

Lake Weston Elementary



2014-15 School Improvement Plan

Lake Weston Elementary

3607 DAMON RD, Orlando, FL 32703

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
92%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	39
Appendix 2: Professional Development and Technical Assistance Outlines	41
Professional Development Opportunities	42
Technical Assistance Items	45
Appendix 3: Budget to Support Goals	46

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To continuously maximize and monitor the academic, social, emotional, and physical growth of all students and to provide enhancement to those students in need of additional services.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Lake Weston Elementary fosters an environment where cultural diversity is recognized, embraced and celebrated. School-based administration and teachers activity work to continually build culturally sensitive relationships with students and families creating an atmosphere where students and families feel welcomed. Lake Weston takes a multi-step approach in building cultural awareness by ensuring teachers possess appropriate certification credentials and receive adequate professional development while encouraging diversity in the strategic planning of parent involvement events. Teachers are expected to be actively working towards the 300 credit hours of English Speakers of Second Languages and all newly hired teachers are credited through the college preparation programs. During the lesson planning process, specific English Language Learner instructional strategies are identified that will enable students to be successful in the content areas. Teachers are actively involved in professional development activities that build upon cultural awareness and cultural diversity including Ruby Payne: Understanding Poverty and Ruby Payne book study: Working with Students - Discipline Strategies for the Classroom and Sheltered Instruction Observation Protocol (SIOP). Additionally, Lake Weston builds parent involvement activities that consider the cultural diversity and backgrounds of the family. Included in such activities are Mustang Day as well as the celebration of both Hispanic Heritage Month and Black History Month that concludes with a performance and celebration of Hispanic and Black History Heritage.

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

Lake Weston Elementary works diligently to ensure students feel safe and respected during the school day as well as before and after the school day, implementing protocols and procedures that are conducive to a safe learning environment. All students during the 2014-2015 school year are entitled to bus transportation and students electing transportation by bussing are unloaded each morning and loaded each afternoon by members of Administration ensuring students are transported on the correct route as scheduled by the Orange County Public Schools Transportation Team. To monitor the safety of students upon arrival and dismissal, appropriate and comprehensive supervision is provided by Administration, the Instructional Leadership Team and the faculty, ensuring the school campus is adequately covered. Lake Weston has an active SAFE plan that is reviewed periodically by the administration team and throughout the year, Lake Weston conducts monthly emergency drills as scripted by Orange County Public Schools ensuring students, teachers and staff are prepared for an unexpected emergency. During the school day, Lake Weston practices a locked campus with all classroom doors locked and has a Dean that implements and adheres to the Orange County Public School Code of Conduct, including quarterly Code of Conduct reviews and with the support of

administration, supports a "zero tolerance" on bullying. The Dean also ensures appropriate protocols and procedures are adhered to for infractions of the Student Code of Conduct maintaining fairness, equality and respect throughout the process. Assisting in positive behavior choices by students, Lake Weston is a Positive Behavior Systems school whereas there are school wide procedures implemented for all common areas of students. Students are also recognized with Mustang Pride tickets and rewards when a student is observed making positive behavioral choices. To celebrate academic and social success, Lake Weston invites parents and families to celebrate the child's academic and social success at the quarterly Award Ceremony program. Finally, Lake Weston also partners with the After School Program to provide extended quality care to students where students partake in academic and enrichment activities.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Lake Weston Elementary is a school that participates actively in the Positive Behavior Support program. Embedded in the culture is a PBS support team that meets monthly with representatives of each grade level to address behaviors and concerns and collaborate on strategies to improve positive choices among students and decrease behavior infractions. Lake Weston has adopted a behavior mission of Mustang PRIDE and each week all classroom based teachers identify a student who has demonstrated Mustang PRIDE and they are celebrated on the morning news as Mustang of the Week. Also, as part of Mustang PRIDE, Lake Weston has an incentive program whereas students are randomly recognized on the spot who are showing Mustang PRIDE with a Mustang Pride ticket. Student PRIDE tickets are placed in a drawing on Friday where their names can be selected to choose a prize from our Mustang PRIDE incentive case. In addition to PBS, during the summer of 2014, each grade level sent a representative to a 4-day comprehensive training on Win-Win Discipline. During the 2014-2015 school year, each teacher received the Win-Win Discipline book and is partaking in a school wide book study with training representatives as the facilitators for implementation. Lake Weston Administration and the Dean participated in district discipline meetings, attended the Behavior Leadership Academy in July 2014, and attended the Behavior Intervention Training through FDLRS summer of 2014. Finally, Lake Weston follows consistently and fairly enforces the OCPS Student Code of Conduct and the MTSS process for behaviors.

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

Lake Weston Elementary hosts the Neighborhood for Centers and Families program on campus. Lake Weston and NCF work collaboratively to promote healthy lifestyle programs, resiliency and self-sufficiency for students and their families. The NCF also provides food and clothing to families and needs and assists in the referral process to outside agencies for additional services. In addition to NCF, Lake Weston hosts the ALPHA program providing character education lessons to students in grades Kindergarten through 2nd grade as well as individual counseling to said students on an individual basis. For students in the 3rd, 4th, and 5th grade, Lake Weston provides referrals to outside agencies, including Better Health Therapy, Devereau and Lakeside, where counseling can be provided to students at school and in the home environment. Lake Weston also has a full-time Licensed Practical Nurse and a part time Nurse Practitioner who can provide physicals and prescriptions for certain medical needs. As part of Lake Weston's effort to provide comprehensive medical care, Lake Weston is host to the Dental Van during April for all 1st and 2nd grade students without dental insurance. During Dental Van month, students receive a full comprehensive dental exam including cleanings and fillings when necessary. Finally, Lake Weston works collaboratively with the assigned school social worker to address truancy, homelessness and outside agency support for families in need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	39	30	28	20	17	22	156
One or more suspensions	8	20	20	17	14	21	100
Course failure in ELA or Math	0	0	29	35	37	65	166
Level 1 on statewide assessment	0	0	0	35	18	53	106

