

Lake Sybelia Elementary

600 SANDSPUR RD, Maitland, FL 32751

www.ocps.net/lc/north/ely

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

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

**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

To lead our students to success with the support and involvement of families and community.

Provide the school's vision statement

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

School Environment

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

Lake Sybelia is a community of learners. As a school we celebrate our differences by strategically reaching out to ensure all cultures are included in schoolwide events. Our Deaf/Hard of Hearing culture is supported through the use of interpreters on the morning news, in general education classrooms, and in self-contained classrooms. The multi-cultural student population is represented through the Parent Leadership Committee, which serves as a liaison for support between the school and the District. Students, staff, and parents celebrate multi-cultural awareness through school-wide events and activities. Teachers build community within their classrooms through morning meetings and community building activities. Parents are welcome in classrooms and are encouraged to volunteer and share cultural beliefs and traditions.

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

Before and after school care is provided on campus by the YMCA. Students are supervised before and after school by a trained staff member. Students are greeted each morning by school staff in the car line, at the bus loop, and upon entering the building. School staff is stationed throughout the building and the surrounding outside areas to ensure the safe arrival and dismissal of students each day. Safety patrols are utilized throughout the school and campus to assist with arrival and dismissal procedures. Routines and procedures are taught and practiced throughout the school year both in classrooms and school-wide. Character Education is a focus throughout the school year, with the character traits being highlighted each month.

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 school-wide behavioral system in place addresses the ABC's for Success. Children are encouraged to: Act Responsibly, Be Respectful, Cooperate with Others, Do Their Best, and Exercise Safety. Routines and procedures have been identified for all areas of the school, and students are taught these routines and procedures in their classrooms. A Discipline Committee reviews the procedures each year and makes updates as necessary. Teachers are provided information regarding updates.

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

In coordination with The Winter Park Health Foundation, Lake Sybelia has a CHILL Counselor on site 4 days a week. The counselor provides small group and individualized therapy sessions addressing a variety of needs, including: social skills, anger management, and dealing with family crises. Lake Sybelia has a mentoring program in place. Qualified volunteers are matched with individual students who would benefit from encouragement, guidance, and support. These mentors meet with students at least one time per week. Social skills groups are available for students who need support. Groups have addressed topics such as anger management, making friends, and social skills/social communication.

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

Lake Sybelia uses attendance below 90 percent, one or more suspensions from school, course failure, and a Level 1 score on statewide assessments as indicators of academic concerns for students. Student attendance is monitored by the classroom teacher and administration, along with the school registrar and social worker. Suspension data is monitored and analyzed by school administration throughout the school year. Classroom teachers, instructional coaches, and administration monitor student data and provide interventions for students who are failing. Students who score Level 1 on statewide assessments receive targeted intervention and are monitored through the MTSS process.

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	5	12	6	8	6	12	49
One or more suspensions	1	1	0	6	0	1	9
Course failure in ELA or Math	25	39	19	37	18	20	158
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	7	1	9	1	4	26

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

Attendance: Students are encouraged and expected to be in school every day. Parents are educated on the importance of regular attendance and are asked to provide a written note when a child is absent. When a student has been absent three days with no parent notification, the classroom teacher makes a phone call home to inquire about the absence. When a student reaches five unexcused absences, a letter is mailed to the parent which stresses the importance of regular school

attendance. If the unexcused absences continue, the OCPS policy and procedure regarding attendance in school is followed with the assistance of the school social worker. If absences continue, pre-truancy procedures are implemented.

Suspension: Suspension is used as a "last resort" at Lake Sybelia Elementary. Prior to consideration of suspension, behavioral interventions are put in place. Those interventions include parent contact by teacher and administration, behavioral contracts which include positive reinforcement for appropriate behaviors, and behavior intervention plans. In addition, an alternative to suspension site is utilized whenever possible so that instruction can continue for students experiencing behavioral challenges. District resources and personnel are utilized as needed for extreme behavior cases.

Course Failure: Classroom teachers, instructional coaches, and administration monitor student data and provide interventions for students who are failing. Monthly data meetings provide classroom teachers the opportunity to discuss children of concern with instructional coaches and administration. Children who are considered below level according to collected data are strategically placed in intervention groups to provide additional instruction. Students are referred to the MTSS Team when they demonstrate little to no growth after receiving additional Tier 2 intervention. When necessary, Tier 3 interventions are put in place for students who are not responding to Core instruction along with Tier 2 instruction.

Level 1 on Statewide Assessment: When statewide assessment data is available, students who score a Level 1 will be targeted for specific interventions and additional instructional support. For those students classroom and assessment data will be monitored at monthly data meetings by the classroom teacher, instructional coaches, and administration. When appropriate, the MTSS process will be implemented for students demonstrating a need for intensive intervention.

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

Parental involvement has a direct correlation on student achievement in school. For this reason numerous activities are planned to facilitate parent involvement at our school. We start the year with our Meet Your Teacher event, which is held the Friday before school starts. Two weeks into the school year, we host our Back to School Bash which is an opportunity to build community. This event includes food trucks and a DJ to motivate students and families. At the end the first nine weeks, teachers invite parents to come for our Report Card Conference Night. They discuss their child's progress and provide suggestions for how to support the child at home. During the spring, our PE department hosts a Family Fun and Fitness Night. Families are invited to participate in fitness activities to promote a healthy lifestyle. We end the year by celebrating our Art and Music departments. Families are invited to enjoy a concert by our Strings and Chorus programs and an Art display that includes a piece of art from every student in the school.

