

# School Improvement Plan

## 2015-2016

Lakeview Fundamental Elementary

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Superintendent



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# School Improvement Plan

## PART I CURRENT SCHOOL STATUS

### Section A School Information

School Name Lakeview Fundamental Elementary	Principal's First Name Susan	Principal's Last Name Garcia-Nikolova
School Advisory Council Chair's First Name Karlos	School Advisory Council Chair's Last Name McClary	

### SCHOOL VISION - What is your school's vision statement?

The Vision of Lakeview Fundamental is 100% student success.

### SCHOOL MISSION - What is your school's mission statement?

The Mission of Lakeview Fundamental is to create an environment that fosters at least one year of learning gains using an fundamental and holistic approach for every child.

### SCHOOL ENVIRONMENT

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

Lakeview Fundamental is a small school that has built relationships with students and families for many years. It is not uncommon for families to have several children attend Lakeview at various stages. Therefore the relationships between students, families and staff occur naturally. When a new family comes to Lakeview every effort is made to extend to the family. We conduct a Kindergarten orientation and a fourth grade orientation since the majority of new students enter at these grade levels, however all grade levels are welcome. Each year the parents of students entering Kindergarten have the opportunity to apply to Lakeview Fundamental through the Student Reservation System. Families that have applied and been invited and accepted invitations according to the Pinellas County School District's Policy for Application Programs are identified. Once this takes place the families of these students are contacted to attend two events at the school level in the Spring prior to the new school year. The first event is evening event for parents of incoming students regardless of grade level. Typically this includes incoming Kindergarten students and fourth grade students.

Parents of invited the invited students attend an informational session. A general session is held with the Principal to review Fundamental guidelines.

Following the general session, parents have a breakout session with the Kindergarten teachers and the fourth grade teachers. This session

is an in-depth overview of Kindergarten expectations , fourth grade expectations coupled with fundamental expectations. The second

event is designed for the incoming Kindergarten students. Families are invited to attend a morning session in which their children spend time with the Kindergarten teachers in the Kindergarten classrooms.

This event is designed to assist students in the transition to Kindergarten. Current Kindergarten students are in learning activities with other certified teachers for this hour

session. During this time the parents of the incoming students meet with current Lakeview parents for a tour and a Q and A session from the parent perspective.

On the Friday prior to the first day of school incoming 4th grade students meet with an assigned mentor from fourth grade. The mentors are students that applied for the position and were trained when they were 3rd graders the year prior in the Spring by our Guidance Counselor. These students and their parents meet with the mentee and their parents. The Mentor program is designed to

assist the new 4th grade students and their families in becoming familiar with fundamental policies and for a "go to" person for questions and the like.

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

An anti-bullying program was started with the help of a committee of teachers, staff and parents. The pledge below is recited by the students with Mrs. Wood every Wednesday on the morning news. "MAKE A CHOICE, USE YOUR VOICE"

I believe that everyone should feel SAFE, SECURE and ACCEPTED.

I will value STUDENT DIFFERENCES and treat others with RESPECT.

I will make a point to INCLUDE students who are left out.

I make a COMMITMENT to stand against bullying.

I will MAKE A CHOICE to USE MY VOICE so I am heard.

The voice boxes are three gray boxes for students to report bullying to Mrs. Wood. The voice box is for 3rd-5th grade students. One is located on the side of the kindergarten pod by the banyan tree, the second box is located in the front hallway by the "Caught You Using Good Manners" bulletin board, and the third is located in the upstairs hallway across from the girl's bathroom. There are reporting forms they can fill out on the side of the boxes. The students have been informed that bullying is an intentional and repeated behavior where another student has power over another student. It is where the student is intimidated and/or scared of a student and they fill out the report form to get help, not to get the other student in trouble. We reviewed the steps that they should try before filling out a slip. The steps are: 1. Ask them to stop, 2. Walk away, 3. Talk to the teacher. If the student continues the behavior, they then can fill out a slip. A situation where another student has their hands on someone should be brought to an adult's attention right away. Families should talk about the Voice Box and parents can ask your child(ren) if they have written a report. This will help open up dialogue to any concerns they may have at school. Have you Filled Your Bucket? There are wire buckets in every 1st-5th classroom. The students can write notes to their classmates throughout the month and they are read aloud during the next class guidance. The concept is from the book "Have You Filled a Bucket Today?" by: Carol McCloud. It's about making others feel good by giving them compliments and saying nice things to them. "Caught You!! Using Good Manners!" a teacher or staff member sees a student going out of their way or going above and beyond what is expected of them, they may give them a "Caught You!! Using Good Manners!" slip to take home. Their name will then be written on a dolphin to go in the fish bowl in the front office. On the Monday morning news, Mrs. Wood has the anchors draw a dolphin from the fish bowl to be announced as the winner. Their name will be then put on a fish on the bulletin board in the front hallway and they will receive a prize that day. Dolphin of the Week highlights one student from each class on Fridays that displayed the Commitment to Character traits of Respect, Responsibility, Self-Motivation and Honesty. Students are celebrated by their entire class and receive a zipper pull and pencil. Students/ classes and teachers /staff are also featured on the A.M. News Show via photographs for their accomplishments.

Describe the school wide 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.

Students are expected to exercise good judgment and behave in a responsible manner. Each school year, the Code of Student Conduct lists misconduct which may lead to immediate suspension, disciplinary reassignment or recommendation for expulsion. The Code of Student Conduct will be used to determine consequences for those actions. The discipline requirements, listed as follows, are in addition to that Code. Students recommended for expulsion will immediately be removed from the Fundamental Program. Students who are suspended will be referred to the Intervention and Appeal Committee. Discipline Guidelines

Each teacher maintains an individual classroom management plan.

These plans are communicated to parents at the beginning of the school year. In addition, the following steps are taken when a student commits infractions of policies governing fundamental schools regarding behavior, homework or class work.

If warranted, a detention may be given prior to any warning. Detentions

The progressive steps include:

1. First written warning is sent to parent. (Warnings may be sent home because of homework or unsigned agenda infractions,

misbehavior, failure to return and "sign and return document" or class work not being done.)

