

Orange County Public Schools

# Lake George Elementary



2015-16 School Improvement Plan

## Lake George Elementary

4101 GATLIN AVE, Orlando, FL 32812

[www.ocps.net/lc/southeast/ele](http://www.ocps.net/lc/southeast/ele)

### School Demographics

|                    |                               |   |
|--------------------|-------------------------------|---|
| <b>School Type</b> | <b>2014-15 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(As Reported on Survey 2) |
| Elementary         | No                            | 79%   |

|                               |                       |   |
|-------------------------------|-----------------------|---|
| <b>Alternative/ESE Center</b> | <b>Charter School</b> | <b>2015-16 Minority Rate</b><br>(Reported as Non-white on Survey 2) |
| No                            | No                    | 77%   |

### School Grades History

|              |                |                |                |                |
|--------------|----------------|----------------|----------------|----------------|
| <b>Year</b>  | <b>2014-15</b> | <b>2013-14</b> | <b>2012-13</b> | <b>2011-12</b> |
| <b>Grade</b> | C*             | A              | B              | 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                 | <a href="#">Ella Thompson</a> |
| 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 the community.

##### **Provide the school's vision statement**

To be the top producers 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**

Our teachers are expected to develop relationships with our students. This involves knowing the background and culture of the students in their classrooms. Additionally, returning teachers have been trained in Kagan Cooperative Strategies and will be expected to use these strategies to help build community within the classroom. New teachers will attend Kagan training for the current school year. Class meetings are encouraged within classrooms to continue building relationships between the students and teachers,

As an outreach to families, the PTA works with the school to promote Family Nights where students and their parents are invited for fun activities, as well as the staff. These activities help us to extend the positive relationships from the classroom to the community. Additionally, through our Title I parenting plan we will be offering monthly educational events for our parents and students to attend together.

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

As the day begins, Lake George's staff members are highly visible throughout the building as they greet both students and parents in a positive manner. The staff members who are on duty are placed in positions that help to eliminate danger and make students and parents feel safe. The school has communicated to all the proper arrival and dismissal procedures to help facilitate a safe environment. Cindy Valdes, school guidance counselor, also holds anger management groups for students. Mrs. Valdes and Mr. Unger (Dean) visit every classroom to hold a bullying prevention meeting. A school wide Behavior Leadership team has been developed for this school year. The school has implemented a school wide behavior model, CHAMPS. Under the direction of the district Lake George has also developed a safe school plan.

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

Lake George has implemented the behavior module, CHAMPS. This model has been backed by research on its effectiveness for both teachers and schools. By continuing CHAMPS at Lake George we feel we are putting a behavior management system (CHAMPS) in place for the following reasons:

- Improves classroom behavior (on-task, work completion, cooperation)
- Establishes clear classroom behavior expectations with logical and fair responses to misbehavior
- Motivates students to put forth their best efforts (perseverance, pride in work)

- Reduces misbehavior (disruptions, disrespect, non-compliance)
- Increases academic engagement, resulting in improved test scores
- Spend less time disciplining students and more time teaching them
- Teaches students to behave respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior
- Develops a common language about behaviors among all staff

We are providing professional development in our CHAMPS program over the course of the year to help our new teachers implement these strategies in their classes. During the staff development sessions, teachers will learn how to:

- Establish a vision for their classrooms
- Organize classrooms for student success
- Prepare for the first month of school
- Specify classroom behavioral expectations
- Motivate even the most uncooperative students
- Monitor and revise classroom behavioral plans
- Correct specific misbehavior

The school wide behavioral system will be monitored throughout the year by both the Behavior Leadership Team and the schools administration.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Lake George Elementary ensures the social-emotional needs of all students with a delivery system that includes school guidance curriculum (including skills for effective learning, conflict resolution, peer relationships, decision making skills, pre-employment skills, test taking skills, etc.), individual planning (includes interpersonal skills, transitioning from grade to grade, knowledge of various careers, successful work habits, self-concept, etc.), responsive services (includes prevention and intervention), and system support (includes community resource support, teacher/administrator consultation, program development and management) throughout the school.