A month into the school year, parents are invited to our PTA Open House. Teachers are able to describe the curriculum along with routines and procedures for the classrooms. Parents are able to sign up for conferences if needed. During November, our PTA sponsors our Dolphin 5K. This is to raise money for various school needs. Last year, the PTA was able to purchase 35 laptops computers

for students. In October, the PTA sponsors our Story Book Parade. This is combined with our book fair. The students come dressed as their favorite story book character and compete for book fair prizes. In January, the PTA sponsors WOW (Waves of Wonder) to give students an opportunity to research a topic of interest. Students create a display and answer questions about the project to show what they have learned. Our PTA communicates with families and staff through an electronic newsletter (Splash News) weekly and a printed quarterly newsletter.

Our SAC sponsors two curriculum events each year. The first is literacy night and parents are invited to come and participate in literacy activities with their child. The second is math literacy night and parents are invited to participate in math activities with their child.

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

Local businesses are contacted both in person and via email. Once businesses sign up online, businesses are then contacted by school personnel with specific opportunities to partner with the school and provide support.

Lake Sybelia's PTA also helps to build and sustain partnerships with the local community as they organize various activities and fundraising opportunities.

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
Paradise, Julie	Principal
Demopoulos-Roberts, Nancy	Instructional Coach
Noonan, Rachael	Other
McNeil, Debora	Instructional Media
Broadbent, Sherisse	Attendance/Social Work
Shear, Abby	Other
Bekas, Cynthia	Other
Thoman, Amy	Other
Darr, Kari	Assistant Principal
Donovan, Peggy	Psychologist
Meisel, Barbara	Teacher, ESE

Duties

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

Dr. Julie Paradise, Principal; is the instructional leader for Lake Sybelia Elementary. She is responsible for making the final decision regarding instructional practices and the efficient operation of the school. Ms. Kari Darr, Assistant Principal; works with Dr. Paradise to make these decisions. Dr. Nancy Demopoulos-Roberts, Curriculum Resource Teacher (CRT) works with teachers regarding meeting the needs of the students. She ensures that teachers have the materials they need to teach the curriculum.

Ms. Rachel Noonan, Resource Teacher, is the MTSS team leader. She collects initial referrals and coordinates meetings for behavioral and academic concerns and monitors progress for students going through the MTSS process. Ms. Cynthia Bekas, Staffing Specialist, is responsible for scheduling IEP meetings and parent meetings for students who are being considered for additional support. Ms. Peggy Donovan, School Psychologist, is responsible for assessing identified students and making suggestions for how their needs can be met. Ms. Abby Shear, Speech/Language Pathologist works with students who have been identified and with those students who are being assessed for speech and language concerns. Ms. Barbra Meisel, Exceptional Education Teacher, works with students who have been identified as ESE in order to ensure their IEP goals are met. Ms. Amy Thoman, Curriculum Compliance Teacher, is responsible for students who have been identified as ELL. She monitors their academic progress and provides support as needed. Ms. Sherisse Broadbent, School Social Worker, supports students in a variety of ways including homelessness, attendance, medical needs and connecting families to outside resources. All of the members of the leadership team work together to support the students at Lake Sybelia Elementary. Decisions are made collaboratively and with the students' best interest as the number one priority.

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 core principles of MTSS include: early intervention; use of scientific, research-based materials; use of data to make decisions; and monitoring student progress to inform instruction at the Tier 1, Tier 2, and Tier 3 levels.

Grade level PLC's are held weekly to address implementation of core instruction and planning for consistency across the grade level. Professional development is provided to address teacher needs with regards to core instruction resources/materials. Bi-weekly grade level data meetings are held to address student progress with core instruction. Students who are having difficulty mastering Common Core State Standards via Tier 1 Core Instruction are discussed, problems are identified based on data, and interventions are designed and implemented using scientific, research-based materials (Tier 2/Tier 3). Additionally, students who are having difficulty meeting the Core behavioral standards (Tier 1), as set forth through school-wide procedures and character education lessons, are identified and interventions are designed (Tier 2/Tier 3).

Additionally, staff is able to request MTSS meetings for students who are demonstrating academic or behavioral concerns in the classroom. Teachers identify interventions already in place and areas of concern, data is brought to the table, and the multi-disciplinary MTSS Team meets to help define the problem and move forward. Procedures and decision making rules are followed, as outlined within the "Referral and Evaluation within a Multi-Tier System of Supports" manual (as outlined by OCPS), as the team collects data and monitors progress.

Title X Homeless funds are accessed through the district. Funds are used to provide school supplies and field trip fees for students. Parents can request bus passes to attend school activities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Julie Paradise	Principal
Cherise Taylor	Parent
Derek Teasley	Parent
Tammy Wiese	Teacher
Dorothy Sanders	Teacher
Sara Alexander	Parent
Melissa Soto	Teacher
Ivonne Feliciano	Parent
Anne Marie DeSimone	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

A review of the school improvement plan was part of the agenda for SAC meetings. Members were informed as activities were completed and were provided the results of those activities. Members asked questions and made suggestions for this year's plan.

Development of this school improvement plan

The SAC has been working toward educating the parents and the community on school issues. A meeting was held between school administration and SAC Leadership over the summer to review school data. Ideas were generated about ways to provide continued support for teachers and students. SAC Leadership has agreed with the goals for this plan and updates on monthly progress of the plan will be part of the monthly SAC meeting agendas.

Preparation of the school's annual budget and plan

Personnel and staffing needs were considered by school administration. Once those needs were filled, FF&E (Furniture, Fixtures, and Equipment) and necessary teaching resources were budgeted. Remaining funds will be used as allocated throughout the school year.

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

In the 2014-2015 school year, Lake Sybelia received \$2,586.00 for school improvement. The school spent \$750 on instructional resources to support teacher instruction for struggling students through the purchase of the Leveled Literacy Intervention (LLI) Gold Kit. The remaining funds rolled over to the 2015-2016 school budget and will be used to support staff development and instructional resources.

