

Seminole County Public Schools

Lake Orienta Elementary School



2016-17 Schoolwide Improvement Plan

Lake Orienta Elementary School

612 NEWPORT AVE, Altamonte Springs, FL 32701

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0601>

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	73%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

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

**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 Seminole 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 Orienta Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

b. Provide the school's vision statement.

The vision of Lake Orienta Elementary is to provide a safe and courteous school with exciting, meaningful learning experiences for everyone.

2. School Environment

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

Lake Orienta Elementary works very closely with its students and families with the intent to educate one another on each others' cultures, with the end result being to create a well-rounded school culture embracing each others' differences and similarities. We host several community events throughout the year including a book fair, parent curriculum nights, PTA events, and Title I meetings and trainings to promote family involvement and help parents understand how to support their student's academic and social/emotional growth. Every grade level also creates a "get to know me" student project and presentation, which highlights the individual student, their family, and their cultural background. Working as a collaborative team, the Lake Orienta regular classroom teachers and our 3 ESOL teachers support our new students with ELL strategies to help them acclimate to their new environment while celebrating their individual family traditions and cultures. Other events, such as Teach In, also gives our students the opportunity to share their culture with peers.

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

"Penguin Pride" is the cornerstone of our behavior management program and the key in building a positive, safe culture at Lake Orienta Elementary. It is embedded within our and Positive Behavior Support program, and the students know that our cornerstone of Penguin Pride consists of Positive Work Habits, Respect, Self-Control and Good Study Skills will create a school environment of safety, trust, and support with our students and our staff. Our PBS team, made up of teacher/faculty leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success of our students, rather than negative consequences. We also gather important input from our School Advisory Council, Parent Involvement team and the Student Council as we evolve our program.

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.

All staff is trained in our Lake Orienta's Penguin Pride and our Positive Behavior Support program. These programs are built on "making right choices"; excelling in behavior, sports, arts, and academics; supporting and recognizing students and staff through incentives and positive reinforcement; and celebrating success. Clear expectations are communicated to all stake holders, incentives are put into place, and we focus on doing the right thing. We use a free program called

Class Dojo to track positive points awarded to students who are following the rules and doing the right thing. Parents can check their students' Dojo points daily via the internet. Additionally, great emphasis is placed on engaged instruction and building relationships/trust with students. When disciplinary action is called for, the Student Code of Conduct is followed and adhered to. In the beginning of the year, administration visits classrooms to focus on leadership, excellence, and expectations.

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 Orienta Elementary has established various counseling services for the needs of our students including anger management, peer resolution, social skills, divorce group, and one on one when needed. We have student mentor programs with our older student council students working with primary classes. We have set up a "food pantry" for those families in need. We have also set up procedures to deal with tragic incidents including the death of a family member of fellow student.

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.

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students who meet two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	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	0	0	0	0	0	0	0	0	0	0	0

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

1. Any time a student's attendance drops below 90%, the Guidance Counselors and administration are notified and Guidance will make direct contact with the parents. If attendance issues continue, the School Resource Officer and Social Worker are notified and contact parent initiating truancy procedures if called for.
2. Any time a student is suspended, the parent is notified. If the student receives multiple suspensions, they are referred to the MTSS team to be placed on a Behavior Improvement Plan. If the BIP is not successful, the student will be referred to the Student Study Team to evaluate the need of additional services.
3. Any time a student begins to fail a course or shows academic deficiencies in ELA or Math through progress monitors, the student is brought to the MTSS team. With parent input, the MTSS implements a tiered approach plan to address the students academic deficiencies and track growth through ongoing Progress Monitoring (OPM's). If the student continues to struggle, he/she will be referred to the SST to evaluate the need of additional services.
4. All Level 1 students are immediately referred to the MTSS team and places in a tiered approach intervention.

The following materials are used by teachers to provided interventions:

Parent/teacher conferences, MTSS, counseling, mentor programs, Walk to Intervention, SIPPS, Making Meaning, My Sidewalks, iReady computer programs, tutorial, BIP's, and OPM's.

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

Administration and teachers are encouraging parents to take an active role in our online student data/grades/communication program (Skyward).

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.

