School Improvement Plan
2017-18

Lake St. George Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools

School Profile

Principal:	Monika Wolcott	SAC Chair:	Erick Russell

School Vision	The Vision of Lake St. George Elementary school is 100% student engagement and success 100% of the time.

School Mission	The Lake St. George staff, in partnership with students, parents and the community will provide a quality education that promotes highest student achievement by being actively involved in continually improving the educational process.

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	2.4	3.9	15	3.7	74.7	0.3

School Grade	2017: A	2016: A	2015: A	Title 1 School?	☐ Yes	☒ No

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	62	65	72	72	70	66						
Learning Gains All	55	64	64	70								
Learning Gains L25%	56	58	61	50								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Monika	Wolcott	FT	1-3 years
Assistant Principal	Stephanie	Whitaker	FT	1-3 years

Total Instructional Staff:	68	**Total Support Staff:**	**30**

School Culture for Learning

Connections: **District Strategic Plan**   ●**Goals 2, 3**
Marzano Leadership   ●**Domain 5**

School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

The school culture encourages healthy relationships of respect, empathy, listening, and self-discipline. Everyone endeavors to make school fun, to set a joyful tone. Mistakes are viewed as "opportunities to learn." Research shows that a positive attitude and emotional control are strong predictors of life success. A friendly, family-like atmosphere exists in our classrooms, with an open door policy for parents.

Lake St George Elementary School takes a proactive approach to our school wide positive behavior system. Students are taught our guidelines for success and are constantly encouraged to "Walk the Wildcat Way". All members of our school are involved in the teaching of these guidelines and expectations across the school. In order to further instill the importance of these guidelines our school has created a school wide positive behavior system that will provide instant recognition across our campus of students who are following the School Wide behavior expectations. We are using Cat Cash as a monetary system for behavior meeting the expectations as well. Cat Cash can be used at the school store to purchase coveted items or different activities with staff members. It has been a big hit and we are not changing a thing. We also do "Red Tag Fridays", which are positive behavior referrals for demonstrating improved behavior, improved academic success, or maintaining a high level of behavior or academic achievement. Students are sent to the office with their Red Tags for pencils, cat cash and stickers along with a celebratory conversation with administrators. This year we will be utilizing technology so that parents are more connected and aware of when their children have earned a positive behavior referral. Which will provide the positive reinforcement and home connection needed to maintain positive behavior demonstrated at school.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

  Our school shares three guiding principles that govern how teachers develop their classroom management plans. Our school culture encourages partnership between home and school. Every year each student and parent signs a commitment agreement that outlines expectations for our school. During pre-school, teams will work together to ensure that clear understanding is created together to ensure that expectations are implemented in each classroom with fidelity. Teams will have input during this time to determine what behaviors demonstrated by students will be recognized by the positive behavior system which will be implemented during this school year. Random samplings of students using their Cat Cash over the course of a month at the mid-point of the year will also help us determine if classes are using the positive behavior system to recognize adherence to rules and expectations across campus. SBLT will monitor the implementation of student rewards by sampling students from all subgroups and monitoring student behavior across groups/grade levels. Classroom celebrations as a group are also encouraged.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

MTSS is managed by School Based Leadership Team

Tier 1 Academic - core curriculum measured by common assessments and grade level determined formative assessments
Tier 2 Academic - identified by deficient and severely deficient on common assessments – small group intervention based on student needs outside of reading block – (interventions – istation, Build up Phonics, Jan Richardson routines, repeated reads, LLI) - monitoring is biweekly DIBELS depends on student needs (LNF, MAZE)
Tier 3 Academic - students not meeting expectations with Tier 2 interventions (with data up to 6 weeks) will be given a level assessment administered individually to students and their peers based on national norm

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Tier 3 Academic - students not meeting expectations with Tier 2 interventions (with data up to 6 weeks) will be given a level assessment administered individually to students and their peers based on national norm scale AIMs WEB, if a significant discrepancy is found, the team will continue with a problem-solving worksheet (PSW).
Tier 1 Behavior – Guide Lines to Success posted around school- teacher classroom behavior plan - monitored by student behavior reports, teacher referral.
Tier 2 Behavior – Teachers fill out a student concern worksheet and an MTSS meeting is held with teacher and team. An individual plan is developed - could be check in/check out, mentor, small group (guidance or social skills), – individual plan needs to be initiated by teacher in the classroom (behavior contract).
Tier 3 Behavior – PBIP/FBA – if not successful on tier 2 - measured by data collection of individual or continued referrals

Data-Based Problem Solving
4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The school counselor provides small group or individual counseling based on teacher/parent referrals – monthly guidance lessons in class as necessary and requested.

Behavior specialist works with identified students to further support student emotional needs related to behavioral challenges.

Recess to meet physical/social/emotional needs provided daily.

Individual plans are created for students as needed. Teachers fill out a student of concern worksheet and our team consisting of Guidance Counselor, School Psychologist, Social Worker, Principal, AP, behavior specialist and classroom teacher work with the student/family and community agencies as appropriate to ensure that students have the resources they need to experience daily success in school.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Lake St George Elementary School has a team of staff members which serve as the School Based Leadership team. This group of staff members work together on Tuesdays with teachers to monitor student progress. Moving into the upcoming school year, we are working to ensure that clear follow up plans are in place as we meet to analyze student data on Tuesdays.