Bully Prevention presentations are conducted at the beginning of the school year for all classrooms K-5th grade. The presentation informs students of the policy for bullying, identifying different types of bullying (including cyberbullying), as well as teaches students what to do if they are being bullied, witness bullying or have concerns about the way they are being treated in school. In addition, the school counselor provides Character Development to all teachers and students monthly with the purpose of providing a developmental and systematic comprehensive program incorporated with character traits, quotes, lesson ideas, ideas for writing prompts as well as Celebratory Character luncheon held monthly to reward students who demonstrate outstanding character within the classroom and school. Also, Lake George students in grades 3rd-5th will participate in two lessons from the Safety Matters Curriculum in order to provide preventative measures to ensure academic outcomes and decrease negative consequences for students. Safety Matters will meet Florida specific statute and policy requirements and is based on research and best practice.

Lake George works on identifying and providing support and services with the goal of promoting stability and academic success for students experiencing homelessness. Support and services include school support as well as connection to community resources and services that assist families. Services may include transportation in order to keep the student enrolled in their school of origin, assistance with school supplies and other resources needed for school, assistance with fees related to school participation, transportation to assist parental involvement and referrals to community resources (including medical, food, housing mental health resources).

### 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 George has developed an early warning system based on identifying students who are at risk in the following areas: suspension, attendance, course failure and academic proficiency. Leadership reviews data from each area to monitor student progress in each of the areas. Proactive interventions are developed, implemented and monitored in order to align with the early warning system.

**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     | 22          | 18 | 13 | 8  | 11 | 6  | 78    |
| One or more suspensions         | 0           | 1  | 2  | 1  | 0  | 0  | 4     |
| Course failure in ELA or Math   | 15          | 12 | 23 | 33 | 17 | 36 | 136   |
| 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 | 2 | 3 | 7 | 3 | 2     | 21 |

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

The MTSS process is in place for any academic and behavioral concerns with students. Interventions are in place as needed. MTSS meetings are held monthly to review progress monitoring data and to make decisions about changing interventions or looking at ways to provide additional support for student success.

Tutoring is available for at risk students in reading for 3rd, 4th and 5th graders at this time. iReady testing data will be reviewed to design any additional phase of tutoring, again based on student needs.

Students are grouped for interventions during the intervention block based on their individual needs. The progress monitor data is reviewed regularly to guide any decisions on changes that may need to be made.

The School Social Worker is available for additional assistance with families in crisis or in need in some way.

The Guidance Counselor monitors our students who are eligible for services through the McKinney-Vento Program (MVP) and provides resources or support for these families identified as homeless. Some of these services include transportation, gas cards, food, clothing, school supplies and resources for shelter.

**Family and Community Involvement**

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

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

#### **Description**

Lake George encourages parents to attend all school activities through frequent communication via the school newsletter, Connect Orange, email distribution, planners, and flyers. Parents are invited to attend Meet the Teacher, Open House, and two parent conference nights. Parents are also encouraged to attend special family events such as science and literacy nights.

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

Lake George has appointed a Partner in Education Coordinator, Yaniret Abalo to recruit and orient potential partners. The coordinator also orients partners on how to maintain ongoing relationships that can benefit the school and the business through identification of needs and coordination of implementation.

### 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:**

| <b>Name</b>      | <b>Title</b>        |
|------------------|---------------------|
| Babb, Karen      | Principal           |
| Key, Kristy      | Assistant Principal |
| Tinkey, Linda    | Instructional Coach |
| Wieckowski, Mark | Instructional Coach |
| Unger, Eric      | Instructional Coach |
| Valdes, Cynthia  | Guidance Counselor  |
| Abalo, Yaniret   | Instructional Media |

##### **Duties**

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

The members of the Leadership Team serve as instructional leaders in our building. The team meets weekly with the administrators to discuss a variety of issues that are important to the success of our students and our school. In our weekly meetings we bring up any student issues with behavior, safety concerns, academic concerns, and curriculum issues. There is a second meeting of administrators and instructional coaches where we review the Collaborative Planning during the week, lesson plans and iObservation data. During these meetings we triangulate the data and discuss trends that impact instruction. We then make decisions about any coaching that needs to happen during the week or any Professional Development that needs to be planned.

