

Lake Gem Elementary



2016-17 Schoolwide Improvement Plan

Lake Gem Elementary

4801 BLOODHOUND ST, Orlando, FL 32818

<https://lakegemmes.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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

**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 Gem 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 the 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 Gem Elementary implements a variety of initiatives for students, parents and teachers to promote positive relationships and cultural awareness. These initiatives include, but are not limited to, the following: Parent Teacher Association, School Advisory Committee, Club Wednesdays, and Student Government Association (5th-grade students). Each group meets monthly and plans activities and projects that provide opportunities for collaboration among all stakeholders at Lake Gem Elementary. The school also utilizes indirect measures such as student attendance data, teacher turnover rate, student mobility and student academic performance data to assess the effectiveness of relationships between teachers, students and parents. By taking a valuable interest in our students, teachers are able to project a high level of caring, respect and trust between the students and teachers in the school. During the spring, Lake Gem Elementary School further rates the effectiveness of these measures by conducting needs assessments of the following groups: students, teachers, and parents. The data from these surveys is compiled and analyzed to further develop a plan of action to address cultural sensitivity and enhance relationships between teachers and students.

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

Lake Gem Elementary consistently promotes a school environment where students share a feeling of respect and safety. This is achieved by developing a comprehensive school Safe Plan. The LGE staff and students have been trained in the use of the safe plan. The school has instituted student Safety Patrols to assist in monitoring student movement and activity. The administrators review the OCPS Code of Student Conduct and communicate expectations for appropriate student behavior on a quarterly basis. The entire school staff is focused on providing stellar customer service to all stakeholders. This is achieved by fostering an environment that embraces constructive feedback and ensures the lines of communication are open. Students understand that it is their responsibility to effectively communicate with both teachers and staff when a concern arises that may impede the learning environment.

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.

Lake Gem Elementary employs the tenets of Randy Sprick's CHAMPs - A Proactive and Positive Approach to Classroom Management. The structure of this system fosters respect and responsibility

in students and improves the school's climate and culture. The administration makes data-driven decisions based on school-wide, classroom and individual student needs. The Lake Gem staff develops proactive, positive behavior support strategies tailored to classrooms and the school. The program's structure creates a positive school environment that is emotionally and physically safe that fosters students' independence, integrity, confidence, self-control, kindness, and responsibility.

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.

Lake Gem Elementary provides counseling support and social service referrals for identified students and students in crisis, as needed. These services target three domains: academic, personal/social and behavior. The services help students resolve emotional, social and/or behavioral problems and help them develop a clear focus or sense of direction. Students participate in effective counseling programs as counseling services are important to the school's climate and in improving student achievement.

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 Gem Elementary recognizes a variety of indicators as a part of the early warning system to include attendance rates below ninety percent, number of suspensions, course failures in English Language Arts (ELA) and/or Mathematics and Level 1 students on the statewide assessment in ELA and/or Mathematics. The indicators are considered when implementing the Multi-Tiered System of Support (MTSS) process and when creating intervention instructional student groups.

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	14	13	12	17	14	9	0	0	0	0	0	0	0	79
One or more suspensions	3	4	4	9	25	5	0	0	0	0	0	0	0	50
Course failure in ELA or Math	26	55	56	86	97	72	0	0	0	0	0	0	0	392
Level 1 on statewide assessment	0	0	0	47	80	51	0	0	0	0	0	0	0	178

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	6	9	10	51	69	41	0	0	0	0	0	0	0	186

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

To assist with providing intervention strategies to improve the academic performance of students, an MTSS coach collaborates with support staff, parents and teachers to develop, implement and monitor interventions. Interventions vary from one-on-one to small group instruction and are monitored

weekly, bi-weekly and/or monthly. Based on data from on-going progress monitoring, adjustments are made to interventions to allow for data-driven decision-making. By going through the MTSS process, students are provided with interventions that target academic and non-academic behavioral needs. The following resources are utilized to address students' learning deficits: i-Ready, Journeys Intervention, Voyager Passport, LLI, Guidance Groups, After School Tutoring, Young Lives Matter Mentoring Program.

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?

Yes

1. PIP Link

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

2. Description

To develop positive communication and interactions with the parents, teachers and students.

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.

Lake Gem Elementary employs the following measures to build and sustain partnerships within the local community:

1. Establish new and maintain business partnerships within the local community through Partners in Education.
2. Increase the number of school volunteers via the ADDitions process.
3. Participate in community developed activities that encourage the school-business partnerships to include Teach-In.
4. Support vision of the PTA.