A second layer of this process includes a monthly PLC/data chat with each grade level team to disaggregate fluid data points and to determine if further supports are needed in order to ensure success with the benchmarks being addressed during that month. Teachers work together using Baseball card to pull the widest array of student data to include Early Warning indicators and data points that have historically been identified by research and accountability as indicators that a students may or may not experience success with a set of benchmarks.

Bi-monthly child study teams, including all required members are held. They address students that have missed 10% or more of school and look for trends of why students are not attending school. Attendance codes are utilized for this purpose.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

School leadership works directly with all layers of the MTSS/SBLT process at Lake St George. Leadership maintains an active role in these conversations and monitors for any disparities and underlying patterns that are being seen across the school in relation to any disparity across race/gender, etc. Leadership also works directly with grade level PLC's monthly to monitor student achievement across grade levels. All teachers meet in grade level collaborative planning sessions to make sure that all needs are being met. Intervention and enrichment is provided to all students during school and opportunities are given afterschool.

⬡ **School Culture, Climate / SWBP / Key Goals and Strategies**

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: By spring of 2018, students will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe school climate as assessed by a variety of measurement tools such as our positive behavior referrals, discipline and attendance records, and surveys. The desired outcome is a 10% reduction in behavior referral, a decline in tardy rates and an increase in the use of the positive behavior referrals.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
- Collect and analyze feedback from stakeholders gathered on surveys at the conclusion of the previous school year. - Determine strategies to address points of concern and celebrate points of pride at the beginning of the 2017 school year. - Continue to collect feedback through ongoing conversations, temperature checks and surveys at key points during the school year. - Share and maintain a level of transparency with stakeholders regarding the feedback given during surveys data collection. Work with stakeholders to continue to move the school forward while honoring and respecting the collective history of the school community.	Monika Wolcott, Principal and Stephanie Whitaker, Assistant Principal and school leadership teams and committees as necessary.
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	

Goal: By the Spring of 2018 Lake St. George will reduce gaps in discipline and academic achievement between black and non-black students, Lake St George Elementary School will work to ensure that black students have multiple connections to their school community through mentorship, tutoring, and club opportunities.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• SBLT will work with teachers of identified minority students. • Team will work to ensure that students have opportunities to join academic clubs, tutoring programs, mentorship pairing and peer mentorships which will develop their sense of identity, further enhance motivation and instill the "wildcat way" in students. Student academic and behavior achievement will be monitored monthly by SBLT.	Monika Wolcott, Principal and Stephanie Whitaker, Assistant Principal and school leadership teams and classroom teachers.
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Standards-Based Instruction for Learning

Connections: **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 1,2,3,4**

7. Describe your school's efforts to align instruction to state standards, increase academic rigor and student engagement. What <u>successes</u> have you seen to date? What data did you review to measure your success?

During the 2016-2017 school year, Lake St George Elementary School worked on a common goal to develop scales and goals. This process ensured that teams of teachers understood the standards being taught on a deeper level and to what degree of rigor the standard was written. Teachers also worked to create scales that would be used by students in the classroom from Pre-K – 5th grade. By year's end, students across the school were observed through walk through and classroom data collection shared at PLC using the scales in the classrooms. Students interviewed at random during walk through and formative data collection efforts were able to identify their level of achievement relative to the standard and could verbalize what steps they needed to take so that they could move their learning to the level 3 on the scale. Moving forward into this school year, we will continue to monitor the use of standard based scales in classrooms and student understanding of their learning relative to the standard. Data will be collected to determine if the rigor in the classroom is meeting the depth of the standard as it is written at a level 3. We will also expand on that by using higher order questions making sure student are engaged at a high level of complexity.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key <u>areas for improvement</u> in your school? What data did you review in reaching these conclusions?

Through PLC data chats, ISM walk through feedback, and informal/formal observation processes the key area identified across the school is the content area of science. Specifically students need more time to write and reflect with some system of teacher feedback in relation to their current status.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff's use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Teachers use Performance Matters to look at class and grade level data. Item analysis is used to chart standards and trend data. Teachers provide rigorous learning goals and performance scales for each

standard taught in a unit. Through collaborative planning, teachers meet weekly to determine the direction that instruction needs to take based on the current student status in each classroom and across the grade level. This data is shared at monthly data chats and can then be compared to summative data. Teachers use these data points to adapt and/or create new strategies to meet student need. Intervention and enrichment groups are fluid groups that change as needed based on ongoing data collection.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

In order to prepare students to make the transition from elementary to middle school, our guidance counselor remains in close constant contact with the feeder middle schools during the spring semester. Middle schools are invited to visit Lake St George Elementary School to introduce students to middle school expectations and opportunities. Kindergarten round up is held in February with Prk and surrounding preschools. Kindergarten readiness presentation is given at the end of each year to prepare students and families for the transition into kindergarten.

