

East Lake Elementary

3971 N TANNER RD, Orlando, FL 32826

www.ocps.net/lc/east/eel

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	49%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

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

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	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Our mission is to lead students to success with the support and involvement of families and the community.

Provide the school's vision statement

Our vision is 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

East Lake Elementary offers many opportunities for students, parents, and teachers to build relationships. Each year families are invited to events such as:

- *Meet the Teacher - August
- *Open House - September
- *Conference Night - school-wide in October and on-going as needed
- *PTA Family Involvement Events - ongoing throughout the year
- *Literacy Night
- *Science/STEM Nights
- *Winter/Spring Concerts
- *Arts Nights
- *Spirit Nights

Participation in these events enables the school to interact with families and learn about students' backgrounds, cultures and needs.

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

The environment at East Lake Elementary is one which fosters a feeling of safety and respect for all students. This year we are continuing our school-wide behavior management system called CHAMPS. This program focuses on treating each other with dignity and respect in order to maintain an orderly learning environment. In addition, our guidance counselor offers lessons in social skills, team building and anti-bullying. There is also a school-wide expectation to provide stellar customer service to our students and families.

We have structured waiting areas for the mornings and afternoons. Staff members are assigned a role in supervising the areas each day. Entry doors are secured at all times and require card readers for access to the building. All visitors must sign in through the main office. We also have before and after school programs, including extra curricular activities offered by outside organizations who provide services on campus.

Evacuation and safety drills are conducted on a monthly basis to prepare students for the safest options in emergency situations.

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

This year, East Lake Elementary is continuing the use of CHAMPS, a research-based practice aligned with effective classroom management. CHAMPS is a framework that guides teachers through making decisions about how to best structure their classrooms for success. Teachers determine the level of structure that is needed in their classrooms and then make decisions about how to structure the environment and develop expectations for each classroom activity and transition. Teachers establish clear expectations with logical and fair responses to misbehavior thus spending less time disciplining and more time teaching. Students are taught how to behave responsibly and treat one another with dignity and respect. School-wide CHAMPS expectations will be reviewed for staff at the beginning of the year. Specially designed CHAMPS posters have been placed throughout common areas of the school.

As part of our tiered system of support for behavior, individual behavior plans are utilized as needed. Behavioral progress is monitored and adjustments are made as needed.

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

All staff members at East Lake all play an active role in ensuring that the social-emotional needs of all students are being met. Students are referred to counseling, as needed, either with the school guidance counselor or with an outside organization. Our Guidance Counselor provides lessons in character education and Learning for Life, a program addressing social, emotional and behavioral issues and enabling students to reach their full potential.

In addition, the guidance counselor and assistant principal facilitate a group called Elite Eagles. This group focuses on social, academic and moral education. Students participate weekly and take part in goal setting and team building activities.

Our school also supports service clubs such as student government and K-Kids.

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 - Attendance is closely monitored by the registrar and classroom teacher. The social worker, registrar and administration review EDW to identify truant students. Initial contact is made by teacher and a Five Day Truancy Letter is delivered to parent through the Child Study Team and a Social worker referral is made.

One or more suspensions - Parents are contacted and a Behavior Plan/Contract is made. The utilization of alternative means to suspension is available and a referral to counseling can occur for repeat offenders.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics - ELA and math are closely monitored by classroom teachers, administration, and staff. Biweekly accountability meetings are scheduled to monitor progress; Data room houses picture board and assessment data to identify students.

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	9	15	7	12	6	7	56
One or more suspensions	0	0	0	1	3	0	4
Course failure in ELA or Math	21	21	23	27	27	23	142
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	4	4	5	4	3	27

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

K-3 students at East Lake Elementary participate in a school-wide intervention/enrichment block from 9:00-9:30. Teachers use the time to provide Tier II interventions to the lowest 25%, additional reading skills practice to students performing on grade level, and enrichment to students performing above grade level. Student progress during the intervention time is monitored on a weekly or biweekly basis. In addition, classroom teachers conduct beginning of the year, quarterly, and end of the year fluency assessments for all grade levels. I-Station will be used to monitor fluency. Due to departmentalization, 4th and 5th grade students will conduct daily intervention and enrichment lessons during a half-hour block separate from the school-wide block.

