

Orange County Public Schools

Lake Sybelia Elementary



2016-17 Schoolwide Improvement Plan

Lake Sybelia Elementary

600 SANDSPUR RD, Maitland, FL 32751

<https://lakesybeliaes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	A	B

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lake Sybelia Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. 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 school-wide events. Our Deaf/Hard of Hearing culture is supported through the use of interpreters on the morning news, in all areas of the school that students visit (i.e. cafeteria, art room, library, self-contained classrooms, etc. The multi-cultural student population is represented through the Multi-Parent Leadership Council, 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.

b. 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 members are 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.

c. 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. Daily reminders of the ABC's for success are provided on the morning announcements. A Discipline Committee reviews the procedures each year and makes updates as necessary. Teachers are provided information regarding updates.

d. 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 four 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.

3. Early Warning Systems

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

a. 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, reading teachers, 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	12	6	8	6	12	0	0	0	0	0	0	0	49
One or more suspensions	1	1	0	6	0	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	25	39	19	37	18	20	0	0	0	0	0	0	0	158
Level 1 on statewide assessment	0	0	0	3	15	28	0	0	0	0	0	0	0	46

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	7	1	9	1	4	0	0	0	0	0	0	0	26

c. 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 are 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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 Thursday 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 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 laptop computers for student use. 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 as a way to share their love for reading. 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 weekly newsletter (Splash News) and a printed quarterly newsletter.

Our School Advisory Council (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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Dobbs, John	Principal
Demopoulos-Roberts, Nancy	Other
Noonan, Rachael	Teacher, K-12
McNeil, Debora	Instructional Media
Bekas, Cynthia	Teacher, ESE
Thoman, Amy	Teacher, K-12
Darr, Kari	Assistant Principal

b. Duties

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

John Dobbs, Principal, is the instructional leader for Lake Sybelia Elementary. He is responsible for making the final decision regarding instructional practices and the efficient operation of the school. Ms. Kari Darr, Assistant Principal, works with Mr. Dobbs 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. Rachael 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. 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. Debora McNeil, Media Specialist, works with teachers to ensure that students are reading books that challenge, motivate, and interest them.

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.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
John Dobbs	Principal
Derek Teasley	Parent
Tammy Wiese	Teacher
Dorothy Sanders	Teacher
Sara Alexander	Parent
Melissa Soto	Teacher

b. Duties

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

a. 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.

b. 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.

c. 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.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Demopoulos-Roberts, Nancy	Instructional Coach
McNeil, Debora	Instructional Media
Noonan, Rachael	Teacher, ESE
Thoman, Amy	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
Dobbs, John	Principal
Comer, Debra	Teacher, K-12
Commins, Mary	Teacher, K-12
Hauser, Carolyn	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will continue to focus on two major initiatives. The first 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 second 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.

D. Public and Collaborative Teaching

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

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

Weekly PLC's are held in the classroom of the grade level Team Leader. 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.

2. 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.

3. 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 with grade level teams in PLCs and will meet one-on-one with mentor or administration as needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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, iReady diagnostic, 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 quarterly. 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 resource teacher, along with other team members. Students in the MTSS process are progress monitored to ensure positive results. According to the BPIE (Best Practices in Inclusive Education), the MTSS process is consistently used to ensure the progress of all students in the general education curriculum.

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.

2. 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 Reading support. The classes are designed so that students rotate through direct instruction with the teacher, independent reading, and iReady.

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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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 the first Friday of

every month which is our spirit day. 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.

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 increase our standards based instruction in Science to increase the effectiveness of core instruction. (Accelerated Student Performance)
- G2.** We will provide additional targeted reading support for students within the lowest 25%. (Narrowing the Achievement Gap)

Strategic Goals Detail

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

G1. We will increase our standards based instruction in Science to increase the effectiveness of core instruction. (Accelerated Student Performance) 1a

G084981

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	45.0
FCAT 2.0 Science Level 1	20.0
FCAT 2.0 Science Level 2	35.0
FCAT 2.0 Science Level 3	35.0
FCAT 2.0 Science Level 4	8.0
FCAT 2.0 Science Level 5	2.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack instructional time to expose students to the depth of knowledge needed to grasp the Science Standards.
- Students lack a foundation of vocabulary and related concepts for Science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Speed Bag has been purchased for grade 3-5 to help teachers expose students to the depth of knowledge needed to grasp Science Standards. Also, Science based books are being purchased to expose students to Science vocabulary while focusing on reading instruction. Journal books have been provided in grades 1-5 to begin a Science journal throughout the school year.

