

Orange County Public Schools

Lakemont Elementary



2015-16 School Improvement Plan

Lakemont Elementary

901 N LAKEMONT AVE, Winter Park, FL 32792

www.ocps.net/lc/east/elk

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	54%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

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>.

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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

Lakemont Elementary School's mission is to: "To lead our students to success with the support and involvement of families and the community".

Provide the school's vision statement

Lakemont Elementary School's 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

Upon registering for school, parents are greeted in the front office by the school registrar. Through the registration process, unique family situations are brought to light as necessary. Parents are encouraged to share any pertinent information with the appropriate staff members. During events such as Meet the Teacher and Report Card Conference Night, parents are encouraged to communicate with the classroom teacher about their child(ren). In addition, classroom teachers build relationships with students and families as they learn about them personally and educationally. Classroom teachers for the first few days of school are engaging students in "getting to know you" activities that blend content with non-academic material where students are encouraged to share information about themselves. This helps to build relationships between peers and with teachers.

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

Lakemont Elementary creates an environment where students feel safe and respected before and after school. We do so by implementing various programs and events to incorporate as many students as possible. There are before and after school clubs in which students may participate. Many of these activities are at no cost, therefore providing an opportunity for all students. If students feel unsafe they are encouraged to share this with their teachers. The CHILL program is funded in part by the Winter Park Health Foundation and serves students who need individual or group counseling. They are referred by teachers and parents. In an effort to be proactive, our CHILL counselor coordinates the character education program through the character trait of the month and lessons during special area classes. Another tool used to help students feel safe and respected is the award opportunities throughout the year. Students are acknowledged for their good work or attitude.

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

The process for implementing CHAMPs started in August 2014. A school-wide behavioral team is identified to include the Principal, Assistant Principal, Behavior Specialist, MTSS Coordinator, and Staffing Specialist. One core value at Lakemont is to have uninterrupted classroom learning time for students. This involves minimal calls over the school-wide public address system, minimal disruption to core classroom time by auxiliary programs like In-school tutoring, Speech, CHILL, etc. The

Behavior Specialist and program assistant, who primarily work with ESE students, also assist with regular education students as needed. Expectations for behavior are taught during the first week of school. These expectations are reviewed on the morning announcements throughout the year and reinforced by classroom visits by the principal and assistant principal.

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

Lakemont Elementary ensures that the social-emotional needs of all students are being met. We do so by implementing various programs and events to incorporate as many students as possible. There are before and after school clubs in which students may participate. Many of these activities are at no cost, therefore providing an opportunity for all students. If students feel unsafe they are encouraged to share this with their teachers. The CHILL program is funded in part by the Winter Park Health Foundation and serves students who need individual or group counseling. They are referred by teachers and parents. In an effort to be proactive, our CHILL counselors also coordinate the character education program through the character trait of the month and lessons during special area classes. Also, students are acknowledged for their good work or attitude. Leopard's Pride is held each nine-week period to recognize students who have made satisfactory effort in school. Students are recognized weekly as Students of the Week and at various other ceremonies throughout the school year.

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

Truancy monitoring occurs through the classroom teacher, registrar and school social worker. The following data represent Lakemont's indicators:

Total attendance below 90 percent - 59 students

Students with 1 or more suspensions - 3 Kdg, 1 first grade; 2 third grade; 1 fourth grade; 1 fifth grade

Course failure in ELA or Math - 19 Kdg; 20 first grade; 26 second grade; 26 third grade; 31 fourth grade; 30 fifth grade

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	10	14	12	9	4	10	59
One or more suspensions	3	1	0	2	1	1	8
Course failure in ELA or Math	19	20	26	26	31	30	152
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	4	5	2	4	3	3	21

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

Intervention strategies for increased academic performance include:

Academic and Behavioral Awards, Achieve 3000, I-station for reading and math, and other Incentives for academic effort/achievement to include Accelerated Reader, school-based awards, and Battle of the Books.

The awards given throughout the school year include Principal's Honor Roll; Honor Roll; Citizenship; Good Bus Behavior; and Student of the Week awards. Students are recognized for their hard work, good citizenship, and pursuit of academic excellence. Students of the Week are recognized at the school level and also recognized in the community through the weekly electronic newsletter.