The Leadership Team also provides a common vision for the use of data-based decision making. The

team will participate actively in monthly MTSS data analysis meetings and will evaluate the effectiveness of the tiers of intervention. During weekly data meetings with each grade level PLC the leadership team will meet with grade level teams to discuss student achievement and data. Observations are being done by the majority of the Leadership Team, with feedback being given to teachers on an ongoing basis. These same coaches are providing opportunities throughout the school year for teachers to participate in Instructional Rounds, and they will help lead Element Study. The reading coach monitors and coaches teachers on the use of the core reading program and reading interventions. The staffing specialist along with the reading coach and school psychologist collaborate with grade level teams and individual teachers to monitor student progress, graphs and make recommendations for instructional changes. The CRT collects the weekly data from each teacher on their common assessments. He keeps teachers abreast of any curriculum issues and assists them with understanding the IMS Tool Kit and any other resources available to them in their planning. The CCT/Dean provides information to the teachers on ELL students, assists teachers in understanding English proficiency levels, and facilitated the acquisition of Imagine Learning licences for our ELL students under two years. The CCT also plans for future professional development to further their understanding of more effective ELL accommodations and strategies to ensure comprehensible instruction. As the Dean he also provides support for behavioral issues and shares behavior strategies and ideas as needed. Additionally he serves as our CHAMPS trainer and offers support in this area for our teachers. The Media Specialist offers support in the area of Accelerated Reader as she assists teachers in getting students to know their AR range and set goals and work towards them. She coordinates the celebration of students reaching their goal. In addition, she keeps the media center the hub of the school. The principal and assistant principal oversee the meetings and review progress toward SIP goals. ESE teachers work with regular education teachers to provide additional support and accommodations for students not making adequate progress. Karen Babb(Principal), Kristy Key(Assistant Principal), Mark Wieckowski (CRT), Eric Unger (Instructional Resource), Cindy Valdes (Staffing Specialist), Linda Tinkey (Reading Coach), Becki Paulson (ESE), Lavonia Ward (School Psychologist), Corinne Marek (Speech Pathologist), and general education teachers create the MTSS Leadership Team.

***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 MTSS Leadership Team meets once a month with individual teachers to review the effectiveness of core instruction by analyzing data from formative assessments. During these meetings teachers identify strategies that have been most effective and make suggestions for instructional changes in the core curriculum. Teachers also identify those students not meeting the standards who will require additional intervention. Once a month the MTSS team meets with teachers to monitor the progress of students receiving Tier II interventions, suggest instructional changes or make recommendations for Tier III intervention. The MTSS team evaluates the need for additional intervention materials, tutoring and the structuring of intervention groups. The reading coach and CRT help monitor the rigor of the core curriculum and support teachers in the implementation of effective instructional strategies and practices.

The Leadership Team has been divided up to provide support to each team. A coach and an administrator are assigned to each grade level and meet twice weekly for Collaborative Planning. Data meetings also take place on a regular basis. Discussions revolve around how students are progressing, what to do about those that are not, what strategies are meeting with the most success, and whether or not an individual teacher needs additional assistance or not. Lake George is now eligible for Title I funding. Funds from Title I, SAC, SAI and the school budget will focus on providing after school tutoring for our level 1 and 2 students.

**School Advisory Council (SAC)**

**Membership:**

| Name               | Stakeholder Group          |
|--------------------|----------------------------|
| Karen Babb         | Principal                  |
| Andrea Patulak     | Parent                     |
| Rachel Castillo    | Teacher                    |
| Nalini Clarke      | Teacher                    |
| Debra Rusk         | Parent                     |
| Erica Buckalew     | Parent                     |
| Lorena Grenier     | Parent                     |
| Shequilla Roberts  | Parent                     |
| Andrea Nickerson   | Parent                     |
| Zulma Illas        | Education Support Employee |
| Shellie Gaither    | Business/Community         |
| Jeannette Blanchet | Parent                     |
| Yaniret Abalo      | Teacher                    |

**Duties**

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

*Evaluation of last year's school improvement plan*

The School Advisory Council reviews the most recent SIP goals and targets, determining which were met and which were not. This data, along with the school performance data is used to plan and write the new SIP.

