

Orange County Public Schools

Lake Weston Elementary



2016-17 Schoolwide Improvement Plan

Lake Weston Elementary

5500 MILAN DR, Orlando, FL 32810

<https://lakewestones.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	F	D*	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 Weston Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

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 communities.

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 Weston Elementary fosters an environment where cultural diversity is recognized, embraced and celebrated. School-based administration and teachers actively work to continually build culturally sensitive relationships with students and families creating an atmosphere where students and families feel welcomed. Lake Weston takes a multi-step approach in building cultural awareness by ensuring teachers possess appropriate certification credentials and receive adequate professional development while encouraging diversity in the strategic planning of parent involvement events. Teachers are expected to be actively working towards the 300 credit hours of English Speakers of Second Languages and all newly hired teachers are credited through the college preparation programs. During the lesson planning process, specific English Language Learner instructional strategies are identified that will enable students to be successful in the content areas. Teachers are actively involved in professional development activities that build upon cultural awareness and cultural diversity including Ruby Payne: Understanding Poverty and Ruby Payne book study: Working with Students - Discipline Strategies for the Classroom and Sheltered Instruction Observation Protocol (SIOP). Additionally, Lake Weston builds parent involvement activities that consider the cultural diversity and backgrounds of the family. Included in such activities are Mustang Day as well as the celebration of both Hispanic Heritage Month and Black History Month that concludes with a performance and celebration.

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

Lake Weston Elementary works diligently to ensure students feel safe and respected during the school day as well as before and after the school day, implementing protocols and procedures that are conducive to a safe learning environment. We employ a team of trained staff members in Crisis Prevention Intervention. This training provides techniques for diffusing and preventing crisis situations. To monitor the safety of students upon arrival and dismissal, appropriate and comprehensive supervision is provided by Administration, the Instructional Leadership Team and the faculty, ensuring the school campus is adequately covered. Lake Weston has an active SAFE plan that is reviewed periodically by the administration team and throughout the year, Lake Weston conducts monthly emergency drills as scripted by Orange County Public Schools ensuring students, teachers and staff are prepared for an unexpected emergency. During the school day, Lake Weston practices a locked campus with all classroom doors locked and has a Dean that implements and adheres to the Orange County Public School Code of Conduct, including quarterly Code of Conduct reviews and with the support of administration, supports a "zero tolerance" on bullying. The Dean also ensures appropriate protocols and procedures are adhered to for infractions of the Student Code of Conduct maintaining fairness, equality and respect throughout the process. We utilize a safe space

called PASS for students who need short term opportunities to reorient their behavior. Assisting in positive behavior choices by students, Lake Weston is a Positive Behavior Systems school whereas there are school wide procedures implemented for all common areas of students. Students are also recognized with Mustang Pride tickets and rewards when a student is observed making positive behavioral choices. To celebrate academic and social success, Lake Weston invites parents and families to celebrate the child's academic and social success at the quarterly Award Ceremony program. Finally, Lake Weston also partners with the After School Program to provide extended quality care to students where students partake in academic and enrichment activities.

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 Weston Elementary is a school that participates actively in the Positive Behavior Support program. Embedded in the culture is a Positive Behavior Support (PBS) team that meets monthly with representatives of each grade level to address behaviors and concerns and collaborate on strategies to improve positive choices among students and decrease behavior infractions. Lake Weston has adopted a behavior mission of Mustang POWER and each week all classroom based teachers identify a student who has demonstrated Mustang POWER and they are celebrated on the morning news as Mustang of the Week. Also, as part of Mustang POWER, Lake Weston has an incentive program whereas students are randomly recognized on the spot who are showing Mustang POWER with a Mustang POWER ticket or POWER Buck. Mustang POWER tickets are placed in a drawing on Friday where their names can be selected to choose a prize from our Mustang POWER incentive case. The POWER bucks can be traded in for various incentives in the school store on a monthly basis. During the 2016-2017 school year, each new teacher will receive the CHAMPS book in order to fully utilize CHAMPS in the classroom. Finally, Lake Weston consistently and fairly enforces the OCPs Student Code of Conduct and the Multi-Tiered Support System process for behaviors.

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 Weston Elementary hosts the Neighborhood Centers for Families (NCF) program on campus. Lake Weston and NCF work collaboratively to promote healthy lifestyle programs, resiliency and self-sufficiency for students and their families. The NCF also provides food and clothing to families and assists in the referral process to outside agencies for additional services. In addition to the NCF, Lake Weston hosts the ALPHA program providing character education lessons to students in grades kindergarten through 3rd grade as well as individual counseling to said students on an individual basis. For students in the 4th and 5th grade, Lake Weston provides referrals to outside agencies, including Better Health Therapy, Devereux and Lakeside, where counseling can be provided to students at school and in the home environment. Lake Weston also has a full-time Licensed Practical Nurse and a part time Nurse Practitioner who can provide physicals and prescriptions for certain medical needs. As part of Lake Weston's effort to provide comprehensive medical care, Lake Weston is host to the Dental Van during April for all 1st and 2nd grade students without dental insurance. During Dental Van month, students receive a full comprehensive dental exam including cleanings and fillings when necessary. Finally, Lake Weston works collaboratively with the assigned school social worker to address truancy, homelessness and outside agency support for families in need.

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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	27	31	18	26	33	26	0	0	0	0	0	0	0	161
One or more suspensions	5	15	15	21	20	35	0	0	0	0	0	0	0	111
Course failure in ELA or Math	25	41	37	61	34	44	0	0	0	0	0	0	0	242
Level 1 on statewide assessment	0	0	0	53	76	58	0	0	0	0	0	0	0	187

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	11	25	20	54	49	55	0	0	0	0	0	0	0	214

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

Lake Weston provides a layer of support to students identified as exhibiting two or more early warning signs. The layers of support include providing academic, behavioral and attendance interventions. First, academically, students are identified and placed into the appropriate TIER based on academic data indicators. Based on the data and the TIER placement, the identified students are receiving appropriate tiered interventions and data is being collected as part of the progress monitoring process. Students are also receiving an extra hour of reading each school day as part of the state mandate for early intervention. In addition to the additional hour in reading, students are scheduled daily into the lab for supplemental math and reading instruction. After school tutoring will be offered on a weekly basis to address skill deficits in reading and math. Secondly, behaviorally, the teachers meet with the appropriate personnel (Staffing Specialist, Dean, and District Behavior Coach) and identify specific targeted behaviors. The team decides on replacement behaviors and a plan for monitoring implementation and the process for progress monitoring an increase in replacement behaviors using data collection. Finally, to monitor attendance and truancy, the Registrar, Assistant Principal, and Social Worker identify truant students on a weekly basis as a team using attendance data reports. Based on the early indicators of 5-day, 10-day truancy, or 10 or more events of tardiness, based on calendar period requirements, early warning letters are sent to parents. Once notification has been sent to parents, and if truancy continues, early intervention truancy meetings are held where parents are placed on an attendance contract. A school-wide incentive program has been implemented to encourage daily attendance and punctuality.