2. Second written warning is sent home to parent. (Warnings may be sent home because of homework or unsigned agenda infractions, misbehavior, failure to return and "sign and return document" or class work not being done.) 1. If infractions continue to occur, detentions will be given to the student. Warning, detention, and other disciplinary notifications must be signed and returned to school the next day. Failure to return the signed forms or letters will count as a missed homework assignment. Infractions are cumulative for each infraction period. Detentions will be served the next full school day after notice is given. Failure to serve a detention will result in an additional detention. Parents are required to provide transportation for student detentions.

A referral to the Intervention and Appeal Committee occurs when a student receives a total of three detentions during any infraction period. Office Referrals

Office referrals are given for severe infractions or continual, repetitive violations and are handled by the school's administration.

Consequences of an office referral may include but are not limited to the following:

1. Parent Contact
2. Time Out
3. Detention
4. Counseling with Student
5. Monitoring Behavior
6. In-School Suspension
7. Out-Of-School Suspension

Referral to the Intervention 1. and Appeals Committee

2. Referral to School Staffing/ SBLT Team

Office referrals

Are cumulative throughout the year.

Three office referrals will result in a referral to the Intervention and Appeals Committee.

Each additional office referral will result in another referral to the Intervention and Appeals Committee.

Severe infractions, as determined by the principal, will result in immediate referral to the Intervention and Appeals Committee.

INTERVENTION AND APPEALS COMMITTEE

Each fundamental school has a school-based Intervention and Appeals Committee (IAC). The purpose of this committee is to review and enforce cases which include but are not limited to severe or repeated discipline infractions, continued lack of compliance with homework and/or class-work policies, failure to follow the dress code, parental absences from PTA/ SAC meetings and parental non-attendance at required conferences. The IAC may recommend alternatives and interventions for improvement, recommend probation with stipulations but must accept the validity of administrative decisions regarding incidents. This committee is the first level of appeal regarding a student's removal from the school. The Principal, who is not a committee member, selects the members of the IAC. The IAC shall be composed of a minimum of three teachers (selected with faculty input) or other school personnel and three parents.

A majority of the members must be present to conduct the meeting and render a recommendation.

The IAC will serve a renewable one-year term. The committee will meet on a regular predetermined basis, or when requested by the Principal/designee. Though not a member of the committee, the Principal will be available to answer questions and participate in deliberation but will not vote. Only the committee members will vote. Decisions will be based on a majority vote. The proceedings will be held in strict confidence. To maintain confidentiality for fundamental school students each Intervention and Appeals Committee parent representative must annually sign to show their compliance with the following statement: "I understand that under the Family Educations Rights and Privacy Act and Florida Statutes, student records are confidential. As a member of the school's Intervention and Appeals Committee, I understand that I will have access to confidential information and agree to maintain confidentiality of all student records and information A referral to the Intervention and Appeals Committee occurs when a student receives a total of two warnings and three detentions during any infraction period or a referral to the Intervention and Appeals Committee will take place upon the third detention in an infraction period. Infraction dates for 2010-2011 are: Referrals to the Intervention and Appeals Committee may also be made when:

- A student receives excessive detentions
- A student is tardy seven times in a grading period
- A student receives three office referrals
- A student receives one suspension or work detail
- A student commits a serious violation of the Code of Student Conduct
- A parent does not meet parent requirements
- A parent misses three of the required parent meetings
- It is requested by an administrator

Parents/guardians will be notified at least five days prior to the scheduled meeting that the student has been referred to the Intervention and Appeals Committee. Meetings will be held on the scheduled date and time.

A Mentoring program has been established for students that are new to Lakeview. Students are paired with a current student to be "go to person " if the new student has questions or needs a friend. Interested students must apply to become a mentor and meet specific criteria. Mentors are then trained by Mrs. Wood prior to becoming a Mentor.

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.

Our guidance counselor, Mrs. Wood meets with all classes on a weekly basis to address the guidance standards as well as the needs of each class. Mrs. Wood is in constant contact with teachers to address specific needs of a class or an individual student. Mrs. Wood establishes communication with families on a consistent basis to address parent requests for assistance for their children. The guidance program also meets the needs of students through small group counseling. Groups such as - Study Skills, Cool Kids ( Self- Esteem) , Worry Less and Positive Friends. Mrs. Wood also meets with students that may be experiencing difficulties at home such as divorce or changes in the family structure. Mrs. Wood utilizes student lunch times to meet with small groups and individuals. This allows for emotional needs to be met while not taking away from academic time. For the 2015/2016 school year we will be exploring the Girlfriends Program based on need.

**PART I** **CURRENT SCHOOL STATUS**

**Section B** **School Advisory Council (SAC)**

**SAC MEMBERSHIP** - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Karlos	McClary	Parent/Chair
Sheila	Stenger	EmployeeTreasurer
Susan	Garcia-Nikolova	Employee
Eric	Rose	Parent
LaJuan	Green	Community
Sara	Smith	Teacher
		Teacher

**SIP LAST YEAR**

Provide an evaluation of last year's school improvement plan.

The 2014/2015 School Improvement Plan was implemented with fidelity. Strategies were implemented and data was shared. Interventions were put in place, monitored and revised when necessary. The Formative Assessment, Students Tracking Data and Vertical PLCs were all implemented and will be expanded upon and fine tuned in the 2015/2016 school year. We will be further aligning Marzano .

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

SAC funds were used to assist in the professional development of teachers Funds were provided for the national Association oof gifted Conference to address the needs of our learners that are in need of advanced challenges.

**SAC SIP INVOLVEMENT** - Describe the involvement of the SAC in the development of this school improvement plan.

The SAC reviews the SIP early in the school year prior to the final submission. At each month meeting specific areas are addressed along

with current student data to monitor the strategies that are embedded in the plan.

**SAC ACTIVITIES** - Describe the activities of the SAC for the upcoming school year.

SAC will continue to monitor the SIP and provide feedback and assistance when needed to further advance the achievement of all students at Lakeview Fundamental.