SBLT works together with teams of teachers to ensure that students have the opportunity to participate in programs to best meet individual and social needs.

Core will be monitored through walk-throughs and trend data will be shared at staff meetings, data chats and PLC's. Interventions are monitored through PLC's and the SBLT team determined the Tier level. Please see the ELP plan for description of monitoring.

⬢ **Standards-Based Instruction / Key Goals and Strategies**

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Collaborative Team Planning - Ensure that all teachers have sufficient planning time to develop engaging, differentiated instruction for all students in all classes. Provide resources to teachers in order for rigor of planned lessons to meet the depth of engagement necessary to master the standard.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Monthly PLC data chats will analyze data points from Common assessments, formative assessments (student work, current student scales, journaling entries, etc).	Monika Wolcott, Stephanie Whitaker, Grade Level Teams.
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Increased use of available technologies. Including Istation, Myon and ST math.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Monthly PLC data chats will analyze data points from Common assessments, formative assessments (student work, current student scales, journaling entries, etc). SBLT will meet the Tuesday before the grade level PLC/data chat. Tier 2 students, Tier 3 students and student subgroup data will be prepared. Classroom teachers send in student of concern forms to SBLT so that this data can also be prepared and ready for the next day's data chat. This data is presented with the teachers on the following day, where teachers paint a bigger picture of each student, discuss concerns, strategies being used and the success of each strategy is determined by teacher input,	Monika Wolcott and Stephanie Whitaker

observations and data collected from the listed technologies. Plans are formulated as to continue with the layers of support or to increase the supports/change the supports. Data is monitored and the process is repeated monthly.	
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
Increased attention to Science instruction	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Monthly PLC data chats will analyze data points from Common assessments, formative assessments (student work, current student scales, journaling entries, etc). Walkthroughs by administration bimonthly to monitor the use of the SLAGS, use of the science lab curriculum and the use of success criteria. Feedback given to teachers related to these observations and Just in Time coaches arranged as needed to help guide science instruction. Teaching partner hired to work with fifth grade for two hours per week specifically targeting the benchmarks that the data points to from diagnostic tests, as well as common assessments. Teaching partner will utilize the districts show the evidence packets to target these benchmarks.	Monika Wolcott and Stephanie Whitaker

Collaboration for Professional Growth

Connections: | **District Strategic Plan** ●**Goals 1,2,4,5**
Marzano Leadership ●**Domain 2, 4**

11. Describe your school's efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference <u>specific lessons or growth areas</u> found from a review of your school's AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

> The Wildcat Hospitality Committee was organized more than 10 years ago to rally our staff in times of celebration and provide comfort through pain and grief. We celebrate marriages, births, retirements, as well as share in sadness and frustration in times of sickness and death. We also set aside time in December to come together as a group before the new year.
> The Wildcat Hospitality Committee organizes the faculty breakfast schedule which occurs every month. This is an opportunity for us to have a moment together as a staff. This year the Sunshine Club has organized three retirements and two showers, and purchased numerous books as donations to our library in honor of deceased family members. These are just a few examples of ways we come together as a staff to "shower" our friends/family as we celebrate their accomplishments. This is one of the many ways we create a culture of respect and trust at our school. The administrators are serious about staff appreciation week. This year included a luau in the snack shack, new beach chairs, tropical non-alcoholic drinks, donut truck, key-lime pie and new yeti type glasses. It is important to celebrate together.
>
> Maintain positive communication and climate with all employees.

12. Describe your school's plan for supporting teacher collaboration via PLCs and/or common planning. Include in and reference to a school schedule that provides time for teachers to collaborate and review student data.

Lake St George Elementary School will continue to implement monthly data chats the first Wednesday of every month. We will continue to support teams through their collaborative planning by bringing in appropriate district coaches as needed and requested by the teams. This year a push was also made when creating the master schedule to make sure that VE teachers and ASD teachers have the opportunity to meet with their teams.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

During the past school year, teachers identified areas of professional growth. Administration worked directly with each content area supervisor to secure coaches to address all identified areas during the first semester of the 2016-2017 school year. Teachers could choose from Science Just in time training, module training, math number talks and some technology integration. High levels of effectiveness have been observed across the school in the area of English Language Arts. Preliminary data from third grade FSA data is showing a positive correlation based on the growth seen from this group of students when compared to the previous school year. We will continue that mind set this year.

Next steps will include utilizing istation and ST math to further differentiate and provide another layer of support to students both in and out of school. The content area of science will also be further addressed during the 2016-2017 school year, with more attention given to conducting informal observations during the science block.

Provide a list of the key professional development opportunities that you have planned as part of your school's sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Practices and Special Needs Book Study	Fall Semester	All staff members	Staff members will identify and implement restorative practices within the classroom and both ESE resource and general education teachers will identify and implement high yields strategies for providing ESE students access to the curriculum.
Increasing Rigor in ELA	Monthly PD	Instructional Staff	By studying high yields strategies for increasing rigor in ELA, Lake ST George will see an 20% increase in ELA satisfactory performance as

			measured by the FSA end of year assessment.
Feedback side by side training/instructional rounds	Monthly	Instructional Staff as well as increased PD for identified first and second year teachers or teachers with lower satisfactory performance as measured by FSA ELA.	By providing side by side feedback training and increased opportunity for instructional rounds, Lake St George will see a 20% increase in the ELA FSA scores.
Number talks routines	Fall	Instructional Staff	By implementing a number talks routine classrooms will see increased number fluency in the K-5 classroom, which would be evident by an increase of 10% on gains in grades 3-5.