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
Brown, LaTonya	Principal
Campbell, Kimberly	Instructional Coach
Gordon, Diane	Instructional Coach
Shuman, Suzanne	Instructional Coach
Brown, Ranita	Instructional Coach
Smith, Christine	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.

Principal, Assistant Principal, MTSS Coach, Reading Coach, Math Coach, Dean, Guidance counselor and CRT meet on a bi-weekly basis to review, collaborate, plan and make decisions on the following:

- *Implementation of MTSS
- *Professional Development
- *Student Safety
- *Data
- *Classroom Instruction

The Classroom Teacher:

- *Retains ongoing progress monitoring notes in a data folder (curriculum assessments, FAIR, MAP, F and P, ELA and Math placement test, FSA scores, work samples, and anecdotal notes) to be filed in cumulative folder at the end of each school year
- *Attends MTSS team meetings to collaborate and monitor students who are performing below grade level
- *Implement interventions designed by MTSS team for students in Tier II
- *Delivers instructional interventions with fidelity
- *Provides rigorous instruction aligned to the Florida Standards

The Reading and Math Coach/Specialist:

- *Attend MTSS team meetings
- *Train teachers in interventions, progress monitoring, differentiated instruction
- *Keep progress monitoring notes and anecdotes of interventions implemented
- *Collect school-wide data for teams to use in determining struggling learners
- *Attend MTSS team meetings for specified Tier II and Tier III students
- *Conduct coaching observations and provide support to build teacher capacity
- *Attend, supports and/ or facilitates common planning
- *Assist with Tier II and Tier III interventions through collaboration, training, and/or direct student contact

School Social Worker:

- *Attends MTSS Team meetings when requested
- *Conducts social-developmental history interviews and shares with MTSS Team

Speech-Language Pathologist:

- *Attends MTSS Team meetings for specified Tier II and Tier III students
- *Completes communication skills screening for students unsuccessful with Tier II interventions
- *Assists with Tier II and Tier III interventions through collaboration, training, and/or direct student contact

*Incorporates MTSS data when guiding a possible Speech/Language referral and when making eligibility decisions

CCT-Curriculum Compliance Teacher for ELL:

* Attends all MTSS team meetings for identified ELL students, advising and completing LEP paperwork.

*Provides teachers' support with ESOL strategies and resources

*Monitors progress of student achievement

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 MTSS team at Lake Gem meets to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the problem-solving process as outlined by the district.

Title I, Part A

Lake Gem Elementary is a Title I school that receives additional federal funding to provide additional instructional programs and resources for students. Title I funds are used to fund reading, math, and science resource teachers. Title I funds also provide additional curriculum materials and instructional resources. All staff members and resources purchased using Title I funds are used directly for the benefit of the varying needs of our identified at-risk students. A portion of our Title I funds are allocated to defray the cost of staff development and parental involvement activities.

Title II

Title II funds are used to provide professional development in the area of math and reading. All instructional staff receive professional development using online math and reading programs. Teachers have opportunities to analyze data and participate in extensive planning using Professional Learning Communities.

SAI

During the 2016-2017 school year, Supplemental Academic Instruction funds are used to pay certified teachers to provide extended learning intensive instruction outside the teacher's contracted time during after school tutoring. Teachers work with students who are identified as below grade level, bubble students, or as a member of a subgroup in the area of reading.

Orange County Public Schools works closely with the Orange County Sheriff's Department in the Make A Great Impact on Children (MAGIC) program for 5th-grade students to help prevent violence and drug use. The Resource Deputy assigned to Lake Gem helps to decrease violent behavior through encouraging conversations and providing life skills education. This program helps to increase student attendance. Lake Gem's dean, behavioral specialist, staffing specialist, and MTSS Coach assist school personnel in de-escalating extreme behaviors before they become a concern. The team also provides resources for teachers to help manage behaviors of challenging students. The Positive Alternative to School Suspension (PASS) program serves as an intermediary step to avoid out of school suspension. The students are followed up with group sessions provided by the guidance counselor to ensure ongoing support to eliminate behavior infractions.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
LaTonya Brown	Principal
Amanda Wilson	Parent
Yolanda Martinez	Education Support Employee
Lovely Tinsley	Student
Tiffany Aponte	Parent
Sandy Laing	Parent
Lorna Augstin	Parent
Corbie Latham	Parent
Nandy Michel Henry	Parent
Daniyel Carroll	Parent
Claudell Coquillan	Parent
Shirley Sibley	Teacher
Christina Summerlin	Teacher
Taniesha Campbell	Teacher
Asha Hamlet-Mills	Business/Community

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

Information on the SIP was provided and discussed with parents in a face-to-face SAC meeting and via parent surveys. Any additional feedback and concerns from members were addressed by the principal.