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

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 Weston Elementary works diligently to build and sustain partnerships with the local community through the determined efforts of our Partners in Education coordinator. In order to ascertain appropriate and relevant support, Administration identifies specific needs of families, students, and school personnel. The identified needs are shared in a timely manner with the PIE Coordinator who seeks out assistance from local community and business organizations to secure appropriate resources that support the mission and vision of the school. Partnerships include soliciting volunteers for on campus activities, donations, financial resources, and representation on the School Advisory Committee. Lake Weston sustains partnerships with businesses and local community agencies. These partnerships encourage families to patronize the businesses that support the school. We recognize these partnerships through activities and celebrations at the conclusion of the school year. To increase parental involvement at school activities, we have designated a parent-involvement liaison. We have strategic partnerships with the Neighborhood Center for Families on campus. They provide services that give classroom instructional support, community engagement activities, and social/emotional support through a mentoring and counseling program.

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
Jackson, Charles	Principal
Guillen, Vanessa	Instructional Coach
	Assistant Principal
Velez, Irene	Instructional Coach
Brooke, Nicole	Instructional Coach
Moody, Laura	Instructional Coach
Howard, Carl	Administrative Support

b. Duties

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

The role of the Principal and Assistant Principal in the administrative capacity is to oversee the school and the resources within the school so as to achieve the Vision, Mission, and Strategic goals of the District Strategic Plan. As instructional leaders, the Principal and the Assistant Principal communicate the vision for academic success for students based on high standards and rigorous instruction. This involves managing members of the instructional team as intricate members of student success and high standards. In the capacity of instructional support, the Reading and Math/Science Coach facilitate the planning process, professional development and provide model lessons for their respective areas. Additionally, the Staffing Specialist and the Instructional coaches assists teachers in the Multi-Tier Support Systems (MTSS) process for students who are below grade level and making minimal process. So as to create an environment that is conducive to learning and teaching, the Dean provides school-wide assistance to teachers and students who need guidance and assistance with positive behavior choices including aiding in the process of Behavior Improvement Plans as part of the MTSS-Behavior process. Additionally, an instructional coach chairs the CHAMPS committee where school wide systems are discussed, decided upon and implemented. The Staffing Specialist works with appropriate district personnel, school-based administration, ESE resource teacher and classroom-based teachers to ensure the process of MTSS is followed. In addition they monitor that proper staffing is occurring as well as the adherence to the goals of a student's Individual Education Plan. All members of the leadership team meet regularly to discuss implementation of school-wide procedures and initiatives.

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 Lake Weston Administration and Leadership Team play a vital and prominent role in meeting the needs of all students and maximizing outcomes. The driving force behind meeting the needs of all learners is the Multi-Tier Support Systems (MTSS) process. As a member of the Leadership Team, the Principal and Assistant Principal provide direction for the problem solving process by reviewing adherence to the process in the capacity of classroom observations, informal classroom visits, data meetings, and formal MTSS meetings with appropriate personnel. The Instructional Coaches, including the Curriculum Resource Teacher, Reading Coach, Math/Science Coach, and Instructional Coach, provide guidance through the process of coaching teachers on the implementation and use of high-yield strategies, identification of appropriate curriculum and intervention materials and resources. The Staffing Specialist provides teachers assistance and support during data meetings in the identification of students needing Tier II and III interventions. The Staffing Specialist also provides support and guidance in the construction of MTSS academic and behavior action/support plans as well as guiding and assisting teachers in the collection and analysis of data and using such to drive instruction and interventions of identified students. The assigned School Psychologist will work collaboratively with the Staffing Specialist in providing expertise and support in identifying students and selecting appropriate interventions for academics and behavior, participating in MTSS meetings and assisting in the creation of MTSS academic and behavior action/support plans. The School Psychologist will also provide guidance to the teachers in the process of collecting and analyzing data and using the data to make data-driven decisions regarding appropriate strategies and interventions for identified students. When deemed necessary, based on data, the School Psychologist will initiate and complete the required psychological and aptitude assessment.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Charles Jackson	Principal
Esther Francois	Business/Community
Victoria Shackelford	Parent
Tonya Sparrow	Parent
Felecia Vanacore	Teacher
Sharon Lindgren	Education Support Employee
Latonya Williams	Education Support Employee
Maria Rodriguez	Teacher
Sandra Gomez	Business/Community
Dominyk Hollis	Parent
Donovan Gardner	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

During the course of the 2015-2016 SAC meetings, the current goals of the SIP and the progress of such goals were reviewed with the members of the SAC committee and the parents/staff/community members in attendance. As part of the review and monitoring process of such SAC meetings, performance data derived from assessments and ongoing progress monitoring was shared with community stakeholders. During the meetings that were held following this year's round of assessments, the goals and barriers of the 2015-2016 SIP were reviewed with present stakeholders. The goals and barriers were shared with the objective to maintain, revise or terminate. Recommendations discussed and revisions agreed upon were taken into advisement and consideration as part of the construction and implementation process of the 2016-2017 school goals.

b. Development of this school improvement plan

Based on the feedback throughout the course of the 2015-2016 school year in monthly School Advisory Committee Meetings and requirements of the Florida School Improvement Plan template, goals and activities have been identified to increase the levels of student achievement and decrease identified barriers posed in the 2016-2017 school year. The composed plan will be systematically monitored throughout the 2016-2017 school year within the School Advisory Committee (SAC) meetings. Additionally, the SAC will appropriately represent the ethnicity, racial and economics of the school community. SAC meetings will be scheduled for the first Tuesday of each month and families will be notified via School Messenger and through written print. The primary focus of the SAC will be to assist in the evaluation and continual improvement of the School Improvement Plan. In doing so, school administration will share the school's historical data, assessment and progress monitoring data as it relates to the School Improvement Plan. The SAC will collaborate, using such data to identify problematic areas, identify strategies for improvement and create a plan of monitoring. The fiscal use of any additional discretionary funds that are received by the SAC will be reviewed, discussed, and decided upon by SAC.