Family and Community Engagement

Connections: **District Strategic Plan ●Goals 1,3,6,7**
Marzano Leadership   ●Domain 4, 5, 6

14. Describe your school's plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school's AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

 After a thorough review of family events, it has been determined that a more deliberate connection to student learning outcomes needs to be evident. In order to enhance opportunities to showcase student learning and have a more clear connection between family/community events and academic achievement our PTA and curriculum teams will plan events with specific grade levels in order to showcase specific academically based student work. We will work on this plan with our SAC and PTA in order to strengthen the relationship.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school's attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Based on feedback and observation, families at Lake St George receive the greatest amount of information regarding their children's educations via the school website and newsletters sent by the school and the teacher. We will be working to ensure that more snapshots of how to interpret data during key points of the school year are included in these forums. Through the efforts described in number 14 above, more direct links will be made between school events and academic learning outcomes. This may include student led conferences as appropriate. We make sure that parents are learning about a new tip to support learning at home. We also give parents opportunities to practice the skill with their child.

A second layer of providing families with these snapshots will be a more effective emailing communication system between school and families.

We partner with the Palm Harbor fire station to teach children about fire safety and other emergency situations that may occur when they are with their family or home alone.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password.	☐	☐	☐	X
Families who regularly log onto PORTAL to check student grades / assignments, progress.	☐	☐	☐	X
Families who are in regular contact with teachers in person or by phone, text, email or home visits.	☐	☐	☐	X
Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning).	☐	☐	☐	X
Families who report feeling welcome when visiting the campus or contacting the school.	☐	☐	☐	X

*Note: Please use your own school data resources or best estimates in completing this inventory.
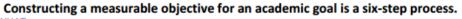
⬡ Family Engagement / Key Goals and Strategies
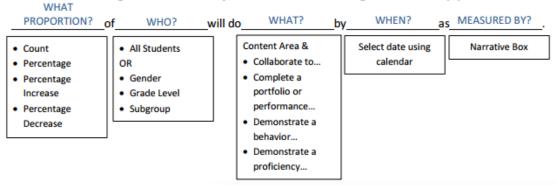
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Lake St George Elementary School will work with both the PTA and the curriculum committee to ensure that family nights have a more deliberate connection to student learning outcomes and academic showcases.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Establish what academic content can naturally be showcased at a family night.	PTA, leadership, curriculum committee

• Determine the purpose for showcasing specific academic work and communicate this connection to families and community members.	

Goal 2: What is your primary goal and strategy to increase your school's involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?

Goal: Lake St George will work with existing student organizations to determine what community events we are able to showcase our school at within the Palm Harbor Community.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
• Work with the Palm Harbor Library, chamber of commerce, and local fire department to determine what local events our students can take part in to showcase the community of Lake St George. • Continue to invite community members to Volunteer recognition at the school level to further enhance and develop community relationships and maintain communication and open dialogue.	Leadership, committee facilitators.

Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

⬡ {Section 2} – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.

WHAT PROPORTION? ___ of ___ WHO? ___ will do ___ WHAT? ___ by ___ WHEN? ___ as ___ MEASURED BY? ___ .

WHAT PROPORTION?	WHO?	Content Area &	WHEN?	MEASURED BY?
• Count • Percentage • Percentage Increase • Percentage Decrease	• All Students OR • Gender • Grade Level • Subgroup	• Collaborate to... • Complete a portfolio or performance... • Demonstrate a behavior... • Demonstrate a proficiency...	Select date using calendar	Narrative Box

SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

ELA / Reading Goal	Goal Manager: Monika Wolcott
To increase the percentage of students scoring at proficiency level or higher on the 2018 Florida Standards Assessment (FSA) from 62 to 80 across grade levels 3-5. An emphasis will be placed on 4th and 5th grades.	
Actions / Activities in Support of ELA Goal	**Evidence to Measure Success**

Identify students at each proficiency level. Conduct data chats in August to develop plans for each student based on data analysis.	By September 1st, individualized plans in place to differentiate small group instruction based on student needs.
Begin usage of Istation to deliver layer of support to students. Monitor by SBLT to ensure that students at each Tier are taking monthly diagnostic test and progress monitoring through the program.	After the first week of September, students will have been given preliminary test as measured by IStation test completion data.
SBLT will continue to monitor core instruction (is instruction meeting the rigor of the standard at the mastery level), small group instruction at Tier 2 through progress monitoring turned into the guidance counselor, and attendance of students at ELP for further layers of support.	Increased proficiency of our students on LAFS.4.RI.1.1 and LAFS.4.R1.3.9, which are the integration of text based answers and the integration of text based answers from 2 texts.
As data is analyzed professional development needs will be assessed by administration. Just in Time coach menu of choice will be offered with emphasis being on increasing the rigor when integrating lessons for LAFS.4.RI.1.1 and LAFS.R1.3.9. Use MAP testing to determine where a student currently falls academically and measures their growth throughout the year on both strands as well. Continued professional development will be provided to first and second year teachers at Lake St George to focus on providing specific timely feedback to students during ELA. Other teachers will be targeted based on ELA FSA data and walk through trends.	Increased student proficiency as measured on district module assessments on questions measuring identified standards.