Members of the SAC met at the end of the previous school year to discuss amendments and new goals to implement in the SIP as determined by goals set by the state, district and administration.

b. Development of this school improvement plan

The SAC identifies and discusses the barriers, growth areas, and other parent involvement topics through out the school year. Each area of the SIP will be presented throughout the year to the team to ensure the plan's adequacy while encouraging input from parents and committee members. The SAC also supports the school's educational and literacy initiatives by providing school improvement funds, as needed, for technology, materials, and resources. The SAC will continue to provide input on ways to increase student achievement in reading, math, science, and writing. Additionally, the SAC reviews the school's safety plans, policies and procedures (safe learning and working environment), performance data (benchmarks assessments, FAIR, core common assessments) and reviews the school needs assessment survey.

c. Preparation of the school's annual budget and plan

The school budget was prepared in accordance with district and state guidelines and procedures.

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

The school improvements funds, approximately \$3000, were spent to replace broken cafeteria tables and supplies with the approval vote from SAC.

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
Brown, LaTonya	Principal
Smith, Christine	Assistant Principal
Taylor, Crystal	Instructional Coach
Gordon, Diane	Instructional Coach
Brown, Ranita	Instructional Coach
Campbell, Kimberly	Instructional Coach
Shuman, Suzanne	Instructional Coach

b. Duties

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

Major initiatives for the 2016-2017 school year for the Literacy Leadership Team include the following:

1. Planning and implementation of standards-based instruction at the level of rigor required of the standards across the curriculum.
2. Implementation and consistent use of differentiated instruction for Tier I, Tier II, and Tier III students.
3. Consistent use of higher order questioning, using informational text for literacy across all grade levels.
4. Monitoring and maintenance of the instructional focus plan across all grade levels.

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.

Lake Gem Elementary's instructional staff are required to attend and participate in professional learning community sessions on a weekly basis for ELA, Math, and Science. These planning sessions are supported by the content area instructional coach and serve as a vehicle for teachers to analyze and deconstruct the academic standards, as lesson plans and lesson activities are being refined. The main function of these sessions are to create collaboration amongst teachers while analyzing student data and demonstrating instruction of lesson plans. These action steps lead to increased student achievement. Teachers communicate with one another based on best practices. Additionally, teachers meet and plan during pre-scheduled meetings before and/or after school.

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

In order to recruit and retain teachers in high-need academic areas, Lake Gem Elementary School's administration and support personnel continue to work in a collaborative effort with and through the local university using district criterion for highly qualified teachers. Elementary, degree-seeking students are invited to intern at Lake Gem. The student teacher may be given an opportunity to join the Lake Gem Elementary family, contingent upon effective classroom instruction demonstrating student achievement. This method also applies to Kelly Services' substitutes who demonstrate classroom effectiveness. Furthermore, potential candidates are identified through the district's Employment Services department. Applicants are identified, screened, interviewed, and hired based on the district's E-recruit screening, and hiring process.

Additionally, to retain highly qualified teachers, Lake Gem Elementary is committed to supporting teachers by providing extensive professional development opportunities, additional classroom support by modeling lessons, collegial support by pairing an experienced teacher with a beginning teacher, and ensuring that teachers have the necessary curriculum resources and materials to produce success. Persons responsible include the curriculum resource teacher (CRT), reading, and math coaches.

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

Beginning and first year teachers at Lake Gem Elementary find on-going support through the Great Beginnings Mentoring program. The Great Beginnings Mentoring program aims to prepare and support novice teachers to exhibit professionalism and develop meaningful knowledge that will guide them in their teaching career as they transition into the school district and while at Lake Gem Elementary.

Monthly meetings are held to complete Great Beginnings Mini-Sessions, beginning teacher portfolio, introduce and discuss school/district related topic (e.g. Code of Ethics, ProgressBook, data disaggregation, Deliberate Practice, etc.). Beginning teachers are assigned a mentor and preferably on their current grade level as immediate support and for discussing best practices and evidence-based learning strategies as part of the intense focus on student achievement for all core curriculum areas. The mentee will be given opportunities to observe their mentor and highly effective teachers on their grade level, with a specific learning focus. Time is provided following the observations for questions, feedback, coaching, and planning. The rationale for pairing is based upon teacher effectiveness, qualification/certification, and experience. In addition, professional development opportunities in the areas of differentiated instruction, MTSS, and classroom management are made available within the Professional Learning Community. The new teacher mentees and mentors are noted below:

Grade level- Teacher- Status- Mentor
1st- Kayla King- Beginning Teacher- Krystal Roux
3rd- Rebekkah Bailey- Beginning Teacher- Sandra Ashley
4th- Tonya Mayo- New to OCPS- Diane Gordon
5th- Stephanie Kosmicki- Returning to OCPS- Kim Campbell
5th- Patricia McMillan- New to OCPS- Diane Gordon
Music- Cinnamon Dove- New to OCPS- Suzanne Shuman

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. During common planning, the school leadership team collaborates with teachers to ensure all core subjects and core instructional resources are aligned to the standards. All classroom teachers 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.