Teachers and administrators use multiple strategies to contact families, including but not limited to,

- (1) contacting families prior to the start of school to welcome the students to the new school year,
- (2) inviting families to Title I Family Nights, curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum,
- (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS' Skyward Family Access Portal,
- (4) ensuring students show evidence of “owning their data” and scheduling student led conferences as applicable,
- (5) inviting families to participate in SAC and PTA Boards and Title I Family events and committees,
- (6) inviting families to attend PTA meetings and participate in school related events,
- (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis,
- (8) advertising events on school marquees, newsletters, Skyward messaging and phone messages.
- (9) and numerous other out-reach strategies developed by school staff.

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

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
Weaver, Donna	Principal
Walters-Clark, Mary	Assistant Principal

b. Duties

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

Lake Orienta Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are used to provide supplemental staff and support improved instruction and interventions. Lake Orienta Elementary School will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to ensure the gap between special education students and other student groups is reduced. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school utilizes a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Lake Orienta Elementary School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jason Hawkins, Chair	Parent
Donna M. Weaver, Principal	Student
Stephanie Beasley	Teacher
Shalonda Young	Teacher
Rebecca Kenyon	Education Support Employee
Beth Bromfield	Parent
Jason Hawkins	Parent
Karen Lindsey	Teacher
Delaney Leonard	Parent
James Capece	Parent
Alberto Florers	Parent
Brian Giddens	Parent

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

The School Advisory Council and Title I Parent Involvement Team met in August and with the return of our Florida Standards Assessment, we did not achieve our SIP goals of 70% proficiency on FSA ELA. We discussed our main focus this year which is 2 fold, one year's academic growth for each

student and building relationships between home and school. We dropped one letter grade from a "B" to a "C" for 2015-2016.

b. Development of this school improvement plan

SAC/PIT is involved with the SIP beginning during the prior year (2015-16). SAC/PIT works with the principal and assistant principals to break down FSA data and other student performance data to identify strengths, areas of focus, and the development of the action plan. Our 2015-16 FSA performance data were presented to SAC. Areas identified as significant need of support were ELA proficiency in grade 5 and Grade 5 FCAT 2.0 Science.. SAC also wanted to keep focused on our other areas of accountability measurements even though we met our objectives. These areas were Reading Proficiency, Math Proficiency, Science Proficiency, and Learning Gains in Reading and Math. Our SAC/PIT is fully focused on the implementation of the new Florida Standards and the FSA.

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

The SAC/PIT met in September to discuss and pass the School Improvement budget. Funds were allocated to supplies that will directly correlate with the instructional goals of the SIP. Other school budgets were discusses as well including operating budget, internal accounts, Capital Outlay, human resources/allocations, various categories, such as tutorial. Describe the use of school improvement funds allocated last year, including the amount budgeted for additional supplies to support instruction, student rewards and incentives, and school safety.

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

School Improvement funds have been allocated to purchase supplies to support activities related to the SIP goal. Approximately \$3500 was spent on student recognition for high academic achievement, teacher supplies to support instruction and training.

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
Weaver, Donna	Principal
Walters-Clark, Mary	Assistant Principal

b. Duties

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

Supports implementation of Reading Street, interventions, differentiated instruction, Accelerated Reader, and acceleration. Other initiatives and continued initiatives include:
 - To promote the love of reading for ALL students, parents and staff.

- To implement an Accelerated Reader (AR) continuum for all grades.
- To assist with scheduling for assessments (iReady, SRI, PSI, PASI, FLKRS).
- To provide materials and resources needed for monitoring student's progress such as Ongoing Progress Monitoring (OPM) assessments.
- To promote reading through the use of technology (iReady, Reading Eggs, and Accelerated Reader Program).
- To support intervention for students in the lowest quartile for reading or writing.
- To support intervention for students needing an accelerated focus in reading or writing.
- To communicate to the staff school initiatives and/ or concerns in relation to reading and writing.
- To initiate a summer reading program as outlined by Seminole County Public School District.
- To develop incentives for promoting reading.
- To create and monitor a Literacy web site to be used as a resource for teachers and parents.
- To keep the staff up to date on the latest trends and updates in literacy education.

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 Orienta utilizes Professional Learning Communities to address collaborative planning and instruction in order to implement district curriculum plans aligned with the Florida Standards. Teachers have a common plan time and specific scheduled Wednesday afternoons for which to collaboratively plan their instruction.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new

teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

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 Orienta uses various data to provide and differentiate instruction to meet the diverse needs of our students. Assessments are used as diagnostics and "ongoing progress monitors" to determine student needs and to track student growth. Determined by the data, various differentiated instructional practices are implemented, including intervention and acceleration, dependent on the student's needs. Students are looked at on an individual basis and their data is used to create student based services. Various assessments used include iReady, FSA, SRI, DRA, DAR, PASI, PSI, STAR, curriculum based assessments, and fluency reads.