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
Demopoulos-Roberts, Nancy	Instructional Coach
McNeil, Debora	Instructional Media
Noonan, Rachael	Other
Paradise, Julie	Principal
Thoman, Amy	Other
Wayne, Meagan	Teacher, K-12
Teague, Suzanne	Teacher, K-12
Wassil, Carla	Teacher, K-12
Hanna, Alida	Teacher, ESE
Sheldon, Ann	Teacher, K-12
Darr, Kari	Assistant Principal
Kinson, Barbara	Teacher, K-12
Raleigh, Kate	Teacher, K-12
Meisel, Barbara	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to focus on three major initiatives. The school-wide vertical alignment of writing instruction through Core Connections training will continue with additional training for staff members who were not trained last year. The second initiative continues to be the examination of instructional practices/instructional resources under the umbrella of Florida Standards in order to develop students who see themselves as readers and writers and lifelong learners. The third initiative is to strengthen the use of data collected from the Fountas and Pinnell Benchmark Assessments in order to inform instructional practices, along with intervention groups.

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

Weekly PLC's are held in the media center. Grade levels meet to develop and write common assessments and daily learning targets. The District Scope and Sequence is utilized to develop the Focus Calendar in both ELA and Math. Support and consultation is provided by the Leadership Team throughout the PLC time.

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

Lake Sybelia actively recruits teachers of the highest quality. Although the turnover is very low, the need for high performing teachers is always a priority. Each year, interns from UCF and Rollins are hosted by high performing teachers at Lake Sybelia. This provides a direct access to up and coming new professionals. Additionally, teachers often refer colleagues for open positions. Lake Sybelia continues to value a Professional Learning Community culture. This culture supports teachers new to the school by meeting monthly to discuss issues and concerns. The Leadership Team

offers staff development to make sure teachers are up to date on expectations and initiatives. The administration is responsible for making sure all teachers are qualified for their positions.

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

Our school mentoring program plan is to assign a mentor to teachers who are new to the school. Mentors are assigned based on their professional practices and their ability to build relationships and guide teachers toward reaching school and district goals. Whenever possible, mentors are assigned to new teachers from the same grade level to allow for grade level collaboration and planning. This year, the new teachers ("Newest Dolphins") will meet monthly with their mentors and Leadership. Additionally, they will meet weekly in PLCs and will meet one-on-one as needed.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

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

Lake Sybelia utilizes Common Assessments and Fountas & Pinnell Benchmark assessment results to analyze the needs of students. Intervention groups are developed to target student needs using these results. Additionally, Reading and Math data meetings are held with grade levels monthly. This data is used to progress monitor and adjust instruction as needed.

When students are not responding to appropriate intervention, MTSS meetings are scheduled with the school MTSS Team in attendance. Data is examined and additional interventions are recommended. Teachers are provided support by the Instructional Coach, along with other team members. Students in the MTSS process are progress monitored to ensure positive results.

When it is determined that the students are not experiencing success with the additional interventions in place, referrals are made to the appropriate school personnel (i.e. school psychologist, school social worker, CHILL counselor). Progress monitoring continues.

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: 2,640

Targeted students attend before school tutoring classes for reading/math support. Students are engaged in computer based instruction at their level and are monitored to ensure their progress is closing the gap between their current level and grade level expectations.

Targeted students attend after school tutoring classes for Science/Reading support. The classes are designed so that students rotate through direct instruction with the teacher, hands on science experiment, and writing about what they have learned.

Strategy Rationale

Targeted students need additional time and practice to improve their competency with grade level standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Demopoulos-Roberts, Nancy, nancy.demopoulos-robert@ocps.net

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

Student work samples, computer reports and running records will be used to determine student progress towards grade level standards.

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

In the spring of the school year, we hold a Kindergarten Orientation. Preschools in our school community are notified as are present and future school families. The orientation is held for both parents and their children and serves the purpose of introducing them to our school and curriculum. Future kindergartners participate in several activities while parents listen to a presentation about kindergarten and have an opportunity to ask questions. Parents and children tour the school and the kindergarten classes. Students who enroll after orientation or during the school year are assigned a "buddy" to help them assimilate into the classroom. Parents are encouraged to meet with the teacher during a planning time. Parents are invited to join PTA and SAC.

In the spring of the school year, guidance counselors from Lake Sybelia's two middle schools come to the school to meet with 5th grade students. In addition, 5th grade students are provided the opportunity to tour their future middle schools.

College and Career Readiness

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

Lake Sybelia teachers have displays in their classrooms with the colleges they attended and the degrees earned. Students and teachers are encouraged to wear college t-shirts on Fridays which are spirit days. Teachers in 2nd through 5th grades use binder/planner systems to help students organize

their work and information in an effort to prepare them for college and careers. Parents and community members are encouraged to come and share their careers with students during the school year.

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

N/A

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

N/A

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

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will improve our standards based instruction in literacy and math so more students are successful with our core instruction. (Division Priority - Accelerate student performance)

- G2.** We will improve our school wide behavior program in order to protect instructional time for all students. (Division Priority - Provide empowering environments)

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. We will improve our standards based instruction in literacy and math so more students are successful with our core instruction. (Division Priority - Accelerate student performance) 1a

G072880

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Reading - ED	73.0
AMO Reading - African American	73.0
AMO Math - All Students	80.0
AMO Math - ED	69.0
AMO Math - African American	65.0

Resources Available to Support the Goal 2

- The resources available to support our first goal are Journeys Reading materials, Making Meaning reading materials, Being a Writer materials, and the DSS Vocabulary Program. Additionally, Leveled Literacy Intervention is used for students who are below grade level in reading. Teacher use Thinking Maps to promote higher level thinking in reading and math. The Fountas & Pinnell Benchmark Assessment System is used to determine the reading level for every child. Enrichment and interventions are implemented according to need. Iready computer based instruction is a resource for students who need additional support in reading and math. Support Personnel from OCPS and Marzano Strategies provide guidance and coaching as needed. Teacher participate in weekly PLCs to write a focus calendars and common assessments in reading and math.