*Development of this school improvement plan*

The School Advisory Council assists in the analysis of the school improvement surveys, gives input in priority focuses and strategies. In addition the council provides ideas and recommendations on school improvement opportunities to increase student achievement.

*Preparation of the school's annual budget and plan*

The School Advisory Council reviews the proposed budget allocation and gives input to the principal regarding the proposed budget for the upcoming school year. During the year the budget recalculations are shared and any decisions that may need to be made regarding the adjustments are shared and discussed with the council.

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

School Improvement Funds were allocated to the schools at the end of the last school year. The amount allocated was \$3033.58 and was not used. These funds will be used to help support the after school tutoring program for this school year.

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

No

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

The school team is having the first SAC meeting on Tuesday, September 8, 2015. The membership will be determined and established at that time.

### Literacy Leadership Team (LLT)

#### Membership:

| Name               | Title               |
|--------------------|---------------------|
| Tinkey, Linda      | Other               |
| Abalo, Yaniret     | Instructional Media |
| Babb, Karen        | Principal           |
|                    | Teacher, K-12       |
| Luyster, Michelle  | Teacher, K-12       |
| Turley, Amber      | Teacher, K-12       |
| Burchfield, Alison | Teacher, K-12       |
| Singletary, Kesia  | Teacher, K-12       |
| Paulson, Rebecca   | Teacher, K-12       |
| McCarthy, Jackie   | Teacher, K-12       |

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

The major reading initiative will be the continued focus and implementation of the Florida Standards and the professional development on the instructional shifts for reading and the Marzano framework for teaching. The shifts for reading include more informational texts, increased text complexity, text-dependent questions, evidence-based writing, and a greater emphasis on academic vocabulary. Another initiative will be to have a Family Literacy Night for our students and their families. During this event, we will promote literacy knowledge as it relates to these instructional shifts in reading, and how we can better implement them with all students, including our growing ELL population. The Literacy Committee will continue its focus on the core reading program, Houghton Mifflin Journeys and the implementation of the Core Connections writing program.

#### 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**

Grade level teams have been provided a daily common planning time. The PLC model has been implemented and teams are required to plan together and make collaborative decisions on their grade level on items such as grading, homework and use of curriculum resources. Each PLC has been asked to create an Instructional Focus Calendar that aligns with the district scope and sequence, as well as, assessments.

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

Teacher candidates are carefully screened for backgrounds and degrees in elementary education and experience. Only teachers who meet highly qualified standards are interviewed and considered for vacant positions. The interview team consists of members of the leadership team. Beginning teachers are provided mentors and support through Professional Learning Communities. Beginning teachers are provided opportunities for leadership, professional development and time for planning and collaboration. Ongoing professional development and selection of Deliberate Practice is provided to support all teachers.

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

The mentor and mentee will meet on a regular basis to discuss research based strategies, observe experienced teachers implementing strategies, create and review lesson plans, and discuss training opportunities for best practices. The mentee will complete the Beginning Teacher Portfolio which is part of the OCSP induction program. We have one first year teacher, Morgan Bullard, and her mentor is Yani Abaol.

Lake George Elementary School's second year teachers include: Ashley Cooper and her mentor is Rachel Castillo; Sarah Gaudette and her mentor is Kaitlyn Mielke; Chanelle Morton and her mentor is Suzanne Stevenson.

In addition to the school's regularly scheduled professional development opportunities, new teachers will be given the opportunity to participate in Kagan Cooperative Learning and Instructional Rounds. New teachers will receive additional training in the Marzano Framework and assistance with their own deliberate practice growth plan.