ELA / Reading Goal 2	Goal Manager: Monika Wolcott
To increase the percentage of students making learning gains from 55% to 60% or higher on the 2018 Florida Standards Assessment (FSA) across grade levels 3-5.	

Mathematics Goal	Goal Manager: Monika Wolcott
To increase the percentage of students scoring at proficiency level or higher on the 2018 Florida Standards Assessment (FSA) from 72 to 80 across grade levels 3-5.	
Actions / Activities in Support of Math Goal	**Evidence to Measure Success**
Data analysis and chats conducted with teams in August to identify strands that current students struggle with.	Increased student proficiency in the identified areas as measured by teacher

As a team, identify area of focus to increase the rigor of identified strands to see continued growth in the area of mathematics. Contact district office to arrange just in time coaching for identified needs. Continued monitoring by administration and SBLT, through observation and feedback cycles, formative data collection, as well as module assessment data.	identified formative assessments and map assessments.
Increase proficiency of basic facts and skills taught already. Develop ST math schedule to ensure that students are allotted the necessary time on ST math to achieve success as identified by research. Provide refresher ST math training at the school site as needed. Develop and implement ST math recognition system, which will enable monitoring of syllabus progress, mastery, as well as at home usage. Monitor for use of district identified games and number sense routines to increase fluency and instill the love of mathematics and numbers in students. Develop plan for using Number Talks routines that was delivered to 2 teachers in August. Have these teachers provide professional development for the rest of the staff. Implement just in time style number talks routines training for staff to continue the momentum of information gained during these trainings to begin alternative ways to develop number fluency in the classroom. Monitor classrooms through administrative walkthroughs for evidence of both ST math usage and fluency routines and games in the daily mathematics block.	Increased number fluency as identified by increased syllabus progress on ST math and deeper thinking during classroom fluency routines and games.

Science Goal	Goal Manager: Monika Wolcott
To increase the percentage of students scoring at proficiency level or higher on the 2018 State Science Assessment (SSA) from 70 to 80 as measured in 5th grade	
Actions / Activities in Support of Science Goal	**Evidence to Measure Success**

Contact Science department to bring in Just in Time coach specifically for our 5th grade team, which is entirely brand new. This will occur after the tenth day of school. Support teachers in understanding the (rigor) new language in the description in the 10-70-20% routine. Work with fifth grade team and new teachers to ensure that science block is conducted in accordance with the 10-70-20 model. Continue to monitor team and new teachers, as well as established teams to ensure science block is aligned to district expectations. Pre-assessments will be completed after each slag and the post assessment quiz completed on Unify for teachers to identify needs and trends in data. Science lab data and diagnostic date will be used to identify key vocabulary used during the vocabulary academic gaming weeks built into timelines.	Appropriate implementation of science components within the science block as monitored by walkthrough trends, and observation feedback cycles with administration. Mastery of benchmarks by students as measured by module assessments.
Monitor to ensure Science instruction is aligned to the content and standards. Monitor use of SLAGS in grades 3,4,5 to ensure that critical content is being covered and feedback is systematically given to each student. Implement ongoing use of science labs in grades 3,4,5, while adding second grade labs with fidelity resulting in increased number of students using this knowledge to complete end of year science showcase projects. Side by side coaching from science department as needed to ensure appropriate use of SLAGS across campus is occurring.	Completion of SLAGS from module to module with at least one opportunity for feedback exchanged between teacher and student. Successful completion of the science lab lessons as measured by pre and post test data.

⬡ Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal Healthy School	
Goal Name: Healthy Schools	**Goal Manager:** Monika Wolcott

Actions / Activities in Support of Goal	Evidence to Measure Success
In 2016-2017, the school was eligible for national recognition in <u>1 out of 6</u> Alliance for a Healthier Generation's Healthy Schools Program Assessment modules. For 2017-2018, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017. Target for 2017-2018, is to become eligible for national recognition in <u>2 out of 6</u> Alliance for a Healthier Generation's Healthy School Program Assessment Modules.	By April 1, 2018, the Healthy School Team will edit the school's Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

Other School Goal-STEM	
Goal Name: STEM	**Goal Manager:** Stephanie Whitaker

Continue to implement 2 intermediate STEM academies and work to implement primary STEM academy.

Ensure that all three academies are fully staffed with trained staff members.

Recruit students for STEM academies, and ensure that STEM academy students equally represent demographics of school by being fully involved in the student recruitment process.