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	6	20	33	25	56	144

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

Lake Weston provides a layer of support to students identified as exhibiting two or more early warning signs. The layers of support include providing academic, behavioral and attendance interventions. First, academically, students are identified and placed into the appropriate TIER based on academic data indicators. Based on the data and the TIER placement, the identified students are receiving appropriate tiered interventions and data is being collected as part of the progress monitoring process. Also, students are receiving an extra hour of reading each school day as part of the state mandate for early intervention. In addition to the additional hour in reading, students are scheduled daily into the lab for additional math intervention. Secondly, behaviorally, the teachers meet with the appropriate personnel (Staffing Specialist, Dean, and District Behavior Coach) and identify specific targeted behaviors. The team decides on replacement behaviors and a plan for monitoring implementation and the process for progress monitoring an increase in replacement behaviors using data collection. Finally, to monitor attendance and truancy, the Registrar, Assistant Principal, and Social Worker identify truant students on a weekly basis as a team using attendance data reports. Based on the early indicators of 5-day, 10-day truancy, or 10 or more tardies, based on calendar period requirements, early warning letters are sent to parents. Once notification has been sent to parents, and if truancy continues, early intervention truancy meetings are held where parents are placed on an attendance contract.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208443>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Lake Weston Elementary works diligently to build and sustain partnerships with the local community through the determined efforts of our Partners in Education coordinator. In order to ascertain appropriate and relevant support, Administration identifies specific needs of families, students, and school personnel. The identified needs are shared in a timely manner with the PIE Coordinator who seeks out assistance from local community and business organizations to secure appropriate resources that support the mission and vision of the school. Partnerships include soliciting volunteers for on campus activities, in-kind donations, financial resources, and representation on the School Advisory Committee. Lake Weston sustains partnerships with business and local community agencies by encouraging families to patronize the partnerships that support the school as well as recognition activities and celebrations at the conclusion of the school year.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
	Principal
Hooven, Elizabeth	Assistant Principal
Charlesworth, Linda	Instructional Coach
Guillen, Vanessa	Instructional Coach
Hamby, Nancy	Instructional Coach
Oliver, James	Dean
Velez, Irene	Instructional Coach
Petersen, Jennifer	Other

Duties

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

The role of the Principal and Assistant Principal in the administrative capacity is to oversee the school and the resources within the school so as to achieve the Vision, Mission, and Strategic goals of the District Strategic Plan. As instructional leaders, the Principal and the Assistant Principal communicate the vision of academic success for students based on high standards and rigorous instruction managing members of the instructional team as intricate members of student success and high standards. In the capacity of instructional support, the Reading and Math Coach facilitate the planning process, professional development and provide model lessons for their respective areas. Additionally, the Reading Coach assists teachers in the Multi-Tier Support Systems process for students who are below grade level and making minimal process. So as to create an environment that is conducive to learning and teaching, the Dean provides school-wide assistance to teachers and students who need guidance and assistance with positive behavior choices including aiding in the process of Behavior Improvement Plans as part of the MTSS-Behavior process. Additionally, the Dean chairs the PBS committee where school wide systems are discussed, decided upon and implemented. The Staffing Specialist works with appropriate district personnel, school-based administration, the ESE resource teacher and classroom-based teachers to ensure the process of MTSS is adhered to and that proper staffing is occurring as well as the adherence to the goals of a student's IE.P

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

The Lake Weston Administration and Leadership Team play a vital and prominent role in meeting the needs of all students and maximizing incomes. The driving force behind meeting the needs of all learners is the Multi-Tier Support Systems process. As a member of the Leadership Team, the Principal and Assistant Principal provide direction for the problem solving process reviewing adherence to the problem-solving process in the capacity of classroom observations, informal classroom visits, data meetings, child chat meetings and formal MTSS meetings with appropriate personnel. The Instructional Coaches, including the Curriculum Resource Teacher, Reading Coach, Math Coach, and Instructional Coach, provide assistance and guidance from within their domain through the process of coaching teachers on the implementation and use of high-yield strategies, identification of appropriate curriculum and intervention materials and resources. The Staffing Specialist provides teachers assistance and support during child chat and data meetings in the identification of students needing Tier II and III interventions. The Staffing Specialist also provides support and guidance in the construction of MTSS academic and behavior action/support plans as well as guiding and assisting teachers in the collection and analysis of data and using such to drive instruction and interventions of identified students. The assigned School Psychologist will work collaboratively with the Staffing Specialist in providing expertise and support in identifying students and selecting appropriate interventions for academics and behavior, participating in MTSS meetings and assisting in the creation of MTSS academic and behavior action/support plans. The School Psychologist will also provide guidance to the teachers in the process of collecting and analyzing data and using the data to make data-driven decisions regarding appropriate strategies and interventions for identified students. When deemed necessary, based on data, the School Psychologist will initiate and complete the required psychological and aptitude assessment.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
John Dobbs	Principal
Sheila Louis	Parent
Naomi Jones	Business/Community
Krystal Boga	Teacher
Sharon Lindgren	Education Support Employee
Michelle Gentles	Parent

Duties

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

Evaluation of last year's school improvement plan

During the course of the 2013-2014 SAC meetings, the current goals of the SIP and the progress of such goals were reviewed with the members of the SAC committee and the parents/staff/community members in attendance. As part of the review and monitoring process of such SAC meetings, performance data derived from benchmark assessments and ongoing progress monitoring was shared with community stakeholders. During the meetings that were held following the Florida Comprehensive Assessment 2.0 period, the goals and barriers of the 2013-2014 SIP were shared with present stakeholders. The goals and barriers were shared with the objective to maintain, revise or terminate. Recommendations discussed and revisions agreed upon were taken into advisement and consideration as part of the construction and implementation process of the 2014-2015 school goals.

Development of this school improvement plan

Based on the feedback throughout the course of the 2013-2014 school year in monthly School Advisory Committee Meetings and requirements of the Florida School Improvement template, goals and activities have been identified to increase the levels of student achievement and decrease identified barriers posed in the 2013-2014 school year. The composed plan will be systematically monitored throughout the 2014-2015 school year within the School Advisory Committee meetings during the 2014-2015 school year. Additionally, the SAC will appropriately represent the ethnicity, racial and economics of the school community. SAC meetings will be scheduled for the first Tuesday of each month and families will be notified via Connect Ed and through written print. The primary focus of the SAC will be to assist in the evaluation and continual improvement of the School Improvement Plan. In doing so, school administration will share the school's historical data, benchmark data and progress monitoring data as it relates to the School Improvement Plan. The SAC will collaborate, using such data to identify problematic areas, identify strategies for improvement and create a plan of monitoring. The fiscal use of any additional discretionary funds that are received by SAC will be reviewed, discussed, and decided upon by SAC.

Preparation of the school's annual budget and plan

We meet with our SAC Committee on a monthly basis and focus our efforts on improving the academics at our school. Prior to receiving our school budget each year we conduct discussions related to what our academic priorities are for the coming year and how to achieve them. The input that is received from this committee is used as we set priorities for our budget for the up-coming school year. Once the budget is complete we share the budgeting outcomes with the committee to garner consensus and commitment. We will continue to update SAC Committee Members and our community regarding our progress throughout the school year.