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

We meet with our SAC Committee on a monthly basis and focus our efforts on improving the academics at our school. Prior to receiving our school budget each year we conduct discussions related to what our academic priorities are for the coming year and how to achieve them. The input

that is received from this committee is used as we set priorities for our budget for the up-coming school year. Once the budget is complete we share the budgeting outcomes with the committee to garner consensus and commitment. We will continue to update SAC Committee Members and our community regarding our progress throughout the school year.

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

The SAC is involved in the decision making process for school budget during the development of the school goals and action plan. Based on the financial support needed to accomplish the activities within the action plan, financial support is allocated. The action plan that was implemented last year did not require financial support, so funding was not allocated.

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
Jackson, Charles	Principal
Velez, Irene	Instructional Coach
Dombrowski, Angela	Teacher, K-12
Guillen, Vanessa	Instructional Coach
Krug, Maura	Teacher, K-12
	Assistant Principal
Moody, Laura	Instructional Coach
Howard, Carl	Administrative Support
Polack, Mariah	Teacher, K-12
Brooke, Nicole	Instructional Coach
Vasquez, Heather	Teacher, K-12
Mosterio, Robert	Teacher, K-12
Vanacore, Felicia	Teacher, K-12

b. Duties

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

The Literacy Leadership Team meets monthly and is led by the Reading Coach. All information is communicated to classroom teachers via their representative on the Literacy Leadership Team (LLT), the team leader. The LLT ensures that the core reading program is used effectively as a resource and is responsible for our progress in the Orange County Public Schools K-12 Reading Plan. The Leadership Literacy Team ensures literacy needs, goals and expectations for Lake Weston are clearly defined as determined by school data. The Literacy Leadership Team also ensures teachers,

students and parents are provided with the necessary resources and support to ensure the expectations of a sound literacy program. The Literacy Leadership Team will work to strengthen literacy across the curriculum and content areas, provide intervention and support for struggling readers, build and support a culture of literacy within the school and community and provide support and professional development to teachers to improve instruction. This year's initiative for the Literacy Leadership Team will be to continue to implement Florida Standards for English and Language Arts while using the district scope and sequence and Measure Topic Plan documents for support. The LLT will assist in the crosswalk of the Common Core Standards to the Florida Standards and how the programmatic series, Journeys, can be used to support and scaffold instruction so as to align with the Continuous Improvement Model and the Instructional Focus Calendar. Additionally, the LLT will continue to support the deliberate planning and practice of Webb's Depth of Knowledge Higher Order Thinking questions and writing in all content areas using response, process and interactive journals. Using summative and formative assessments, teachers will formulate small groups during the 90-minute reading block and the extended school hour, instructing students at their individual performance levels. Instructional staff members, with the support and guidance of Administration and the Instructional Resource Team, will participate in the Instructional Rounds process in model classrooms to support and foster highly engaged classrooms. Data, i-Observation, and Literacy Leadership Team Meetings will provide feedback as to needed resources and professional development supporting the goals and plans of the school-wide literacy plan. The Literacy Leadership Team will also work with the teachers, students, parents and community to instill a love of literature. The Literacy Leadership Team will host a Literacy Night for parents, students and staff in addition to the media center being open for extended time during the day.

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 Weston Elementary encourages positive working relationships between teachers, instructional leaders and administration through the structure of a hardworking and dedicated team. Lake Weston designates two 45-minute period each week to each grade level for the collaborative planning of Mathematics Florida Standards (MAFS) with the school Math Coach; similarly, this process is replicated for Language Arts Florida Standards (LAFS) with the Reading Coach. In such meetings teachers and coaches look at the scope and sequence to drive the instructional timeline and then use the framework of the Measurement Topic Plans (MTPs) to drive their instructional lessons building learning goals, learning targets, learning scales, and common assessments. In addition to collaborative planning sessions, teacher schedules are designed in order for grade level Professional Learning Communities to occur outside their planning period. During such meetings, teams discuss students who are Tier II and Tier III and a school wide implementation of CHAMPS. Each grade level PLC is assigned an instructional team member who collaborates with the designated grade level providing support and assistance.

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

All teachers at Lake Weston Elementary are highly qualified and certified in their subject area(s). Teachers are recruited, interviewed and hired based on the Orange County Public School recruitment, screening and hiring procedures. To retain highly qualified teachers, to assist in effective teacher instruction and to monitor student progress, Lake Weston Elementary provides extensive staff development opportunities as well as additional curriculum resources and materials as needed. Teacher effectiveness is observed, monitored and supported with regular classroom visits and i-Observation by school administration. Administrators and school personnel work collaboratively with district personnel departments and attend district and state sponsored recruiting fairs to recruit high quality and highly qualified teachers.

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

Teachers new to teaching and to Lake Weston are supported by our Curriculum Resource Teacher (CRT), Literacy Coach, and Math/Science Coach who are trained in working with our school adopted reading programs. Instructional resource team members work collaboratively with school administration providing observational feedback to administration. As the leader of our teacher mentoring program, our CRT provides support to our beginning teachers and to teachers that are new to Lake Weston Elementary School. In addition, each new teacher is assigned a teacher leader as a mentor. Our teacher mentor program is also open to any teacher requesting additional assistance. Monthly meetings with mentees and mentors are held to discuss areas of concern, celebrations, and professional growth. Lake Weston is fortunate to have both a Math and Reading Coach on campus to provide subject specific assistance to our teachers.

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.

Lake Weston Elementary uses the Orange County Public Schools Scope and Sequence for English Language Arts (ELA), Math, and Science; Social Studies has been embedded into the ELA content as prescribed by the Measurement Topic Plans. Once the scope and sequence has been determined during common content planning sessions, the Measurement Topic Plans are used to determine the learning goals, learning targets essential standards, supporting standards, Depth of Knowledge Levels to build classroom scales and common assessments. Instructional planning teams include teachers, instructional coaches and administration. This team works together to identify standards based activities that meet the level of rigor that the standards dictate.