In an effort to meet the diverse academic needs of all students, Lake Gem Elementary employs the following strategies:

1. Ensure that all students have access to rigorous standards-based instruction.
2. Identify the needs of all learners.
3. Provide small group instruction based on deficits identified by assessment data.
3. Provide teachers with the professional development they need to address learner diversity.
4. Monitor the effectiveness of instructional strategies with diverse groups of students.
5. Measure student learning during instruction to ensure the effectiveness of instruction with all students and adjust lessons when needed (formative assessment).
6. Address student learning needs in a timely manner to ensure continuous, accelerated learning.
7. Monitor individual growth with common assessments employing multiple measures.
8. Monitor the achievement of all students through data disaggregated by subgroups to ensure success of curriculum and interventions with all students.

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: After School Program

Minutes added to school year: 2,940

During this targeted time, students receive additional instruction via supplemental resources through small group and one-on-one instruction to create strong foundations for grade level specific skills/ concepts. Teachers will use data and on-going progress monitoring to ensure these skills are mastered.

Strategy Rationale

Based upon FSA scores and diagnostic testing, students receive instruction based on identified needs for remediation. A focus calendar is developed to track instruction provided and assessments to indicate if students are progressing.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Christine, christine.smith@ocps.net

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

Three times during the year, our students will take both a reading and math diagnostic assessment to determine the performance level, strengths and weaknesses of each student based on the grade level specific standards.

Strategy: After School Program

Minutes added to school year: 4,320

Provide explicit instruction in core academic subjects of ELA and Mathematics through the Minority Achievement Office Acceleration program. The focus is on providing students with pre-teaching to increase their performance during core instruction and ultimately on FSA. Students in grade 5 will receive Math support and students in grade 3 will receive ELA support.

Strategy Rationale

Upon reviewing the scores from the previous year's Florida standardized assessment, it was evident that mathematics instruction needed to be targeted for students in grade 5 and ELA instruction needed to be targeted for students in grade 3. Bubble students who are not performing on grade level in ELA and/or mathematics will be targeted for additional skill/concept development.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Christine, christine.smith@ocps.net

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

Three times during the year, our students will take both a reading and math diagnostic assessment to determine the performance level, strengths and weaknesses of each student based on the grade level specific 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.

The VPK and ESE Pre-K teachers help young learners by giving them early language development. Children are given explicit instruction in vocabulary through read alouds to allow for many opportunities in communication.

Preschool teachers:

- *Group activities to build language skills
- *Provide opportunities for self-directed activities
- *Encourage communication by providing prompts when children need help in expressing themselves
- *Use open-ended questions that have multiple answers to support the use of language development

The students are:

- *learning to recognize rhyming words
- *listening for syllables within words
- *learning to recognize beginning sounds in words
- *matching those sounds to letters

More literacy strategies are developed by using interactive storybook reading or pretend reading and

writing, using games and other activities to help children identify the letters of the alphabet, and interactive experiences with language and print through poems, nursery rhymes and songs. Sometimes videos are used to further develop literacy for assistance in retaining new literacy skills.

With these strategies in place, preschoolers can develop basic foundational skills in language and literacy that will help them as kindergartners be ready to read and write.

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.

In all grade levels, teachers hold students accountable for their data and understanding their progress toward achieving educational goals. The Young Lives Matters mentees participate in career interest survey and activities revolving around their career choices. Students will participate in the Orlando Technical College field trip. Each Friday is College/Career Day; staff and students are encouraged to wear college t-shirts and careers are highlighted on the morning announcements.

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

Teachers show students the connection to college and/or career experience. This is embedded into their core subjects to prepare students for rigorous courses in order to achieve college and/or career readiness. Students are also provided the opportunity to work on CAPE certifications.

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

Strategies to integrate career and technical education include providing students integrated project-based learning each marking period, Teach-In will provide volunteers from different careers, students will also learn about different careers in the Club Wednesday STEM group, and students learn different aspects of media technology by working the morning announcements.

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.

NA

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.