Additionally, STEM awards are given to classes of students who have successfully completed a rigorous Science-Technology-Engineering-Math (STEM) project. Achieve 3000 is a online reading intervention/enrichment program to encourage students to read critically and increase their reading Lexile levels. Students have goals for completing assignments in the program and classroom teachers provide incentives for meeting and exceeding the goals. Other academic software programs include Reading A to Z, FASTT Math, and I-station. These are designed to build fluency in reading and math skills. Before or after school academic clubs, such as Mathletes; Debate; Chess; Newspaper; Battle of the Books; and more are offered throughout the school year.

Tier II and Tier III students receive appropriate support through in-school tutoring and push-in support from the ESE teacher on staff. These students have been identified by their prior year FSA score.

The leadership team will re-evaluate the groups.

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

During our 2015-2016 school year, we would like to maintain an active line of communication that includes the parents and community to create the optimal learning environment for students.

We have a weekly electronic newsletter that is emailed home to all families. It contains the weekly principal's message, updated event information, recognition of students of the week, and information about the business partners of the school. There are also links to vital information such as our School Improvement Plan, SAC and PTO information, the Marzano teacher evaluation model and other data files.

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

The school Partners in Education coordinator works with business partners on ways in which the business partners can support the students of Lakemont Elementary. We sustain our partnerships by recognizing their efforts in our weekly electronic newsletter and inviting them to school functions (as appropriate).

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
Cunningham, Brenda	Principal
Leighvard, Autherene	Assistant Principal
Blackburn, Margaret	Instructional Coach
Clark, Cynthia	Teacher, K-12
Walls, Jan	Teacher, ESE

Duties

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

The administration initially analyzes the data and reviews the process in place to identify areas of concern. Along with the leadership team, plans are developed and implemented to address the identified concerns, and regularly reviewed to determine effectiveness.

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

We utilize an interdisciplinary approach to coordinate and implement MTSS to meet the needs of the whole student in all areas. The MTSS Team is sensitive to individual student differences, and it assumes no given intervention is effective for all students. Members of the MTSS Leadership Team help to coordinate and implement the MTSS process in all K-5 classrooms and monitor data biweekly. In addition, there are planned grade level team data meetings with the members of the MTSS team to discuss ongoing learning goals, student interventions, progress monitoring, materials, and learning gains. Additionally, teachers submit a MTSS Meeting Request Form to discuss issues or concerns on individual students on an ongoing basis. An inventory of MTSS instructional and curricular resources is maintained and available at the school site for use by school personnel.

Supplemental Academic Instruction (SAI) funds have been used to partially fund a resource teacher to the staff for the purpose of providing supplemental instruction for Tier 2 and Tier 3 Intervention groups for our bottom 30th percentile in reading and mathematics.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Brenda Caldwell	Education Support Employee
Brenda Cunningham	Principal
Kenneth Polsinelli	Parent
Jami Hendrick-VonSchmidt	Parent
Christopher Miller	Parent
Pedro Malaret	Parent
Nicole Mastando	Parent
Kaitlyn Kurtz	Business/Community
Joni Russell	Education Support Employee
Jan Walls	Teacher
Cynthia Clark	Teacher
Carolann McColley	Teacher
Margaret Blackburn	Teacher
Ginger VanValkenburgh	Parent
Donna Batten	Parent
Danny Dulgar	Parent
Tareen Aguilar	Parent
Larry Humphreys	Parent
Alexis Preisser	Parent
Michael Carbenia	Teacher
Marta Pinner	Teacher
Daneen Cross	Parent
Niki Kelsey	Parent
Mark Lumucso	Parent
Nadine Wiggins	Parent
Anne Hanson	Parent
Lori Flynn	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

The SAC looks at and discusses the school data throughout the school year, beginning with the prior year's state assessment scores. Grade level data are shared and SAC members are solicited for additional ideas to assist all students with meeting grade level standards. The SAC reviews data from the annual survey of parents, staff, and students.

Development of this school improvement plan

The SAC holds a SIP planning day each spring to discuss progress toward goals and to identify current needs and brainstorm ways to best meet those needs.

Preparation of the school's annual budget and plan

Administration shares plans and needs with the SAC concerning the annual budget and seeks input.

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

While specific school improvement funds were not allocated last school year, general funds were utilized to purchase student differentiated software, Achieve 3000 (\$21,030.00) and professional development for the instructional staff on the use of the software (\$1,900.00).