Targeted Barriers to Achieving the Goal 3

- Teachers need additional time and professional development in order to effectively plan for and implement a more rigorous curriculum.
- Students lack foundational skills to be successful with a more rigorous curriculum.
- With our changing demographics, teachers need additional skills in order to meet the needs of all students.

Plan to Monitor Progress Toward G1. 8

Improve standards based instruction in reading and math.

Person Responsible

Julie Paradise

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Improved student scores on assessments

G2. We will improve our school wide behavior program in order to protect instructional time for all students.
(Division Priority - Provide empowering environments) 1a

G072881

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	9.0
2+ Behavior Referrals	25.0
Discipline incidents	300.0

Resources Available to Support the Goal 2

- The school wide expectation for behavior is the ABCs for Success. These are provided for each child and posted in common areas in the school. The OCPS Code of Conduct is available for every child and reviewed every nine weeks. Classroom teachers begin the day with morning meetings to review routines and procedures. The Behavior Leadership Team meets regularly to discuss children who are struggling with behavior issues. Materials such as Tough Kid Toolbox and Skillstreaming are used by resource and exceptional education teachers to address specific needed. Social Skills lessons and activities are provided at all grade levels.

Targeted Barriers to Achieving the Goal 3

- The changing demographics have impacted the teachers' abilities to meet the diverse academic and behavioral needs of all students.
- Students lack self-regulations skills to follow appropriate classroom and school-wide routines.

Plan to Monitor Progress Toward G2. 8

Reduction of referrals and classroom removals from common areas and classroom settings.

Person Responsible

Kari Darr

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Discipline data and behavior call log

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. We will improve our standards based instruction in literacy and math so more students are successful with our core instruction. (Division Priority - Accelerate student performance) **1**

 G072880

G1.B1 Teachers need additional time and professional development in order to effectively plan for and implement a more rigorous curriculum. **2**

 B190280

G1.B1.S1 Professional Learning Community (PLC) meetings will occur every Wednesday afternoon, to provide time to teachers for common planning and collaboration. **4**

 S201658

Strategy Rationale

Teachers need common planning so they can collaborate.

Action Step 1 **5**

Professional Learning Community (PLC) meetings

Person Responsible

Julie Paradise

Schedule

Weekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

Agendas, Lesson Plans, PLC Notes

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

Professional Learning Community (PLC) meetings

Person Responsible

Julie Paradise

Schedule

Weekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

Agendas, Plans, Attendance of participants, PLC Notes, Common Assessments

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

Professional Learning Community (PLC) meetings

Person Responsible

Julie Paradise

Schedule

Monthly, from 8/26/2015 to 6/1/2016

Evidence of Completion

Minutes documenting that teachers engaged in the Common Planning process,
Collaboration and Professional Development

G1.B1.S2 Specialized training will occur to support teachers in implementing core resources. 4

S201659

Strategy Rationale

Teachers need training in standards based instruction in reading and math in order to implement best practices.

Action Step 1 5

Literacy Leadership Team

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Quarterly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Agendas, Sign-in Sheets, Improved instructional practices, Collegial Conversations

Action Step 2 5

OCPS provided Professional Development addressing the use of the new Journeys materials, Florida Standards, Marzano Strategies, and Deliberate Practice.

Person Responsible

Julie Paradise

Schedule

Quarterly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Certificates of completion

Action Step 3 5

In-House Professional Development addressing Fountas & Pinnell Benchmark Assessment, Guided Reading, Differentiated Instruction, Leveled Literacy Intervention, Close Reading, and Deliberate Practice.

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Monthly, from 9/23/2015 to 6/1/2016

Evidence of Completion

Sign-in Sheets, Agendas, Collegial Conversations

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

Specialized training opportunities

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Quarterly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Agendas, Sign-in Sheets

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

Specialized training opportunities

Person Responsible

Julie Paradise

Schedule

Quarterly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Improved instructional practices, as measured by Marzano Teacher Evaluations, Informal/Formal Observations, Walk-Throughs, Deliberate Practice reflection logs

G1.B1.S3 The online course, Universal Design for Learning (UDL), will be a staff development focus for instructional personnel. 4

 S201660

Strategy Rationale

Teachers need more instructional strategies in order to break down barriers to learning for all students.

Action Step 1 5

Teachers will participate in the online course, Universal Design for Learning (UDL).

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Monthly, from 9/16/2015 to 5/25/2016

Evidence of Completion

Certificate of completion, along with evidence of implementation through lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monthly discussions, classroom observations, and lesson plans will demonstrate fidelity of implementation.

Person Responsible

Julie Paradise

Schedule

Every 3 Weeks, from 10/14/2015 to 5/25/2016

Evidence of Completion

Classroom observation feedback, lesson plans, and student work samples.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers will be encouraged to provide multiple ways for students to respond to content.

Person Responsible

Kari Darr

Schedule

Every 3 Weeks, from 10/14/2015 to 5/25/2016

Evidence of Completion

Student work samples, lesson plans, and projects.

G1.B2 Students lack foundational skills to be successful with a more rigorous curriculum. 2

 B190281

G1.B2.S1 Provide intervention for children who lack foundational skills. 4

 S201661

Strategy Rationale

Students lacking foundational skills need additional time and instructional strategies to build and develop those skills.