NA

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.** Academic achievement of the bottom 25%, ESE and ELL students will increase with focus on data utilization to drive instruction. (Narrow Achievement Gaps)
- G2.** Student achievement will increase with a focus on developing teacher capacity of standards-based instruction and instructional strategies. (Invest in Human Capital)

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. Academic achievement of the bottom 25%, ESE and ELL students will increase with focus on data utilization to drive instruction. (Narrow Achievement Gaps) 1a

 G084983

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack utilization of data to drive instruction to meet the specific instructional needs of students.
- Teachers lack knowledge on how to use computer software resource tools to align differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards, NGSSS, Test Item Specs, Webb's Depth of Knowledge and Marzano's Taxonomy Crosswalk, Marzano's Design Questions and Elements, Structured Common Planning PLC, DOE CPalms, IMS, School-based Instructional Coaches, Computer Software Resources.

Plan to Monitor Progress Toward G1. 8

The administrators and instructional coaches will analyze classroom iObservation data and student achievement data to monitor progress toward the goal.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

iObservation data and student achievement data will show gains made throughout the school year.

G2. Student achievement will increase with a focus on developing teacher capacity of standards-based instruction and instructional strategies. (Invest in Human Capital) 1a

G084984

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers use limited effective instructional strategies that increase student achievement.
- Teachers lack understanding of the depth and rigor of standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards, Test Item Specs, Webb's Depth of Knowledge and Marzano's Taxonomy Crosswalk, Marzano's Design Questions and Elements, Structured Common Planning PLC, DOE CPalms, IMS, School-based Instructional Coaches, Computer Software Resources.

Plan to Monitor Progress Toward G2. 8

The administrators and instructional coaches will analyze classroom iObservation data and student achievement data to monitor progress toward the goal.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation data and student achievement data will show increase in teacher capacity and student learning gains.

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. Academic achievement of the bottom 25%, ESE and ELL students will increase with focus on data utilization to drive instruction. (Narrow Achievement Gaps) **1**

 G084983

G1.B1 Teachers lack utilization of data to drive instruction to meet the specific instructional needs of students. **2**

 B226009

G1.B1.S1 The administrators and instructional coaches will progress monitor students' common assessments, computer software program and benchmark data. **4**

 S238414

Strategy Rationale

When teachers have a better understanding of their data, they are able to meet the individual needs of their students.

Action Step 1 **5**

The principal and assistant principal will provide teacher data analysis professional development to set and monitor goals with students.

Person Responsible

LaTonya Brown

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Administrators and coaches will observe teachers disaggregating data to make instructional adjustments for ESE, ELL and bottom 25% students.

Action Step 2 **5**

Teachers will conduct student data chats to monitor academic progress of goals.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Administrators and coaches will observe teachers conducting data chats with students to chart progress toward their goals.

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

Administrators and coaches will observe teachers disaggregating data to make instructional adjustments for ESE, ELL and bottom 25% students.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Disaggregated data and lesson plan adjustments for ESE, ELL and bottom 25% will be reviewed.

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

Administrators and coaches will observe teachers conducting data chats with students to chart progress toward their goals.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Data chat forms will be reviewed.

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

The effectiveness of disaggregated data will be monitored through informal and formal observations.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

iObservation data and student achievement data will show increased teacher capacity and student achievement.

G1.B2 Teachers lack knowledge on how to use computer software resource tools to align differentiated instruction. **2**

 B226010

G1.B2.S1 Teachers will use computer software resource tools to provide differentiated instruction based on data. **4**

 S238415

Strategy Rationale

Targeted instruction helps students make learning gains.

Action Step 1 **5**

Instructional coaches will provide differentiated instruction professional development during common planning, observation feedback and use the coaching cycle for identified teachers.

Person Responsible

Diane Gordon

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Administrators and coaches will observe teachers providing differentiated instruction for ELL, ESE and the bottom 25% students using iObservation after each PD.

Action Step 2 **5**

Administrators and the MTSS instructional coach will provide professional development on computer software resource tools and how to effectively use the programs during instructional time.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Administrators and coaches will observe teachers adjusting student levels and implementing resources within the i-Ready software program.

Action Step 3 5

The principal, assistant principal and MTSS instructional coach will monitor MTSS Tier II and Tier III differentiated instructional support.

Person Responsible

Christine Smith

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Administrators and coaches will observe teachers providing Tier II and Tier III support based on individual student academic needs and increased academic progress data.

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

Administrators and coaches will observe teachers providing differentiated instruction to ELL, ESE and bottom 25% students.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation data and student achievement data will show gains throughout the school year.

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

Administrators and coaches will observe teachers adjusting student levels and implementing resources within the i-Ready software programs.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation data and student achievement data will show gains throughout the school year.

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

The principal, assistant principal and MTSS instructional coach will monitor MTSS Tier II and Tier III differentiated instructional support.