**PROJECTED USE OF SIP FUNDS** - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

To be determined after the first SAC meeting and or when data for the 2014/2015 school year is available. Possible use - 1/2 TDEs for teachers' PD and Marzano Book study.

**STATUTORY COMPLIANCE** -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC?  Yes  No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

**PART I** **CURRENT SCHOOL STATUS**

**Section C** **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL			
First Name Susan	Last Name Garcia-Nikolova	Email Address garcia-nikolovas@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 15	# of Years at Current School 6
Certifications (if applicable) Elementary Education and Educational Leadership			

ASSISTANT PRINCIPAL #1			
First Name N/A	Last Name N/A	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

**ASSISTANT PRINCIPAL #2**

First Name N/A	Last Name N/A	Email Address	
Highest Academic Degree <input type="text"/>	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

**PART I** **CURRENT SCHOOL STATUS**

**Section D** **Public and Collaborative Teaching**

**INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 26
- % receiving effective rating or higher: 100%
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100%
- % certified infield, pursuant to Section 1012.2315(2), F.S.: 100%
- % ESOL endorsed: 30.8%
- % reading endorsed: 3.8%
- % with advanced degrees: 38.5%
- % National Board Certified: 3.8%
- % first-year teachers: 3.8%
- % with 1-5 years of experience: 11.5%
- % with 6-14 years of experience: 46.2%
- % with 15 or more years of experience: 38.5%

**PARAPROFESSIONALS**

- # of paraprofessionals: 0
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): N/A

**TEACHER RECRUITMENT AND RETENTION STRATEGIES**

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

Lakeview Fundamental has a very low turnover rate. When a staff member leaves Lakeview it is generally due to retirement. When this does occur an interview team is assembled and interview questions are developed with input from the members of the interview team. The questions are designed for critical appraisal of each candidate interviewed to ensure the best fit for Lakeview and its students. Developing and retaining our highly quality staff is executed through keeping the staff abreast of the latest trends and strategies in education. Lakeview uses our Leading the Learning Cadre to assist teachers in on site professional development. Each year we examine and adjust the onsite professional development monthly seminars to meet the current needs of the teachers and their students. For the 2014/2015 school year teachers will be taking more of a leadership role in the seminars- sharing and presenting.

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

These ideas and new learnings will be implemented in the classroom and result will be shared and evaluated in PLC on individual teams as well as in vertical PLCs.



**TEACHER MENTORING PROGRAM/PLAN** - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Mr. Keith Fawcett  
 Mr. Fawcett is a district trained Mentor and has supervised several interns in the past. His training is specifically designed to assist new teachers and teachers that are new to Lakeview  
 Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons. Reviewing and monitoring fundamental the implementation of fundamental policies and procedures. Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons. Reviewing and monitoring fundamental the implementation of fundamental policies and procedures.

**PART I** **CURRENT SCHOOL STATUS**

**Section E** **Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

**PROBELM-SOLVING PROCESSES** - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

The MTSS/RtI team meets regularly on Monday mornings. Meetings are dedicated to specific agenda items and to specific grade level teams. The MTSS/RtI Team meets with each grade level team once per month to work collaboratively with each team to review interventions, data and make any adjustments if needed.

**MTSS SCHOOL-BASED LEADERSHIP TEAM** - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member
Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Kari /Selina	Altman- Wood/Ryles	Guidance Counselors( Sub for Altman Wood on
David	Lawson	VE Resource Teacher
Tania	Vargas	Speech/Language Therapist
Valorie	Barzen	Curriculum Specialist
Kathy	Lee	ELM Teacher
Susan	Garcia-Nikolova	Principal
Rebecca	Presley	School Psychologist

**SYSTEMS IN PLACE** - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

The MTSS/RtI team meets regularly on Monday mornings- Meetings are dedicated to specific agenda items and to specific grade level teams. Based on grade level P.E. times the MTSS/RtI meets with each grade level once month for a RtI/PLCs . This allows the team to

work collaboratively with each team to review data and focus interventions as a full team. See Below for meeting times

- Facilitator – generates agenda and leads team discussions
  - Data Manager(s)– assist team in accessing and interpreting (aggregating/disaggregating) the data
  - Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as maintaining electronic folder that is available for all teachers to access
  - Time Keeper –helps team begin on time and ensures adherence to agree upon agenda
- Meeting time:

First Monday of each month- PSW review and development Rtl Meetings, The second Monday of each month is reserved for data review and any meetings with families that need to occur. The third Monday of each Month- The MTSS /Rti Team meets with all grade levels at their block times to review assessment data, OPM data, develop and or adjust interventions and assist with any other issues . Fourth Monday of each Month- PSW review and development Rtl Meeting.

**DATA SOURCES AND MANAGEMENT SYSTEMS** - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

A variety of data sources are used to monitor teacher effectiveness and student achievement. Teachers use Common Assessments, other district generated assessments, (ELA, Math , Writing and Science) , teacher made assessments, OPM probes, unit tests and the like. The results of these assessments are used to determine student achievement and the academic needs of students. Results are discussed with the SBLT/MTSS Team during SBLT/PLCs. Interventions are developed at these meetings. Each month data points are examined for effectiveness and adjustments are made if needed. Behavior and attendance are mainly addressed through the Fundamental Guidelines. This includes but is not limited to parent notification, infractions, and IAC meetings. Behavior concerns that are a concern follow the same process as academic concerns through SBLT/MTSS. The interventions are monitored while still implementing fundamental guidelines with fidelity. Attendance is addressed with the SBLT/MTSS as well as the social worker assigned to uer school. Fundamental guidelines also address tardies.

**STAFF UNDERSTANDING OF MTSS** - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

SBLT/MTSS members make themselves available to teachers at all times. The staff of Lakeview Fundamental stay current through the SBLT/PLCs and through updates of processes at faculty meetings as needed. The SBLT/MTSS along with staff will continue to use data as a tool to assist teachers and SBLT/MTSS Team members in determining the needs of students and the interventions that are needed to

assist students in moving forward in their individual areas of need.