Action Step 1 5

Identify students who lack foundational skills

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Quarterly, from 9/9/2015 to 6/1/2016

Evidence of Completion

Fountas & Pinnell Benchmark Assessments, MAP Assessments, Classroom work/common assessments

Action Step 2 5

Provide appropriate Tier 2 intervention instruction in small group settings, according to student needs.

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Attendance Sheets, Running Records, Student work samples

Action Step 3 5

Provide appropriate Tier 3 intervention instruction, in very small group settings, according to demonstrated student needs.

Person Responsible

Rachael Noonan

Schedule

Daily, from 9/2/2015 to 6/3/2016

Evidence of Completion

Attendance Sheets, Running Records, Student work samples

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

Student progress will be monitored through Leveled Literacy Intervention graphs and results will be discussed at monthly data meetings.

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Informal Observations, Attendance Sheets, Lesson Plans, Progress Monitoring for Leveled Literacy Intervention (Running Records, Writing Notebooks, etc.), MAP scores, Common Assessment results, FSA scores

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

Intervention groups for students who lack foundational skills

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Increased scores on Fountas & Pinnell Benchmark Assessments, MAP Assessment Results

G1.B3 With our changing demographics, teachers need additional skills in order to meet the needs of all students. 2

 B190282

G1.B3.S1 Continue to implement a school-wide discipline plan that addresses community within every classroom and the school. 4

 S201663

Strategy Rationale

The school-wide discipline plan supports clear routines and procedures which allows teachers to maximize their instructional time in the classrooms and for the school to run in an orderly fashion.

Action Step 1 5

School-wide Discipline Plan

Person Responsible

Kari Darr

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Teachers will document in their lesson plans that the school wide discipline plan has been discussed on a weekly bases or as needed to support the students.

Action Step 2 5

Community Building for staff and students

Person Responsible

Rachael Noonan

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Collaborative culture

Action Step 3 5

Classroom Management Techniques for School Staff

Person Responsible

Rachael Noonan

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Reduction in Discipline Referrals and students being removed from the class

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

School-wide Discipline Plan that addresses community

Person Responsible

Kari Darr

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Students and staff will demonstrate an understanding of the school-wide discipline procedures in place throughout the school; Attendance at professional development opportunities provided to address community building and classroom management.

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

School-wide Discipline Plan

Person Responsible

Kari Darr

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Reduction of discipline referrals and students removed from classrooms

G2. We will improve our school wide behavior program in order to protect instructional time for all students. (Division Priority - Provide empowering environments) 1

 G072881

G2.B1 The changing demographics have impacted the teachers' abilities to meet the diverse academic and behavioral needs of all students. 2

 B190283

G2.B1.S1 With our changing demographics, teachers need additional skills in order to meet the needs of all students. 4

 S201664

Strategy Rationale

Teachers need additional time and strategies to best meet the academic and behavioral needs of the diverse learners in their classrooms.

Action Step 1 5

School-wide Discipline Plan

Person Responsible

Kari Darr

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Students and staff follow school-wide procedures that are outlined in the plan.

Action Step 2 5

Community Building for staff and students

Person Responsible

Rachael Noonan

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Collaborative culture

Action Step 3 5

Classroom Management Techniques for School Staff

Person Responsible

Rachael Noonan

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

Reduction in Discipline Referrals and students being removed from class.

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

School-wide Discipline Plan that addresses community

Person Responsible

Kari Darr

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Students and staff will demonstrate an understanding of the school-wide discipline procedures in place throughout the school. Attendance at professional development opportunities provided to address community building and classroom management will be recorded.

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

School-wide Discipline Plan

Person Responsible

Kari Darr

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Reduction of discipline referrals and students removed from classrooms

G2.B2 Students lack self-regulations skills to follow appropriate classroom and school-wide routines. 2

 B190284

G2.B2.S1 The ABCs for Success will be taught and reviewed with all students at the beginning of the school year, after extended breaks, and after long weekends. 4

 S201665

Strategy Rationale

The continuous reteaching of the school-wide discipline plan will allow students the opportunity to practice and internalize expectations for behavior.

Action Step 1 5

Teachers will teach and review the ABCs for Success and Voice Level expectations with students at key points in the school year.

Person Responsible

Kari Darr

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Documentation in lesson plans

Action Step 2 5

Teachers, paraprofessionals, and substitutes will be provided with individual copies of the ABCs for Success. Additionally, the procedures will be uploaded to Sharepoint for easy access for all school staff.

Person Responsible

Kari Darr

Schedule

Annually, from 8/17/2015 to 6/8/2016

Evidence of Completion

Displayed ABCs for Success/Voice Level posters in classrooms and on Sharepoint.

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

Reminders and reviews will be conducted with school staff at key points during the year and support will be provided to teachers who require additional assistance with the class review.

Person Responsible

Kari Darr

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Attendance sheets from review meetings; Lesson plans indicating reviews conducted

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

Observation of behavior in common areas to look for adherence to ABCs for Success procedures.

Person Responsible

Kari Darr

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Fewer referrals from common areas addressed in the ABCs for Success

G2.B2.S2 Classroom routines and procedures will be identified, defined, and taught to students. 4

 S201666

Strategy Rationale

When students understand what is expected of them within the classroom, behavior improves and quality instructional time increases.

Action Step 1 5

Teachers will identify critical classroom routines and procedures that need to be addressed for the 2015-2016 school year.

Person Responsible

Kari Darr

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Product provided at professional development; Classroom postings

Action Step 2 5

Teachers will define critical classroom routines and procedures in student friendly, positive language.

Person Responsible

Kari Darr

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Product provided at professional development; Classroom postings; Lesson plans

Action Step 3 5

Teachers will teach and review critical classroom routines and procedures to students throughout the school year.

Person Responsible

Kari Darr

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Classroom postings; Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Reminders will be sent to school staff after extended breaks and long weekends asking teachers to reteach routines and procedures to students.