## **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***

School leaders communicate to the instructional staff the need to implement the Florida Standards through the use of the resources provided by our district. We stress the importance of understanding the Florida Standards and the use of the county adopted textbooks as resources for them to use in their instruction. A school lesson plan template has been implemented and lesson plans are reviewed during observations on a regular basis. The Leadership Team gives feedback to teachers on the alignment of the standards with their 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***

The school uses data to drive instructional decisions about the core materials for all students. Data is monitored and discussed during weekly data meetings with the grade level teachers and leadership team. Differentiated instruction occurs for each lesson to meet the needs of our gifted, exceptional education, and English Language Learners. We continue to work with our teachers to provide a variety of differentiation from adapting assessments and practice work, from reading appropriate pieces of text in content areas, to the extension of time for completion of assignments and assessments. Any student whose data is showing a deficiency is placed in our Multi-Tier System of Support (MTSS) process. MTSS provides these students with additional time and support in a smaller group setting. After school tutoring is provided for 3rd, 4th, and 5th graders in reading and in math.

**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

The use of the iReady Diagnostic Assessment is used to guide our decisions on students in third, fourth and fifth grades and their participation in after school tutoring for 2 hours a week over 18 weeks on Tuesdays and Thursdays. The focus of the instruction is reading and includes small group instruction and practice delivered by classroom teachers.

**Strategy Rationale**

The purpose of the after school tutoring is to provide additional learning opportunities for students at risk for retention. These students require additional time to increase the skills that they are lacking to meet grade level expectations.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Unger, Eric, eric.unger@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 a pre-assessment and post-assessment. There will also be a mid point assessment to monitor the students' direction of movement.

**Strategy:** Extended School Day

**Minutes added to school year:**

High performing 4th and 5th grade students will be invited to participate in an enrichment opportunity after school.

**Strategy Rationale**

We want to provide additional opportunities for our high performers to have cognitively complex math and science experiences.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Unger, Eric, eric.unger@ocps.net

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

There will be a pre-assessment and post-assessment to measure the students understanding of the 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***

A Kindergarten Roundup is held each spring, during which families and their preschool children are offered tours of the school and the kindergarten classrooms. The families are also provided pamphlets (in English and Spanish) on how to get their child ready for Kindergarten throughout the summer. During our pre-planning week, teachers provide a special Kindergarten orientation for families. Teachers discuss the kindergarten program and provide information to parents about school policies and how to have a successful school start. Parents and students tour the school and visit their classroom. Another strategy that helps the transition from preschool to kindergarten is the development of procedures and routines the first weeks of school. Teachers also use the FLKRS checklist to observe and assess each student's readiness for kindergarten. In late September, kindergarten parents are invited to an Open House where they learn about classroom curriculum and instruction, assessments, grading, and procedures and routines which help students transition smoothly into elementary school.

Students in the 5th grade transitioning to middle school are provided with multiple exposures to the process and expectations to support their successful transition. The school guidance counselor works closely with the middle school guidance counselors to provide an orientation and visit to the receiving school. The guidance counselors from the middle school visit Lake George Elementary to share information with the students about their new school and start the process of choosing elective classes and allows the students the time to ask questions they may have about the school and the procedures they will follow. The students are also provided with the opportunity to visit the middle school campus. The students are transported to the middle school for a tour and visit of classes to help familiarize them with the layout of the campus. Middle school orientation nights, planned by the middle school, are communicated to our families for the opportunity to attend evening events. We also invite the middle school principal to join the 5th grade final celebration to speak to the students and welcome them to their new school.

## College and Career Readiness

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

To advance college and career awareness, Lake George provides exposure to college and career options for students. One exposure is teachers posting the college or university they attended in their rooms. Lake George also has a college shirt day monthly where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of student council, safety patrols, and the MAGIC program.

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

To prepare our students for 21st century careers with technology and industry, Lake George has increased access to digital curriculum and access through the use of Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Students in 3rd through 5th will have mandatory implementation of the CAPE curriculum provided by Orange County Public Schools. Promethean Boards are in each classroom and incorporated to prepare 21st century learners for careers involving computers, virtual manipulatives. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

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

Lake George Elementary provides fifth grade students with a weekly STEM club opportunity. Lake George also participates in the annual Teach In event where various community members come in to discuss their careers and jobs with students.