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

While SAC does not receive funds, SAC is involved in the decision making process for school budget.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Baer, Norma	Teacher, K-12
Hooven, Elizabeth	Assistant Principal
Velez, Irene	Instructional Coach
Hamby, Nancy	Instructional Coach
Brooke, Nicole	Teacher, K-12
Dombrowski, Angela	Teacher, K-12
Guillen, Vanessa	Instructional Coach
Krug, Maura	Teacher, K-12
Pool, Denyse	Teacher, K-12
Dobbs, John	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets monthly and is led by the Reading Coach. All information is communicated to classroom teachers via their representative on the LLT, the team leader. The LLT ensures that the core reading program is used effectively as a resource and is responsible for our progress in the OCPS K-12 Reading Plan. The Leadership Literacy Team ensures literacy needs, goals and expectations for Lake Weston are clearly defined as determined by school data. The Literacy Leadership Team also ensures teachers, students and parents are provided with the necessary resources and support to ensure the expectations of a sound literacy program. The Literacy Leadership Team will work to strengthen literacy across the curriculum and content areas, provide intervention and support for struggling readers, build and support a culture of literacy within the school and community and provide support and professional development to teachers to improve instruction. This year, a major initiative of the Literacy Leadership Team will be to implement Florida Standards for English and Language Arts while using the district scope and sequence and MTP documents for support and instructions. The LLT will assist in the crosswalk of the Common Core Standards to the Florida Standards and how the programmatic series, Journeys, can be used to support and scaffold instruction so as to align with the Continuous Improvement Model and the Instructional Focus Calendar. Additionally, the LLT will continue to support the deliberate planning and practice of Webb's Depth of Knowledge Higher Order Thinking questions and writing in all content areas using response, process and interactive journals. Using summative and formative assessments, teachers will formulate small groups during the 90-minute reading block and the

extended school hour, instructing students at their individual performance levels. Instructional staff members, with the support and guidance of Administration and the Instructional Resource Team, will participate in the Instructional Rounds process in model classrooms to support and foster highly engaged classrooms. Data, i-Observation, and Literacy Leadership Team Meetings will provide feedback as to needed resources and professional development supporting the goals and plans of the school-wide literacy plan. The Literacy Leadership Team will also work with the teachers, students, parents and community to instill a love of literature. The Literacy Leadership Team will host a Literacy Night for parents, students and staff in addition to Media Nights that will occur twice a week.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Lake Weston Elementary encourages positive working relationships between teachers, instructional leaders and administration through the structure of a hardworking and dedicated team. Lake Weston designates one 45-minute period each week to each grade level for the collaborative planning of FLAS and Florida ELA Standards with the school Reading Coach; similarly, this process is replicated for MFSA and Florida Math Standards with the Math Coach. In such meetings teachers and coaches look at the scope and sequence to drive the instructional timeline and then use the framework of the Measurable Top Plans (MTP) to drive their instructional lessons building learning goals, learning targets, learning scales, and common assessments. In addition to collaborative planning sessions, teacher schedules are designed in order for grade level Professional Learning Communities to occur outside their planning period. During such meetings, teams discuss students who are Tier II and Tier III and a school wide book study, Win Win Discipline. Each grade level PLC is assigned an instructional team member who collaborates with the designated grade level providing support and assistance.

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

All teachers at Lake Weston Elementary are highly qualified and certified in their subject area(s). Teachers are recruited, interviewed and hired based on the Orange County Public School recruitment, screening and hiring procedures. To retain highly qualified teachers, to assist in effective teacher instruction and to monitor student progress, Lake Weston Elementary provides extensive staff development opportunities as well as additional curriculum resources and materials as needed. Teacher effectiveness is observed, monitored and supported with regular classroom visits and iObservation by school administration. Administrators and school personnel work collaboratively with district personnel departments and attend district and state sponsored recruiting fairs to recruit high quality and highly qualified teachers.

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

Teachers new to teaching and to Lake Weston are supported by our Curriculum Resource Teacher and Literacy Coach, who are trained in working with our school adopted reading programs. Instructional resource team members work collaboratively with school administration providing observational feedback to administration. As the leader of our Teacher Mentoring Program, our Instructional Coach provides support to our beginning teachers and to teachers that are new to Lake Weston Elementary School. In addition, each new teacher is assigned a teacher leader as a mentor. Our Teacher Mentor Program is also open to any teacher requesting additional assistance. Monthly meetings with mentees and mentors are held to discuss areas of concern, celebrations, and professional growth. Lake Weston is fortunate to have a Math and Reading Coach on campus to provide subject specific assistance to our

teachers. There is also a Curriculum Resource Teacher who is trained in the IObservation System to observe instruction and provide support and feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Lake Weston Elementary uses the Orange County Public Schools Scope and Sequence for ELA, Math, and Science; Social Studies have been imbedded into the ELA content as prescribed by the Measurement Topic Plans. Once the scope and sequence has been determined during common content planning sessions, the MTP's are used to determine the learning goals, learning targets essential standards, supporting standards, Depth of Knowledge Levels to build classroom scales and common assessments. Using the Common Core to Florida Standards crosswalk provided by OCPS Instructional Management System, instructional planning teams that include teachers, instructional coaches, and administration are identifying the correlating Common Core Standard to the Scope and Sequence Florida Standard and mapping the correlation to the appropriate units in the programmatic series.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Lake Weston Elementary uses the MTSS process as a catalyst to promote change within the school focusing on student progress, student achievement, and school improvement. Through the delivery model of service, the team provides support to the school and teachers as it relates to academic and behavioral concerns. Meeting on a monthly basis, the team will focus on CORE curriculum areas, school based curriculum, methods of instruction, school based resources, and the classroom environment to continually increase student progress, student achievement, and school improvement. The team focuses on disaggregation of student data, grade level instructional focus calendars, instructional pacing, differentiated instruction, and prior and current interventions being implemented. Members of the MTSS school based team will meet with grade levels, and individual teachers, to assess the progress of identified students who currently receive interventions and students needing the added benefits of the MTSS process. In the disaggregation of student, teacher, and school day, trends will be identified as they relate to the MTSS process of intervening. Also being evaluated within MTSS will be the effectiveness of current intervention plans determining the need to continue or modify. The principal and assistant principal will monitor lesson plans and classroom instruction on a weekly basis to ensure quality CORE instruction and quality interventions are occurring within the classroom for appropriate students. The principal and assistant principal will oversee the administration of summative and formative assessments, collection of data reports, disaggregation of student data, data meetings, and instructional plans as they align to student data. The MTSS team will assist teachers in the Florida Continuous Improvement Model as they regularly assess students using Performance Matters mini-assessments to determine if students need reinstruction and intervention on disaggregated data. The principal and the assistant principal will assume responsibility in providing to the MTSS team, school based leadership team, curriculum coaches, and teacher's data results, disaggregation of data, data trainings, and other appropriate professional development as it relates to the MTSS process and student achievement. Assisting teachers in best practices, the Reading Coach and Math Coach will model, guide, and assist teacher with high-yield instructional strategies, skills, and techniques as it relates to increasing student achievement.