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
Cunningham, Brenda	Principal
Blackburn, Margaret	Instructional Coach
Leighvard, Autherene	Assistant Principal
Romao, Tracey	Teacher, K-12
Pinner, Marta	Teacher, K-12
Lundgren, Margaret	Teacher, K-12
Brown, Pamela	Teacher, K-12
von Hack, Diane	Teacher, K-12
Caldwell, Christa	Teacher, K-12
Scivally, Evangeline	Instructional Media
Jimenez, Act'A	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year are to fully implement the LAFS and MAFS Standards in K-5, including the use of standards based alignment and the use of district MTPs in unit lesson planning and pacing. Formative and common assessments aligned with the Florida standards will also be an emphasis for professional development and discussion in PLC's. Another major initiative is the continuation of the Core Connections program which provides training and strategies to the K-5 staff on how to respond to text dependent questions and text dependent writing. In addition, Achieve 3000 and iStation will continue implementation with training and coaching will be provided.

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 at Lakemont Elementary work cooperatively with school personnel to address issues that impact student learning through collaborative planning in PLCs. Reading and math PLCs meet biweekly to discuss current lessons with instructional coaches, sharing expertise and resources to support student learning. Science, social studies, and writing are addressed within these PLCs and pulled together through STEM projects for each grade level that integrate all subject areas. This time together helps teachers establish working relationships that build a sense of fairness and trust among the staff. Teachers interact positively with colleagues to promote student learning as they plan instruction and common lessons, then celebrate successes and adapt lessons as instruction dictates. Administration plans events that create a relaxed environment through team building activities throughout the school year. Teachers enjoy the positive atmosphere during these events that fosters collaborative partnerships.

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

We open our campus to college interns and volunteers to promote our school and let pre-service teachers know what our school can offer them as teachers. We have an established teacher mentoring program to provide school specific training and classroom management ideas. Also, we have an established professional development program for all instructional staff and provide many opportunities to attend professional development at school, at the district, and at outside professional conferences throughout the year.

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

We have an established teacher mentoring program. Our Instructional Coach meets with new teachers (new to teaching and new to OCPS) once a month (or more often, as needed) to provide school specific training, curriculum training, and classroom management ideas. Ideally, grade level or area-specific pairings are made for mentor and mentee. All teachers mentoring meet the minimum requirements of years of experience and training in Clinical Educator.

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

Lakemont Elementary utilizes the core research-based instructional programs adopted by OCPS, which include the Journeys basal series, Go Math, Fusion Science, Core Connections writing, and social studies. Within each subject area a variety of resources are incorporated to meet Florida's standards. Reading and math teachers follow the Scope and Sequence provided by OCPS and use many of the resources suggested through Safari Montage to create a digital environment within their classroom. The use of focus calendars which identify the key standards and pacing are followed by the teachers. Additionally, standards-based MTPs provided by the district are followed in the alignment of reading and language arts skills and are used in ongoing ELA lesson planning in grade level PLCs. The MTPs provide hyperlinks to resources and materials for reading and math. Reading and Language Arts incorporate the use of the Journeys anthology, text exemplars, trade books, independent reading, and leveled guided readers. Other materials that enhance the core math program include CPalms resources, AIMS activities, manipulatives, journals, NCTM activities, Illumination lessons, math literature, and STEM projects. Each week teachers on each grade level meet to deconstruct the math standards and align the core program, including resource materials, to

match the Florida standard. Science NGSS are used to drive instruction through science experimentation and text materials.

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

The school uses state assessments, core curricula tests, formative assessments, and program assessments to identify the diverse needs of the students to differentiate instruction. We use a triangulation of data to determine the level and curricula materials to use to meet the needs of all students. Students use the core series, Journeys, and Go Math for Tier 1 instruction with scaffolding provided. For example, small group guided reading instruction is provided at the students' identified instructional level so that below level, on level, and above level readers are reading at their instructional level. The implementation of Achieve 3000 promotes differentiation through individual student lexile levels so that all students can access the curriculum on their instructional reading levels. Students are identified by data and placed in Tier 2 or Tier 3 groups by their needs and these needs determine the resources and materials that are used for the targeted students. During an assigned daily 30 minute grade level period, students are provided intervention or enrichment according to the current data.