Person Responsible

Ranita Brown

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Tier II and Tier III data will show academic progress on identified goals.

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

The effectiveness of differentiated instruction will be monitored through informal and formal observations.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation data and student achievement data will show increase in teacher capacity and student learning gains.

G2. Student achievement will increase with a focus on developing teacher capacity of standards-based instruction and instructional strategies. (Invest in Human Capital) 1

 G084984

G2.B1 Teachers use limited effective instructional strategies that increase student achievement. 2

 B226011

G2.B1.S1 Instructional coaches will provide coaching and feedback of teacher instruction through common planning and iObservation. 4

 S238416

Strategy Rationale

Teachers need to understand the standards and instructional strategies in order for student achievement to increase.

Action Step 1 5

Instructional coaches will facilitate weekly common planning to help teachers deconstruct standards aligned to test item specifications, provide observation feedback and use the coaching cycle for identified teachers.

Person Responsible

Suzanne Shuman

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Administrators and coaches will observe teachers effectively implementing standards-based instruction.

Action Step 2 5

Administrators will review lesson plans and attend common planning PLCs to monitor for student-centered instruction.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Administrators will review lesson plans for evidence of the Marzano 9 high yield instructional strategies, accommodations for ELL, ESE and bottom 25% students and student-centered instruction for collaborative structures.

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

Administrators and coaches will observe teachers effectively implementing standards-based instruction.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation data and student achievement data will show increase in teacher capacity and student learning gains.

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

Administrators will review lesson plans for evidence of the Marzano 9 high yield instructional strategies, accommodations for ELL, ESE and bottom 25% students and student-centered instruction for collaborative structures.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation data and student achievement data will show increase in teacher capacity and student learning gains.

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

The effectiveness of instructional strategies will be monitored through informal and formal observations.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 8/15/2016 to 5/31/2017


Evidence of Completion

iObservation data and student achievement data will show increase in teacher capacity and student learning gains.

G2.B2 Teachers lack understanding of the depth and rigor of standards. **2**

 B226012

G2.B2.S1 Implement effective Kagan structures and Marzano instructional strategies. **4**

 S238417

Strategy Rationale

When teachers know more student-centered learning strategies they are able to better meet the individual needs of their students.

Action Step 1 **5**

Administrators and instructional coaches will provide professional development that addresses student-centered learning through Kagan Structures and Marzano High Yield Instructional Strategies.

Person Responsible

Suzanne Shuman

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Administrators and coaches will observe teacher implementation of Kagan and the Marzano 9 high yield instructional strategies.

Action Step 2 **5**

Administrators and instructional coaches will conduct teacher observations on implementation of strategies and provide formative feedback and use the coaching cycle for identified teachers.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/1/2016 to 4/28/2017

Evidence of Completion

iObservation data and student data will show increase in teacher capacity and student learning gains.

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

Administrators and coaches will observe teacher implementation of Kagan and the Marzano 9 high yield instructional strategies.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation data will show increase in teacher capacity.

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

Administrators and coaches will observe teachers implementation of iObservation feedback on standards-based instruction, the Marzano 9 High Yield Strategies and Kagan instructional strategies to increase teacher capacity.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/1/2016 to 4/28/2017

Evidence of Completion

iObservation data will show increase in teacher capacity.

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

The effectiveness of instructional strategies will be monitored through informal and formal observations.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/1/2016 to 4/28/2017









Evidence of Completion

iObservation data will show increase in teacher capacity.