Plan to Monitor Progress Toward G1. 8

Science Common Assessments

Person Responsible

John Dobbs

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Science Common Assessments

G2. We will provide additional targeted reading support for students within the lowest 25%. (Narrowing the Achievement Gap) 1a

G084982

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited exposure to the use of data to inform their instruction based on student needs.
- Teachers lack resources to target students within the lowest 25%.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady licenses have been purchased for the school. All students are expected to complete diagnostic testing on iReady three times a year. On full time and two part time reading teachers will also be used to provide reading instruction to targeted students. A Deaf and Hard of Hearing Resource teacher will also be used to intervene in grades 3-5 ELA instruction for targeted D/HH students.

Plan to Monitor Progress Toward G2. 8

iReady Standards Mastery and Instructional Reports

Person Responsible

John Dobbs

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Students will increase their iReady Standard Mastery and Instructional Report levels.

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

 = Problem Solving Step  S123456 = Quick Key

G1. We will increase our standards based instruction in Science to increase the effectiveness of core instruction. (Accelerated Student Performance) 1

 G084981

G1.B1 Teachers lack instructional time to expose students to the depth of knowledge needed to grasp the Science Standards. 2

 B226005

G1.B1.S1 Teachers will integrate Science standards across subject areas. 4

 S238406

Strategy Rationale

Speed Bag is very engaging to students. This program incorporates all tested standards in previous grades.

Action Step 1 5

Intermediate teachers will implement Speed Bag during independent learning time to reinforce Science standards.

Person Responsible

John Dobbs

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Classroom observations for the use of Speed Bag in independent reading stations and common Science assessments

Action Step 2 5

Teachers will utilize Science content reading materials within the ELA time block.

Person Responsible

Kari Darr

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Classroom observations for the use of Science content reading materials within the ELA time block.

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

Administration will conduct observations for the fidelity of use of Speed Bag during independent reading stations. Administration will provide actionable feedback on the use of Speed Bag. Fifth grade Science common assessments will also be monitored and discussed during individualized data meetings.

Person Responsible

John Dobbs

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Individualized data meeting notes, observations with actionable feedback, Science common assessments.

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

Administration will monitor the use of Speed Bag through observations and Science common assessments. Teachers will be supported in the implementation of Speed Bag through Professional Development from a Speed Bag Representative.

Person Responsible

John Dobbs

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Administration will observe and provide actionable feedback on the use of Speed Bag to teachers. Science common assessments will also be monitored.

G1.B2 Students lack a foundation of vocabulary and related concepts for Science. 2

 B226006

G1.B2.S1 Teachers will utilize Science Content reading materials within the ELA time block. 4

 S238409

Strategy Rationale

Teachers will be able to teach ELA and Science concepts across the curriculum.

Action Step 1 5

Classroom teachers in grades 1-5 will implement the use of student Science journals focused in vocabulary development.

Person Responsible

John Dobbs

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Science common assessments.

Action Step 2 5

Teachers will create and utilize interactive Science Word Walls.

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Display of Science word walls.

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

Student progress will be monitored through Science common assessments.

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Science common assessment data.

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

Administration will monitor the use of Science content reading during the ELA time block and provide actionable feedback on their observations.

Person Responsible

Kari Darr

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Increase Science common assessment scores.


G2. We will provide additional targeted reading support for students within the lowest 25%. (Narrowing the Achievement Gap) 1

 G084982

G2.B1 Teachers have limited exposure to the use of data to inform their instruction based on student needs. 2

 B226007

G2.B1.S1 Teachers will have a systematic process for collecting, analyzing, and using data. 4

 S238411

Strategy Rationale

Teachers have limited exposure to processing iReady data along with other measures of data resources.

Action Step 1 5

The administrative team will provide training for grade level teachers involving iReady to collect and understand individual student data.

Person Responsible

Nancy Demopoulos-Roberts

Schedule

Triannually, from 8/1/2016 to 6/2/2017

Evidence of Completion

iReady diagnostic

Action Step 2 5

The administrative team, in collaboration with grade level teachers, will analyze individual student data in order to make instructional adjustments.