**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**

The strategies implemented at Lake George for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through MAP, iReady, DRA, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. The Sunshine State Reader sleepover is held for students who read all of the Sunshine State books and earn high scores on the Accelerated Reader assessment for each book motivating students to set independent reading goals. The Bridging Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

#### Problem Identification Summary

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

**Problem Analysis Summary**

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

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## 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.** Teachers will use collaborative lesson planning to focus on standards based instruction and thereby improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance)
  
- G2.** Teacher knowledge and use of the Instructional Framework to strategically plan will improve in order to increase rigorous instruction and impact student achievement. (Division Priorities: Accelerate Student Performance and 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.** Teachers will use collaborative lesson planning to focus on standards based instruction and thereby improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance)

1a

G073235

**Targets Supported** 1b

| Indicator                               | Annual Target |
|---|---------------|
| FCAT 2.0 Science Proficiency            | 60.0          |
| AMO Reading - African American          | 72.0          |
| AMO Reading - Hispanic                  | 73.0          |
| AMO Reading - ELL                       | 64.0          |
| AMO Reading - SWD                       | 55.0          |
| AMO Reading - ED                        | 76.0          |
| AMO Math - All Students                 | 80.0          |
| FSA English Language Arts - Achievement |               |
| FSA Mathematics - Achievement           |               |

**Resources Available to Support the Goal** 2

- Coaches provided to each grade level to facilitate collaborative planning.
- Set times and location for meeting to plan collaboratively.
- Provide standards based professional development.
- 

**Targeted Barriers to Achieving the Goal** 3

- Lack of experience and knowledge executing standards based lessons

**Plan to Monitor Progress Toward G1.** 8

Student data will be monitored for increased performance.

**Person Responsible**

Karen Babb

**Schedule**

Weekly, from 9/4/2015 to 6/3/2016

**Evidence of Completion**

Student data collected

**G2.** Teacher knowledge and use of the Instructional Framework to strategically plan will improve in order to increase rigorous instruction and impact student achievement. (Division Priorities: Accelerate Student Performance and Invest in Human Capital) 1a

G073236

**Targets Supported** 1b

| Indicator         | Annual Target |
|-------------------|---------------|
| AMO Reading - ELL |               |

**Resources Available to Support the Goal** 2

- MTPs are available on IMS to guide determination of Depth of Knowledge.
- Marzano Coaching will be provided through the use of administration and leadership team.
- The District will provide Marzano Coaches.
- Learning Sciences International will provide a representative to work with the leadership team.

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge and understanding of the Instructional Framework

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

Data meetings will be held to discuss student performance and guidance of instructional decisions.

**Person Responsible**

Karen Babb

**Schedule**

Weekly, from 9/11/2015 to 6/3/2016

**Evidence of Completion**

Classroom tests, progress monitoring data, and iObservation 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.** Teachers will use collaborative lesson planning to focus on standards based instruction and thereby improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance) **1**

 G073235

**G1.B1** Lack of experience and knowledge executing standards based lessons **2**

 B191331

**G1.B1.S1** Provide grade level teams two days each week of facilitative coaching on strategic planning for standards based instruction. Leadership team will monitor and provide feedback on the alignment of grade level standards, learning goals and learning targets. **4**

 S202804

### Strategy Rationale

The purpose is to provide more guidance with trained coaches during collaborative lesson planning and provide specific, actionable feedback for growth and clear up misconceptions.

### Action Step 1 **5**

Teachers will plan collaboratively within their grade levels on a regular basis to ensure alignment of the standard, instruction and assessment.

#### Person Responsible

Karen Babb

#### Schedule

Weekly, from 8/25/2015 to 5/31/2016

#### Evidence of Completion

PLC Notes, Lesson Plans and iObservation data

**Action Step 2** 5

Weekly, the leadership team will meet weekly to discuss the collaborative planning process and identify trends that give direction for professional development needs.

**Person Responsible**

Karen Babb

**Schedule**

Weekly, from 8/28/2015 to 6/3/2016

***Evidence of Completion***

Leadership Team Notes

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

Instructional coaches will be assigned and attend grade level collaborative planning meetings.