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 Weston Elementary uses the Multi-Tiered Support System (MTSS) process as a catalyst to promote change within the school focusing on student progress, student achievement, and school improvement. Through MTSS process, the Administrative Team provides support to the students and teachers as it relates to academic and behavioral concerns. The team will focus on CORE curriculum areas, school based curriculum, methods of instruction, school based resources and the classroom environment to continually increase student achievement and promote school improvement. The team focuses on disaggregation of student data, grade level instructional focus calendars, instructional pacing, differentiated instruction and current interventions being implemented. Members of the MTSS school based team will meet with grade levels and individual teachers, to assess the progress of identified students who currently receive interventions and students needing the added benefits of the MTSS process. This careful monitoring of the process of evaluating and determining individual student data trends will be facilitated through this data meeting process. We will continuously monitor the effectiveness of current intervention plans and determine the need to continue or modify plans. The Principal and Assistant principal will monitor lesson plans and classroom instruction on a weekly basis to ensure that quality CORE instruction and quality interventions are occurring within the classroom. The Administrative Team will oversee the

development and administration of summative and formative assessments, collection of data reports, data meetings and instructional plans as they align to student data. The MTSS team will assist teachers in the Florida Continuous Improvement Model as they regularly assess students using common assessments to determine if students need re-teaching and intervention based on data. Assisting teachers in best practices, the Reading Coach and Math/Science Coach will model, guide, and assist teachers with high-yield instructional strategies and techniques as it relates to increasing student achievement. Additionally both the Math/Science and Reading Coach will be responsible for responding to the disaggregated data specific to their curriculum focus by developing and implementing professional development to support improvement in their area of specialty. Assisting exceptional education teachers, resource teachers, and classroom based teachers, the Staffing Specialist will respond to the appropriate data providing MTSS training and support of data tracking of exceptional education students and students involved in the MTSS process. Strategies, resources and materials will be provided as needed to assist in the instruction of exceptional education students and students making minimal learning gains within the MTSS process. The Staffing Specialist will be responsible for supporting the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain English for Speakers of Other Languages (ESOL) compliant and the necessary resources are provided.

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: 10,800

Students will receive an extra hour of intensive reading instruction for a period of 180 school days by teachers who are deemed effective in reading instruction. The students will take a placement assessment using a Supplemental Intervention Computer Based Reading Program, Lexia. Based on student results, students will be placed in fluid groups that will be continually monitor and adjusted based on the collected data from Lexia. During the additional 60 minutes of reading instruction, students will engage in daily interactive read aloud, systematic teacher led small groups that are differentiated for 15 to 18 minutes of the 60 minute block, a 15-18 minute period of differentiated instruction using the Lexia computer based reading program, and 15 to 18 minute periods of independent reading and writing activities.

Strategy Rationale

Based on the Florida Legislature mandate in 2012, students in schools ranked as lowest performing in reading according to the Florida Comprehensive Assessment are to receive an additional hour of reading instruction in addition to the regular school day. According to historical legislature research, the additional hour of reading has helped students who are struggling with the fundamental components of reading increase their reading ability and reading scores, therefore increasing the overall performance of reading in schools as measured by standardized assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data that will be used to determine the effectiveness of the extended learning strategy will be the Lexia computer based reading reports, common assessments, quarterly benchmark assessments, and the Florida Standards Assessment. We will monitor the data to review individual student performance in an effort to determine the success of academic interventions through increased student academic performance.

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.

Lake Weston Elementary is cognizant of the importance of preparing students for transition from one school level to another. At the elementary level there is the transition from Pre-K to Kindergarten and from elementary school to middle school. In May of each school year, the Lake Weston Pre-K class tours the Kindergarten classrooms of Lake Weston Elementary. The objective of the tour is to provide students with an opportunity to interact with Kindergarten teachers and the Kindergarten classroom setting as they prepare to soon transition to the regular elementary school setting. When registering a child for Pre-Kindergarten and Kindergarten at Lake Weston Elementary, parents are welcomed with the opportunity to schedule a visit to the Pre-Kindergarten and Kindergarten classrooms to observe teacher instruction, participate in classroom activities, and engage in a question and answer session

with the highly qualified Pre-Kindergarten and Kindergarten teachers. Parents are also encouraged to bring their child to "Meet Your Teacher" during teacher pre-planning week as well as participate in Kindergarten Open House during the school-wide Open House occurring in September. Additionally, throughout the school year, 5th grade students are exposed to activities that prepare them for the transition to middle school. Finally, each spring, the school partners with the feeder school invite the 6th grade administrators and deans to the school campus for an informal orientation. After such orientation, students are then scheduled for visits at their feeder pattern middle school.

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 Weston participates in Teach-in and Junior Achievement. During Teach-In, Lake Weston brings in outside businesses, partners and civic organizations to expose students in a meaningful and engaging environment to careers in the business and technical fields and how endeavors can be reached through academic studies. As part of Junior Achievement, University of Central Florida students volunteer in the school to deliver developmentally appropriate lessons in order to support college readiness. In support of college and career readiness, Lake Weston hosts College Spirit Day the first Friday of each month as well as posting a public display of university diplomas.

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

In order to expose students at the elementary level to career and technical education programs, Lake Weston participates with Teach In, Junior Achievement, and integrates Science Technology Engineering and Mathematics (STEM) into the learning day. As part of Teach-In, several career and technical industry employers and employees are invited into the classroom to expose their profession to students and the steps necessary to work in that career or technical field. Junior Achievement is similar to Teach-In but is done so through developmentally appropriate lessons. We expose students to college and career with College Spirit Days and the posting of college diplomas and degree certifications. Finally, students investigate the natural world through the implementation of the practices of STEM exploring technology, engineering and mathematics to solve real world problems, issues or challenges.

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

Lake Weston supports career and technical education through the use of interactive notebooks, which support student note taking and organizational skills. These skills are foundational in building career and technical education awareness. S.T.E.M. activities and concepts are integrated into the grade level scope and sequence to prepare our students in science, technology, engineering, and math fields.

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.