**PART I****CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

**INSTRUCTIONAL PROGRAMS** - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

The instructional staff at Lakeview Fundamental along with the curriculum specialist and administration ensure that the core programs and materials are aligned with the Florida Standards by following the district curriculum guides and planning lessons according to the Florida Standards. The curriculum specialist provides training for material use and the expectations of the Florida Standards. These are monitored and will continue to be monitored by the principal by walkthroughs and feedback. Plans will also be available upon request to ensure alignment with standards and the Marzano Framework. Professional conversation with the teachers and principal will also endure alignment. Electronic PLC forms with information that addresses standards, data, achievement and reflection are required of each grade level. These are monitored by the principal along with feedback to teams. The use of SCALES will be implemented so that learning goals for standards are clear and monitored.

**DIFFERENTIATED INSTRUCTION** - Describe how your 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.

Teachers analyze data from Common Assessments, standardized tests, teacher generated assessments, unit tests, individual student tracking and OPM data in PLCs, as individuals and with the SBLT/MTSS Team. The results of these assessments are used to drive the instruction of the classes. The results are also used to form small group and individualized instruction. The results are used to identify students that would benefit from ELM. All groups are fluid - as more data is collected groups change within classrooms and with ELM to meet the needs of students. OPM data is used along with the above mentioned data during SBLT/PLC to develop interventions and to adjust interventions. SCALES, Rubrics and individual tracking will expand/take place in all subject areas according to the Marzano Framework.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

**INSTRUCTIONAL STRATEGY #1**

## Strategy Type

Through the incorporation of the Marzano Framework we will be expanding the use and analysis of formative assessment data at all grade levels along with Individual student data tracking. The Master Schedule has been modified to incorporate increased minutes per day for ELA in all grade levels. Included but not limited to; 1.) Administrator to monitor instructional methods, 2.) planned instruction that is aligned to high levels of rigor and tied to learning goals. 3.) Continued use of effective instructional strategies such as GRM, modeled instruction that is explicit coupled with feedback. 4.) Performance SCALES to be developed by teachers that target standards, 5.) Writing across the curriculum and 6.) regular data chats with grade level team, vertical teams and with the SBLT/MTSS.

Minutes added to the school year:     0    

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of increasing the use and analysis of formative assessment data at all grade levels is to give teachers more information during the instructional process so that educational decisions / planning can best meet the needs of the students. Increased time in the area of reading will maximize the minutes students have interacting with text and task. The incorporation of the Marzano Framework will work as structure for increasing teacher effectiveness. The monitoring of instruction methods will allow for open dialogue between administration and teachers to foster growth for all stakeholders.

Provide a description of the strategy below.

During the 14/15 school year the implementation of Deliberate Practice for all teachers took place. A large majority of the Deliberate Practice documents were focused on formative assessment as an area of need to improve student achievement in all areas. This was implemented and reflected upon during the year. Based on the Deliberate Practice /reflection the practice of formative assessment and the use of the data obtained from them is in need of further implementation. This will be blended with the Marzano Framework to increase its effectiveness during the 15/16 school year. Administration will draft a schedule for walkthroughs with feedback. A Master Schedule with increased minutes for reading aligned to the district will be implemented during the 2015/2016 school year. PLC's will

focus on planning , the implementation of SCALES , interventions diverse learners and AMOs.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected through walkthroughs and feedback, data discussed at PLCs, on site professional development, results of SBLT/ PLCs and OPM data, formative assessment data , district generated assessment data. The data wall posted in the principal's office will assist with tracking.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Administration, LLT, LLC, Data Champions and the Curriculum Specialist.

## INSTRUCTIONAL STRATEGY #2

Strategy Type

Increase the use of achievement tracking systems by teachers and by the students themselves- All grade levels and subject areas. This includes but is not limited to teachers utilizing scales and rubrics that are aligned to the learning goal and the tracking of student data, consistent feedback to students, Differentiation of instruction with a variety of modalities to meet the instructional needs to diverse learners.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of increasing the use of tracking systems by teachers is to increase the effectiveness of planning. In terms of students tracking their progress- Student will have more ownership and accountability in their learning. This will also increase student understanding - hence lead toward higher achievement. Focusing in on the needs of diverse learners will allow teachers to better plan for student needs to lead toward achievement. Strategy 2 ties directly to Strategy 1.

Provide a description of the strategy below.

Tracking Student Data through data folders, notebooks, data chats and to improve practice and to impact student achievement. Students and teachers will have real time data resources that will assist in planning and goal setting. At the beginning of the 2014/15 school year teachers were provided with a USB containing a folder of examples of tracking methods. Additional information - sample strategies for formative assessment and professional reading was also provided. On site Professional Development will be aligned to Marzano and the use of data.

How is data collected and analyzed to determine the effectiveness of this strategy?

Teacher and student tracking logs, walkthroughs with feedback, lesson plans, student assessment data reviewed in PLCs, SBLT, and student grades.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Administration, SBLT, LLT, LLC , Data Champions and the Curriculum Specialist.

## INSTRUCTIONAL STRATEGY #3

Strategy Type

Deliberate Practice Implementation in with fidelity and with a focus on the Marzano Framework. Deliberate Practices will be developed through site based and district Professional Development as well as reflection on the 2014/2015 school year.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the further focus/ implementation of Deliberate Practice is for teachers to align their professional development to the needs of students and to participate in opportunities to grow in their professions. This has a direct impact on student growth and achievement. This strategy aligns to the growth plans that teachers developed during the prior year.

Provide a description of the strategy below.