Additionally, the math and Reading Coach will be responsible for responding to the disaggregated data specific to their curriculum focus developing and implementing professional development in their area of specialty. Assisting exceptional education teachers, resource teachers, and classroom based teacher, the Staffing Specialist will respond to the appropriate data proving MTSS training and data tracking of exceptional education students and students involved in the MTSS process. Strategies, resources, and materials will be provided as needed to assist in the instruction of exceptional education students and students making minimal learning gains within the MTSS process. The compliance teacher will be responsible for monitoring the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant and necessary resources are provided.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Students will receive an extra hour of intensive reading instruction for a period of 180 school days by teachers who are deemed effective in reading instruction. The students will take a placement assessment using a Supplemental Intervention Computer Based Reading Program, Lexia. Based on student results, students will be placed in fluid groups that will be continually monitor and adjusted based on the collected data from Lexia. During the additional 60 minutes of reading instruction, students will engage in a daily interactive read aloud, systematic teacher led small groups that are differentiated for 15 to 18 minutes of the 60 minute block, a 15-18 minute period of differentiated instruction using the Lexia computer based reading program, and 15 to 18 minute periods of independent reading and writing activities.

Strategy Rationale

Based on the Florida Legislature mandate in 2012, students in schools ranked as lowest performing in reading according to the Florida Comprehensive Assessment are to receive an additional hour of reading instruction in addition to the regular school day. According to historical legislature research, the additional hour of reading has helped students who are struggling in the fundamental components of reading increase their reading ability and reading scores, therefore increasing the overall performance of reading in schools as measured by standardized assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dobbs, John, john.dobbs@ocps.net

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

Data that will be used to determine the effectiveness of the extended learning strategy will be the Lexia Computer based reading reports, common assessments administered during the regular school day, quarterly benchmark assessments, and the Florida Standards Assessment.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Lake Weston Elementary is cognizant of the importance of preparing students for transition from one school level to another. At the elementary level there is the transition from Pre-K to Kindergarten and from elementary school to middle school. In May of each school year, the Lake Weston Pre-K class tours the Kindergarten classrooms of Lake Weston Elementary. The objective of the tour is to provide students with an opportunity to interact with Kindergarten teachers and the Kindergarten classroom setting as they prepare to soon transition to the regular elementary school setting. When registering a child for Pre-Kindergarten and Kindergarten at Lake Weston Elementary, parents are provided and welcomed with the opportunity to schedule a visit to the Pre-Kindergarten and Kindergarten classrooms to observe teacher instruction, participate in classroom activities, and engage in a question and answer session with the highly qualified Pre-Kindergarten and Kindergarten teachers. Parents are also encouraged to bring their child to "Meet Your Teacher" during teacher preplanning week as well as participate in Kindergarten Open House during school-wide Open House occurring in September. Lake Weston also hosts the "First Day of School Event". During this event, parents are invited to visit their child's Kindergarten classroom and participate in a welcome activity. Shortly after the classroom visits, parents are invited to the welcome activity where Lake Weston staff members share information on resources available to parents and students. Additionally, throughout the school year, 5th grade students are exposed to activities that prepare them for the transition to middle school. The students in 5th grade are departmentalized by subject area requiring them to switch classes for subject areas subjecting them to the transition between classes that will occur in middle school. Also, students are actively involved in the learning of AVID strategies helping them to be better students and learners inside and outside the classroom; AVID also builds relationships with feeder pattern schools. Finally, each spring, the school partners with the feeder school inviting the 6th grade administrators and deans to the school campus for an informal orientation. After such orientation, students are then scheduled for visits at their feeder pattern middle school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Lake Weston participates in Teach-in, Junior Achievement and AVID. During Teach-In, Lake Weston brings in outside businesses, partners and civic organizations to expose students in a meaningful and engaging environment to careers in the business and technical fields and how endeavors can be reached through academic studies. As part of Junior Achievement, University of Central Florida students volunteer in the school to deliver developmentally appropriate lessons on economic success creating connections between real life and the classroom. AVID is implemented in the classrooms in order to expose students to and support college readiness. AVID is provided through a rigorous curriculum and a college and career minded mindset among the school's population. In support of AVID and college and career readiness, Lake Weston hosts College Spirit Day the first Friday of each month as well as posting a public display of university diplomas.

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

In order to expose students at the elementary level to career and technical education programs, Lake Weston participates with Teach In, Junior Achievement, AVID and inbeds Science Technology Engineering and Mathematics (STEM) into the learning day. As part of Teach-In, several career and technical industry employers and employees are invited into the classroom to expose their profession to students and the steps necessary to work in that career or technical field. Junior Achievement is similar to Teach-In but is done so through developmentally appropriate lessons. As part of AVID, we expose students to college and career with College Spirit Days and the posting of college diplomas and degree certifications. Finally, students investigate the natural world through the implementation of

the practices of STEM exploring technology, engineering and mathematics to solve real world problems, issues or challenges.

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

Lake Weston has implemented AVID in order to expose students to career and technical education. AVID also provides levels of learning that provide student achievement for learning beyond the elementary years. Through the three-stage approach of AVID for elementary students; learning to read, learning to write, and learning to learn, students are exposed to goal setting based on their grade level. Using the framework of AVID, students are also exposed to communication skills, organizational skills and study skills. As part of AVID, teachers use WICOR lessons where teachers engage students in lessons that emphasize writing to learn, inquiry, collaboration, organization and learning to read in all content areas.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Lake Weston Elementary works diligently to ensure all students are reading on grade level before entering the 3rd Grade. In order to determine reading deficiency prior to promotion in grades Kindergarten, 1st, and 2nd, Lake Weston uses the Orange County Public School Reading Performance Chart to determine reading proficiency; students must be successful in at least 50% of the performance indicators to be considered proficient. Students considered deficient are identified as TIER II or TIER III according to MTSS and students receive proper interventions and frequent progress monitoring. Additionally, parents of students not considered proficient are notified at the mid-point of the school year if their child is deficient in reading, at risk for retention, and the interventions taking place to address the deficiency. In the spring of each year, Lake Weston holds retention meetings with families to determine retention or promotion for children previously identified as below grade level. Students who are identified for retention are invited to summer school so as to close the gap between deficiency and proficiency.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Administrative, leadership, and instructional staff members will increase their understanding and knowledge of instructional strategies and practices that are relevant and rigorous leading to an increase in student achievement and performance.