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: After School Program

Minutes added to school year: 2,160

Various enrichment clubs will be offered to students which will contribute to our school educating the whole child. Offerings include: newspaper club; chess/dominos club; debate club; STEM Clubs; technology club; various physical education clubs including yoga, walking, running, golf; various fine arts clubs including chorus, Orff, art, and drama; service clubs including conservation club, patrols, student council, and National Elementary Honor Society. Additionally, students are able to compete in the Oration Contest, Spelling Bee and Battle of the Books.

Strategy Rationale

Involving the students in a variety of learning opportunities outside the traditional classroom environment fosters a sense of belonging and invests the students in their learning. Lessons provided instill a desire for learning within a subject area the student is currently interested in learning about. An end product or culmination of the activity instills a sense of accomplishment and self-worth.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cunningham, Brenda, brenda.cunningham@ocps.net

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

Data will be collected through various means including teacher anecdotal records and student and parent responses in annual school surveys.

Strategy: Weekend Program

Minutes added to school year: 7,200

Targeted students will be tutored in very small group settings for 8 Saturday sessions of 120 minutes. Tutoring sessions will be for reading and math. Parents will give permission for students to attend the Saturday tutoring sessions. Bus transportation will be provided for targeted students.

Strategy Rationale

Providing extended time in small group settings for core subjects will increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cunningham, Brenda, brenda.cunningham@ocps.net

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

Tutors will collect data weekly and Leadership Team will analyze student data.

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

Our school holds a kindergarten registration and orientation day. Parents register their students and receive information about programs available at our school. Students and parents are taken on a tour of our school and visit a kindergarten classroom in action. During August an evening orientation is offered for parents and students to meet their teachers. Information about the school day and policies is provided with a Q & A period for families new to our school.

Students from our campus are all assigned to the same middle school. Faculty from the middle school visit each of Lakemont's fifth grade classrooms to provide an orientation and information about classes available for sixth grade students. At the end of the school year, fifth grade students go on a field trip to the middle school to visit classrooms and see the campus first hand. Drama, chorus and band students perform for our fifth graders and a tour is provided. Parents are invited to an orientation offered several evenings during May.

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

Lakemont Elementary School uses a variety of strategies to advance college and career awareness. These strategies support the Four Keys to College and Career Readiness. To support cognitive strategies, Lakemont Elementary embeds AVID strategies in classrooms (particularly fifth grade) to help prepare students for higher learning. To support key content knowledge and learning skills and techniques, Lakemont engages in year round STEM activities, academic field trips, and Teach-In where students can see what they are learning in the classroom in a practical manner. These

activities are especially helpful in that students continually understand real world application for their daily classroom activities. To support key transition knowledge and skills Lakemont staff and students participate in college spirit days where a variety of higher learning institutions are highlighted and promoted.

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

Students have the opportunity to participate in various clubs, including computer software coding and the process from conceptualizing an idea to an animated movie as the finished product. The goal of the course is to build students' potential by enhancing their high-level thinking and reading literacy skills, increasing their confidence and exposing them to software coding at a young age. Other after school clubs expose students to high-level thinking through playing chess and dominoes; participating in STEM activities; and through arts performances. There is no industry certification associated with this course.

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

To support and integrate key content knowledge and learning skills and techniques, Lakemont engages in year round STEM activities. These activities are especially helpful in that students continually understand real world application for their daily classroom activities. There is no industry certification associated with this course.

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

To support student readiness, Lakemont Elementary embeds AVID strategies in classrooms (particularly fifth grade) to help prepare students for higher learning. To support key content knowledge and learning skills and techniques, Lakemont engages in year round STEM activities, academic field trips, and Teach-In where students can see what they are learning in the classroom in a practical manner. Lakemont utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. These activities are especially helpful in that students continually understand real world application for their daily classroom activities. To support key transition knowledge and skills Lakemont staff and students participate in college spirit days where a variety of higher learning institutions are highlighted and promoted. Additionally, Lakemont partners with the feeder high school in sporting events and senior activities.

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:

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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.** Stakeholders will collaborate and reflect 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

G072743

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0
ELA/Reading Lowest 25% Gains	74.0
AMO Reading - African American	77.0
AMO Math - All Students	81.0
FCAT 2.0 Science Proficiency	66.0

Resources Available to Support the Goal 2

- Use of Achieve 3000 in grades 3-5
- Use of iStation in grades K-2
- Use of interactive technology, such as Smart or Promethean Boards

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge in assessment tied to standards

Plan to Monitor Progress Toward G1. 8

Monitor student progress toward mastery of grade-level standards.