Actions / Activities in Support of Goal	Evidence to Measure Success
Identify 2-3 STEM coordinators and ensure that all have adequate training.	2-3 staff members will voluntarily attend STEM training as necessary as evidenced by True North Logic transcript.
STEM academies up and running by September.	STEM academies will have a full roster and will reflect the demographics of the school.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
	Goal Manager:

Place goal statement here.

Actions / Activities in Support of Goal	Evidence to Measure Success

⬡ Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Monika Wolcott
The black subgroup at Lake St. George will increase satisfactory FSA scores from 6/10 or 60% black students who took the FSA ELA test and scored a level 3 or above in ELA to 8/10 or 80% satisfactory. In mathematics levels of satisfactory performance will increase from 6/10 or 60% satisfactory performance to 8/10 or 80% satisfactory performance as measured by the FSA mathematics test.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
Lake St. George will increase that percentage in both reading and math to 80% by identifying the students who are in 3rd – 5th grade in the black subgroup and differentiating their instruction to meet their specific needs while providing specific feedback targeted to areas of growth.	MAP data and trend data from previous years including student historical data. Month to month formative data will show growth over the course of the school year.
Lake St. George will closely monitor all black student data and implement monthly check-ins with administrators to help students develop goals and stay on track.	Conference notes from these meetings and increased student achievement.

Subgroup Goal (ELL)	Goal Manager: Monika Wolcott and Stephanie Whitaker
Lake St. George will increase the students who were scoring at a satisfactory level in the ELL subgroup from 6/19 or 31% satisfactory performance to 15/19 or 80% satisfactory performance as measured by the FSA ELA. In mathematics we will increase our satisfactory performance level from 9/21 or 43% satisfactory performance to 16/21 or 80% satisfactory performance on FSA mathematics.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Identifying specific students and differentiating instruction to meet their needs. Including identified high yield strategies targeted to the student's language proficiency level.	MAP data and trend data from previous years including student historical data. Monitoring of formative data at monthly data chats.

Subgroup Goal (ESE)	Goal Manager: Monika Wolcott
Lake St. George will increase the students who are scoring satisfactory levels of performance in the ESE subgroup from 8/31 or 26% satisfactory on the FSA ELA to 25/31 or 80% satisfactory performance and 12/31 or 39% satisfactory performance in Mathematics to 25/31 or 80% satisfactory performance in mathematics.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Restructure our ESE department to ensure that all ESE teachers have received an effective student achievement score. Deliberately cluster students based on needs and minutes so that services can be provided in a push in model while maintaining the ratio of no more than 5 of an exceptionality.	MAP assessment data and trend data from previous years including student historical data

Monitor services through weekly walk throughs specifically targeting blocks where ESE resource teacher is pushing in the classroom to provide layer of support. Determine schedule so that ESE teacher and general education teacher have one block of common planning a month to backwards plan instruction for the month's standards. Identifying specific student needs and differentiating instruction to meet their needs by implementing high yields strategies as monitored by a weekly walk through. These actions are guided by the student's IEP. Provide side by side training between ESE resource teachers and general education teachers to ensure high yields strategies are being implemented with fidelity within the core instructional block.	
SBLT will include the analysis of ESE students in the monthly data chat rotation. VE resource teachers will be asked to bring progress monitoring data to this data chat along with their individualized instruction plans for each student. Students whose data is not showing a positive trend will be analyzed more closely and the team will determine if more layers of support need to be added for the student or if the type of support needs to be altered in order to meet the student needs and to see a positive data trend. This will be analyzed side by side with walk through trend data to determine what high yields strategies are most often used, are they used with fidelity and if they need to be modified. VE teachers will take this information to the general education teacher so that the student's team is working together to ensure that students are achieving at their highest potential and receiving supports to allow this to occur.	Achievement data on MAP testing will show positive growth in 100% of students with an increasing number of students scoring at satisfactory levels in order to meet the 80% goal and close the ESE achievement gap.

Subgroup Goal (If Needed) **Enter Goal Name**	**Goal Manager:**
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	**Evidence to Measure Success**

⬡ **Early Warning Systems (EWS) -- Data and Goals**

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade Select	Grade 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	0	0	0	19	20	26		65	9%
Students with excessive absences / below 90 %	16	15	5	11	11	8		73	10%
Students with excessive behavior / discipline**	2	0	1	0	2	2		7	1%
Students with excessive course failures**	0	3	5	8	4	13		33	4%
Students exhibiting two or more Early Warning indicators	2	0	0	0	5	4		11	1%

**Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

⬡ **EWS - Attendance**

Attendance Goal Please ensure that your goal is written as a SMART goal.	
Lake St. George will decrease the number of students absent 10% or more from school by 5 %.	
Actions / Activities in Support of Attendance Goal	**Evidence to Measure Success**
Review data at Child Study Team and SBLT.	Decreased absences, child study team minutes and interventions.
Participate in the county drive to increase attendance Make phone calls to the children on the early indicator list Development individual attendance plans with students as needed	Posters and flyers given to us by the district. Incentives to individual students as needed.