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					
G2.B2.S1.MA1 M315274	The effectiveness of instructional strategies will be monitored through informal and formal...	Brown, LaTonya	9/1/2016	iObservation data will show increase in teacher capacity.	4/28/2017 monthly
G2.B2.S1.MA2 M315276	Administrators and coaches will observe teachers implementation of iObservation feedback on...	Brown, LaTonya	9/1/2016	iObservation data will show increase in teacher capacity.	4/28/2017 monthly
G2.B2.S1.A2 A308676	Administrators and instructional coaches will conduct teacher observations on implementation of...	Brown, LaTonya	9/1/2016	iObservation data and student data will show increase in teacher capacity and student learning gains.	4/28/2017 monthly
G1.MA1 M315270	The administrators and instructional coaches will analyze classroom iObservation data and student...	Brown, LaTonya	9/1/2016	iObservation data and student achievement data will show gains made throughout the school year.	5/31/2017 monthly
G2.MA1 M315277	The administrators and instructional coaches will analyze classroom iObservation data and student...	Brown, LaTonya	8/15/2016	iObservation data and student achievement data will show increase in teacher capacity and student learning gains.	5/31/2017 weekly
G1.B1.S1.MA1 M315263	The effectiveness of disaggregated data will be monitored through informal and formal observations.	Brown, LaTonya	9/1/2016	iObservation data and student achievement data will show increased teacher capacity and student achievement.	5/31/2017 monthly
G1.B1.S1.MA1 M315264	Administrators and coaches will observe teachers disaggregating data to make instructional...	Brown, LaTonya	9/1/2016	Disaggregated data and lesson plan adjustments for ESE, ELL and bottom 25% will be reviewed.	5/31/2017 monthly
G1.B1.S1.MA3 M315265	Administrators and coaches will observe teachers conducting data chats with students to chart...	Brown, LaTonya	9/1/2016	Data chat forms will be reviewed.	5/31/2017 monthly
G1.B1.S1.A1 A308668	The principal and assistant principal will provide teacher data analysis professional development...	Brown, LaTonya	9/1/2016	Administrators and coaches will observe teachers disaggregating data to make instructional adjustments for ESE, ELL and bottom 25% students.	5/31/2017 biweekly
G1.B1.S1.A2 A308669	Teachers will conduct student data chats to monitor academic progress of goals.	Brown, LaTonya	9/1/2016	Administrators and coaches will observe teachers conducting data chats with students to chart progress toward their goals.	5/31/2017 monthly
G1.B2.S1.MA1 M315266	The effectiveness of differentiated instruction will be monitored through informal and formal...	Brown, LaTonya	8/15/2016	iObservation data and student achievement data will show increase in teacher capacity and student learning gains.	5/31/2017 monthly
G1.B2.S1.MA1 M315267	Administrators and coaches will observe teachers providing differentiated instruction to ELL, ESE...	Brown, LaTonya	8/15/2016	iObservation data and student achievement data will show gains throughout the school year.	5/31/2017 weekly
G1.B2.S1.MA3 M315268	Administrators and coaches will observe teachers adjusting student levels and implementing...	Brown, LaTonya	8/15/2016	iObservation data and student achievement data will show gains throughout the school year.	5/31/2017 weekly
G1.B2.S1.MA4 M315269	The principal, assistant principal and MTSS instructional coach will monitor MTSS Tier II and Tier...	Brown, Ranita	8/15/2016	Tier II and Tier III data will show academic progress on identified goals.	5/31/2017 weekly
G1.B2.S1.A1 A308670	Instructional coaches will provide differentiated instruction professional development during...	Gordon, Diane	8/15/2016	Administrators and coaches will observe teachers providing differentiated instruction for ELL, ESE and the bottom 25% students using iObservation after each PD.	5/31/2017 weekly
G1.B2.S1.A2 A308671	Administrators and the MTSS instructional coach will provide professional development on computer...	Brown, LaTonya	8/15/2016	Administrators and coaches will observe teachers adjusting student levels and implementing resources within the i-Ready software program.	5/31/2017 weekly

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Lake Gem Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3  A308672	The principal, assistant principal and MTSS instructional coach will monitor MTSS Tier II and Tier...	Smith, Christine	8/15/2016	Administrators and coaches will observe teachers providing Tier II and Tier III support based on individual student academic needs and increased academic progress data.	5/31/2017 weekly
G2.B1.S1.MA1  M315271	The effectiveness of instructional strategies will be monitored through informal and formal...	Brown, LaTonya	8/15/2016	iObservation data and student achievement data will show increase in teacher capacity and student learning gains.	5/31/2017 monthly
G2.B1.S1.MA1  M315272	Administrators and coaches will observe teachers effectively implementing standards-based...	Brown, LaTonya	8/15/2016	iObservation data and student achievement data will show increase in teacher capacity and student learning gains.	5/31/2017 weekly
G2.B1.S1.MA3  M315273	Administrators will review lesson plans for evidence of the Marzano 9 high yield instructional...	Brown, LaTonya	8/15/2016	iObservation data and student achievement data will show increase in teacher capacity and student learning gains.	5/31/2017 weekly
G2.B1.S1.A1  A308673	Instructional coaches will facilitate weekly common planning to help teachers deconstruct standards...	Shuman, Suzanne	8/15/2016	Administrators and coaches will observe teachers effectively implementing standards-based instruction.	5/31/2017 weekly
G2.B1.S1.A2  A308674	Administrators will review lesson plans and attend common planning PLCs to monitor for...	Brown, LaTonya	8/15/2016	Administrators will review lesson plans for evidence of the Marzano 9 high yield instructional strategies, accommodations for ELL, ESE and bottom 25% students and student-centered instruction for collaborative structures.	5/31/2017 weekly
G2.B2.S1.MA1  M315275	Administrators and coaches will observe teacher implementation of Kagan and the Marzano 9 high...	Brown, LaTonya	8/15/2016	iObservation data will show increase in teacher capacity.	5/31/2017 monthly
G2.B2.S1.A1  A308675	Administrators and instructional coaches will provide professional development that addresses...	Shuman, Suzanne	8/15/2016	Administrators and coaches will observe teacher implementation of Kagan and the Marzano 9 high yield instructional strategies.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. Academic achievement of the bottom 25%, ESE and ELL students will increase with focus on data utilization to drive instruction. (Narrow Achievement Gaps)

G1.B1 Teachers lack utilization of data to drive instruction to meet the specific instructional needs of students.