In the Spring of the 2013/14 school year teachers were trained in the new Deliberate Practice instruments. Drafts were developed and submitted to the principal. After review of the drafts- the majority were in alignment with increasing the use of formative assessments and the tracking of student data. This is aligned to the PCS Quality Teaching Framework- 1.1b, 1.2c as well as having direct relationships with other areas of the framework. Aligned to the Marzano Framework-DQ1 and DQ2. This strategy will consist of refining the Deliberate Practice based on the reflections from the 2014/2015 school year. Teachers will align their district Professional Development to the DP and the school will provide on site training the aligns.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected through the completed DPs, records of aligned trainings, walkthroughs with feedback, lesson plans and feedback and student assessment data.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Administration

#### INSTRUCTIONAL STRATEGY #4

Strategy Type

Teachers participated in Vertical PLCs with the grade level above and the grade level below periodically through the school year. Regular data chats with the purpose of reviewing student responses and to plan for instruction based on data. This will continue during the 2015/2016 school year to further refine the practice. Data chats based on the use of Strategies 1 and 2 will be addressed in the PLCs.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of the Vertical PLCs are create a better understanding of the standards and what is the required learning of the entering/ exiting grade levels. This will assist teachers in better preparing their students through collaboration across grade levels, planning and the analysis of data and strategies. Every effort will be made to work with local Prek and feeder Middle Schools for Kindergarten and 5th grade teachers.

Provide a description of the strategy below.

Vertical PLCs allow for teachers to better understand the expectations of the grade levels they are directly above and below them. Developed calendar that provides specific dates each month for the vertical PLC.

How is data collected and analyzed to determine the effectiveness of this strategy?

PLC forms with feedback, student assessment data- Performance Matters, lesson plans, walkthroughs

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Administration, LLT

#### STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Incoming participate in an evening orientation in the Spring. This assists families in familiarizing themselves with Lakeview and the fundamental program. A morning event is held for incoming Kindergarten Students and their families. Parents are grouped with current Lakeview parents for a tour and Q and A sessions from the parent perspective. Incoming students spend one hour in the Kindergarten classrooms in order to acclimate themselves with the teachers and the Kindergarten environment. Incoming fourth grade students are paired with another fourth grade student that has been trained as a mentor. Fifth grade students that will be moving on to Middle School participate in a Middle School Orientation on site at the receiving Middle School. The fifth grade teachers also host a

Middle School Orientation that is coordinated by our guidance counselor. The guidance counselor from the feeder Middle Schools come to the school in the Spring and meet with the fifth grade students that will be attending their site.

**PART I** **CURRENT SCHOOL STATUS**

**Section G** **Literacy Leadership Team (LLT)**

**LLT MEMBERSHIP** - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member
Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Susan	Garcia-Nikolova	Principal	garcia-nikolovas@pcsb.org
Valorie	Barzen	Curriculum Specialist	barzenv@pcsb.org
Lisette	Wundermann	Kindergarten Teacher	wundermannl@pcsb.org
Tameka	Rodney	First Grade Teacher	rodneyt@pcsb.org
Cheryl	Sleppy	Second Grade Teacher	sleppyc@pcsb.org
Diane	Kort	Third Grade Teacher	kortd@pcsb.org
Devin	Niyan	Fourth Grade teacher	niyand@pcsb.org
Beth	Carter	Fifth Grade Teacher	carterbe@pcsb.org
Beth	Griffiin	Specialist	griffinb@pcsb.org

**PROMOTING LITERACY** - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The LLT will meet at specific times during the year to review data and practices. The LLT will also be active in the alignment of the School Improvement Plan

Support for text complexity • Support for instructional skills to improve reading comprehension. Ensuring that text complexity, along with close reading and rereading of texts is central to lessons.

Developing and asking text dependent questions from a range of question types. Emphasizing students supporting their answers based upon evidence from the text. Providing extensive research and writing opportunities (claims and evidence).

•Support for implementation of Florida Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

Also supports the fundamental guidelines as they pertain to students both academically and in the area of work habits. The LLT will also work closely with the Leading the Learning Cadre. Members of the team are also Data Champions and are the "go to" staff members for working with data.

**MAJOR INITIATIVES** - What will be the major initiatives of the LLT this year?

The major initiatives of the LLT for the 2015/16 school year will be to assist teachers in ELA focus and instructional routines are being implemented with fidelity.

- ~ Support the text complexity
- ~ Support and assist with development SCALES that support the Florida Standards
- ~ Support planning for learning - incorporating higher order questions and vocabulary.
- ~ Support the Marzano Framework- Protocol Elements
- ~Support regularly scheduled PLC that are specific and aligned/data chats

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

<b>8-Step Problem-Solving Process</b>
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**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.1		15

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
57.5		85

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

## Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

**LEARNING GAINS**

## Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66		70

## Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37		55

**COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)**

## Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

## Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

## Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	91.2%		95%
Black/African American	55.4%		70%
Hispanic	86.7%		88%
Asian	83.3%		85%
American Indian	100%	N/A	N/A
English Language Learners (ELLs)	N/A	N/A	N/A
Students with Disabilities (SWDs)	38.5%		70%
Economically Disadvantaged	55.4%		70%

If you have a goal to support your reading targets, provide the following information for that goal.

**READING GOAL**

What is your school's reading goal? Provide a description of the goal below.

The reading goal of Lakeview Fundamental Elementary is for students to achieve at least one years worth of growth. Emphasis will be placed on the lowest 25% along with students in the subgroups of Black and Economically Disadvantaged. We will also place emphasis on students with SAT 10 Scores below 4 in total reading and students in the lowest quintile as reported by the district. Upon receiving FSA scores we will take a closer look at the current goal which is to exceed the district and state proficiency rate by a minimum of 10% points as measures by FSA.

Provide possible data sources to measure your reading goal.

Deliberate Practice Implementation with fidelity through site based and district Professional Development. Formative assessments, ELA Running Records, Module Assessments, Teacher Generated Assessments, Projects, OPM, ELM data, ELP data, Walthroughs and periodic observations through iObservation with feedback. and Florida Standard Assessment results.