Lake Weston Elementary works diligently to ensure all students are reading on grade level before entering the 3rd Grade. In order to determine reading deficiency prior to promotion in grades Kindergarten, 1st, and 2nd, Lake Weston uses the iReady Diagnostic, MAP and STAR Reading scores to determine grade level proficiency. Students considered deficient are identified as TIER II or TIER III according to Multi-Tiered Support System and students receive proper interventions and frequent progress monitoring. Additionally, parents of students not considered proficient are notified at the mid-point of the school year if their child is deficient in reading, at risk for retention, and the

interventions taking place to address the deficiency. In the spring of each year, Lake Weston holds retention meetings with families to determine retention or promotion for children previously identified as below grade level. Students who are identified for retention are invited to summer school so as to close the gap between deficiency and proficiency.

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.** Teachers will use data to incorporate rigorous activities into lesson plans that will be used to deliver standards-based instructions to all students. (Ensure Career and College Readiness; Accelerate Student Performance).
- G2.** Provide a safe and empowering learning and working environment (Invest in Human Capital; Provide Empowering Environments).

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. Teachers will use data to incorporate rigorous activities into lesson plans that will be used to deliver standards-based instructions to all students. (Ensure Career and College Readiness; Accelerate Student Performance). 1a

G084989

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	43.0
ELA/Reading Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- There is limited time for providing support for instructional planning.
- Teachers are unfamiliar with how to interpret data and use it to drive classroom core and differentiated instruction.
- Teachers lack in understanding of how to deconstruct the standards and develop classroom lessons that meet the rigor of the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Funding, Write Score training, iReady training, instructional coaches, additional hour of reading instruction.

Plan to Monitor Progress Toward G1. 8

Administration and Instructional Coaches will facilitate planning sessions and professional development. Group and individual data meetings will review growth as measured by Florida Standards Assessments, school-based assessment data and ongoing progress monitoring.

Person Responsible

Laura Moody

Schedule

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

Evidence of Completion

Lesson plans, observational data, common assessments, Florida Standards Assessment

G2. Provide a safe and empowering learning and working environment (Invest in Human Capital; Provide Empowering Environments). 1a

G084990

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	70.0
Attendance rate	90.0
Students exhibiting two or more EWS indicators (Total)	25.0

Targeted Barriers to Achieving the Goal 3

- Lack of proactive strategies to maintain appropriate behaviors.
- A limited amount of exposure to positive role models.
- High percentage of school mobility rate.
- The lack of community support as it relates to student development and discipline.
- Low teacher morale.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS Books, Burnett Honor's College Students, Junior Achievement

Plan to Monitor Progress Toward G2. 8

Administration and the Dean will monitor discipline infractions.

Person Responsible

Carl Howard

Schedule

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

Evidence of Completion

Educational Data Warehouse referral data, PBS monitoring

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Teachers will use data to incorporate rigorous activities into lesson plans that will be used to deliver standards-based instructions to all students. (Ensure Career and College Readiness; Accelerate Student Performance). **1**

 **G084989**

G1.B2 There is limited time for providing support for instructional planning. **2**

 **B226025**

G1.B2.S1 Conduct two 45-minute planning periods per week; create collaborative planning sessions with the presence of Instructional Coaches and Administration; ongoing training in use of district Measurement Topic Plans and lesson plan template. Dedicate a weekly PLC meeting to the deconstruction of the standards. **4**

 **S238430**

Strategy Rationale

To increase the deliberate planning and strategic use of rigorous questions by teachers to enable students to reach a Level 3 or 4 on the learning scale as defined by the Measurement Topic Plans

Action Step 1 **5**

Teachers will be provided a comprehensive level of support by Instructional Coaches and Administration through the scheduling of adequate planning time, collaborative planning sessions and professional development.

Person Responsible

Irene Velez

Schedule

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

Evidence of Completion

Copy of class schedules, agendas and handouts

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

Leadership team members will be involved in the planning process and Administration will check lesson plans and complete classroom walk-throughs.

Person Responsible

Charles Jackson

Schedule

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

Evidence of Completion

Weekly lesson plans will include the planned standards based activities and classroom observations will monitor teachers' strategic implementation of the planned lessons.

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

Leadership Team Members will be involved in the planning process and administration will check lesson plans and complete classroom walk-throughs.

Person Responsible

Charles Jackson

Schedule

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

Evidence of Completion

Lesson plans, observational data, writing response journals, common assessments, Florida Standards Assessment

G1.B2.S2 Each semester each grade level team will be supplied with a temporary duty day to help facilitate deconstruction of standards, common planning, and the development of common assessments.

4

 S238431

Strategy Rationale

To address the lack of time within the school week to adequately plan meaningful lessons that meet the rigor of the standards.

Action Step 1 5

Temporary duty day to plan standards based instruction activities for reading and math.

Person Responsible

Charles Jackson

Schedule

Semiannually, from 10/17/2016 to 3/20/2017

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will monitor lesson plans and common assessments

Person Responsible

Charles Jackson

Schedule

On 3/20/2017

Evidence of Completion

Lesson plans that contain standards-based activities that engage students at the appropriate level of rigor; and common assessments that measure student understanding and knowledge of assessed standards.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

We will monitor the effectiveness of the lesson plans implemented through classroom observations. We will monitor the effectiveness of their assessments through student assessment data.

Person Responsible

Charles Jackson

Schedule

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

Evidence of Completion

We will monitor iReady data, iObservation data, and teacher made common assessment data.

G1.B3 Teachers are unfamiliar with how to interpret data and use it to drive classroom core and differentiated instruction. **2**

 B226026

G1.B3.S1 Provide professional development in data analysis of current reading, math, and science (5th grade) data. Conduct individual/group data meetings with teachers. **4**

 S238432

Strategy Rationale

To use data to drive instruction and differentiate for specific student needs.

Action Step 1 **5**

Provide professional development in data analysis of current reading, math, and science (5th grade) data.

Person Responsible

Irene Velez

Schedule

On 5/31/2017

Evidence of Completion

Teachers will monitor various data points and continuously update data spreadsheets that are stored on SharePoint. The data will be used to create small groups, and guide reteaching efforts.

Action Step 2 **5**

Administration will conduct individual/group data meetings with teachers.

Person Responsible

Charles Jackson

Schedule

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

Evidence of Completion

School leaders will monitor data presented in data meetings and use it to guide professional development and instructional decisions.