Student progress is communicated to parents on an on-going basis via Progress Book, student planners, class newsletters, email, phone, and face-to-face conferences.

In-school tutoring is provided to grade 3-5 students in the lowest quartile. Teachers with interns work 30 minutes/day four times a week to provide direct instruction to struggling students. After-school tutoring is offered from October through March for students in the lowest 25%.

Motivational strategies such as CHAMPS, Elite Eagles, and incentive programs are used to keep all students engaged in learning.

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?

No

PIP Link

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

Description

East Lake Elementary and East Lake PTA stand out as a nationwide leader in developing strong family-school partnerships, and have been recognized for our hard work and achievements with the National PTA School of Excellence designation. Our home to school connection plays a key role in building positive relationships, increasing involvement, and keeping parents informed of their child's

progress. Tools such as School Messenger, OCPS App/School link, and the school newsletter are used on a regular basis to communicate important school-wide information such as family involvement events, curriculum nights, and meeting dates and times for our parent involvement organizations such as PTA and SAC. Progress Book, student planners and parent/teacher conferences are used to communicate academic progress.

Administration maintains an open door policy and is available to address any parent concerns. The expectation of stellar customer service is clearly outlined for all staff members.

Based on the open response section of the AdvancEd surveys, our results indicate the following strengths:

*Parents listed strong leadership, good teachers, a positive environment and committed parent involvement as the school's strengths. Overall, the majority of parents indicated that the school provided a safe environment conducive to learning and that they felt comfortable sending their students to school each day.

*Our highest rating with an average score of 4.36 in Using Results for Continuous Improvement shows that 88.83% of parents surveyed agree or strongly agree that their child has administrators and teachers that monitor and inform parents of the student's learning progress.

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

East Lake Elementary promotes participation in ADDitions, our school volunteer program. Parents, family members and community members are encouraged to take an active role by volunteering for PTA, SAC, Teach-In, family involvement events, and tutoring or assistance in the classroom.

We also have partnerships with local businesses through our Partners in Education program. Many of our Partners in Ed support our student initiatives by providing resources such as incentives or materials to help improve student achievement.

Our school has partnered with several organizations offering after-school programs at our site. These programs support student achievement in social and academic areas.

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:

Name	Title
Schaffer, Sylvia	Principal
Willibey, Nancy	Assistant Principal
Gruher, Jaimi	Instructional Coach
Meadows, Jill	Teacher, ESE
Rohr, Kellyann	Guidance Counselor

Duties

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

Principal: provides a common vision for the use of data-based decision-making; ensures that the school based team is implementing MTSS; guarantees implementation of intervention support and documentation; ensures adequate professional development to support implementation of MTSS; and communicates with parents regarding school-based plans and activities for MTSS.

Assistant Principal: supports teachers and students who may need assistance with behavioral structures, plans and interventions; conducts observations and provides coaching to instructional staff; assists in the design and implementation for progress monitoring, data collection and data analysis; actively involved in data meetings and MTSS meetings.

CRT: identifies and analyzes all CORE and intervention program curricula; participates in the design and delivery of professional development; conducts observation and coaching to instructional staff; assists teachers in providing supplemental activities, interventions and support to students who are not showing adequate growth based on progress monitoring data.

Staffing Specialist: identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in all monthly MTSS meetings; and provides support for assessment and intervention monitoring.

Guidance Counselor: supports teachers and students who may need assistance with behavioral structures; participates in monthly data and MTSS meetings; links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

School Psychologist: participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation; facilitates data-based decision making activities and will also be part of the grade level support team that is handling ongoing progress monitoring of ESE students.

Speech Language Pathologist: educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Exceptional Student Education (ESE) Teachers: participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction and collaborate with general education teachers through such activities as co-teaching.

Leadership team members are assigned to be a grade level support person.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and in our students? The team meets once per month to engage in the following activities: review feedback from teachers; study reports from grade level support team; examine universal screening data and link to instructional decisions; and review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify student needs and recommend intervention adjustments and additional resources. Grade level data, classroom data and individual student data will be analyzed and compared in an effort to align appropriate interventions and supports for the bottom 30% of each grade level. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

East Lake is not eligible to receive Title I funds.

