School District of Osceola County, FL

East Lake Elementary School

2016-17 Schoolwide Improvement Plan

East Lake Elementary School

4001 BOGGY CREEK RD, Kissimmee, FL 34744

www.osceolaschools.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	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

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

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Osceola 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.

Table of Contents

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 East Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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 provide a welcoming, supportive environment that ensures high levels of learning for ALL individuals."

b. Provide the school's vision statement.

"A school where the students and staff learn through academics, the fine arts and technology"

2. School Environment

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

During the school year and summer, administration makes an effort to welcome and greet new families entering the school. The school's guidance counselor is readily available to help any family or student with their transition into East Lake. Teachers also incorporate various activities into the students' daily learning that asks students share their past with others.

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

East Lake's number one priority is student safety. During the morning, there are many staff members present to welcome and greet students. Staff members are also spread throughout the school and offer assistance to any student that may need help getting to their classroom or another area. At all times the outside and classrooms doors remain locked and the students are taught they are locked to keep the campus safe. During dismissal, students are released on two bells, which gives students ample time to exit the building and/or get to the area where they need to be. Again, may staff members are present during dismissal and other assistance to all students as they exit the building. In the classrooms, hallway, lunch room, and all other areas, staff members treat students like family and students are shown daily how great it is to be an eagle.

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.

East Lake follows the PBIS(Positive Behavioral Interventions & Supports) model. Within the model, both discipline and academics are looked at, all while using different interventions to meet the needs of individual students. The PBIS committee has set up incentives. both daily and monthly, for students who have earned "Eagle Bucks" for following our school-wide, SOAR expectations. East Lake uses both minor and major infraction forms, with the major infraction form being a referral. Teachers are taught what behaviors elicit a minor or a major referral and students are held accountable for their actions. The school uses SOAR (strive for success, on time on time, act responsibly, respect for all) as classroom rules. Each teacher then uses the SOAR expectations to break down what each expectation looks like in their class.

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.

Students requiring social-emotional help are directed to our guidance counselor, Ms. Serrano. Ms. Serrano works with students in a variety of ways to meet the individual needs of students. Ms. Serrano has also set up small groups, in which students meet to discuss different types of matters that may come about during school. Teachers work with students in the classroom as well by providing one on one time for students to discuss and share any uncertainties or problems that the students may have.

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.

We analyzed our school's data grades K-5 using the following indicators:
-10% or more of days missed
-One or more suspensions (in school and out of school)
-Level 1 score on the States Assessment (grades 3-5)

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	23	30	21	23	28	17	0	0	0	0	0	0	0	142
One or more suspensions	1	0	4	4	7	5	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	48	78	53	0	0	0	0	0	0	0	179
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	15	17	11	0	0	0	0	0	0	0	43

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

East Lake implemented many intervention strategies to improve academic performance of students that were identified using the early warning system. We offered morning tutoring, push in tutoring in the classrooms, as well as using the P.E. waiver to offer more instruction during essentials (or block) classes. Students were selected based upon previous test scores, including FSA, STAR, and common formative assessments. During MTSS meetings, students exhibiting poor attendance patterns or excessive absences were targeted and their names are brought to the Attendance Committee for review.

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. § 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

100% of the parents at East Lake Elementary will be involved with their student education by communicating with the teacher on a regular basis via agenda, email, phone or parent conferences. Parents will become involved by volunteering and attending school functions.

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.

East Lake maintains a constant partnership with various organizations, businesses, and community members. The school remains open and available to any community members or organization to rent for needs, including local home owners' associations. East Lake also has made and continued partnerships with many other local businesses in the area. East Lake is a 5-Star school, having reached the required number of volunteer hours within a school year. Parents are welcome to sign up through the Oasis program and volunteer at the school or in a classroom. A fall event is held each year where are students and families are invited to the school for a day filled with fun, food, meet and greets, and much more.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Burdette, Stacy	Principal
DeRight, Nathan	Assistant Principal
Blades, Kathy	Instructional Coach
Archambeau, Gidget	Instructional Coach
Coleman, Vanessa	Instructional Coach
Glasheen, Jennifer	Other

b. Duties

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

Administration: Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conduct assessment of RtI of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development, and communicates with parents regarding school-based activites and activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 2 and Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

MTSS Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development ; and provides support for assessment and implementation monitoring.