- G2.** Administrative, leadership, and instructional staff members will increase their understanding and knowledge of the strategies and skills required to create a positive learning environment that enhances student learning and supports well-being.

Strategic Goals Detail

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

G1. Administrative, leadership, and instructional staff members will increase their understanding and knowledge of instructional strategies and practices that are relevant and rigorous leading to an increase in student achievement and performance. 1a

G040767

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	67.0

Resources Available to Support the Goal 2

- Florida Standards, Marzano Instructional Framework, Marzano's "Becoming a Reflective Teacher", Webb's Depth of Knowledge Question Stems, Professional Learning Communities common planning periods, Instructional Rounds, Multi-Tier Support Systems, progress monitoring, common assessment data, and benchmark assessment data.

Targeted Barriers to Achieving the Goal 3

- The need to find adequate time for teachers to locate, develop, and implement multiple resources in whole and small groups that support the new Florida Standard, Florida Standards Assessment, End of Course Exams.
- The financial cost of continued implementation of Instructional Rounds.
- The continued process of deliberate planning among teachers and grade levels during Professional Learning Communities Common Planning for the use of Webb's Depth of Knowledge and Higher Orders Thinking Questions during instruction.
- Providing training and support for teachers to assist in the utilization of the Multi-Tier Support Systems to incorporate intervention strategies for differentiated instruction.
- Students deliberate use of writing to explain their reasoning and thought process.
- The need to increase parental involvement as it relates to student development and discipline.

Plan to Monitor Progress Toward G1. 8

Marzano iObservation data will be collected to monitor the implementation of the Marzano Power Elements

Person Responsible

John Dobbs

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

iObservation data

G2. Administrative, leadership, and instructional staff members will increase their understanding and knowledge of the strategies and skills required to create a positive learning environment that enhances student learning and supports well-being. **1a**

G036516

Targets Supported **1b**

Indicator	Annual Target
One or More Suspensions	25.0
Attendance rate	14.0
Students exhibiting two or more EWS indicators (Total)	24.0

Resources Available to Support the Goal **2**

- Win-Win Discipline Training and Book Study, Harry Wong Classroom Management Book, Crisis Prevention Intervention Verbal De-escalation Training, Caring School Communities Character Education, and Positive Behavior Systems Committee.

Targeted Barriers to Achieving the Goal **3**

- Providing training and support for teachers to assist in the utilization of Win-Win Discipline to incorporate appropriate strategies for behaviors and discipline.
- The lack of positive role models exposure for our student population and limited exposure to College and Career Readiness.
- Large percentage of teachers with less than three years of experience.
- High percentage of school mobility rate.
- The need to increase parental involvement as it relates to student development and discipline.

Plan to Monitor Progress Toward G2. **8**

Administration and the dean will monitor discipline infractions.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Educational Data Warehouse

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Administrative, leadership, and instructional staff members will increase their understanding and knowledge of instructional strategies and practices that are relevant and rigorous leading to an increase in student achievement and performance. **1**

 G040767

G1.B1 The need to find adequate time for teachers to locate, develop, and implement multiple resources in whole and small groups that support the new Florida Standard, Florida Standards Assessment, End of Course Exams. **2**

 B098714

G1.B1.S1 Increase planning periods to two 45-minute periods a day; create collaborative planning sessions with the presence of instructional coaches and administration; ongoing training in use of district Measurement Topic Plans, lesson template, and Florida Standards Assessment Portal Site **4**

 S115762

Strategy Rationale

To provide teachers with a comprehensive layer of wraparound support

Action Step 1 **5**

Teachers will be provided a comprehensive level of support by instructional coaches and administration through the scheduling of adequate planning time, collaborative planning sessions, and professional development.

Person Responsible

John Dobbs

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, classroom observations

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

Lesson plans will be reviewed on a weekly basis, observations will monitor instruction is occurring as scripted in lesson plan, and administration and instructional coaches will facilitate planning sessions and professional development.

Person Responsible

John Dobbs

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plan documents and observational data

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

Lesson plans will be collected, observational data will be reviewed, and feedback will be received from instructional coaches.

Person Responsible

John Dobbs


Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observational data, common assessments, benchmark assessments, Florida Standards Assessment

G1.B2 The financial cost of continued implementation of Instructional Rounds. 2

 B098765

G1.B2.S1 District Grant for Instructional Rounds and Title I funds 4

 S115763

Strategy Rationale

Build instructional rigor and high-yield strategies among teachers so as to decrease barriers in learning, increase high cognitive demand thinking processes, student engagement, and productive learning for all students

Action Step 1 5

Teachers will participate in Instructional Rounds with the funding source provided by grant provided from the school district office and allocated Title I school budget funds.

Person Responsible

John Dobbs

Schedule

Semiannually, from 9/17/2014 to 5/29/2015

Evidence of Completion

Instructional Rounds data collection sheet

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

Teachers will implement Instructional Rounds observational data and strategies in the classroom for a period of two weeks.

Person Responsible

Nancy Hamby

Schedule

Semiannually, from 9/17/2014 to 5/29/2015

Evidence of Completion

Observational data

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

Teachers will be observed for continual use of strategies learned and obtained during the Instructional Rounds process.

Person Responsible

Nancy Hamby


Schedule

Semiannually, from 9/5/2014 to 9/5/2014


Evidence of Completion

Observational data

G1.B3 The continued process of deliberate planning among teachers and grade levels during Professional Learning Communities Common Planning for the use of Webb's Depth of Knowledge and Higher Orders Thinking Questions during instruction. 2

 B098766

G1.B3.S1 Increase planning periods to two 45-minute periods a day; create collaborative planning sessions with the presence of instructional coaches and administration; ongoing training in use of district Measurement Topic Plans, lesson template, and FSA Portal Site 4

 S115764

Strategy Rationale

To increase the deliberate planning and strategic use of rigorous questions by teachers to enable students to reach a Level 3 or 4 on the learning scale as defined by the Measurement Topic Plans

Action Step 1 5

Teachers will be provided a comprehensive level of support by instructional coaches and administration through the scheduling of adequate planning time, collaborative planning sessions, and professional development.