East Lake is utilizing the Supplemental Academic Instruction (SAI) allocation to fund afternoon tutoring for the lowest 25% in grades 3-5. Reading and math materials will be purchased to support direct instruction for tutoring. In addition, we will fund after-school transportation for bus riders who need to attend. Morning and afternoon tutoring sessions start in October. Materials purchased include Florida Ready Common Core Reading materials for grade 3-5 small groups and Florida Ready Common Core Math materials for grade 3-5 small group.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dawn LuePann	Parent
Stewart Grayson	Business/Community
Jennifer Geno	Parent
Mercedes Kesler	Teacher
Myriam Owens	Teacher
Sylvia Schaffer	Principal
Michelle Patterson	Parent
Amanda Chalk	Parent
Keri Patterson-nestle	Parent
Rachel Hardaway	Parent
Amanda Badger	Education Support Employee
Rosanna Cal	Parent
Katherine Garrido	Parent
Stsacie Albee	Teacher
KellyAnn Rohr	Teacher

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

Data is shared at the first SAC meeting regarding evaluation of the previous year's school improvement plan. We review all of our final assessment data and analyze the results. Our school grade was an A. In 2013, we earned 566 points towards our school grade, in 2014 we earned 608 points, which is an increase of 42 points. Our lowest 25% in Reading increased in the percentage making gains from 2013 to 2014: 55% to 61%. In Math, our lowest 25% making gains increased 55% to 76% from 2013-2014. Our Science scoring level 3 or above percentages dropped a bit from 81% to 74%. In Writing from 2013 to 2014 our students scoring 3.5 or better increased 62% to 75%. From 2013 to 2014, our students scoring level 3 or above in Reading and Math remained pretty much constant at an average of 78%. Data for 2015 is not yet available. The SAC members discussed the data and tried to brainstorm different ways to motivate students. Some ideas were CHAMPS prizes, character of the month and honor roll ceremonies.

Development of this school improvement plan

The SAC provides suggestions and feedback for the development of the school improvement plan. A draft of the plan is shared with the committee at the first/second meetings and the committee provides feedback to help finalize the plan. Progression of the plan and SIP activities are reviewed with members at each SAC meeting and the committee provides feedback regarding our progress.

Preparation of the school's annual budget and plan

In collaboration with the leadership team, the SAC committee assesses areas of need and assists as required to allocate funds for implementing the SIP activities. Budget allocations and expenditures are reviewed with the committee periodically.

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

Last year, \$2600 of SAC monies were used to fund substitutes for Common Core Planning Days and professional development.

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:

Name	Title
Schaffer, Sylvia	Principal
Willibey, Nancy	Assistant Principal
Rohr, Kellyann	Guidance Counselor
Gruher, Jaimi	Instructional Coach
Meadows, Jill	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy within the school by:

- Providing planning support for implementation of enrichment/intervention curriculum
- Providing support for progress monitoring and graphing student progress
- Participating in student meetings to discuss results, progress and goal setting
- Participating in monthly data and MTSS meetings
- Monitoring the Accelerated Reader Program and increasing student participation with non-fiction reading
- Promoting reading through Accelerated Reader and Sunshine State Books (Battle of the Books Club)
- Implementing school-wide literacy events such as Literacy Night, AR monthly recognition events, and AR end -of-the-year event

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

Teachers participate in weekly team planning sessions. These planning sessions include our Principal, Assistant Principal and Curriculum Resource Teacher who will coach teachers through the collaborative planning process. PLCs focusing on best practices and collaborative instructional planning are held weekly.

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

Strategies to recruit and retain highly qualified, certified-in-field and effective teachers include:

1. Maintaining the components of OCPS Great Beginnings Training - CRT
2. Providing a Teacher Mentoring program - Principal, Assistant Principal, CRT, Team Leader
3. Continuing Data Meetings - Principal, Assistant Principal, CRT, Staffing Specialist, Guidance Counselor, Teachers
4. Professional Development Opportunities rintendent's Non-Negotiables - Leadership Team
6. Utilizing E-Recruiting - Principal, Secretary
7. Continuing academic excellence and community involvement to maintain and recruit highly qualified candidates - Principal, Faculty, Staff

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

New and beginning teachers are provided guidance and support via our teacher mentoring program. Teachers are paired based on grade level experience, success with student achievement, expertise in grade level curriculum and planning and an understanding of state, district and school expectations. Planned mentoring activities include: New teacher orientations, weekly mentor/mentee meetings, mentor/mentee observations, classroom walk through and support and review of the ABCs of East Lake document outlining school procedures. Teachers are also provided support via the online Teacher Portfolio course.