Reading Instructional Coach: Provides guidance on K-12 Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans.

Math Instructional Coach: Provides guidance on K-12 Math Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans.

School Learning Resource Specialist: Support ESOL students by working alongside teachers to support instruction; work with leadership team to target lower performing students and provide modeling in the classroom; support the implementation of Tier 1, Tier 2, and Tier 3 Intervention Plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language arts.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the

school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Carrie Sassic	Teacher
Louise Smith	Teacher
Stacy Burdette	Principal
Nathan DeRight	Principal
Jennifer Glasheen	Teacher
Ivette Santiago	Parent
Bertrice Romeus	Teacher
Gidget Archambeau	Teacher
Vanessa Coleman	Teacher
Nydia Torres	Teacher
Migdalia Santiago	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

At every SAC meeting, the administration highlights various areas of the Continuous Improvement Management System. During a SAC meeting, the school climate survey was disbursed and results were shared once all data was collected. Suggestions were then made based upon the results of the survey to better the school as a whole.

b. Development of this school improvement plan

The CIMS is normally developed by administration and selected staff members. Administration presents the CIMS to the SAC committee, suggestions are discussed, and the committee approves the CIMS. Administration reviews the CIMS with SAC several times throughout the year to review data and discuss our progress towards meeting our goals.

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

The principal provides an update of the school's budget and expenditures at each meeting. The SAC committee then discusses how money is spent and together, a plan is made.

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

The use of SAC funds will be utilized to support teachers and students in accordance to the Continuous Improvement Management System. SAC purchased over $1,000 in math manipulatives for grades 3-5, $2,500 on e-books for student engagement and listens to proposals given by teachers or various stakeholders throughout the school year.

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
Burdette, Stacy	Principal
Glasheen, Jennifer	Instructional Media
Archambeau, Gidget	Instructional Coach
Glasheen, Jennifer	Other

b. Duties

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

To increase the percentage of students meeting proficiency in Reading and making learning gains in reading, as well as getting students excited about reading. The LLT will do this through, family literacy nights, character dress down days, AR incentives, SSYRA and SSYRA Jr. incentives, and Literacy Week celebrations.

D. Public and Collaborative Teaching

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

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

The Principal and Assistant Principal work collaboratively to promote consistent and efficient Professional Learning Communities (PLCs). Within the PLCs, each grade level plans lessons, creates assessments, and analyzes school data as a team. PLC teams meet weekly and teachers are encouraged to meet vertically, where teachers of various grade levels meet with their content areas. Administration also provides teachers with grade level planning days twice a year. Reading and Math teachers meet and collaborate together to create lesson plans and CIM assessments to provide a spiral review. Grade levels either are given a half or a full day planning day respectively. Finally, teachers are encouraged to flexibly group their students and provide each student with their most suitable learning environment.

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

The Principal and Assistant Principal work collaboratively to screen resumes of potential candidates of East Lake Elementary. The Principal and/or Assistant Principal utilize the Winocular computer program to check references, monitor completed applications, and to follow up on any previous interviews at other institutions. The Principal and/or Assistant Principal then contacts Human Resources to check if the candidate is highly qualified for the Job listing posted. Upon completion, the Principal and/or Assistant Principal schedule an interview with the candidate. If the interview is a successful interview, the Principal and/or Assistant Principal contact the most recent supervisor of the candidate to obtain a reference. If the reference is positive, the candidate is contacted by the Principal or Assistant Principal and extended an offer to accept the position.

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

All teachers new to East Lake Elementary are assigned a mentor to assist with any questions and share important information that may arise throughout the year. The mentor and mentee should meet with one another daily, weekly, and monthly. The mentors are teachers in the same grade level of the mentee and

may be next door for easy access. A mentoring handbook, training, and log were given to both mentors and mentees to help with the transition.