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increasing the use and analysis of formative assessment data at all grade levels.	Teachers will use a variety of formative assessments to gain information /progress of student learning. Data will be analyzed to make instructional decisions. Implementation of Strategies 1-4 of the SIP
Action 2	Plan to Implement Action 2
Increase the use of achievement tracking systems by teachers and by the students themselves- All grade levels and subject areas.	Teachers will further develop / refine and monitor a tracking system using formative assessment data and summative assessment data. Data will be used to make educational decisions/ planning.
Action 3	Plan to Implement Action 3
Deliberate Practice Implementation with fidelity through site based and district training with an emphasis on Marzano and the areflection of the 2014/2015 Deliberte Practice documents.	Teachers will develop and monitor the DP along with the iObservation. A mid year review will take place. Professional development will be aligned to DPs and Marzano Framework throughout the year.
Action 4	Plan to Implement Action 4
Participate in Vertical PLCs with the grade level above and the grade level below periodically through the school year. Focus for PLCs will be sent to teachers	The PLC calendar developed. PLC feedback form will be used in electronic form and sent to administration. This will continue throughout the school year. Focus will be distributed to teachers.



**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section B****Area 2: English Language Arts (Writing)****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

## Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
79.4		85

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

## Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

If you have a goal to support your writing targets, provide the following information for that goal.

**WRITING GOAL**

What is your school's writing goal? Provide a description of the goal below.

The writing goal of Lakeview Fundamental Elementary is to refine the intentional writing instruction, infuse writing across the subject areas and to increase the number of students scoring at high levels of proficiency based on the Florida Standards Assessment equivalent. Exceed the district and state proficiency rate by a minimum of 10 percentage points as measured by FSA Writing Assessment.

Provide possible data sources to measure your writing goal.

ELA writing assessments, students writing scores based on the writing rubric, formative assessments, student content journals, walkthroughs, periodic observations through iObservation with feedback and Florida Standards Assessment results.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increasing the use and analysis of formative assessment data at all grade levels.	Teachers will use a variety of formative assessments to gain information /progress of student learning. Data will be analyzed to make instructional decisions. Provide opportunities for students to write over an extended period of time that allows for research/ planning reflection and revision.
Action 2	Plan to Implement Action 2
Increase the use of achievement tracking systems by teachers and by the students themselves- All grade levels and subject areas.	Teachers will develop and monitor a tracking system using formative assessment data and summative assessment data. Data will be used to make educational decisions.
Action 3	Plan to Implement Action 3
Deliberate Practice Implementation with fidelity through site based and district training	Teachers will develop and monitor the DP along with the principal. A mid year review will take place. Professional development will be aligned to the DP.

Action 4	Plan to Implement Action 4
Participate in Vertical PLCs with the grade level above and the grade level below periodically through the school year.	The PLC calendar developed. PLC feedback form will be used in electronic form and sent to administration. This will continue throughout the school year. Focus will be distributed to teachers.

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section C Area 3: Mathematics**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
30.4		15

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.6		85

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

**LEARNING GAINS**

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
71		89

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
43		78

**ANNUAL MEASURABLE OBJECTIVES (AMOs)**

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	80.4%		86%
Black/African American	42.9%		70%
Hispanic	86.7%		82%
Asian	50.0%		70%
American Indian	100%	N/A	N/A
English Language Learners (ELLs)	N/A	N/A	N/A
Students with Disabilities (SWDs)	23.1%		70%
Economically Disadvantaged	42.9%		70%

If you have a goal to support your mathematics targets, provide the following information for that goal.

**MATHEMATICS GOAL**

What is your school's mathematics goal? Provide a description of the goal below.

The mathematics goal of Lakeview Fundamental Elementary is for all students to achieve at least one years worth of growth. Exceed the state proficiency rate by a minimum of 10 percentage points. Emphasis will be placed on decreasing the number of students in the lowest 25% and increasing the number of students that score in the proficient level and above as measured by the new Florida Standards Assessment. Until FSA scores are made available data from school based assessments will be used to track the goal. Emphasis will also be placed on the sub groups of Black and Economically Disadvantaged.

Provide possible data sources to measure your mathematics goal.

Formative Assessments, Common Assessments, End of Unit Tests, Teacher Generated Tests, ST Math Results, Projects and Florida Standards Assessment results.

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increasing the use and analysis of formative assessment data at all grade levels.	Teachers will use a variety of formative assessments to gain information /progress of student learning. Data will be analyzed to make instructional decisions. Utilize resources and knowledge gained from the Just In Time Math Coach- Ex; Hot Talk/Cool Moves, Lessons from Van de Walle's- Student Centered Mathematics. Incorporate/expand the use of strategies and formative assessment methods learned from the Just in time Math Coach during the 2014/2015 school year.
Action 2	Plan to Implement Action 2
Increase the use of achievement tracking systems by teachers and by the students themselves- All grade levels and subject areas.	Teachers will develop and monitor a tracking system using formative assessment data and summative assessment data. Data will be used to make educational decisions.
Action 3	Plan to Implement Action 3
Deliberate Practice Implementation with fidelity through site based and district training	Teachers will develop and monitor the DP along with the principal. A mid year review will take place. Professional development will be aligned to the DP.
Action 4	Plan to Implement Action 4
Participate in Vertical PLCs with the grade level above and the grade level below periodically through the school year.	The PLC calendar developed. PLC feedback form will be used in electronic form and sent to administration. This will continue throughout the school year. Focus will be distributed to teachers.

**PART II** **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section D** **Area 4: Science**

**FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.4	30	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
53.1	43	

**FLORIDA ALTERNATE ASSESSMENT (FAA)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0	0	0

If you have a goal to support your science targets, provide the following information for that goal.

**SCIENCE GOAL**

What is your school's science goal? Provide a description of the goal below.

The Science Goal for Lakeview Fundamental Elementary is for all students to exceed the district and state proficiency rates by a minimum of 10 percentage points by measured by FCAT 2.0 and Common Assessments for non testing grade levels..

Provide possible data sources to measure your science goal.

Formative Assessments, Common Assessments, Teacher Generated Assessments, Student Science Journals, Success Criteria, Student Learning Activity Guides and Florida Standards Assessment results.