Person Responsible

John Dobbs

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teachers will deliberately plan Webb's Depth of Knowledge questions during collaborative planning sessions with the guidance and support of assigned administrative team members and subject area Instructional Coach.

Person Responsible

John Dobbs

Schedule

Weekly, from 9/8/2014 to 9/8/2014

Evidence of Completion

Weekly lesson plans will have the inclusion of the deliberately planned question and classroom observations will monitor teachers' strategic implementation of the planned questions.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teachers will effectively plan and implement appropriate Webb's Depth of Knowledge questions that align to Higher Order Thinking

Person Responsible

John Dobbs


Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observational data, writing response journals, common assessments, benchmark assessments, Florida Standards Assessment

G1.B4 Providing training and support for teachers to assist in the utilization of the Multi-Tier Support Systems to incorporate intervention strategies for differentiated instruction. 2

 B098767

G1.B4.S1 Schedule early intervention meetings with staffing specialists, teachers, and MTSS Coach, continued professional development in MTSS, and implement LEXIA, a supplemental intervention program 4

 S115768

Strategy Rationale

To intervene early with students who are a year or more below grade level and to provide proper interventions and instructional techniques for such students

Action Step 1 5

Teachers will participate in early intervention meetings and receive continued professional development in the MTSS process in order to reduce learning deficiencies among identified students.

Person Responsible

Elizabeth Hooven

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Teachers will collect data on students according to their TIER and enter the data in progress monitoring sheets that are stored and shared with administration on the school server.

Person Responsible

Elizabeth Hooven

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Progress monitoring data collection sheets

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The percentage of students identified as on-grade level will increase.

Person Responsible

Elizabeth Hooven


Schedule

Weekly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Progress Monitoring data, common assessments, benchmark assessments, End of Course exams, and Florida Standards Assessment

G1.B5 Students deliberate use of writing to explain their reasoning and thought process. 2

 B098771

G1.B5.S1 Implement CORE Connections Writing Program; Deliberate planning of writing in Reading and Math 4

 S115776

Strategy Rationale

To enable students to respond to their learning using text based evidence in order to be 21st Century Learners and adequately prepared for the Florida Standard Assessment and End of Course Exams

Action Step 1 5

Teachers will implement CORE Connections into the curriculum and receive ongoing support and professional development.

Person Responsible

Vanessa Guillen

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, student response journals

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Implementation will be monitored through the review of lesson plans, classroom observations, and student response journals.

Person Responsible

Vanessa Guillen

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans, observational data, student response journals

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

There will be an increase in student proficeincy when responding to learning in reading and math.

Person Responsible

Vanessa Guillen

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student resonse journals, common assessments, benchmark assessments, Florida Standard Assessment

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

There will be an increase in student proficiency when responding to learning in reading and math.

Person Responsible

Vanessa Guillen

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student response journals, common assessments, benchmark assessments, Florida Standard Assessment

G1.B6 The need to increase parental involvement as it relates to student development and discipline. 2

B098783

G1.B6.S1 Parent Report Card Conference Nights, Curriculum Fairs, Cultural Events, Quarterly Award Ceremonies 4

S115786

Strategy Rationale

To involve families in the ongoing development of their child to create a layer of support between school and home

Action Step 1 5

The school will partner with families in the development and discipline of students through the strategic scheduling of parent involvement events.

Person Responsible

John Dobbs

Schedule

Monthly, from 9/11/2014 to 5/29/2015

Evidence of Completion

School calendar of scheduled parent events

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

The administration team will review the school calendar for planned events and notify parents using different modalities.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School Messenger reports, school event sign in sheets

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Administration will monitor student learning progress and school discipline data.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Reports from Performance Matters and Educational Data Warehouse


G2. Administrative, leadership, and instructional staff members will increase their understanding and knowledge of the strategies and skills required to create a positive learning environment that enhances student learning and supports well-being. 1

 G036516

G2.B1 Providing training and support for teachers to assist in the utilization of Win-Win Discipline to incorporate appropriate strategies for behaviors and discipline. 2

 B087440

G2.B1.S1 Implementation of the Win-Win Discipline model 4

 S115787

Strategy Rationale

To provide teachers with a comprehensive tool to implement classroom routines and procedures

Action Step 1 5

The school will participate in the Win-Win Discipline conference in Summer of 2014 and implement a book study and implement strategies with acquired information.

Person Responsible

John Dobbs

Schedule

On 7/11/2014

Evidence of Completion

Attendance

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

Grade levels will participate in weekly book study on Win-Win discipline during weekly Professional Learning Communities.

Person Responsible

John Dobbs

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Weekly Professional Learning Communities notes

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

Administration and the Dean will monitor implementation of strategies shared in weekly Professional Learning Communities as identified by the weekly Professional Learning Community notes

Person Responsible

John Dobbs


Schedule

Weekly, from 8/18/2014 to 5/29/2015


Evidence of Completion

Classroom observations

G2.B2 The lack of positive role models exposure for our student population and limited exposure to College and Career Readiness. 2

 B098777

G2.B2.S1 Continue implementation of AVID program and participation with Burnette College, ACE Day, Junior Achievement, and Teach-In 4

 S115794

Strategy Rationale

Create exposure for students to college and career opportunities

Action Step 1 5

The school will continue to expose students to College and Career readiness through the strategic planning of activities that support learning beyond elementary, middle, and high schools.

Person Responsible

Linda Charlesworth

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

AVID lesson plans

G2.B3 Large percentage of teachers with less than three years of experience. 2

B098778

G2.B3.S1 Observational feedback, instructional coach, monthly new teacher meetings, assigned mentor 4

S115903

Strategy Rationale

To provide new teachers with comprehensive support in order to assimilate into the school culture and provide students with effective instruction

Action Step 1 5

Teachers new to the school and the profession will receive layered support through monthly meetings with the instructional coach, assigned mentors, and observational feedback.

Person Responsible

Vanessa Guillen

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

New teacher meeting agendas, observations

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teachers will be monitored for implementation of school and district curriculum and behavioral protocols and procedures.

Person Responsible

Vanessa Guillen

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom observations

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teachers will be monitored by reviewing Marzano observational data.