Person Responsible

John Dobbs

Schedule

Triannually, from 8/29/2016 to 6/2/2017

Evidence of Completion

iReady student progress data

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

iReady Standards Mastery and Instructional Reports, meeting agendas, and individual data meeting notes

Person Responsible

John Dobbs

Schedule

Triannually, from 8/29/2016 to 6/2/2017

Evidence of Completion

Teachers will monitor student iReady usage.

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

iReady Standards Mastery and Instructional Reports

Person Responsible

Kari Darr

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Teachers will demonstrate an understanding of iReady Standards Mastery and Instructional Reports.

G2.B2 Teachers lack resources to target students within the lowest 25%. 2

 B226008

G2.B2.S1 To provide the resources necessary for teachers to meet the needs of students within the lowest 25%. 4

 S238412

Strategy Rationale

Teachers lack resources to target students within the lowest 25%.

Action Step 1 5

Our MTSS Resource Teacher will meet with key stakeholders in the MTSS process to identify the predominate need of academic support for struggling students.

Person Responsible

Rachael Noonan

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

MTSS documentation

Action Step 2 5

The Deaf and Hard of Hearing (DHH) Resource Teacher will provide Language Arts support to our targeted students within the DHH classrooms.

Person Responsible

Kari Darr

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Common assessment data and observation of strategies

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

Classroom observations for fidelity of the resource teacher assisting D/HH students will be completed.

Person Responsible

Kari Darr

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Observations, common assessments

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

Common assessments will be monitored.

Person Responsible

Kari Darr

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Common assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M315255	Science Common Assessments	Dobbs, John	8/29/2016	Science Common Assessments	6/2/2017 monthly
G2.MA1 M315262	iReady Standards Mastery and Instructional Reports	Dobbs, John	8/29/2016	Students will increase their iReady Standard Mastery and Instructional Report levels.	6/2/2017 monthly
G1.B1.S1.MA1 M315245	Administration will monitor the use of Speed Bag through observations and Science common...	Dobbs, John	8/29/2016	Administration will observe and provide actionable feedback on the use of Speed Bag to teachers. Science common assessments will also be monitored.	6/2/2017 monthly
G1.B1.S1.MA1 M315246	Administration will conduct observations for the fidelity of use of Speed Bag during independent...	Dobbs, John	8/29/2016	Individualized data meeting notes, observations with actionable feedback, Science common assessments.	6/2/2017 monthly
G1.B1.S1.A1 A308653	Intermediate teachers will implement Speed Bag during independent learning time to reinforce...	Dobbs, John	8/29/2016	Classroom observations for the use of Speed Bag in independent reading stations and common Science assessments	6/2/2017 monthly
G1.B1.S1.A2 A308654	Teachers will utilize Science content reading materials within the ELA time block.	Darr, Kari	8/29/2016	Classroom observations for the use of Science content reading materials within the ELA time block.	6/2/2017 monthly
G1.B2.S1.MA1 M315251	Administration will monitor the use of Science content reading during the ELA time block and...	Darr, Kari	8/29/2016	Increase Science common assessment scores.	6/2/2017 quarterly
G1.B2.S1.MA1 M315252	Student progress will be monitored through Science common assessments.	Demopoulos-Roberts, Nancy	8/29/2016	Science common assessment data.	6/2/2017 daily
G1.B2.S1.A1 A308659	Classroom teachers in grades 1-5 will implement the use of student Science journals focused in...	Dobbs, John	8/29/2016	Science common assessments.	6/2/2017 quarterly
G1.B2.S1.A2 A308660	Teachers will create and utilize interactive Science Word Walls.	Demopoulos-Roberts, Nancy	8/29/2016	Display of Science word walls.	6/2/2017 daily
G2.B1.S1.MA1 M315256	iReady Standards Mastery and Instructional Reports	Darr, Kari	8/29/2016	Teachers will demonstrate an understanding of iReady Standards Mastery and Instructional Reports.	6/2/2017 quarterly
G2.B1.S1.MA1 M315257	iReady Standards Mastery and Instructional Reports, meeting agendas, and individual data meeting...	Dobbs, John	8/29/2016	Teachers will monitor student iReady usage.	6/2/2017 triannually
G2.B1.S1.A1 A308661	The administrative team will provide training for grade level teachers involving iReady to collect...	Demopoulos-Roberts, Nancy	8/1/2016	iReady diagnostic	6/2/2017 triannually
G2.B1.S1.A2 A308662	The administrative team, in collaboration with grade level teachers, will analyze individual...	Dobbs, John	8/29/2016	iReady student progress data	6/2/2017 triannually
G2.B2.S1.MA1 M315258	Common assessments will be monitored.	Darr, Kari	8/29/2016	Common assessments	6/2/2017 monthly
G2.B2.S1.MA1 M315259	Classroom observations for fidelity of the resource teacher assisting D/HH students will be...	Darr, Kari	8/29/2016	Observations, common assessments	6/2/2017 monthly
G2.B2.S1.A1 A308663	Our MTSS Resource Teacher will meet with key stakeholders in the MTSS process to identify the...	Noonan, Rachael	8/29/2016	MTSS documentation	6/2/2017 quarterly
G2.B2.S1.A2 A308664	The Deaf and Hard of Hearing (DHH) Resource Teacher will provide Language Arts support to our...	Darr, Kari	8/29/2016	Common assessment data and observation of strategies	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. We will increase our standards based instruction in Science to increase the effectiveness of core instruction. (Accelerated Student Performance)