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.

East Lake strives to provide instruction aligned with the Florida Standards. Teachers are given professional development sessions multiple times a year by district personnel and/or school coaches. School assigned mentors offer assistance to new staff members and are expected to ensure any questions are answered. Administration both supports and expects teachers to create lessons and assessments while using the Florida Standards. The school's Literacy Coach and Math/Science Coach offer assistance and small professional development sessions as well.

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.

East Lake uses STAR data (to be replaced with iReady data) to progress monitor regularly throughout the year. Students that are not performing to proficiency are provided with additional assistance. Students are given more direct attention within smaller group settings during iii math and reading time daily. Students in the lower quartile of the school are tutored during the school day and are given at home opportunities as well. Teachers meet regularly with the school Literacy Coach and Math/Science coach to be given assistance on how to differentiate instruction based upon the students needs when needed.

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: 1,080

Students that are in the lowest quartile and scored a Level 1 on FSA Reading or Mathematics and/or Tier 3 in the MTSS process will receive intervention in reading and mathematics for 30 minutes a day/4 days a week. The intervention will be taught by highly qualified teacher(s) and/or paraprofessionals during essential time (given parent(s) sign the PE waiver).

Strategy Rationale

The extended learning strategy above is necessary to help students on the path to proficiency in order to be college and career ready.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
DeRight, Nathan, nathan.deright@osceolaschools.net

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

Data from STAR (iReady) reading and math will be collected on a weekly, monthly, and quarterly basis to determine if students are progressing or need to continue with intervention.

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. § 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.

East Lake provides two units of Voluntary Pre-Kindergarten, one in the morning and one in the afternoon. This services 40 students in the community. East Lake also houses three ESE Pre-K units for students ages 3 to 5 for our students with disabilities. All units follow a set curriculum for their students. Both VPK and ESE Pre-K meet weekly during Professional Learning Communities. The District Level supervisor makes monthly or quarterly visits to the units and provides feedback to Administration. Professional Development opportunities for our teachers are also offered in-house or within the District to help our instructors grow in their field.

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.

East Lake has established a partnership with The Orlando Science Center. At the beginning of the 2015-16 school year, the entire staff visited the Science Center and worked together to complete STEM activities. Teachers are incorporating STEM activities throughout the school year. East Lake has been awarded "STEM School" status and our fifth grade students will be working with Project Lead the Way during the school year. STEM units and lessons have been created and built into the content timelines for all K-5 teachers to utilize.

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

Engineering is Elementary, Coding, WEYE News crew, Project Lead the Way

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

Teachers have been continuously trained by Orlando Science Center personnel on many areas within STEM. Coding Club takes place before school once a week. Project Lead the Way will be utilized by fifth grade students throughout the school year.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

The following documents were submitted as evidence for this section:

No files were uploaded

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

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? 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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All teachers will plan for and deliver rigorous standards-based instruction which will engage all students.

G2.   Communication between all stakeholders will be conducted through multiple ways in a proactive manner

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. All teachers will plan for and deliver rigorous standards-based instruction which will engage all students. `1a`

🔑 G085389

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal `3`

- Teachers struggle to identify and group students to meet the depth of rigor within each content area.
-

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Reading Lab

- MTSS scheduled meetings

- Personnel- Specific feedback from admin and coaches,RCS, MTSS Coach, LRS, media specialist, Guidance Counselor,

- School wide book study on Read Aloud's

- ELA Professional development, guided by the district continuum

- MyOn reading

- Florida Standards planning days

- Core connections

- PLC meetings; data chats between admin and teachers to drive instruction

- STEM

- Sheltered English Programs

- E-Books

- Office 365

- iReady

- School-wide targeted Marzano elements

Plan to Monitor Progress Toward G1. `8`

Classroom Walk-throughs
Data Analysis

Person Responsible
Stacy Burdette

Schedule
Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion
Data Chats Monitor data for learning gains

G2. Communication between all stakeholders will be conducted through multiple ways in a proactive manner 1a

🔍 G085390

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Multiple means of communication are not be used consistently and effectively

Resources Available to Help Reduce or Eliminate the Barriers 2

- dial out

- marquee

- Parent conference (face to face or phone)

- Remind 101

- Agenda

- Classroom email lists

- Newsletters

- Flyers (bilingual)

- Events (school events)

- Translators

Plan to Monitor Progress Toward G2. 8

During PLC data chats, teachers will being their communication log to be reviewed with the MTSS team.

