhance instructional practices for classroom teachers
- Monthly PLC meetings to enhance teacher instruction
-

Plan to Monitor Progress Toward G1. 8

Progress towards increasing the number of students at the target goals for reading, math, AMO, FCAT2.0 Science, FSA, FAA, CELLA. I-Ready testing will provide progress monitoring throughout the year to better meet students needs.

Person Responsible

Stephen Clark

Schedule

Monthly, from 8/30/2017 to 5/23/2018

Evidence of Completion

Notes from grade level data meetings, sign in sheets for trainings, I-Ready 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. Increase the number of students at the target goals for reading and math for annual measurable objectives, FCAT2.0 Science , FSA, FAA and CELLA. **1**

 G100049

G1.B1 A 2% drop in grades 3-5 scoring Level 3 or above on ELA FSA., **2**

 B269474

G1.B1.S1 Throughout the year teachers will participate in PLC's that will enhance their instructional practices. Teachers completed a survey to determine what their learning community will be focused on throughout the year. **4**

 S285314

Strategy Rationale

Teacher choice into their PLC helps increase their level of engagement. This in turn should increase instructional practices that trickle to the student.

Action Step 1 **5**

Reading/math/writing/science training through PLC groups.

Person Responsible

Gwen Vann

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign in sheets

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

Lesson plans, curriculum maps, student data

Person Responsible

Stephen Clark

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Florida standards will be evident in classrooms and in curriculum maps. Student data meetings will show evidence of growth or intervention plans for student.

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

Curriculum maps will be turned in as well as intentional lesson plans focused on standards . Student data meetings will show evidence of student data being tracked and analyzed.

Person Responsible

Stephen Clark

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Mr. Clark will have a file for each teacher as well as Mrs. Newman will have all maps available for monitoring.

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

Student data is analyzed for each area of reading, math and science at data meetings. Students will be monitored along the way for growth.

Person Responsible

Stephen Clark

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

The growth of students will be documented through data meetings.

G1.B1.S2 Teachers will participate in PLC's with various members of the school to enhance their professional practices. 4

 S285315

Strategy Rationale

Meetings across grade levels to keep standards and instruction aligned along with assessments to guide how teachers can meet students needs.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Specifically, only 38% of 4th graders scored Level 3 or above on ELA FSA , they will take the test as 5th graders. 2

B269475

G1.B2.S1 Restructuring of reading blocks and intervention tutors. 4

S285316

Strategy Rationale

Smaller reading groups will allow students to have more individualized instruction in grade 4 and 5.

Action Step 1 5

Restructure reading block and intervention tutors

Person Responsible

Stephen Clark

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson plans, spreadsheet of student data tracking.

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

Reading teachers and intervention tutors will turn in intentional lesson plans and keep an ongoing student data spreadsheet to track student growth or lack of.

Person Responsible

Stephen Clark

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

lesson plans, spreadsheets

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

PLC meetings will be held monthly for teachers to facilitate, support, enhance and extend the reach of teaching and learning in the classroom

Person Responsible

Gwen Vann

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

PLC meeting notes, attendance sheets and spreadsheets

V. Professional Development Opportunities

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

G1. Increase the number of students at the target goals for reading and math for annual measurable objectives, FCAT2.0 Science , FSA, FAA and CELLA.

G1.B1 A 2% drop in grades 3-5 scoring Level 3 or above on ELA FSA.,

G1.B1.S1 Throughout the year teachers will participate in PLC's that will enhance their instructional practices. Teachers completed a survey to determine what their learning community will be focused on throughout the year.

PD Opportunity 1

Reading/math/writing/science training through PLC groups.

Facilitator

Gwen Vann

Participants

LES teachers

Schedule

Monthly, from 10/2/2017 to 5/25/2018

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	Reading/math/writing/science training through PLC groups.				\$20,373.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			District-Wide	Title II		\$20,373.00
			<i>Notes: Reading, math, writing curriculum training</i>			
2	G1.B1.S2.A1					\$0.00
3	G1.B2.S1.A1	Restructure reading block and intervention tutors				\$0.00
					Total:	\$20,373.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.B1.S2.MA1  M420590	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1  M420591	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.A1  A385445	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M420594	Progress towards increasing the number of students at the target goals for reading, math, AMO,...	Clark, Stephen	8/30/2017	Notes from grade level data meetings, sign in sheets for trainings, I-Ready reports	5/23/2018 monthly
G1.B1.S1.MA1  M420587	Student data is analyzed for each area of reading, math and science at data meetings. Students...	Clark, Stephen	8/10/2017	The growth of students will be documented through data meetings.	5/25/2018 monthly
G1.B1.S1.MA1  M420588	Lesson plans, curriculum maps, student data	Clark, Stephen	8/10/2017	Florida standards will be evident in classrooms and in curriculum maps. Student data meetings will show evidence of growth or intervention plans for student.	5/25/2018 biweekly
G1.B1.S1.MA3  M420589	Curriculum maps will be turned in as well as intentional lesson plans focused on standards	Clark, Stephen	8/10/2017	Mr. Clark will have a file for each teacher as well as Mrs. Newman will have all maps available for monitoring.	5/25/2018 quarterly
G1.B1.S1.A1  A385444	Reading/math/writing/science training through PLC groups.	Vann, Gwen	10/2/2017	Sign in sheets	5/25/2018 monthly
G1.B2.S1.MA1  M420592	PLC meetings will be held monthly for teachers to facilitate, support, enhance and extend the...	Vann, Gwen	10/2/2017	PLC meeting notes, attendance sheets and spreadsheets	5/25/2018 monthly
G1.B2.S1.MA1  M420593	Reading teachers and intervention tutors will turn in intentional lesson plans and keep an ongoing...	Clark, Stephen	8/10/2017	lesson plans, spreadsheets	5/25/2018 biweekly
G1.B2.S1.A1  A385446	Restructure reading block and intervention tutors	Clark, Stephen	8/10/2017	Lesson plans, spreadsheet of student data tracking.	5/25/2018 daily