Person Responsible

Kari Darr

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Lesson plans documenting review sessions and opportunities for practice provided to students.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

During classroom observations and visits, administration will look for students following classroom routines and procedures with minimal teacher prompting.

Person Responsible

Kari Darr

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

Reduction of referrals from the classroom setting; Reduction of classroom removals

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 Learning Community (PLC) meetings	Paradise, Julie	8/26/2015	Agendas, Lesson Plans, PLC Notes	6/1/2016 weekly
G1.B1.S2.A1	Literacy Leadership Team	Demopoulos-Roberts, Nancy	9/2/2015	Agendas, Sign-in Sheets, Improved instructional practices, Collegial Conversations	6/1/2016 quarterly
G1.B1.S3.A1	Teachers will participate in the online course, Universal Design for Learning (UDL).	Demopoulos-Roberts, Nancy	9/16/2015	Certificate of completion, along with evidence of implementation through lesson plans.	5/25/2016 monthly
G1.B2.S1.A1	Identify students who lack foundational skills	Demopoulos-Roberts, Nancy	9/9/2015	Fountas & Pinnell Benchmark Assessments, MAP Assessments, Classroom work/common assessments	6/1/2016 quarterly
G1.B3.S1.A1	School-wide Discipline Plan	Darr, Kari	8/24/2015	Teachers will document in their lesson plans that the school wide discipline plan has been discussed on a weekly bases or as needed to support the students.	6/8/2016 daily
G2.B1.S1.A1	School-wide Discipline Plan	Darr, Kari	8/24/2015	Students and staff follow school-wide procedures that are outlined in the plan.	6/8/2016 daily
G2.B2.S1.A1	Teachers will teach and review the ABCs for Success and Voice Level expectations with students at key points in the school year.	Darr, Kari	8/24/2015	Documentation in lesson plans	6/8/2016 monthly
G2.B2.S2.A1	Teachers will identify critical classroom routines and procedures that need to be addressed for the 2015-2016 school year.	Darr, Kari	8/17/2015	Product provided at professional development; Classroom postings	6/8/2016 monthly
G1.B1.S2.A2	OCPS provided Professional Development addressing the use of the new Journeys materials, Florida Standards, Marzano Strategies, and Deliberate Practice.	Paradise, Julie	9/2/2015	Certificates of completion	6/1/2016 quarterly
G1.B2.S1.A2	Provide appropriate Tier 2 intervention instruction in small group settings, according to student needs.	Demopoulos-Roberts, Nancy	9/14/2015	Attendance Sheets, Running Records, Student work samples	6/3/2016 daily
G1.B3.S1.A2	Community Building for staff and students	Noonan, Rachael	8/24/2015	Collaborative culture	6/8/2016 daily
G2.B1.S1.A2	Community Building for staff and students	Noonan, Rachael	8/24/2015	Collaborative culture	6/8/2016 daily
G2.B2.S1.A2	Teachers, paraprofessionals, and substitutes will be provided with individual copies of the ABCs for Success. Additionally, the procedures will be uploaded to Sharepoint for easy access for all school staff.	Darr, Kari	8/17/2015	Displayed ABCs for Success/Voice Level posters in classrooms and on Sharepoint.	6/8/2016 annually
G2.B2.S2.A2	Teachers will define critical classroom routines and procedures in student friendly, positive language.	Darr, Kari	8/24/2015	Product provided at professional development; Classroom postings; Lesson plans	6/8/2016 daily
G1.B1.S2.A3	In-House Professional Development addressing Fountas & Pinnell Benchmark Assessment, Guided Reading, Differentiated Instruction, Leveled Literacy Intervention, Close Reading, and Deliberate Practice.	Demopoulos-Roberts, Nancy	9/23/2015	Sign-in Sheets, Agendas, Collegial Conversations	6/1/2016 monthly
G1.B2.S1.A3	Provide appropriate Tier 3 intervention instruction, in very small group settings,	Noonan, Rachael	9/2/2015	Attendance Sheets, Running Records, Student work samples	6/3/2016 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	according to demonstrated student needs.				
G1.B3.S1.A3	Classroom Management Techniques for School Staff	Noonan, Rachael	8/24/2015	Reduction in Discipline Referrals and students being removed from the class	6/8/2016 daily
G2.B1.S1.A3	Classroom Management Techniques for School Staff	Noonan, Rachael	8/17/2015	Reduction in Discipline Referrals and students being removed from class.	6/10/2016 daily
G2.B2.S2.A3	Teachers will teach and review critical classroom routines and procedures to students throughout the school year.	Darr, Kari	8/24/2015	Classroom postings; Lesson plans	6/8/2016 daily
G1.MA1	Improve standards based instruction in reading and math.	Paradise, Julie	8/24/2015	Improved student scores on assessments	6/3/2016 monthly
G1.B1.S1.MA1	Professional Learning Community (PLC) meetings	Paradise, Julie	8/26/2015	Minutes documenting that teachers engaged in the Common Planning process, Collaboration and Professional Development	6/1/2016 monthly
G1.B1.S1.MA1	Professional Learning Community (PLC) meetings	Paradise, Julie	8/26/2015	Agendas, Plans, Attendance of participants, PLC Notes, Common Assessments	6/1/2016 weekly
G1.B2.S1.MA1	Intervention groups for students who lack foundational skills	Demopoulos-Roberts, Nancy	9/14/2015	Increased scores on Fountas & Pinnell Benchmark Assessments, MAP Assessment Results	6/3/2016 daily
G1.B2.S1.MA1	Student progress will be monitored through Leveled Literacy Intervention graphs and results will be discussed at monthly data meetings.	Demopoulos-Roberts, Nancy	9/14/2015	Informal Observations, Attendance Sheets, Lesson Plans, Progress Monitoring for Leveled Literacy Intervention (Running Records, Writing Notebooks, etc.), MAP scores, Common Assessment results, FSA scores	6/3/2016 daily
G1.B3.S1.MA1	School-wide Discipline Plan	Darr, Kari	8/24/2015	Reduction of discipline referrals and students removed from classrooms	6/8/2016 weekly
G1.B3.S1.MA1	School-wide Discipline Plan that addresses community	Darr, Kari	8/24/2015	Students and staff will demonstrate an understanding of the school-wide discipline procedures in place throughout the school; Attendance at professional development opportunities provided to address community building and classroom management.	6/8/2016 weekly
G1.B1.S2.MA1	Specialized training opportunities	Paradise, Julie	9/2/2015	Improved instructional practices, as measured by Marzano Teacher Evaluations, Informal/Formal Observations, Walk-Throughs, Deliberate Practice reflection logs	6/1/2016 quarterly
G1.B1.S2.MA1	Specialized training opportunities	Demopoulos-Roberts, Nancy	9/2/2015	Agendas, Sign-in Sheets	6/1/2016 quarterly
G1.B1.S3.MA1	Teachers will be encouraged to provide multiple ways for students to respond to content.	Darr, Kari	10/14/2015	Student work samples, lesson plans, and projects.	5/25/2016 every-3-weeks
G1.B1.S3.MA1	Monthly discussions, classroom observations, and lesson plans will demonstrate fidelity of implementation.	Paradise, Julie	10/14/2015	Classroom observation feedback, lesson plans, and student work samples.	5/25/2016 every-3-weeks
G2.MA1	Reduction of referrals and classroom removals from common areas and classroom settings.	Darr, Kari	8/24/2015	Discipline data and behavior call log	6/8/2016 monthly
G2.B1.S1.MA1	School-wide Discipline Plan	Darr, Kari	8/24/2015	Reduction of discipline referrals and students removed from classrooms	6/8/2016 weekly
G2.B1.S1.MA1	School-wide Discipline Plan that addresses community	Darr, Kari	8/24/2015	Students and staff will demonstrate an understanding of the school-wide discipline procedures in place throughout the school. Attendance at professional development opportunities provided to address community	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				building and classroom management will be recorded.	
G2.B2.S1.MA1	Observation of behavior in common areas to look for adherence to ABCs for Success procedures.	Darr, Kari	8/24/2015	Fewer referrals from common areas addressed in the ABCs for Success	6/8/2016 weekly
G2.B2.S1.MA1	Reminders and reviews will be conducted with school staff at key points during the year and support will be provided to teachers who require additional assistance with the class review.	Darr, Kari	8/17/2015	Attendance sheets from review meetings; Lesson plans indicating reviews conducted	6/8/2016 monthly
G2.B2.S2.MA1	During classroom observations and visits, administration will look for students following classroom routines and procedures with minimal teacher prompting.	Darr, Kari	8/24/2015	Reduction of referrals from the classroom setting; Reduction of classroom removals	6/8/2016 daily
G2.B2.S2.MA1	Reminders will be sent to school staff after extended breaks and long weekends asking teachers to reteach routines and procedures to students.	Darr, Kari	8/24/2015	Lesson plans documenting review sessions and opportunities for practice provided to students.	6/8/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will improve our standards based instruction in literacy and math so more students are successful with our core instruction. (Division Priority - Accelerate student performance)