⬡ **EWS - Discipline**

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Lake St. George will maintain the established behavior expectations, which are successful. We only had 23 referrals total for the 16-17 school year. We will decrease the number of referrals by 30% as measured in on portal.	

Actions / Activities in Support of Discipline Goal	Evidence to Measure Success
Expansion of school wide behavior plan to include Cat Cash	Decrease of minor behavior infractions
Red Tag day every Friday in Principals office	Decrease of minor behavior infractions

Discipline Goal – Other (as needed)	Please ensure that your goal is written as a SMART goal.
Specify	
Place goal statement here (only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

⬡ **EWS – Academic Intervention**

Describe your school's established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Describe your academic intervention supports here.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: Lake St George will extend learning opportunities to both low and high performing students.	

Actions / Activities in Support of Goal

Elementary Extended Learning Program (ELP) Plan
Support and Enrichment
2017-2018

School: Lake St George ES   Title 1 ___Yes X No Program Coordinator: Stephanie Whitaker

When creating ELP Action Plan, consider the following information as a guide and address the alignment to School Improvement Plan.

Targeted Students for remediation:

☒ Grade 3-4 (FSA Level 1 or 2 or retained)

☒ Grades 1-2, SAT 10 Stanines 1, 2, 3 or MAP RIT score

☐ Retained students K-2

☒ Lowest 25% students

☐ Data for subgroups participating

    ___   Number of black students

    ___   Number of non-black students

    ___   Number of Hispanic students

☒ Science, 5th grade

        Estimated number of students to be served in ELP:_____

        Estimated number of students to be served by Hourlies:_____

Scheduling Options:

Description of ELP Activity	When	Days of the Week	Time	Number of Students served
	Before School	*M-Th*	*8:00 – 9:15 a.m.*	
	☐ Before School			
Small JRGR groups, targeted skills reading groups, targeted ST math time with specific teacher questioning, Marilyn Burns Do The Math Groups	☒ After School	M-TH	3:05-4:05	248
	☐ Saturdays			

ELP Timeline: (please be as specific as you can): Beginning on the first day of the 17-18 school year

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Start Date	8/28			
End Date				3/23

Description of Hourlies Activity	When	Days of the Week	Time	Number of Students served
	Before School	*M-Th*	*8:00 – 9:15 a.m.*	

	☐ Before School			
	☐ After School			
Targeted JRGR groups for Tier 2 and Tier 3 students	☒ During Day	M-Th	8:35-2:25	60-70

Hourlies Timeline: (please be as specific as you can):

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Start Date	8/10			
End Date				5/11

Targeted Students for supplemental enrichment:

☒   Grade K-5 skills development

☒   Grade K-5 enrich and increase academic achievement

Estimated number of students to be served in Enrichment: 388

Program Description for each enrichment group offering (in addition to a brief description here, please attach to this form, if available, a brochure or other advertising publication and/or proposed advertising as applicable):

Type of Activities	Meeting Frequency (weekly, bi-weekly, monthly) / Date of the week / Length of time)	# of Students	# of Staff (consider cost per student)
For Example: The chess club	*The chess club meet starting Sept 4, 2017 – Dec 4, 2017 on the 1st Wednesdays of the month from 4:00 – 5:00 p.m.*	*45 students*	*2 teachers*
1. Musical	Weekly on Mondays from 3:05-4:30 starting in October-April	200	4
<u>**Describe how the above enrichment program is connected to the school improvement plan:**</u> 95% of our students in grade 4-5 participate in our annual musical. All students in grades 4-5 have the opportunity to be in either the chorus of the musical or to have a featured role. Because of this, we have an equal representation of our student body represented in this one enrichment opportunity, which is in direct alignment with our subgroup goal of having equal representation of students in enrichment opportunities after school.			

1. Science Showcase preparation	Weekly on Wednesdays starting in February-May	20	1

Describe how the above enrichment program is connected to the school improvement plan:

Our science goal is to increase proficiency from 70-80%. In order to push more students from a 2-3, we want to offer more students access to completing more rigorous science tasks resulting in small group science investigation completion for consideration in the district science showcase.

2. Science competition practice	Weekly on Wednesdays starting in January-March	10	1

Describe how the above enrichment program is connected to the school improvement plan:

In order to meet our goal of increasing proficiency from 70-80% more students need to have the opportunity to think on a complex level scientifically. Students will have the opportunity to participate in district aligned super scientist weekly preparation pushing their thinking beyond low levels of complexity.

3. Girlfriends club	Weekly on Mondays starting in September	40-50	2-4

Describe how the above enrichment program is connected to the school improvement plan:

Girlfriends club specifically targets girls in grades 3-5 who fall into any of our early warning indicators including attendance challenges, tardy challenges, previous retentions, Tier 2 or 3 status, test anxiety, and other teacher recommendations. The members of this club learn strategies to overcome some of their barriers and are focused on goal setting which is directly related to all areas of the school improvement plan.