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increasing the use and analysis of formative assessment data at all grade levels.	Teachers will use a variety of formative assessments to gain information /progress of student learning. Data will be analyzed to make instructional decisions.
Action 2	Plan to Implement Action 2
Increase the use of achievement tracking systems by teachers and by the students themselves- All grade levels and subject areas.	Teachers will develop and monitor a tracking system using formative assessment data and summative assessment data. Data will be used to make educational decisions.
Action 3	Plan to Implement Action 3
Deliberate Practice Implementation with fidelity through site based and district training	Teachers will develop and monitor the DP along with the principal. A mid year review will take place. Professional development will be aligned to the DP.
Action 4	Plan to Implement Action 4
Participate in Vertical PLCs with the grade level above and the grade level below periodically through the school year.	The PLC calendar developed. PLC feedback form will be used in electronic form and sent to administration. This will continue throughout the school year. Focus will be distributed to teachers.

**PART II****EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section E****Area 5: Science, Technology, and Mathematics (STEM)**

## Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

## Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

**STEM GOAL**

What is your school's STEM goal? Provide a description of the goal below.

Lakeview's STEM goal is to secure funding for our third year of a STEM Academy. Targeted students will be those that attended prior STEM enrichment. The goal also includes to continue to involve more teachers to participate as facilitators of the third year of the academy. This will allow for more students to participate with an emphasis on the students that were in the lower 25% to increase learning gains.

Provide possible data sources to measure your STEM goal.

District, teacher and state assessments that measure STEM objectives. Participation in our STEM clubs.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Increasing the use and analysis of formative assessment data at all grade levels.	Teachers will use a variety of formative assessments to gain information /progress of student learning. Data will be analyzed to make instructional decisions/Planning.
Action 2	Plan to Implement Action 2
Increase the use of achievement tracking systems by teachers and by the students themselves- All grade levels and subject areas.	Teachers will develop and monitor a tracking system using formative assessment data and summative assessment data. Data will be used to make educational decisions.
Action 3	Plan to Implement Action 3
Deliberate Practice Implementation with fidelity through site based and district training	Teachers will develop and monitor the DP along with the principal. A mid year review will take place. Professional development will be aligned to the DP.
Action 4	Plan to Implement Action 4
Participate in Vertical PLCs with the grade level above and the grade level below periodically through the school year.	The PLC calendar developed. PLC feedback form will be used in electronic form and sent to administration. This will continue throughout the school year. Focus will be distributed to teachers.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section H</b>	<b>Area 8: Early Warning Systems</b>
<b>ATTENDANCE</b>	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.54%	3.8% (2)	0%
Grade 1	0%	3.8% (2)	0%
Grade 2	0%	1.8% (1)	0%
Grade 3	1.08%	3.8% (2)	0%
Grade 4	0%	3.1% (2)	0%
Grade 5	0%	1.6% (1)	0%

**SUSPENSIONS**

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	1.08%	.54%	0%
Grade 1	2.16%	0%	0%
Grade 2	2.16%	.54%	0%
Grade 3	1.62%	0%	0%
Grade 4	1.32%	0%	0%
Grade 5	0%	2.64%	0%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

**RETENTIONS**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	.54	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	.54%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%



Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	2.16%	7% (4)	0%
Grade 4	4.62%		0%
Grade 5	7.26%		0%

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
0.54	0	0

**MULTIPLE EARLY WARNING INDICATORS**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0%	0%	0%
Grade 1	0%	0%	0%
Grade 2	0%	0%	0%
Grade 3	0%	0%	0%
Grade 4	0%	0%	0%
Grade 5	0%	0%	0%

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

If a student exhibits early warning signs Lakeview Fundamental enacts the following strategies: Fundamental policies relating to attendance and tardies are implemented. Our guidance counselor is contacted if a student is in need of social/emotional assistance.

Strategies include parent contact and small or individual counseling sessions. The Social Worker is brought in to address attendance issues and assists the principal with parent contacts and home visits. Academic concerns are addressed through the SBLT/MTSS. If a student is in need interventions are put in place with the classroom teacher. The use of ELM and or ELP services are also implemented.

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section I</b>	<b>Area 9: Black Student Achievement</b>

*Identify goals, targets, and actions for Black student achievement.*

		<span style="background-color: #90EE90; padding: 2px;">Add Target</span>	<span style="background-color: #F08080; padding: 2px;">Delete Target</span>
Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
The achievement goals for Black students is to achieve at least one years worth of growth and to exceed the district and state proficiency rate in Reading/ELA.	55.4		70-100%
The achievement goals for Black students is to achieve at least one years worth of growth and to exceed the district and state proficiency rate in Math.	42.9		70-100%
The achievement goals for Black students is to achieve at least one years worth of growth and to exceed the district and state proficiency rate in Science.	47.4		70-100%

<b>PART II</b>	<b>EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT</b>
<b>Section J</b>	<b>Area 10: Family and Community Involvement</b>

*Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).*

**LEVEL OF PARENTAL INVOLVEMENT** - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

Lakeview Fundamental is an application school therefore students and families come from all over the district. There is no one local community. Our student achievement is supported by the Fundamental Policies and the parental requirements for participation in their child’s education. A student’s continued enrollment in a fundamental program depends upon the cooperation of parents or guardians in this educational philosophy. Fundamental school parents and students are expected to comply with all the following commitments:

- Sign the parent commitment letter affirming, in writing, that they will abide by all policies, procedures and rules of the school as a condition of enrollment.
- Understand that fundamental programs are designed for those students who excel in a structured learning environment.
- Understand that continued enrollment in this school depends on cooperation and compliance with all fundamental policies and procedures, including arrival and dismissal procedures.
- Adhere to the parent/guardian requirements concerning attendance at Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), School Advisory Council (SAC) or other approved meetings.
- Adhere to the Homework/Classwork Guidelines, and Discipline Guidelines
- Review and sign all homework assignments.
- Understand that reassignment of a student to a district discipline program or expulsion will result in immediate removal from the school; no readmission will be considered.
- At elementary and middle school (except Thurgood Marshall) parents provide transportation to and from school and furnish transportation for any after school activities, including detention, unless activity bus transportation is otherwise provided. The district provides transportation to Thurgood Marshall Middle School for eligible students.
- Understand that if a family utilizes public transportation it is their obligation and responsibility to instruct the student concerning proper conduct on public transportation, as well as safety matters, including but not limited to, the differences between riding a school bus where vehicles will stop for loading and unloading and riding public transportation where vehicles do not stop when passengers are loading and unloading.
- Understand that if the school receives any complaints about the student’s conduct on public transportation, disciplinary referrals could

result in the student's removal from the school.