G1.B1 Teachers need additional time and professional development in order to effectively plan for and implement a more rigorous curriculum.

G1.B1.S2 Specialized training will occur to support teachers in implementing core resources.

PD Opportunity 1

Literacy Leadership Team

Facilitator

Curriculum Resource Teacher, Media Specialist

Participants

Selected Teachers from each grade level/department

Schedule

Quarterly, from 9/2/2015 to 6/1/2016

PD Opportunity 2

OCPS provided Professional Development addressing the use of the new Journeys materials, Florida Standards, Marzano Strategies, and Deliberate Practice.

Facilitator

OCPS personnel, Curriculum Resource Teacher

Participants

Instructional Staff

Schedule

Quarterly, from 9/2/2015 to 6/1/2016

PD Opportunity 3

In-House Professional Development addressing Fountas & Pinnell Benchmark Assessment, Guided Reading, Differentiated Instruction, Leveled Literacy Intervention, Close Reading, and Deliberate Practice.

Facilitator

Principal, Curriculum Resource Teacher, Reading Resource Teachers

Participants

Instructional Staff

Schedule

Monthly, from 9/23/2015 to 6/1/2016

G1.B1.S3 The online course, Universal Design for Learning (UDL), will be a staff development focus for instructional personnel.

PD Opportunity 1

Teachers will participate in the online course, Universal Design for Learning (UDL).

Facilitator

PDS Online

Participants

Instructional Staff

Schedule

Monthly, from 9/16/2015 to 5/25/2016

G1.B3 With our changing demographics, teachers need additional skills in order to meet the needs of all students.

G1.B3.S1 Continue to implement a school-wide discipline plan that addresses community within every classroom and the school.

PD Opportunity 1

Community Building for staff and students

Facilitator

Discipline Committee, Classroom Teachers

Participants

School Staff and students

Schedule

Daily, from 8/24/2015 to 6/8/2016

PD Opportunity 2

Classroom Management Techniques for School Staff

Facilitator

Resource Teacher

Participants

School Staff

Schedule

Daily, from 8/24/2015 to 6/8/2016

G2. We will improve our school wide behavior program in order to protect instructional time for all students.
(Division Priority - Provide empowering environments)

G2.B1 The changing demographics have impacted the teachers' abilities to meet the diverse academic and behavioral needs of all students.

G2.B1.S1 With our changing demographics, teachers need additional skills in order to meet the needs of all students.