**Person Responsible**

Karen Babb

**Schedule**

Weekly, from 8/25/2015 to 6/2/2016

***Evidence of Completion***

Administrators monitor the collaborative planning and provide feedback to coaches facilitating the meetings.

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

The outcome of the collaborative planning should be the alignment of the learning goals, scales with evidence, daily learning target and common assessments.

**Person Responsible**

Karen Babb

**Schedule**

Weekly, from 8/25/2015 to 6/2/2016

***Evidence of Completion***

Lesson plans, iObservation data

**G2.** Teacher knowledge and use of the Instructional Framework to strategically plan will improve in order to increase rigorous instruction and impact student achievement. (Division Priorities: Accelerate Student Performance and Invest in Human Capital) 1

G073236

**G2.B2** Lack of knowledge and understanding of the Instructional Framework 2

B191337

**G2.B2.S1** Leadership Team will provide teachers with specific actionable feedback on the use of the elements within the Instructional Framework on a continuous cycle. 4

S202806

### Strategy Rationale

To increase teacher proficiency and pedagogy on the most effective strategies to incorporate the necessary rigor to meet the standards being taught.

### Action Step 1 5

The leadership team will provide actionable feedback to the teachers on elements within the Instructional Framework.

#### Person Responsible

Karen Babb

#### Schedule

Every 3 Weeks, from 9/9/2015 to 6/3/2016

#### Evidence of Completion

Observation Data

### Action Step 2 5

Professional development will be provided to staff on the elements within the Instructional Framework.

#### Person Responsible

Mark Wieckowski

#### Schedule

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

#### Evidence of Completion

Observation Data

**Action Step 3** 5

Learning Sciences International will work with the leadership team to refine our knowledge of the Marzano Instructional Framework.

**Person Responsible**

Karen Babb

**Schedule**

Quarterly, from 9/21/2015 to 4/15/2016

***Evidence of Completion***

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

Observation reports will be generated and the observation schedule will be reviewed on a regular basis.

**Person Responsible**

Kristy Key

**Schedule**

Weekly, from 10/19/2015 to 6/3/2016

***Evidence of Completion***

Observation Data

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

Review of observation data

**Person Responsible**

Karen Babb

**Schedule**

Weekly, from 9/9/2015 to 6/3/2016

***Evidence of Completion***

Observation data

**Appendix 1: Implementation Timeline**

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

| Source       | Task, Action Step or Monitoring Activity   | Who              | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date      |
|--------------|--|------------------|-------------------------------|--|------------------------|
| G1.B1.S1.A1  | Teachers will plan collaboratively within their grade levels on a regular basis to ensure alignment of the standard, instruction and assessment.                       | Babb, Karen      | 8/25/2015                     | PLC Notes, Lesson Plans and iObservation data  | 5/31/2016 weekly       |
| G2.B2.S1.A1  | The leadership team will provide actionable feedback to the teachers on elements within the Instructional Framework.   | Babb, Karen      | 9/9/2015                      | Observation Data   | 6/3/2016 every-3-weeks |
| G1.B1.S1.A2  | Weekly, the leadership team will meet weekly to discuss the collaborative planning process and identify trends that give direction for professional development needs. | Babb, Karen      | 8/28/2015                     | Leadership Team Notes  | 6/3/2016 weekly        |
| G2.B2.S1.A2  | Professional development will be provided to staff on the elements within the Instructional Framework.   | Wieckowski, Mark | 8/17/2015                     | Observation Data   | 6/3/2016 monthly       |
| G2.B2.S1.A3  | Learning Sciences International will work with the leadership team to refine our knowledge of the Marzano Instructional Framework.                                     | Babb, Karen      | 9/21/2015                     |  | 4/15/2016 quarterly    |
| G1.MA1       | Student data will be monitored for increased performance.  | Babb, Karen      | 9/4/2015                      | Student data collected   | 6/3/2016 weekly        |
| G1.B1.S1.MA1 | The outcome of the collaborative planning should be the alignment of the learning goals, scales with evidence, daily learning target and common assessments.           | Babb, Karen      | 8/25/2015                     | Lesson plans, iObservation data  | 6/2/2016 weekly        |
| G1.B1.S1.MA1 | Instructional coaches will be assigned and attend grade level collaborative planning meetings.   | Babb, Karen      | 8/25/2015                     | Administrators monitor the collaborative planning and provide feedback to coaches facilitating the meetings. | 6/2/2016 weekly        |
| G2.MA1       | Data meetings will be held to discuss student performance and guidance of instructional decisions.   | Babb, Karen      | 9/11/2015                     | Classroom tests, progress monitoring data, and iObservation data   | 6/3/2016 weekly        |
| G2.B2.S1.MA1 | Review of observation data   | Babb, Karen      | 9/9/2015                      | Observation data   | 6/3/2016 weekly        |
| G2.B2.S1.MA1 | Observation reports will be generated and the observation schedule will be reviewed on a regular basis.  | Key, Kristy      | 10/19/2015                    | Observation Data   | 6/3/2016 weekly        |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will use collaborative lesson planning to focus on standards based instruction and thereby improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance)