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

Administrative walk-throughs and monitoring lesson plans for evidence of differentiated instruction.

Person Responsible

Charles Jackson

Schedule

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

Evidence of Completion

Lesson plans, observations of differentiated instruction

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

Progress will be monitored through monthly data meetings.

Person Responsible

Charles Jackson

Schedule

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


Evidence of Completion

Student data sheet containing iReady, MTP Common Assessments, Teacher made science diagnostic test, MAP, STAR, and FSA data.

G1.B4 Teachers lack in understanding of how to deconstruct the standards and develop classroom lessons that meet the rigor of the standards. 2

 B226027

G1.B4.S1 Provide professional development and a weekly dedicated time to deconstructing standards of current reading, math, and science (5th grade) MTPs. 4

 S238433

Strategy Rationale

Build teacher capacity in understanding the standards and implementing them with fidelity.

Action Step 1 5

Teachers will meet weekly as a PLC to deconstruct upcoming standards based on the scope and sequence.

Person Responsible

Nicole Brooke

Schedule

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

Evidence of Completion

Lesson plans and standards deconstruction template

Action Step 2 5

Instructional coaches will support the standards deconstruction process by providing teacher modeling and content expertise to ensure the process is completed with fidelity.

Person Responsible

Laura Moody

Schedule

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

Evidence of Completion

Completed lesson plan deconstruction templates.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Based on the PLC meeting, teachers will bring the deconstructed standards template to their lesson planning PLC, which will be facilitated by the instructional coaches.

Person Responsible

Laura Moody

Schedule

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

Evidence of Completion

Lesson plan and deconstructed standards template

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Based on the PLC meeting, teachers will bring the deconstructed standards template to their lesson planning PLC, which will be facilitated by the instructional coaches.

Person Responsible

Laura Moody

Schedule

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

Evidence of Completion

Lesson plan and deconstructed standards template

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Monitor that the teacher delivery of the lesson plans are meeting the level of rigor of the standards.

Person Responsible

Charles Jackson

Schedule

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

Evidence of Completion

Students demonstrating mastery of standards on common assessments.

G2. Provide a safe and empowering learning and working environment (Invest in Human Capital; Provide Empowering Environments). 1

G084990

G2.B1 Lack of proactive strategies to maintain appropriate behaviors. 2

B226028

G2.B1.S1 Implementation of CHAMPS in all grade levels. 4

S238434

Strategy Rationale

This will provide teachers with school wide procedures to enhance structure throughout the campus.

Action Step 1 5

The school will implement the CHAMPS program.

Person Responsible

Vanessa Guillen

Schedule

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

Evidence of Completion

Sign-in sheets from CHAMPS Training, Discipline Data, CHAMPS committee meeting notes

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

Administration will do classroom walkthroughs to determine the use of CHAMPS procedure in the classrooms and common areas.

Person Responsible

Vanessa Guillen

Schedule

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

Evidence of Completion

CHAMPS pocket chart and observation feedback

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

Administration and the Dean will monitor the amount of referrals.

Person Responsible

Carl Howard

Schedule

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


Evidence of Completion

EDW referral data

G2.B2 A limited amount of exposure to positive role models. 2

 B226029

G2.B2.S1 Bringing college students from Burnett Honors College to instruct our students through AVID based curriculum, Junior Achievement, and Teach-In. 4

 S238435

Strategy Rationale

To create situations where students can interact with positive role models with a focus on college and career readiness.

Action Step 1 5

The school will continue to expose students to College and Career readiness through the strategic planning of activities that support learning beyond elementary, middle and high school.

Person Responsible

Nicole Brooke

Schedule

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

Evidence of Completion

Student work demonstrating organizational and life skills that promote college and career readiness.

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

Lake Weston will monitor the attendance of the volunteers who participate in the various programs and events designed to increase parent and community involvement.

Person Responsible

Nicole Brooke

Schedule

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

Evidence of Completion

Sign-in sheets from Parent Involvement Events, collected data from the Volunteer Management System.

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

Administrative team will monitor referral data.

Person Responsible

Charles Jackson

Schedule

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

Evidence of Completion

Educational Data Warehouse referral data

G2.B3 High percentage of school mobility rate. **2**

 B226030

G2.B3.S1 We will conduct Quarterly code of conduct reviews, Monthly Code of Conduct review as needed for new students, frequent review of in classroom of rules, routines and procedures. **4**

 S238436

Strategy Rationale

To allow students to assimilate into the school culture and meet the expectations of outlined rules, routines, and procedures.

Action Step 1 **5**

The school will respond to the high mobility through the ongoing review of the Code of Conduct as well as classroom CHAMPS procedures, school rules and routines.

Person Responsible

Carl Howard

Schedule

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

Evidence of Completion

Learning Community Code of Conduct quarterly report sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Leadership will monitor the quarterly review of code of conducts.

Person Responsible

Carl Howard

Schedule

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

Evidence of Completion

Learning Community Code of Conduct review form, Educational Data Warehouse referral data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The CHAMPS Team will monitor discipline data through their monthly CHAMPS meeting.

Person Responsible

Vanessa Guillen

Schedule

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

Evidence of Completion

CHAMPS meeting notes

G2.B4 The lack of community support as it relates to student development and discipline. 2

 B226031

G2.B4.S1 We will conduct Parent Report Card Conference Nights, Curriculum Fairs, Cultural Events, Quarterly Award Ceremonies and other activities in an effort to involve parents in their child's education.

4

 S238437

Strategy Rationale

To involve families in the ongoing development of their child and to create a layer of support between school and home.

Action Step 1 5

The school will partner with families through the strategic development and scheduling of parent involvement events.

Person Responsible

Charles Jackson

Schedule

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

Evidence of Completion

School calendar of scheduled parent events, Parent sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

The administration team will review the school calendar for planned events and notify parents using school messenger, fliers, and school marquee.

Person Responsible

Charles Jackson

Schedule

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

Evidence of Completion

School Messenger reports, school event sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Administration will monitor student learning progress and school discipline data.

Person Responsible

Vanessa Guillen

Schedule

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

Evidence of Completion

Reports from Performance Matters and Educational Data Warehouse

G2.B5 Low teacher morale. **2**

 B226032

G2.B5.S1 Promote a supportive and collaborative culture among faculty and staff through positive staff recognition, team building activities, and consistent communication between staff and administration. **4**

 S238438

Strategy Rationale

By building a positive school culture the staff will feel supported and come to school with a more positive outlook.