G1.B1.S1 The administrators and instructional coaches will progress monitor students' common assessments, computer software program and benchmark data.

PD Opportunity 1

The principal and assistant principal will provide teacher data analysis professional development to set and monitor goals with students.

Facilitator

Dr. LaTonya Brown, Christine Smith, Ranita Brown, Diane Gordon and Suzanne Shuman

Participants

Instructional Staff

Schedule

Biweekly, from 9/1/2016 to 5/31/2017

G1.B2 Teachers lack knowledge on how to use computer software resource tools to align differentiated instruction.

G1.B2.S1 Teachers will use computer software resource tools to provide differentiated instruction based on data.

PD Opportunity 1

Instructional coaches will provide differentiated instruction professional development during common planning, observation feedback and use the coaching cycle for identified teachers.

Facilitator

Diane Gordon and Suzanne Shuman

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2016 to 5/31/2017

PD Opportunity 2

Administrators and the MTSS instructional coach will provide professional development on computer software resource tools and how to effectively use the programs during instructional time.

Facilitator

Dr. LaTonya Brown, Christine Smith, Ranita Brown, Diane Gordon and Suzanne Shuman

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2016 to 5/31/2017

G2. Student achievement will increase with a focus on developing teacher capacity of standards-based instruction and instructional strategies. (Invest in Human Capital)

G2.B1 Teachers use limited effective instructional strategies that increase student achievement.

G2.B1.S1 Instructional coaches will provide coaching and feedback of teacher instruction through common planning and iObservation.

PD Opportunity 1

Instructional coaches will facilitate weekly common planning to help teachers deconstruct standards aligned to test item specifications, provide observation feedback and use the coaching cycle for identified teachers.

Facilitator

Diane Gordon and Suzanne Shuman

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2016 to 5/31/2017

G2.B2 Teachers lack understanding of the depth and rigor of standards.

G2.B2.S1 Implement effective Kagan structures and Marzano instructional strategies.

PD Opportunity 1

Administrators and instructional coaches will provide professional development that addresses student-centered learning through Kagan Structures and Marzano High Yield Instructional Strategies.

Facilitator

Dr. LaTonya Brown and Christine Smith (Marzano Instructional Strategies) and Suzanne Shuman (Kagan Structures).

Participants

Instructional Staff

Schedule

Monthly, from 8/15/2016 to 5/31/2017

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	The principal and assistant principal will provide teacher data analysis professional development to set and monitor goals with students.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0241 - Lake Gem Elementary	School Improvement Funds		\$20,000.00
2	G1.B1.S1.A2	Teachers will conduct student data chats to monitor academic progress of goals.				\$0.00
3	G1.B2.S1.A1	Instructional coaches will provide differentiated instruction professional development during common planning, observation feedback and use the coaching cycle for identified teachers.				\$0.00
4	G1.B2.S1.A2	Administrators and the MTSS instructional coach will provide professional development on computer software resource tools and how to effectively use the programs during instructional time.				\$0.00
5	G1.B2.S1.A3	The principal, assistant principal and MTSS instructional coach will monitor MTSS Tier II and Tier III differentiated instructional support.				\$0.00
6	G2.B1.S1.A1	Instructional coaches will facilitate weekly common planning to help teachers deconstruct standards aligned to test item specifications, provide observation feedback and use the coaching cycle for identified teachers.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		239-Other	0241 - Lake Gem Elementary	Title I, Part A		\$60,000.00
7	G2.B1.S1.A2	Administrators will review lesson plans and attend common planning PLCs to monitor for student-centered instruction.				\$0.00
8	G2.B2.S1.A1	Administrators and instructional coaches will provide professional development that addresses student-centered learning through Kagan Structures and Marzano High Yield Instructional Strategies.				\$0.00
9	G2.B2.S1.A2	Administrators and instructional coaches will conduct teacher observations on implementation of strategies and provide formative feedback and use the coaching cycle for identified teachers.				\$0.00
Total:						\$80,000.00