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

Our teachers participate in collaborative team planning sessions which include deconstructing the standards and aligning our resources to the Florida standards. Teachers utilize district resources such as the scope and sequence available on IMS for each content area and the OCPS lesson plan template. Administration uses informal and formal observations to monitor the teaching of the standards with rigor and fidelity.

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

Leadership team meets with teachers at monthly data meetings and MTSS meetings to engage in the following activities:

*Review universal screening data and link to instructional decisions

- *Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, are at moderate risk or at high risk for not meeting benchmarks.
- *Work collaboratively with teachers to identify student needs and recommend intervention adjustments and additional resources
- *Analyze grade level data, classroom data and individual student data
- *Analyze AMO data
- *Align appropriate interventions and supports required for the bottom 30% of each grade level.
- *Collaborate to problem solve, share effective practices, evaluate implementation, and make decisions

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: 1,800

Students who have scored a level 1 or 2 on FCAT reading in previous years and based upon present data indicators are not on grade level, or are at risk of scoring below grade level, are invited to participate in a before-school tutoring program as well as an after-school tutoring program focusing on reading and math skills. Students utilize iStation and direct instruction programs.

Strategy Rationale

Students' progress will improve given additional instructional minutes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schaffer, Sylvia, sylvia.schaffer@ocps.net

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

Data collection is on-going. Students keep track of their daily scores on the reading and math programs and record them on a tracking sheet. Data and student progress are analyzed by the classroom teacher.

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

A Kindergarten Orientation Night is held for incoming kindergarten families. Students and their families are invited to attend an evening which includes a school tour, visiting with the kindergarten team and walking through the lunch line. The registrar is also available at the event to assist with school registrations. Upon registration, students are invited to a kindergarten round up event where teachers assess all incoming kindergarten students.

In the spring the Principal, Assistant Principal and a Kindergarten Teacher facilitate an informational session at the local community center for families of upcoming kindergarten students. The Principal,

Registrar and a Kindergarten Teacher follow up with an August visit to the center for last minute registrations.

In addition, students participating in the local Head Start program are invited to participate in a school visit. Students tour kindergarten classrooms and participate in a brief activity with our kindergarten students and teachers.

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

We utilize several strategies to promote college and career awareness. Some of these activities include:

- Weekly college spirit day
- Use of Florida Choices Interest Profiler - A career and college planning system (Fifth grade students)
- Guest speakers from local tech schools and local colleges and universities
- Participation in Teach-In
- Guidance lessons on career awareness
- Guidance lessons on post secondary education

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

Career and technology information is supported by East Lake Elementary through a Digital Tools Certificate earned by our students in grades 3-5 in the areas of Word processing, spreadsheets and digital presentations. One STEM Night along with extracurricular academic clubs are available.

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

By incorporating the STEM activities, we have integrated career and technical education through the math and science subject areas. Students and teachers correlate and make connections between standards learned in math and science to the information presented in the activities that take place. In order to build College & Career Readiness all students in grades 3-5, students will learn how to use 21st century digital tools and receive a digital certificate through the IC3 Spark program purchased by OCPS.