Please complete for *each* grade level being served;

Action Plan: **Grade Level**_1__   x reading   ____math   ____science

Program description (Please include the outcome measure): Students targeted for intensive after school remediation will be identified according to running record, sight word recognition and will be fluid groupings based on data as it changes from month to month in relation to these measures. Students will meet 1-2 days after school for 60 minutes each session and will progress towards their monthly goal. Students who meet monthly goals will be monitored within the core instructional school day, making room for other students who are not making progress to their monthly sight word and running record goals at an adequate rate. Students identified for mathematics will be identified based on syllabus progress on ST math. Students participating in ST math after school will make their weekly progress + an additional 1% per week.

Estimated number of students to be served: 25

How will be success of the students being served in the program be monitored?

Action Plan: **Grade Level___K__   X reading   ____math   ____science**
Program description (Please include the outcome measure): Students will be identified for targeted instruction based on letter and sound recognition benchmarks set by the district kindergarten department. Students not meeting these benchmarks by October will be targeted for intensive after school remediation 1-2 times a week specifically focusing on letter and sound acquisition. As students achieve this goal, the groups will begin to target students at an A running record level who are not progressing towards the goal of a D by the end of the academic school year.

Estimated number of students to be served: 10-20

How will be success of the students being served in the program be monitored? 100% of the students will be on target with letter and sound acquisition by Christmas Break. Students receiving intensive after school remediation will be target for promotion to first grade.

Action Plan: **Grade Level_____3_____   ___reading   ____math   ____science**
Program description (Please include the outcome measure):

ESE students and lowest quartile students will participate in extended learning opportunities 1-2 times per week, focusing specifically on JRGR skills groups as well as Marilyn Burns Do the Math.

Estimated number of students to be served: 20

How will be success of the students being served in the program be monitored? Decreased number of students scoring at a level or level 2 when compared to the 2016-2017 school year.

Action Plan: **Grade Level____4_____   __x_reading   __x__math   ____science**
Program description (Please include the outcome measure):
ESE students and lowest quartile students will participate in extended learning opportunities 1-2 times per week, focusing specifically on JRGR skills groups as well as Marilyn Burns Do the Math.

Estimated number of students to be served: 40

How will be success of the students being served in the program be monitored?
Decreased number of students scoring at a level or level 2 when compared to the 2016-2017 school year.

Action Plan: **Grade Level_____5_____   _x__reading   __x__math   ____science**
Program description (Please include the outcome measure):
ESE students and lowest quartile students will participate in extended learning opportunities 1-2 times per week, focusing specifically on JRGR skills groups as well as Marilyn Burns Do the Math.

Estimated number of students to be served:
Decreased number of students scoring at a level or level 2 when compared to the 2016-2017 school year.

How will be success of the students being served in the program be monitored?

Action Plan: **Grade Level_____   ___reading   ____math   ____science**
Program description (Please include the outcome measure):

Estimated number of students to be served:

How will be success of the students being served in the program be monitored?

Elementary Budget Spreadsheet

School: Lake St George ES   Program Coordinator: Stephanie Whitaker

	Amounts
Total Amount Allocated	

Extended Learning Program (ELP)-remediation	16,220
Extended Learning Program-enrichment	7,248
Part-time Hourlies	19,998
Amount Requested for Supplies (not exceed 1% of the total budget)	434.66
Transportation Cost Request	n/a
Total Amount of Allocated Funds Projected for usage!	43,466

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	54	% with advanced degrees	40.4
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	22.2
% certified in-field**	100	% with 6-14 years of experience	27.7
% ESOL endorsed	63.8	% with 15 or more years of experience	50

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school's efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

We hired 5 teachers this year. We brought 4 in as transfers and 1 from the job fair. All 5 were sought after by other schools. At Lake St. George we believe that the fit of the teacher into our culture and climate is important. We look for that as we hire high quality teachers.   LSG holds many functions in a social manner. When called upon to help out a colleague, relationships are strong and staff members are willing to do whatever it takes to help. Administrators meet with new teachers in several different forums to ensure success both professionally and personally. Our highest subgroup in our school is Hispanic at 15%. Our black and Asian enrollment is 4%. We are aware that we need diversity in our teaching staff.

SAC Membership

SAC Member/First Name	SAC Member/Last Name	Race	Stakeholder Group
Jennifer	Barnett	White	Parent
Monika	Wolcott	White	Principal
Erick	Russell	Black	Support Employee
Debbie	Mooney	White	Parent
Miguel	Rodriguez	Hispanic	Parent
Cathy	Ogle	Asian	Teacher
Jill	Kelly	White	Business/Community
Janine	Munns	White	Business/Community
Tracie	Easom	White	Teacher
Alissa	Sinibaldi	White	Parent
		Select	
		Select	
		Select	
		Select	
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SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

Ⅹ Yes	☐ No *(Describe the measures being taken to meet compliance below.)*

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

X Yes ☐ No	Committee Approval Date: 8/25/2017

⬡ SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

X Yes ☐ No	Chairperson: Stephanie Whitaker

Please state the days / intervals that your team meets below.
Meetings are every Tuesday at 11:55.

⬡ Budget / 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. Attached budget if preferred.

SIP funds are $3,702.39. $3,000 of SIP funds will be spent on Reading Units of Study Kits. The rest will be used for substitutes and professional development.