G1.B1 Teachers lack instructional time to expose students to the depth of knowledge needed to grasp the Science Standards.

G1.B1.S1 Teachers will integrate Science standards across subject areas.

PD Opportunity 1

Intermediate teachers will implement Speed Bag during independent learning time to reinforce Science standards.

Facilitator

Speed Bag Representative

Participants

Grade Level Teachers

Schedule

Monthly, from 8/29/2016 to 6/2/2017

G2. We will provide additional targeted reading support for students within the lowest 25%. (Narrowing the Achievement Gap)

G2.B1 Teachers have limited exposure to the use of data to inform their instruction based on student needs.

G2.B1.S1 Teachers will have a systematic process for collecting, analyzing, and using data.

PD Opportunity 1

The administrative team will provide training for grade level teachers involving iReady to collect and understand individual student data.

Facilitator

iReady Consultant

Participants

K-5 classroom teachers

Schedule

Triannually, from 8/1/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Intermediate teachers will implement Speed Bag during independent learning time to reinforce Science standards.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3336	510-Supplies	1221 - Lake Sybelia Elementary	General Fund	623.0	\$3,500.00
			Notes: Science Speedbag materials			
2	G1.B1.S1.A2	Teachers will utilize Science content reading materials within the ELA time block.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3336	239-Other	1221 - Lake Sybelia Elementary	General Fund	623.0	\$7,000.00
			Notes: Books for classrooms			
3	G1.B2.S1.A1	Classroom teachers in grades 1-5 will implement the use of student Science journals focused in vocabulary development.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund	623.0	\$2,000.00
4	G1.B2.S1.A2	Teachers will create and utilize interactive Science Word Walls.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund		\$500.00
			Notes: Science Word Wall Materials			
5	G2.B1.S1.A1	The administrative team will provide training for grade level teachers involving iReady to collect and understand individual student data.				\$3,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	140-Substitute Teachers	1221 - Lake Sybelia Elementary	General Fund	623.0	\$3,600.00
			Notes: Substitutes for Training			
6	G2.B1.S1.A2	The administrative team, in collaboration with grade level teachers, will analyze individual student data in order to make instructional adjustments.				\$52,890.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Orange - 1221 - Lake Sybelia Elementary - 2016-17 SIP
Lake Sybelia Elementary

	3610	130-Other Certified Instructional Personnel	1221 - Lake Sybelia Elementary	General Fund	623.0	\$52,890.00
			<i>Notes: .75 Curriculum Resource Teacher</i>			
7	G2.B2.S1.A1	Our MTSS Resource Teacher will meet with key stakeholders in the MTSS process to identify the predominate need of academic support for struggling students.				\$63,815.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	130-Other Certified Instructional Personnel	1221 - Lake Sybelia Elementary	General Fund	623.0	\$63,815.00
			<i>Notes: Multi-Tiered Support (MTSS) Coach</i>			
8	G2.B2.S1.A2	The Deaf and Hard of Hearing (DHH) Resource Teacher will provide Language Arts support to our targeted students within the DHH classrooms.				\$69,078.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3610	130-Other Certified Instructional Personnel	1221 - Lake Sybelia Elementary	General Fund	623.0	\$69,078.00
			<i>Notes: Deaf and Hard of Hearing Resource Teacher</i>			
Total:						\$202,383.00