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

East Lake utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase use of standards-based instruction which will lead to an increase in student achievement (Division Priority: Accelerate student performance)

- G2.** Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in human capital)

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. Increase use of standards-based instruction which will lead to an increase in student achievement
(Division Priority: Accelerate student performance) 1a

G072669

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
Math Gains	70.0
Math Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal 2

- CPALMS
- Marzano Resource Library
- Super 7 Professional Development
- Formative assessments development

Targeted Barriers to Achieving the Goal 3

- Limited teacher experience with rigorous, standards-based instruction

Plan to Monitor Progress Toward G1. 8

Leadership team will conduct weekly classroom walk-throughs

Person Responsible

Sylvia Schaffer

Schedule

Biweekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

Actionable targeted feedback to move to the next level on the scale of iObservation

G2. Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in human capital) 1a

G072670

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
ELA/Reading Gains	70.0
Math Lowest 25% Gains	70.0
Math Gains	70.0
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal 2

- Intervention-based grouping (I-Station)
- Progress-monitoring of all students on a weekly, bi-weekly, or monthly basis
- Fluid grouping of students based on multiple data points (MTSS)
- Individual data chats between teacher and resource team
- After-school tutoring for targeted students
- Implementation of weekly PLC sessions

Targeted Barriers to Achieving the Goal 3

- Lack of rigor in lesson planning and teacher instruction

Plan to Monitor Progress Toward G2. 8

Targeted feedback on iObservation

Person Responsible

Nancy Willibey

Schedule

Biweekly, from 9/8/2015 to 6/7/2016

Evidence of Completion

Targeted feedback from leadership team

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase use of standards-based instruction which will lead to an increase in student achievement
(Division Priority: Accelerate student performance) **1**

 G072669

G1.B1 Limited teacher experience with rigorous, standards-based instruction **2**

 B189617

G1.B1.S1 Provide direct professional development and coaching support to teachers **4**

 S200958

Strategy Rationale

Student achievement will be increased as a result of teacher knowledge in rigorous standards-based instruction.

Action Step 1 **5**

Dr. Ocasio, Director of Instruction, will provide professional development.

Person Responsible

Sylvia Schaffer

Schedule

On 8/19/2015

Evidence of Completion

Sign-in sheets of teacher participation

Action Step 2 5

Leadership team members will participate in professional development designed to coach teachers with standards-based instruction.

Person Responsible

Sylvia Schaffer

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

Evidence of Completion

Side-by-side coaching notes

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

Administration will attend and be active participants in the professional development session

Person Responsible

Nancy Willibey

Schedule

On 8/19/2015

Evidence of Completion

Sign in sheets of participants; Powerpoint handouts

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

Administration will conduct weekly observations using Marzano

Person Responsible

Sylvia Schaffer

Schedule

Weekly, from 8/17/2015 to 6/7/2016

Evidence of Completion

iObservation reports including actionable feedback

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

Develop formative assessments to monitor standards

Person Responsible

Schedule

Monthly, from 9/22/2015 to 5/31/2016

Evidence of Completion

We will have formative assessments that will measure student progress on reading, math, science standards

G1.B1.S2 Implement standards-based academic notebooks so teachers may assist students in tracking their own progress on the Florida Standards 4

 S200959

Strategy Rationale

Teachers will develop a better understanding of the full intent of the standards to ensure students are accurately tracking their progress.

Action Step 1 5

Each student will have an academic notebook to track their progress on standards.

Person Responsible

Sylvia Schaffer

Schedule

Biweekly, from 10/1/2015 to 6/8/2016

Evidence of Completion

Student academic notebooks

Action Step 2 5

Students will learn to track their own data on standards.

Person Responsible

Jaimi Gruler

Schedule

Monthly, from 10/26/2015 to 5/31/2016

Evidence of Completion

Students will be able to understand their data and be able to articulate their progress on standards

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

Review student academic notebooks at grade level data meetings

Person Responsible

Nancy Willibey

Schedule

On 6/8/2016

Evidence of Completion

Samples of student academic notebooks and data meeting agendas

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

Track student progress on class data tracking sheets

Person Responsible

Sylvia Schaffer

Schedule

Monthly, from 10/1/2015 to 6/8/2016

Evidence of Completion

Data from academic notebooks will be compared to class data on class tracking sheets

G2. Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in human capital) 1

G072670

G2.B1 Lack of rigor in lesson planning and teacher instruction 2

B189619

G2.B1.S1 Implement weekly PLC meetings and review PLC procedures 4

S200960

Strategy Rationale

Leadership team member will attend PLC meetings to ensure a teamwork approach to systematic problem-solving is implemented. All members of the team will analyze data, best practices, formative assessments, and curriculum development.