Person Responsible


John Dobbs

Schedule


Monthly, from 9/17/2014 to 4/30/2015

Evidence of Completion

G2.B4 High percentage of school mobility rate. 2

 B098779

G2.B4.S1 Quarterly code of conduct reviews, weekly code of conduct as needed for new students, frequent review in classroom of rules, routines, and procedures 4

 S115915

Strategy Rationale

To allow students to assimilate into the school culture and meet outlined rules, routines, and procedures

Action Step 1 5

The school will respond to the high mobility through the ongoing review of the code of conduct as well as classroom and school rules, routines, and procedures.

Person Responsible

James Oliver

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Learning Community Code of Conduct quarterly report sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The Assistant Principal will monitor the quarterly review of code of conducts.

Person Responsible

Elizabeth Hooven

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Learning Community Code of Conduct review form, observational data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

The school will monitor discipline data.

Person Responsible

Elizabeth Hooven

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Educational Data Warehouse

G2.B5 The need to increase parental involvement as it relates to student development and discipline. 2

B098780

G2.B5.S1 Parent Report Card Conference Nights, Curriculum Fairs, Cultural Events, Quarterly Award Ceremonies 4

S115917

Strategy Rationale

To involve families in the ongoing development of their child to create a layer of support between school and home

Action Step 1 5

The school will partner with families in the development and discipline of students through the strategic scheduling of parent involvement events.

Person Responsible

John Dobbs

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School calendar of scheduled parent events

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

The administration team will review the school calendar for planned events and notify parents using different modalities.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

School Messenger reports, school event sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Administration will monitor student learning progress and school discipline data.

Person Responsible

Elizabeth Hooven

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Reports from Performance Matters and Educational Data Warehouse

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	The school will participate in the Win-Win Discipline conference in Summer of 2014 and implement a book study and implement strategies with acquired information.	Dobbs, John	7/7/2014	Attendance	7/11/2014 one-time
G1.B1.S1.A1	Teachers will be provided a comprehensive level of support by instructional coaches and administration through the scheduling of adequate planning time, collaborative planning sessions, and professional development.	Dobbs, John	8/18/2014	Lesson plans, classroom observations	5/29/2015 weekly
G1.B6.S1.A1	The school will partner with families in the development and discipline of students through the strategic scheduling of parent involvement events.	Dobbs, John	9/11/2014	School calendar of scheduled parent events	5/29/2015 monthly
G1.B2.S1.A1	Teachers will participate in Instructional Rounds with the funding source provided by grant provided from the school district office and allocated Title I school budget funds.	Dobbs, John	9/17/2014	Instructional Rounds data collection sheet	5/29/2015 semiannually
G1.B3.S1.A1	Teachers will be provided a comprehensive level of support by instructional coaches and administration through the scheduling of adequate planning time, collaborative planning sessions, and professional development.	Dobbs, John	8/18/2014		5/29/2015 weekly
G1.B4.S1.A1	Teachers will participate in early intervention meetings and receive continued professional development in the MTSS process in order to reduce learning deficiencies among identified students.	Hooven, Elizabeth	8/18/2014		5/29/2015 weekly
G1.B5.S1.A1	Teachers will implement CORE Connections into the curriculum and	Guillen, Vanessa	8/18/2014	Lesson Plans, student response journals	5/29/2015 weekly

Orange - 0651 - Lake Weston Elementary - 2014-15 SIP
Lake Weston Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	receive ongoing support and professional development.				
G2.B2.S1.A1	The school will continue to expose students to College and Career readiness through the strategic planning of activities that support learning beyond elementary, middle, and high schools.	Charlesworth, Linda	8/18/2014	AVID lesson plans	5/29/2015 quarterly
G2.B3.S1.A1	Teachers new to the school and the profession will receive layered support through monthly meetings with the instructional coach, assigned mentors, and observational feedback.	Guillen, Vanessa	8/18/2014	New teacher meeting agendas, observations	5/29/2015 monthly
G2.B4.S1.A1	The school will respond to the high mobility through the ongoing review of the code of conduct as well as classroom and school rules, routines, and procedures.	Oliver, James	8/18/2014	Learning Community Code of Conduct quarterly report sheets	5/29/2015 quarterly
G2.B5.S1.A1	The school will partner with families in the development and discipline of students through the strategic scheduling of parent involvement events.	Dobbs, John	8/18/2014	School calendar of scheduled parent events	5/29/2015 monthly
G1.MA1	Marzano iObservation data will be collected to monitor the implementation of the Marzano Power Elements	Dobbs, John	8/18/2014	iObservation data	5/29/2015 quarterly
G1.B1.S1.MA1	Lesson plans will be collected, observational data will be reviewed, and feedback will be received from instructional coaches.	Dobbs, John	8/18/2014	Lesson plans, observational data, common assessments, benchmark assessments, Florida Standards Assessment	5/29/2015 quarterly
G1.B1.S1.MA1	Lesson plans will be reviewed on a weekly basis, observations will monitor instruction occurring as scripted in lesson plan, and administration and instructional coaches will facilitate planning sessions and professional development.	Dobbs, John	8/18/2014	Lesson plan documents and observational data	5/29/2015 weekly
G1.B2.S1.MA1	Teachers will be observed for continual use of strategies learned and obtained during the Instructional Rounds process.	Hamby, Nancy	9/5/2014	Observational data	9/5/2014 semiannually
G1.B2.S1.MA1	Teachers will implement Instructional Rounds observational data and strategies in the classroom for a period of two weeks.	Hamby, Nancy	9/17/2014	Observational data	5/29/2015 semiannually
G1.B3.S1.MA1	Teachers will effectively plan and implement appropriate Webb's Depth of Knowledge questions that align to Higher Order Thinking	Dobbs, John	8/18/2014	Lesson plans, observational data, writing response journals, common assessments, benchmark assessments, Florida Standards Assessment	5/29/2015 weekly
G1.B3.S1.MA1	Teachers will deliberately plan Webb's Depth of Knowledge questions during collaborative planning sessions with the guidance and support of assigned administrative team members and subject area Instructional Coach.	Dobbs, John	9/8/2014	Weekly lesson plans will have the inclusion of the deliberately planned question and classroom observations will monitor teachers' strategic implementation of the planned questions.	9/8/2014 weekly
G1.B4.S1.MA1	The percentage of students identified as on-grade level will increase.	Hooven, Elizabeth	8/18/2014	Progress Monitoring data, common assessments, benchmark assessments, End of Course exams, and Florida Standards Assessment	5/29/2015 weekly
G1.B4.S1.MA1	Teachers will collect data on students according to their TIER and enter the data in progress monitoring sheets that	Hooven, Elizabeth	8/18/2014	Progress monitoring data collection sheets	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	are stored and shared with administration on the school server.				
G1.B5.S1.MA1	There will be an increase in student proficiency when responding to learning in reading and math.	Guillen, Vanessa	8/18/2014	Student response journals, common assessments, benchmark assessments, Florida Standard Assessment	5/29/2015 weekly
G1.B5.S1.MA1	There will be an increase in student proficiency when responding to learning in reading and math.	Guillen, Vanessa	8/18/2014	Student response journals, common assessments, benchmark assessments, Florida Standard Assessment	5/29/2015 weekly
G1.B5.S1.MA1	Implementation will be monitored through the review of lesson plans, classroom observations, and student response journals.	Guillen, Vanessa	8/18/2014	Lesson plans, observational data, student response journals	5/29/2015 weekly
G1.B6.S1.MA1	Administration will monitor student learning progress and school discipline data.	Hooven, Elizabeth	8/18/2014	Reports from Performance Matters and Educational Data Warehouse	5/29/2015 monthly
G1.B6.S1.MA1	The administration team will review the school calendar for planned events and notify parents using different modalities.	Hooven, Elizabeth	8/18/2014	School Messenger reports, school event sign in sheets	5/29/2015 monthly
G2.MA1	Administration and the dean will monitor discipline infractions.	Hooven, Elizabeth	8/18/2014	Educational Data Warehouse	5/29/2015 monthly
G2.B1.S1.MA1	Administration and the Dean will monitor implementation of strategies shared in weekly Professional Learning Communities as identified by the weekly Professional Learning Community notes	Dobbs, John	8/18/2014	Classroom observations	5/29/2015 weekly
G2.B1.S1.MA1	Grade levels will participate in weekly book study on Win-Win discipline during weekly Professional Learning Communities.	Dobbs, John	8/18/2014	Weekly Professional Learning Communities notes	5/29/2015 weekly
G2.B3.S1.MA1	Teachers will be monitored by reviewing Marzano observational data.	Dobbs, John	9/17/2014		4/30/2015 monthly
G2.B3.S1.MA1	Teachers will be monitored for implementation of school and district curriculum and behavioral protocols and procedures.	Guillen, Vanessa	8/18/2014	Classroom observations	5/29/2015 monthly
G2.B4.S1.MA1	The school will monitor discipline data.	Hooven, Elizabeth	8/18/2014	Educational Data Warehouse	5/29/2015 quarterly
G2.B4.S1.MA1	The Assistant Principal will monitor the quarterly review of code of conducts.	Hooven, Elizabeth	8/18/2014	Learning Community Code of Conduct review form, observational data	5/29/2015 quarterly
G2.B5.S1.MA1	Administration will monitor student learning progress and school discipline data.	Hooven, Elizabeth	8/18/2014	Reports from Performance Matters and Educational Data Warehouse	5/29/2015 monthly
G2.B5.S1.MA1	The administration team will review the school calendar for planned events and notify parents using different modalities.	Hooven, Elizabeth	8/18/2014	School Messenger reports, school event sign in sheets	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Administrative, leadership, and instructional staff members will increase their understanding and knowledge of instructional strategies and practices that are relevant and rigorous leading to an increase in student achievement and performance.