Person Responsible

Brenda Cunningham

Schedule

Biweekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Progress on grade-level standards as measured by program and curricula assessments

G2. Stakeholders will collaborate and reflect 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**

G072744

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - ELL	73.0
ELA/Reading Lowest 25% Gains	74.0
AMO Reading - African American	77.0
AMO Math - All Students	81.0
FCAT 2.0 Science Proficiency	66.0

Resources Available to Support the Goal **2**

- Stakeholders have avenues available to gain knowledge of the FSA standards.
- Resource teachers/coaches are available for professional development, coaching/modeling in classroom, data analysis and lesson planning.

Targeted Barriers to Achieving the Goal **3**

- Stakeholder understanding of the FSA standards
- Differentiated support to close gaps in student achievement

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

Student growth on grade level standards

Person Responsible

Brenda Cunningham

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Growth on grade level skills will be measured by program and curricula assessment data.

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**

 G072743

G1.B1 Teacher knowledge in assessment tied to standards **2**

 B189803

G1.B1.S1 Provide professional development on creating formative assessments **4**

 S201173

Strategy Rationale

Teachers require professional development on how to create formative assessments to meet the highest rigor of each Florida standard.

Action Step 1 **5**

Professional Development on how to create formative assessments

Person Responsible

Margaret Blackburn

Schedule

Quarterly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Teacher artifacts (assessments); Data from progress monitoring on grade level standards

Action Step 2 5

Planning Days for teams to create formative assessments

Person Responsible

Margaret Blackburn

Schedule

Semiannually, from 10/26/2015 to 5/27/2016

Evidence of Completion

Sample Formative Assessments

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

Monitor development of standards-based formative assessments.

Person Responsible

Margaret Blackburn

Schedule

Biweekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

PLC notes; Standards-based formative assessments

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

Monitor progress of students on standards-based formative assessments.

Person Responsible

Brenda Cunningham

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Progress on grade level standard as measured by formative assessments.

G2. Stakeholders will collaborate and reflect 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

G072744

G2.B1 Stakeholder understanding of the FSA standards 2

B189805

G2.B1.S1 Instructional personnel will meet in PLC's to discuss the Florida standards and the rigor associated with the standard for students to achieve academic success on the standard. 4

S201177

Strategy Rationale

Instructional personnel will meet monthly in Professional Learning Communities to discuss their grade level Florida standards and the associated rigor.

Action Step 1 5

Plan grade level PLC's to discuss Florida standards and the rigor associated with each level.

Person Responsible

Margaret Blackburn

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Growth on grade level skills measured by benchmark assessments and mini assessments

Action Step 2 5

Monitor lesson plans and instructional delivery

Person Responsible

Brenda Cunningham

Schedule

Every 3 Weeks, from 9/8/2015 to 5/27/2016

Evidence of Completion

Lesson plan review template and iObservation data

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

Monitor fidelity of stakeholder collaboration and reflection

Person Responsible

Brenda Cunningham

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Teacher lesson plans; PLC meeting notes; iObservation data

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

Monitor effectiveness of stakeholder collaboration and reflection

Person Responsible

Brenda Cunningham


Schedule

Biweekly, from 9/8/2015 to 5/27/2016


Evidence of Completion

Student achievement/growth on grade level skills as measured by program and curricula assessments; iObservation data

G2.B2 Differentiated support to close gaps in student achievement **2**

 B189806

G2.B2.S1 Provide in-school differentiated tutoring. **4**

 S201179

Strategy Rationale

Students who are one or more grade levels behind need additional instruction and time to gain needed skills.

Action Step 1 **5**

In-school reading instruction will be provided in a small-group setting for targeted students.

Person Responsible

Jan Walls

Schedule

Daily, from 10/5/2015 to 5/27/2016

Evidence of Completion

Data from progress monitoring on program, Achieve 3000 and Triumphs which aligns skills with those tested on FSA

Action Step 2 **5**

Instructional personnel will provide various curricular support materials in a small-group setting for all students.

Person Responsible

Margaret Blackburn

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Teacher observation data; iObservation data; Student progress monitoring data.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor in-school reading tutoring sessions.

Person Responsible

Brenda Cunningham

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

iObservation data; Achieve 3000 data; iStation data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor progress of students on grade-level standards as measured by program assessments.