**G1.B1** Lack of experience and knowledge executing standards based lessons

**G1.B1.S1** Provide grade level teams two days each week of facilitative coaching on strategic planning for standards based instruction. Leadership team will monitor and provide feedback on the alignment of grade level standards, learning goals and learning targets.

### PD Opportunity 1

Teachers will plan collaboratively within their grade levels on a regular basis to ensure alignment of the standard, instruction and assessment.

#### Facilitator

Mark Wieckowski

#### Participants

All Instructional

#### Schedule

Weekly, from 8/25/2015 to 5/31/2016

### PD Opportunity 2

Weekly, the leadership team will meet weekly to discuss the collaborative planning process and identify trends that give direction for professional development needs.

#### Facilitator

Karen Babb

#### Participants

Leadership Team

#### Schedule

Weekly, from 8/28/2015 to 6/3/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

|               |                    |   |                               |                |     |                    |
|---------------|--------------------|---|-------------------------------|----------------|-----|--------------------|
| 1             | <b>G1.B1.S1.A1</b> | <b>Teachers will plan collaboratively within their grade levels on a regular basis to ensure alignment of the standard, instruction and assessment.</b>                       |                               |                |     | <b>\$4,000.00</b>  |
|               | Function           | Object  | Budget Focus                  | Funding Source | FTE | 2015-16            |
|               | 5000               | 140-Substitute Teachers   | 0301 - Lake George Elementary | Title I Part A |     | \$4,000.00         |
| 2             | <b>G1.B1.S1.A2</b> | <b>Weekly, the leadership team will meet weekly to discuss the collaborative planning process and identify trends that give direction for professional development needs.</b> |                               |                |     | <b>\$0.00</b>      |
| 3             | <b>G2.B2.S1.A1</b> | <b>The leadership team will provide actionable feedback to the teachers on elements within the Instructional Framework.</b>   |                               |                |     | <b>\$1,200.00</b>  |
|               | Function           | Object  | Budget Focus                  | Funding Source | FTE | 2015-16            |
|               | 5000               | 140-Substitute Teachers   | 0301 - Lake George Elementary | Title I Part A |     | \$1,200.00         |
| 4             | <b>G2.B2.S1.A2</b> | <b>Professional development will be provided to staff on the elements within the Instructional Framework.</b>   |                               |                |     | <b>\$600.00</b>    |
|               | Function           | Object  | Budget Focus                  | Funding Source | FTE | 2015-16            |
|               | 5000               | 500-Materials and Supplies  | 0301 - Lake George Elementary | Title I Part A |     | \$600.00           |
| 5             | <b>G2.B2.S1.A3</b> | <b>Learning Sciences International will work with the leadership team to refine our knowledge of the Marzano Instructional Framework.</b>                                     |                               |                |     | <b>\$17,190.00</b> |
|               | Function           | Object  | Budget Focus                  | Funding Source | FTE | 2015-16            |
|               | 5000               | 730-Dues and Fees   | 0301 - Lake George Elementary | Title I Part A |     | \$17,190.00        |
| <b>Total:</b> |                    |   |                               |                |     | <b>\$22,990.00</b> |