**BUILDING POSITIVE RELATIONSHIPS** - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Please see above- In addition to the information above the school also distributes a monthly newsletter that is available on-line and available in hard copy upon request. The School Messenger System is also used to keep families abreast of new happenings and to remind them of the upcoming meetings and conferences that they are required to attend. Lakeview also sends printed fliers home as a further reminder families of events and responsibilities. Lakeview considers parent input when scheduling the three required conferences. • Sign a statement with the following acknowledgment: "I understand that the records of all students who are brought before the school's Intervention and Appeals Committee are reviewed by all members of that Committee which includes parent representatives and school staff. I agree that confidential information concerning my child may be disclosed to all members of the committee, including student evaluation records and personally identifiable information contained therein.

#### Conferences

Conferences are required when necessary for the success of the student. Conferences concerning the student's progress in a fundamental school can, at times, be accomplished by telephone or electronic mail. When a person-to-person conference is deemed necessary for the success of the student, the parent/guardian is required to attend. At the elementary level, parents must attend at least three face to face conferences per year. Parents/guardians will receive a written notice requesting a person-to-person conference. Teachers or school faculty will schedule these conferences. If a parent/guardian does not attend a scheduled conference, the teacher will arrange a second conference. If the parent/guardian does not attend the second scheduled conference during a grading period, it will be the parent or guardian's responsibility to see that the required conference takes place. If a required conference does not take place during a grading period, the parent or guardian will be referred to the Intervention and Appeals Committee. Failure to attend a mandatory conference will result in a referral to the Interventions and Appeals Committee. The school may require a parent or guardian to attend additional conferences based on the academic and/or behavioral progress of their child.

#### Parent Meeting Responsibilities

Parents/guardians are required to attend eight Parent-Teacher Association (PTA), Parent-Teacher-Student Association (PTSA), or School Advisory Council (SAC), or other approved meetings, each school year. The meeting dates are listed on the school calendar. When circumstances arise which make it impossible for a parent/guardian to attend a required meeting, a representative (18 years of age or older) may be sent. The representative may not be a parent or teacher at the school and may represent only one family. The representative may be sent to no more than two meetings per year. If a parent must exercise this option, they must notify the principal prior to the meeting. It is the parent/guardian's responsibility to make the representative aware of all obligations. Sign-in at meetings must be completed no later than 15 minutes after the scheduled start of the meeting as the sign-in cards are removed at that time. Meetings last approximately one hour (not to exceed 90 minutes) and parents are expected to be present for the entire meeting. Arriving late, leaving early, or failure of a parent/ guardian to sign in will result in the meeting being counted as unattended. Sign-in cards must be handed in by the individual who signed the card for that meeting.

**LEARNING ABOUT LOCAL COMMUNITY** - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

Lakeview is an application program therefore our families come from all over the district.

**PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

**Section K Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Work toward Bronze Level recognition with the Alliance for a Healthier Generation.		Bronze in 50% of	Bronze in 4 out of

**PART III PROFESSIONAL DEVELOPMENT**

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD Delete PD

Professional Development Identified	
Related Goal(s)	All subject areas
Topic, Focus, and Content	ELA, Math , Science, Writing- This will be based on data- Monthly Professional Development Seminars - The area of Math will continue to be a focus; Data from FSA will determine the following focus area. Marzano will also be a PD focus. This applies to all goals. Seminars will focus on the use of Marzano elements in the classroom. During these seminars teachers will conduct classroom walks and visitations on campus, continue Marzano training based on Marzano information gathered from the Principal at Area trainings, collaboratively plan and share.
Facilitator or Leader	Various Teachers- Data Champions, LLC
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All teachers and staff- School wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Once a month- Third Thurs. of each month
Strategies for Follow-Up and Monitoring	FFT, PLC Feedback forms, Walkthroughs , and Observations with Feedback, ISM visit feedback, scores of formative and summative assessments
Person Responsible for Monitoring	Susan Garcia-Nikolova and Emily Carley- Craig
Professional Development Identified	
Related Goal(s)	All Subject Areas
Topic, Focus, and Content	All subject areas and Marzano- TDEs granted by the Area office will allow for 3 substitute teachers for 3 days Each sub will cover a half day in two classrooms. The classroom teachers will then use this time to visit other classrooms off campus and collaboratively plan and develop SCALES.

Facilitator or Leader	Principal, Teachers, Curriculum Specialist
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School Wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	TBA
Strategies for Follow-Up and Monitoring	FFT, PLC Feedback forms, Walkthroughs , and Observations with Feedback, ISM visit feedback, scores on formative and summative assessments.
Person Responsible for Monitoring	Principal and Curriculum Specialist
Professional Development Identified	Collaborative Planning with Bay Vista Fundamental
Related Goal(s)	All subject areas
Topic, Focus, and Content	Site based Professional Development days will be shared with Bay Vista fundamental. Teachers will meet as a whole group and in teams to plan and share strategies. Teachers will also tour classrooms at both sites to have opportunities to focus on Marzano's Domain 4.
Facilitator or Leader	Principals, Teachers and Curriculum Specialists
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	School wide
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	On site Professional Development day- First session will take place on October 18, 2015
Strategies for Follow-Up and Monitoring	Survey to staff to assess effectiveness and areas for improvement for the following Professional Education Day. Seminar sharing, walk throughs, observations, PLC feedback forms and student data
Person Responsible for Monitoring	Principal

**PART IV** **COORDINATION AND INTEGRATION**

**FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS** - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

**MEETING STUDENT NEEDS** - 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.

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**PART V** **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	Professional Development- All Areas
Actions/Plans	Provide half day TDEs for teachers to plan and or conduct lesson study.
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Marzano Framework and FSA standards.
Description of Resources	
Funding Source	SAC or the Area Office
Amount Needed	

**PART VI** **MID-YEAR REFLECTION**

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

# 8-Step Planning and Problem-Solving Process