Action Step 1 **5**

Positive staff recognition

Person Responsible

Nicole Brooke

Schedule

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

Evidence of Completion

Superstar of the Week Marquee and Mustang Power Awards

Plan to Monitor Fidelity of Implementation of G2.B5.S1 **6**

Make sure that the awards are given out.

Person Responsible

Irene Velez

Schedule

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

Evidence of Completion

The Mustang Power Awards are given out at each staff meeting and the marquee is changed weekly.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Administration will make sure that the awards are given out in a timely manner.

Person Responsible

Irene Velez
















Schedule

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

Evidence of Completion

Awards are given out in a timely manner.

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.B2.S2.MA1  M315310	Administration will monitor lesson plans and common assessments	Jackson, Charles	10/17/2016	Lesson plans that contain standards-based activities that engage students at the appropriate level of rigor; and common assessments that measure student understanding and knowledge of assessed standards.	3/20/2017 one-time
G1.B2.S2.A1  A308703	Temporary duty day to plan standards based instruction activities for reading and math.	Jackson, Charles	10/17/2016	Teacher lesson plans	3/20/2017 semiannually
G1.MA1  M315316	Administration and Instructional Coaches will facilitate planning sessions and professional...	Moody, Laura	8/15/2016	Lesson plans, observational data, common assessments, Florida Standards Assessment	5/31/2017 monthly
G2.MA1  M315328	Administration and the Dean will monitor discipline infractions.	Howard, Carl	8/15/2016	Educational Data Warehouse referral data, PBS monitoring	5/31/2017 monthly
G1.B2.S1.MA1  M315307	Leadership Team Members will be involved in the planning process and administration will check...	Jackson, Charles	8/15/2016	Lesson plans, observational data, writing response journals, common assessments, Florida Standards Assessment	5/31/2017 weekly
G1.B2.S1.MA1  M315308	Leadership team members will be involved in the planning process and Administration will check...	Jackson, Charles	8/15/2016	Weekly lesson plans will include the planned standards based activities and classroom observations will monitor teachers' strategic implementation of the planned lessons.	5/31/2017 weekly
G1.B2.S1.A1  A308702	Teachers will be provided a comprehensive level of support by Instructional Coaches and...	Velez, Irene	8/15/2016	Copy of class schedules, agendas and handouts	5/31/2017 weekly
G1.B3.S1.MA1  M315311	Progress will be monitored through monthly data meetings.	Jackson, Charles	8/15/2016	Student data sheet containing iReady, MTP Common Assessments, Teacher made science diagnostic test, MAP, STAR, and FSA data.	5/31/2017 monthly
G1.B3.S1.MA1  M315312	Administrative walk-throughs and monitoring lesson plans for evidence of differentiated...	Jackson, Charles	8/15/2016	Lesson plans, observations of differentiated instruction	5/31/2017 weekly
G1.B3.S1.A1  A308704	Provide professional development in data analysis of current reading, math, and science (5th grade)...	Velez, Irene	8/15/2016	Teachers will monitor various data points and continuously update data spreadsheets that are stored on SharePoint. The data will be used to create small groups, and guide reteaching efforts.	5/31/2017 one-time
G1.B3.S1.A2  A308705	Administration will conduct individual/ group data meetings with teachers.	Jackson, Charles	8/15/2016	School leaders will monitor data presented in data meetings and use it to guide professional development and instructional decisions.	5/31/2017 monthly
G1.B4.S1.MA1  M315313	Monitor that the teacher delivery of the lesson plans are meeting the level of rigor of the...	Jackson, Charles	8/15/2016	Students demonstrating mastery of standards on common assessments.	5/31/2017 weekly
G1.B4.S1.MA1  M315314	Based on the PLC meeting, teachers will bring the deconstructed standards template to their lesson...	Moody, Laura	8/15/2016	Lesson plan and deconstructed standards template	5/31/2017 weekly
G1.B4.S1.MA1  M315315	Based on the PLC meeting, teachers will bring the deconstructed standards template to their lesson...	Moody, Laura	8/15/2016	Lesson plan and deconstructed standards template	5/31/2017 weekly
G1.B4.S1.A1  A308706	Teachers will meet weekly as a PLC to deconstruct upcoming standards based on the scope and...	Brooke, Nicole	8/15/2016	Lesson plans and standards deconstruction template	5/31/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A2  A308707	Instructional coaches will support the standards deconstruction process by providing teacher...	Moody, Laura	8/15/2016	Completed lesson plan deconstruction templates.	5/31/2017 monthly
G2.B1.S1.MA1  M315317	Administration and the Dean will monitor the amount of referrals.	Howard, Carl	8/15/2016	EDW referral data	5/31/2017 monthly
G2.B1.S1.MA1  M315318	Administration will do classroom walkthroughs to determine the use of CHAMPS procedure in the...	Guillen, Vanessa	8/15/2016	CHAMPS pocket chart and observation feedback	5/31/2017 weekly
G2.B1.S1.A1  A308708	The school will implement the CHAMPS program.	Guillen, Vanessa	8/15/2016	Sign-in sheets from CHAMPS Training, Discipline Data, CHAMPS committee meeting notes	5/31/2017 daily
G2.B2.S1.MA1  M315319	Administrative team will monitor referral data.	Jackson, Charles	8/15/2016	Educational Data Warehouse referral data	5/31/2017 quarterly
G2.B2.S1.MA1  M315320	Lake Weston will monitor the attendance of the volunteers who participate in the various programs...	Brooke, Nicole	9/1/2016	Sign-in sheets from Parent Involvement Events, collected data from the Volunteer Management System.	5/31/2017 monthly
G2.B2.S1.A1  A308709	The school will continue to expose students to College and Career readiness through the strategic...	Brooke, Nicole	8/15/2016	Student work demonstrating organizational and life skills that promote college and career readiness.	5/31/2017 quarterly
G2.B3.S1.MA1  M315321	The CHAMPS Team will monitor discipline data through their monthly CHAMPS meeting.	Guillen, Vanessa	8/15/2016	CHAMPS meeting notes	5/31/2017 monthly
G2.B3.S1.MA1  M315322	Leadership will monitor the quarterly review of code of conducts.	Howard, Carl	8/15/2016	Learning Community Code of Conduct review form, Educational Data Warehouse referral data	5/31/2017 quarterly
G2.B3.S1.A1  A308710	The school will respond to the high mobility through the ongoing review of the Code of Conduct as...	Howard, Carl	8/15/2016	Learning Community Code of Conduct quarterly report sheets	5/31/2017 quarterly
G2.B4.S1.MA1  M315323	Administration will monitor student learning progress and school discipline data.	Guillen, Vanessa	8/15/2016	Reports from Performance Matters and Educational Data Warehouse	5/31/2017 monthly
G2.B4.S1.MA1  M315324	The administration team will review the school calendar for planned events and notify parents...	Jackson, Charles	8/15/2016	School Messenger reports, school event sign-in sheets	5/31/2017 weekly
G2.B4.S1.A1  A308711	The school will partner with families through the strategic development and scheduling of parent...	Jackson, Charles	8/15/2016	School calendar of scheduled parent events, Parent sign-in sheets	5/31/2017 monthly
G2.B5.S1.MA1  M315325	Administration will make sure that the awards are given out in a timely manner.	Velez, Irene	8/15/2016	Awards are given out in a timely manner.	5/31/2017 weekly
G2.B5.S1.MA1  M315326	Make sure that the awards are given out.	Velez, Irene	8/15/2016	The Mustang Power Awards are given out at each staff meeting and the marquee is changed weekly.	5/31/2017 weekly
G2.B5.S1.A1  A308712	Positive staff recognition	Brooke, Nicole	8/8/2016	Superstar of the Week Marquee and Mustang Power Awards	5/31/2017 monthly
G1.B2.S2.MA1  M315309	We will monitor the effectiveness of the lesson plans implemented through classroom observations....	Jackson, Charles	8/15/2016	We will monitor iReady data, iObservation data, and teacher made common assessment data.	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. Teachers will use data to incorporate rigorous activities into lesson plans that will be used to deliver standards-based instructions to all students. (Ensure Career and College Readiness; Accelerate Student Performance).