Action Step 1 5

Review PLC processes and procedures and implement weekly PLC sessions

Person Responsible

Jaimi Gruler

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Participation in PLC review; weekly PLC sign in sheets

Action Step 2 5

PLC participation by leadership team member

Person Responsible

Nancy Willibey

Schedule

Weekly, from 9/21/2015 to 5/31/2016

Evidence of Completion

PLC notes

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

Monitoring of PLC meetings with guided feedback from leadership team

Person Responsible

Sylvia Schaffer

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Weekly PLC meeting notes by leadership team members.

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

PLC discussions will focus on rigor, best practices, data, formative assessments which will reflect in lesson plans.

Person Responsible

Sylvia Schaffer

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Actionable feedback on I Observe providing resources to increase rigor as needed

G2.B1.S2 Teachers will receive constant feedback from the administration team on the use of DQ2, DQ3, and DQ4 moving students towards more rigorous instruction. 4

 S200961

Strategy Rationale

Working as a PLC, teams will use data, best practices, formative assessments, and curriculum to drive instruction which will increase student achievement

Action Step 1 5

Teachers will meet 2x/week for team planning.

Person Responsible

Sylvia Schaffer

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Attendance at team planning sessions.

Action Step 2 5

Targeted feedback on IObserve to support their intentional planning

Person Responsible

Sylvia Schaffer

Schedule

Biweekly, from 9/28/2015 to 5/31/2016

Evidence of Completion

Feedback on informal observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Curriculum Resource Teacher will support team planning sessions.

Person Responsible

Jaimi Gruler

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Unit lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Review unit lesson plans for effectiveness

Person Responsible

Sylvia Schaffer

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson plans; iObservation Domain 2 data

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
G1.B1.S1.A1	Dr. Ocasio, Director of Instruction, will provide professional development.	Schaffer, Sylvia	8/19/2015	Sign-in sheets of teacher participation	8/19/2015 one-time
G1.B1.S2.A1	Each student will have an academic notebook to track their progress on standards.	Schaffer, Sylvia	10/1/2015	Student academic notebooks	6/8/2016 biweekly
G2.B1.S1.A1	Review PLC processes and procedures and implement weekly PLC sessions	Gruler, Jaimi	8/17/2015	Participation in PLC review; weekly PLC sign in sheets	6/3/2016 weekly
G2.B1.S2.A1	Teachers will meet 2x/week for team planning.	Schaffer, Sylvia	8/11/2014	Attendance at team planning sessions.	6/5/2015 weekly
G1.B1.S1.A2	Leadership team members will participate in professional development designed to coach teachers with standards-based instruction.	Schaffer, Sylvia	10/1/2015	Side-by-side coaching notes	5/31/2016 quarterly
G1.B1.S2.A2	Students will learn to track their own data on standards.	Gruler, Jaimi	10/26/2015	Students will be able to understand their data and be able to articulate their progress on standards	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	PLC participation by leadership team member	Willibey, Nancy	9/21/2015	PLC notes	5/31/2016 weekly
G2.B1.S2.A2	Targeted feedback on IObserve to support their intentional planning	Schaffer, Sylvia	9/28/2015	Feedback on informal observations	5/31/2016 biweekly
G1.MA1	Leadership team will conduct weekly classroom walk-throughs	Schaffer, Sylvia	8/17/2015	Actionable targeted feedback to move to the next level on the scale of iObservation	6/7/2016 biweekly
G1.B1.S1.MA1	Administration will conduct weekly observations using Marzano	Schaffer, Sylvia	8/17/2015	iObservation reports including actionable feedback	6/7/2016 weekly
G1.B1.S1.MA3	Develop formative assessments to monitor standards		9/22/2015	We will have formative assessments that will measure student progress on reading, math, science standards	5/31/2016 monthly
G1.B1.S1.MA1	Administration will attend and be active participants in the professional development session	Willibey, Nancy	8/19/2015	Sign in sheets of participants; Powerpoint handouts	8/19/2015 one-time
G1.B1.S2.MA1	Track student progress on class data tracking sheets	Schaffer, Sylvia	10/1/2015	Data from academic notebooks will be compared to class data on class tracking sheets	6/8/2016 monthly
G1.B1.S2.MA1	Review student academic notebooks at grade level data meetings	Willibey, Nancy	10/1/2015	Samples of student academic notebooks and data meeting agendas	6/8/2016 one-time
G2.MA1	Targeted feedback on iObservation	Willibey, Nancy	9/8/2015	Targeted feedback from leadership team	6/7/2016 biweekly
G2.B1.S1.MA1	PLC discussions will focus on rigor, best practices, data, formative assessments which will reflect in lesson plans.	Schaffer, Sylvia	8/17/2015	Actionable feedback on I Observe providing resources to increase rigor as needed	6/3/2016 biweekly
G2.B1.S1.MA1	Monitoring of PLC meetings with guided feedback from leadership team	Schaffer, Sylvia	8/17/2015	Weekly PLC meeting notes by leadership team members.	6/3/2016 weekly
G2.B1.S2.MA1	Review unit lesson plans for effectiveness	Schaffer, Sylvia	8/11/2014	Lesson plans; iObservation Domain 2 data	6/5/2015 weekly
G2.B1.S2.MA1	Curriculum Resource Teacher will support team planning sessions.	Gruher, Jaimi	8/11/2014	Unit lesson plans	6/5/2015 weekly