Person Responsible
Nathan DeRight

Schedule
Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion
STAR, Common Assessments, State Testing

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. All teachers will plan for and deliver rigorous standards-based instruction which will engage all students.
1

🔍 G085389

G1.B1 Teachers struggle to identify and group students to meet the depth of rigor within each content area.
2

🔍 B227088

G1.B1.S1 PLCs will collaborate to create both common lesson plans and use common assessments. PLC leads will meet with the Leadership team throughout the school year for direction and guidance. iReady system will be used to assist with differentiation. 4

🔍 S239607

Strategy Rationale

Action Step 1 5

PLCs will deliver common assessments and analyze data to plan for instruction. PLCs will plan instruction based on the content timeline that meets the needs and engages all students in the classroom.

Person Responsible

Stacy Burdette

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Minutes from PLC meetings

Action Step 2 5

East Lake will target ESE, ELL, and level 1 students in Reading and Math through the use of small group instruction and extended learning opportunities and intervention

Person Responsible

Stacy Burdette

Schedule

Daily, from 8/3/2016 to 5/31/2017

Evidence of Completion

Tutoring attendance, Assessment data, PLC minutes

Action Step 3 `5`

Teacher will use common assessments and data to plan instruction during PLC's

Person Responsible

Nathan DeRight

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

PLC Minutes

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

PLC leaders/facilitators will oversee PLC meetings via walkthroughs. PLC leads will also monitor task expectations based on data from minutes/agendas.

Person Responsible

Nathan DeRight

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Lesson Plans PLC minutes/agendas

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

1. Compare teachers averages on common formative assessments by finding the range between teachers in a PLC. 2. Analyze level of proficiency demonstrated by students in relation to assessment findings. 3. Identify outliers and make adjustments.

Person Responsible

Stacy Burdette

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Increased number of walk throughs.

G1.B1.S2 School-wide Marzano elements will be selected, developed and monitored [4]

🔑 S239608

Strategy Rationale

Action Step 1 [5]

Teachers will meet with administration throughout the year to focus on specific Marzano elements

Person Responsible

Stacy Burdette

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

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

Monitoring will be done through the data analysis meetings with teachers

Person Responsible

Stacy Burdette

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

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

Leadership team will meet weekly to discuss effectiveness and make adjustments (if needed)

Person Responsible

Stacy Burdette

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

G2. Communication between all stakeholders will be conducted through multiple ways in a proactive manner 1

🔑 G085390

G2.B1 Multiple means of communication are not be used consistently and effectively 2

🔑 B227090

G2.B1.S1 Train staff on ways to effectively communicate with various stakeholders 4

🔑 S239610

Strategy Rationale

Action Step 1 5

Provide communication tips at every staff/faculty meeting and monthly newsletter

Person Responsible

Nathan DeRight

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

A log will be created and used to monitor the effectiveness of all communication. Targeted feedback will be given to teachers/staff to improve communication.