G1.B1 The need to find adequate time for teachers to locate, develop, and implement multiple resources in whole and small groups that support the new Florida Standard, Florida Standards Assessment, End of Course Exams.

G1.B1.S1 Increase planning periods to two 45-minute periods a day; create collaborative planning sessions with the presence of instructional coaches and administration; ongoing training in use of district Measurement Topic Plans, lesson template, and Florida Standards Assessment Portal Site

PD Opportunity 1

Teachers will be provided a comprehensive level of support by instructional coaches and administration through the scheduling of adequate planning time, collaborative planning sessions, and professional development.

Facilitator

Principal, Assistant Principal, and Instructional Coaches

Participants

Classroom Teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G1.B2 The financial cost of continued implementation of Instructional Rounds.

G1.B2.S1 District Grant for Instructional Rounds and Title I funds

PD Opportunity 1

Teachers will participate in Instructional Rounds with the funding source provided by grant provided from the school district office and allocated Title I school budget funds.

Facilitator

Curriculum Resource Teams

Participants

Classroom teachers

Schedule

Semiannually, from 9/17/2014 to 5/29/2015

G1.B3 The continued process of deliberate planning among teachers and grade levels during Professional Learning Communities Common Planning for the use of Webb's Depth of Knowledge and Higher Orders Thinking Questions during instruction.

G1.B3.S1 Increase planning periods to two 45-minute periods a day; create collaborative planning sessions with the presence of instructional coaches and administration; ongoing training in use of district Measurement Topic Plans, lesson template, and FSA Portal Site

PD Opportunity 1

Teachers will be provided a comprehensive level of support by instructional coaches and administration through the scheduling of adequate planning time, collaborative planning sessions, and professional development.

Facilitator

Principal, Assistant Principal, Instructional Coaches

Participants

Classroom Teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G1.B4 Providing training and support for teachers to assist in the utilization of the Multi-Tier Support Systems to incorporate intervention strategies for differentiated instruction.

G1.B4.S1 Schedule early intervention meetings with staffing specialists, teachers, and MTSS Coach, continued professional development in MTSS, and implement LEXIA, a supplemental intervention program

PD Opportunity 1

Teachers will participate in early intervention meetings and receive continued professional development in the MTSS process in order to reduce learning deficiencies among identified students.

Facilitator

Assistant Principal, Staffing Specialist, ESE Resource Teacher

Participants

Classroom Teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G1.B5 Students deliberate use of writing to explain their reasoning and thought process.

G1.B5.S1 Implement CORE Connections Writing Program; Deliberate planning of writing in Reading and Math

PD Opportunity 1

Teachers will implement CORE Connections into the curriculum and receive ongoing support and professional development.

Facilitator

Instructional Coach

Participants

Classroom Teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G2. Administrative, leadership, and instructional staff members will increase their understanding and knowledge of the strategies and skills required to create a positive learning environment that enhances student learning and supports well-being.

G2.B1 Providing training and support for teachers to assist in the utilization of Win-Win Discipline to incorporate appropriate strategies for behaviors and discipline.

G2.B1.S1 Implementation of the Win-Win Discipline model

PD Opportunity 1

The school will participate in the Win-Win Discipline conference in Summer of 2014 and implement a book study and implement strategies with acquired information.

Facilitator

Win-Win Discipline Incorporation

Participants

Selected grade level designees

Schedule

On 7/11/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0