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. Increase use of standards-based instruction which will lead to an increase in student achievement
(Division Priority: Accelerate student performance)

G1.B1 Limited teacher experience with rigorous, standards-based instruction

G1.B1.S1 Provide direct professional development and coaching support to teachers

PD Opportunity 1

Dr. Ocasio, Director of Instruction, will provide professional development.

Facilitator

Dr. Tracy Ocasio

Participants

All Instructional Staff

Schedule

On 8/19/2015

PD Opportunity 2

Leadership team members will participate in professional development designed to coach teachers with standards-based instruction.

Facilitator

Penny Sells

Participants

Principal, Assistant Principal, CRT

Schedule

Quarterly, from 10/1/2015 to 5/31/2016

G1.B1.S2 Implement standards-based academic notebooks so teachers may assist students in tracking their own progress on the Florida Standards

PD Opportunity 1

Students will learn to track their own data on standards.

Facilitator

Jaimi Gruler

Participants

teachers grade K-5

Schedule

Monthly, from 10/26/2015 to 5/31/2016

Technical Assistance Items

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

G2. Teachers and administrators will collaborate and reflect through PLCs to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in human capital)

G2.B1 Lack of rigor in lesson planning and teacher instruction

G2.B1.S1 Implement weekly PLC meetings and review PLC procedures

PD Opportunity 1

Review PLC processes and procedures and implement weekly PLC sessions

Facilitator

Jaimi Gruler

Participants

K-5 Teachers

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Dr. Ocasio, Director of Instruction, will provide professional development.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		500-Materials and Supplies	0259 - East Lake Elementary	General Fund		\$100.00
<i>Notes: Copies of Powerpoint presentation - paper and copier costs</i>						
2	G1.B1.S1.A2	Leadership team members will participate in professional development designed to coach teachers with standards-based instruction.				\$9,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0259 - East Lake Elementary	School Improvement Funds		\$9,400.00
<i>Notes: Penny Sells Marzano Training \$3500.00, creating formative assessment PD days. Funds to pay for substitutes for teachers to create formative assessments, \$6600.00.</i>						

Budget Data

3	G1.B1.S2.A1	Each student will have an academic notebook to track their progress on standards.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		500-Materials and Supplies	0259 - East Lake Elementary			\$600.00
			<i>Notes: Academic notebook supplies, facilitator stipend, training supplies</i>			
4	G1.B1.S2.A2	Students will learn to track their own data on standards.				\$0.00
5	G2.B1.S1.A1	Review PLC processes and procedures and implement weekly PLC sessions				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		500-Materials and Supplies	0259 - East Lake Elementary	General Fund		\$0.00
			<i>Notes: Paper and copier costs for PLC meetings</i>			
6	G2.B1.S1.A2	PLC participation by leadership team member				\$0.00
7	G2.B1.S2.A1	Teachers will meet 2x/week for team planning.				\$0.00
8	G2.B1.S2.A2	Targeted feedback on IObserve to support their intentional planning				\$0.00
					Total:	\$10,100.00