PD Opportunity 1

Community Building for staff and students

Facilitator

Discipline Committee, Classroom Teachers

Participants

School Staff and students

Schedule

Daily, from 8/24/2015 to 6/8/2016

PD Opportunity 2

Classroom Management Techniques for School Staff

Facilitator

Resource Teacher

Participants

School Staff

Schedule

Daily, from 8/17/2015 to 6/10/2016

G2.B2 Students lack self-regulations skills to follow appropriate classroom and school-wide routines.

G2.B2.S2 Classroom routines and procedures will be identified, defined, and taught to students.

PD Opportunity 1

Teachers will identify critical classroom routines and procedures that need to be addressed for the 2015-2016 school year.

Facilitator

Rachael Noonan

Participants

School Staff

Schedule

Monthly, from 8/17/2015 to 6/8/2016

PD Opportunity 2

Teachers will define critical classroom routines and procedures in student friendly, positive language.

Facilitator

Rachael Noonan

Participants

School Staff

Schedule

Daily, from 8/24/2015 to 6/8/2016

Technical Assistance Items

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

G1. We will improve our standards based instruction in literacy and math so more students are successful with our core instruction. (Division Priority - Accelerate student performance)

G1.B1 Teachers need additional time and professional development in order to effectively plan for and implement a more rigorous curriculum.

G1.B1.S1 Professional Learning Community (PLC) meetings will occur every Wednesday afternoon, to provide time to teachers for common planning and collaboration.

PD Opportunity 1

Professional Learning Community (PLC) meetings

Facilitator

Leadership Team

Participants

Grade Level Teachers, Resource Teachers, ESE Teachers, Special Area Teachers

Schedule

Weekly, from 8/26/2015 to 6/1/2016

Budget

Budget Data						
1	G1.B1.S1.A1	Professional Learning Community (PLC) meetings				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6000	120-Classroom Teachers	1221 - Lake Sybelia Elementary	General Fund	623.0	\$100.00
2	G1.B1.S2.A1	Literacy Leadership Team				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6000	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund	623.0	\$250.00
3	G1.B1.S2.A2	OCPS provided Professional Development addressing the use of the new Journeys materials, Florida Standards, Marzano Strategies, and Deliberate Practice.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
	6400	140-Substitute Teachers	1221 - Lake Sybelia Elementary			\$500.00
4	G1.B1.S2.A3	In-House Professional Development addressing Fountas & Pinnell Benchmark Assessment, Guided Reading, Differentiated Instruction, Leveled Literacy Intervention, Close Reading, and Deliberate Practice.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	140-Substitute Teachers	1221 - Lake Sybelia Elementary	General Fund		\$600.00
<i>Notes: Substitutes to provide teachers release time for in-house professional development</i>						
5	G1.B1.S3.A1	Teachers will participate in the online course, Universal Design for Learning (UDL).				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	120-Classroom Teachers	1221 - Lake Sybelia Elementary	General Fund		\$200.00
6	G1.B2.S1.A1	Identify students who lack foundational skills				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	120-Classroom Teachers	1221 - Lake Sybelia Elementary	General Fund	623.0	\$300.00
7	G1.B2.S1.A2	Provide appropriate Tier 2 intervention instruction in small group settings, according to student needs.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3374	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund		\$750.00
<i>Notes: Leveled Literacy Intervention Program</i>						
8	G1.B2.S1.A3	Provide appropriate Tier 3 intervention instruction, in very small group settings, according to demonstrated student needs.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3374	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund		\$500.00
9	G1.B3.S1.A1	School-wide Discipline Plan				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	7300	120-Classroom Teachers	1221 - Lake Sybelia Elementary	General Fund	623.0	\$300.00
10	G1.B3.S1.A2	Community Building for staff and students				\$300.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	3376	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund		\$300.00	
<i>Notes: Books on Community Building</i>							
11	G1.B3.S1.A3	Classroom Management Techniques for School Staff					\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	3336	120-Classroom Teachers	1221 - Lake Sybelia Elementary	General Fund		\$400.00	
12	G2.B1.S1.A1	School-wide Discipline Plan					\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	2510	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund	623.0	\$200.00	
13	G2.B1.S1.A2	Community Building for staff and students					\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	3336	120-Classroom Teachers	1221 - Lake Sybelia Elementary	General Fund	623.0	\$350.00	
14	G2.B1.S1.A3	Classroom Management Techniques for School Staff					\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	3376	120-Classroom Teachers	1221 - Lake Sybelia Elementary	General Fund	623.0	\$300.00	
15	G2.B2.S1.A1	Teachers will teach and review the ABCs for Success and Voice Level expectations with students at key points in the school year.					\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	3376	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund		\$100.00	
<i>Notes: School-wide Procedures Posters</i>							
16	G2.B2.S1.A2	Teachers, paraprofessionals, and substitutes will be provided with individual copies of the ABCs for Success. Additionally, the procedures will be uploaded to Sharepoint for easy access for all school staff.					\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	2510	300-Purchased Services	1221 - Lake Sybelia Elementary	General Fund		\$100.00	

Budget Data						
17	G2.B2.S2.A1	Teachers will identify critical classroom routines and procedures that need to be addressed for the 2015-2016 school year.				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund		\$300.00
			<i>Notes: Resource Materials regarding Classroom Management</i>			
18	G2.B2.S2.A2	Teachers will define critical classroom routines and procedures in student friendly, positive language.				\$150.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2510	590-Other Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund	623.0	\$150.00
19	G2.B2.S2.A3	Teachers will teach and review critical classroom routines and procedures to students throughout the school year.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2510	120-Classroom Teachers	1221 - Lake Sybelia Elementary	General Fund	623.0	\$500.00
					Total:	\$6,200.00