Person Responsible

Brenda Cunningham

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Progress on grade-level standards as measured by Achieve 3000 and Passport assessments.

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	Professional Development on how to create formative assessments	Blackburn, Margaret	10/2/2015	Teacher artifacts (assessments); Data from progress monitoring on grade level standards	5/27/2016 quarterly
G2.B1.S1.A1	Plan grade level PLC's to discuss Florida standards and the rigor associated with each level.	Blackburn, Margaret	9/4/2015	Growth on grade level skills measured by benchmark assessments and mini assessments	5/27/2016 monthly
G2.B2.S1.A1	In-school reading instruction will be provided in a small-group setting for targeted students.	Walls, Jan	10/5/2015	Data from progress monitoring on program, Achieve 3000 and Triumphs which aligns skills with those tested on FSA	5/27/2016 daily
G1.B1.S1.A2	Planning Days for teams to create formative assessments	Blackburn, Margaret	10/26/2015	Sample Formative Assessments	5/27/2016 semiannually
G2.B1.S1.A2	Monitor lesson plans and instructional delivery	Cunningham, Brenda	9/8/2015	Lesson plan review template and iObservation data	5/27/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A2	Instructional personnel will provide various curricular support materials in a small-group setting for all students.	Blackburn, Margaret	9/7/2015	Teacher observation data; iObservation data; Student progress monitoring data.	5/27/2016 weekly
G1.MA1	Monitor student progress toward mastery of grade-level standards.	Cunningham, Brenda	9/4/2015	Progress on grade-level standards as measured by program and curricula assessments	5/27/2016 biweekly
G1.B1.S1.MA1	Monitor progress of students on standards-based formative assessments.	Cunningham, Brenda	9/4/2015	Progress on grade level standard as measured by formative assessments.	5/27/2016 monthly
G1.B1.S1.MA1	Monitor development of standards-based formative assessments.	Blackburn, Margaret	9/4/2015	PLC notes; Standards-based formative assessments	5/27/2016 biweekly
G2.MA1	Student growth on grade level standards	Cunningham, Brenda	9/8/2015	Growth on grade level skills will be measured by program and curricula assessment data.	5/27/2016 monthly
G2.B1.S1.MA1	Monitor effectiveness of stakeholder collaboration and reflection	Cunningham, Brenda	9/8/2015	Student achievement/growth on grade level skills as measured by program and curricula assessments; iObservation data	5/27/2016 biweekly
G2.B1.S1.MA1	Monitor fidelity of stakeholder collaboration and reflection	Cunningham, Brenda	9/8/2015	Teacher lesson plans; PLC meeting notes; iObservation data	5/27/2016 biweekly
G2.B2.S1.MA1	Monitor progress of students on grade-level standards as measured by program assessments.	Cunningham, Brenda	9/8/2015	Progress on grade-level standards as measured by Achieve 3000 and Passport assessments.	5/27/2016 biweekly
G2.B2.S1.MA1	Monitor in-school reading tutoring sessions.	Cunningham, Brenda	9/8/2015	iObservation data; Achieve 3000 data; iStation data.	5/27/2016 biweekly

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 Teacher knowledge in assessment tied to standards

G1.B1.S1 Provide professional development on creating formative assessments

PD Opportunity 1

Professional Development on how to create formative assessments

Facilitator

Instructional Coach; CRT/Math Coach

Participants

All classroom teachers, K-5

Schedule

Quarterly, from 10/2/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Professional Development on how to create formative assessments				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - Lakemont Elementary	General Fund		\$2,400.00
			<i>Notes: Provide substitutes and release time for classroom teachers for quarterly half-day planning sessions.</i>			
2	G1.B1.S1.A2	Planning Days for teams to create formative assessments				\$0.00
3	G2.B1.S1.A1	Plan grade level PLC's to discuss Florida standards and the rigor associated with each level.				\$0.00
4	G2.B1.S1.A2	Monitor lesson plans and instructional delivery				\$0.00
5	G2.B2.S1.A1	In-school reading instruction will be provided in a small-group setting for targeted students.				\$67,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - Lakemont Elementary	General Fund		\$67,000.00
			<i>Notes: Teacher tutor position funded from general budget.</i>			
6	G2.B2.S1.A2	Instructional personnel will provide various curricular support materials in a small-group setting for all students.				\$0.00
Total:						\$69,400.00