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

2016-17 Climate survey

Person Responsible

Nathan DeRight

Schedule

On 5/31/2017

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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.B1.S1.MA1 M317822	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M317821	Classroom Walk-throughs Data Analysis	Burdette, Stacy	8/3/2016	Data Chats Monitor data for learning gains	5/31/2017 weekly
G2.MA1 M317826	During PLC data chats, teachers will being their communication log to be reviewed with the MTSS...	DeRight, Nathan	8/3/2016	STAR, Common Assessments, State Testing	5/31/2017 monthly
G1.B1.S1.MA1 M317815	1. Compare teachers averages on common formative assessments by finding the range between teachers...	Burdette, Stacy	8/3/2016	Increased number of walk throughs.	5/31/2017 weekly
G1.B1.S1.MA1 M317816	PLC leaders/facilitators will oversee PLC meetings via walkthroughs. PLC leads will also monitor...	DeRight, Nathan	8/3/2016	Lesson Plans PLC minutes/agendas	5/31/2017 weekly
G1.B1.S1.A1 A310224	PLCs will deliver common assessments and analyze data to plan for instruction. PLCs will plan...	Burdette, Stacy	8/3/2016	Minutes from PLC meetings	5/31/2017 weekly
G1.B1.S1.A2 A310225	East Lake will target ESE, ELL, and level 1 students in Reading and Math through the use of small...	Burdette, Stacy	8/3/2016	Tutoring attendance, Assessment data, PLC minutes	5/31/2017 daily
G1.B1.S1.A3 A310226	Teacher will use common assessments and data to plan instruction during PLC's	DeRight, Nathan	8/3/2016	PLC Minutes	5/31/2017 weekly
G2.B1.S1.MA1 M317823	2016-17 Climate survey	DeRight, Nathan	2/1/2016		5/31/2017 one-time
G2.B1.S1.A1 A310228	Provide communication tips at every staff/faculty meeting and monthly newsletter	DeRight, Nathan	8/3/2016	A log will be created and used to monitor the effectiveness of all communication. Targeted feedback will be given to teachers/staff to improve communication.	5/31/2017 monthly
G1.B1.S2.MA1 M317817	Leadership team will meet weekly to discuss effectiveness and make adjustments (if needed)	Burdette, Stacy	8/3/2016		5/31/2017 weekly
G1.B1.S2.MA1 M317818	Monitoring will be done through the data analysis meetings with teachers	Burdette, Stacy	8/3/2016		5/31/2017 weekly
G1.B1.S2.A1 A310227	Teachers will meet with administration throughout the year to focus on specific Marzano elements	Burdette, Stacy	8/3/2016		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. All teachers will plan for and deliver rigorous standards-based instruction which will engage all students.

G1.B1 Teachers struggle to identify and group students to meet the depth of rigor within each content area.

G1.B1.S1 PLCs will collaborate to create both common lesson plans and use common assessments. PLC leads will meet with the Leadership team throughout the school year for direction and guidance. iReady system will be used to assist with differentiation.

PD Opportunity 1

PLCs will deliver common assessments and analyze data to plan for instruction. PLCs will plan instruction based on the content timeline that meets the needs and engages all students in the classroom.

Facilitator

Each leadership team member will rotate among PLCs throughout the year

Participants

All teachers and administration

Schedule

Weekly, from 8/3/2016 to 5/31/2017

G2. Communication between all stakeholders will be conducted through multiple ways in a proactive manner

G2.B1 Multiple means of communication are not be used consistently and effectively

G2.B1.S1 Train staff on ways to effectively communicate with various stakeholders

PD Opportunity 1

Provide communication tips at every staff/faculty meeting and monthly newsletter

Facilitator

Nathan DeRight

Participants

Leadership team will device a list of communication tips

Schedule

Monthly, from 8/3/2016 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	**PLCs will deliver common assessments and analyze data to plan for instruction. PLCs will plan instruction based on the content timeline that meets the needs and engages all students in the classroom.**	$0.00
2	G1.B1.S1.A2	**East Lake will target ESE, ELL, and level 1 students in Reading and Math through the use of small group instruction and extended learning opportunities and intervention**	$0.00
3	G1.B1.S1.A3	**Teacher will use common assessments and data to plan instruction during PLC's**	$0.00
4	G1.B1.S2.A1	**Teachers will meet with administration throughout the year to focus on specific Marzano elements**	$0.00
5	G2.B1.S1.A1	**Provide communication tips at every staff/faculty meeting and monthly newsletter**	$0.00
		Total:	**$0.00**