G1.B2 There is limited time for providing support for instructional planning.

G1.B2.S1 Conduct two 45-minute planning periods per week; create collaborative planning sessions with the presence of Instructional Coaches and Administration; ongoing training in use of district Measurement Topic Plans and lesson plan template. Dedicate a weekly PLC meeting to the deconstruction of the standards.

PD Opportunity 1

Teachers will be provided a comprehensive level of support by Instructional Coaches and Administration through the scheduling of adequate planning time, collaborative planning sessions and professional development.

Facilitator

Principal, Assistant Principal, Instructional Coaches

Participants

Classroom Teachers

Schedule

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

G1.B2.S2 Each semester each grade level team will be supplied with a temporary duty day to help facilitate deconstruction of standards, common planning, and the development of common assessments.

PD Opportunity 1

Temporary duty day to plan standards based instruction activities for reading and math.

Facilitator

Instructional Coaches

Participants

Grade Level Teams

Schedule

Semiannually, from 10/17/2016 to 3/20/2017

G1.B3 Teachers are unfamiliar with how to interpret data and use it to drive classroom core and differentiated instruction.

G1.B3.S1 Provide professional development in data analysis of current reading, math, and science (5th grade) data. Conduct individual/group data meetings with teachers.

PD Opportunity 1

Provide professional development in data analysis of current reading, math, and science (5th grade) data.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

On 5/31/2017

G1.B4 Teachers lack in understanding of how to deconstruct the standards and develop classroom lessons that meet the rigor of the standards.

G1.B4.S1 Provide professional development and a weekly dedicated time to deconstructing standards of current reading, math, and science (5th grade) MTPs.

PD Opportunity 1

Teachers will meet weekly as a PLC to deconstruct upcoming standards based on the scope and sequence.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

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

G2. Provide a safe and empowering learning and working environment (Invest in Human Capital; Provide Empowering Environments).

G2.B1 Lack of proactive strategies to maintain appropriate behaviors.

G2.B1.S1 Implementation of CHAMPS in all grade levels.

PD Opportunity 1

The school will implement the CHAMPS program.

Facilitator

CHAMPS Team

Participants

School Wide

Schedule

Daily, 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.B2.S1.A1	Teachers will be provided a comprehensive level of support by Instructional Coaches and Administration through the scheduling of adequate planning time, collaborative planning sessions and professional development.				\$86,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0651 - Lake Weston Elementary	Title I, Part A		\$86,000.00
2	G1.B2.S2.A1	Temporary duty day to plan standards based instruction activities for reading and math.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	0651 - Lake Weston Elementary	General Fund		\$7,000.00
3	G1.B3.S1.A1	Provide professional development in data analysis of current reading, math, and science (5th grade) data.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0651 - Lake Weston Elementary	General Fund		\$1,000.00
4	G1.B3.S1.A2	Administration will conduct individual/group data meetings with teachers.				\$0.00
5	G1.B4.S1.A1	Teachers will meet weekly as a PLC to deconstruct upcoming standards based on the scope and sequence.				\$0.00
6	G1.B4.S1.A2	Instructional coaches will support the standards deconstruction process by providing teacher modeling and content expertise to ensure the process is completed with fidelity.				\$0.00
7	G2.B1.S1.A1	The school will implement the CHAMPS program.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0651 - Lake Weston Elementary	Title I, Part A		\$5,000.00
			Notes: CHAMPS materials			
8	G2.B2.S1.A1	The school will continue to expose students to College and Career readiness through the strategic planning of activities that support learning beyond elementary, middle and high school.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0651 - Lake Weston Elementary	General Fund		\$1,000.00

Orange - 0651 - Lake Weston Elementary - 2016-17 SIP
Lake Weston Elementary

9	G2.B3.S1.A1	The school will respond to the high mobility through the ongoing review of the Code of Conduct as well as classroom CHAMPS procedures, school rules and routines.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0651 - Lake Weston Elementary	General Fund		\$2,000.00
10	G2.B4.S1.A1	The school will partner with families through the strategic development and scheduling of parent involvement events.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0651 - Lake Weston Elementary	Other		\$2,000.00
11	G2.B5.S1.A1	Positive staff recognition				\$0.00
Total:						\$104,000.00