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: Before School Program

Minutes added to school year: 6,000

The Intermediate and Primary Labs will be open in the mornings Tuesday, Wednesday, Thursday from 7:05-8:05 AM. 2nd through 5th grade students will be invited based upon diagnostic assessments from iReady. and, later in the school year, as determined by the amount of hours reported by the iReady program the students need to be successful. Depending on enrollment, teachers will be hired to provide supervision in the labs and then also to provide individualized remediation in the media center with specific activities selected by our reading coach and lead teacher. They will monitor student progress and performance. This will cover 100 school days during the 2016-2017 school year.

Strategy Rationale

Lake Orienta will strategically focus on identified academic deficiencies of our Lower Quartile and struggling students in ELA and Math. This will assist us in reaching our proficiency goals and also helping our lower quartile students to make learning gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Weaver, Donna, donna_weaver@scps.k12.fl.us

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

The iReady program collects data on each students as they work through the program. We will use school based spreadsheets to track individual progress for students as they take progress monitoring assessments throughout the year. Data from these sources are analyzed by classroom teachers and members of the Leadership team.

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.

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Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

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.

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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


C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Administration, teachers and staff at Lake Orienta Elementary will focus on developing appropriate relationships with our students, parents and each other to support our students' academic achievement. We will implement research-based best practices for instruction on the Florida State Standards, to include effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year's growth (ALG) for one year of instruction in ELA, Math and Science.

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. Administration, teachers and staff at Lake Orienta Elementary will focus on developing appropriate relationships with our students, parents and each other to support our students' academic achievement. We will implement research-based best practices for instruction on the Florida State Standards, to include effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year's growth (ALG) for one year of instruction in ELA, Math and Science. **1a**

 G086322

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	60.0
FSA ELA Achievement	60.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	70.0
Math Gains	60.0
Math Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	50.0
5Es Score: Collaborative Teachers	43.0

Targeted Barriers to Achieving the Goal **3**

- time for fully understanding and implementing SCPS Instructional Plans
- limited time for training in all areas
- providing timely and actionable feedback for teachers on instructional practice and deliberate practice plans
- time to focus on implementing differentiated instruction

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

- ELA Literacy Coach
- Math and Science Coach
- Intervention Specialists and Intervention Team
- Reading Street Materials
- Go Math! Materials
- iReady Program, Reading Eggs
- Computer Labs- Intermediate, Primary, and SuccessMaker
- SIPPS
- Fast Track Phonics
- Leadership Team
- School Created Database
- EdInsight
- SRI
- Marzano's Art and Science of Teaching Instructional Model
- Accelerated Reader Program

- Professional Development Funds
- PLC's
- SAI Tutorial Funds
- Para-Professionals
- ETF's
- Writing Prompts and Rubrics
- The Daily 5 and CAFE by Gail Boushey and Joan Moser

Plan to Monitor Progress Toward G1. 8

Progress toward the goal will be monitored by analyzing relevant data from sources that have generated measurable ways of looking at the use of district school provided resources, effective instruction, differentiated instruction, and the progress towards mastering the Florida Standards.

Person Responsible

Donna Weaver

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

iObservation data Progress Monitoring data iReady reports District Progress monitoring. EdInsight data Teacher evaluation ratings

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. Administration, teachers and staff at Lake Orienta Elementary will focus on developing appropriate relationships with our students, parents and each other to support our students' academic achievement. We will implement research-based best practices for instruction on the Florida State Standards, to include effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year's growth (ALG) for one year of instruction in ELA, Math and Science. **1**

 **G086322**

G1.B1 time for fully understanding and implementing SCPS Instructional Plans **2**

 **B229382**

G1.B1.S1 Teachers will be provided in-house training with their grade level and the ELA Literacy Coach to review SCPS Instructional Plans. **4**

 **S241933**

Strategy Rationale

Action Step 1 **5**

Teachers received 6 hours of planning one day during the summer of 2016 to review SCPS instructional plans.

Person Responsible

Donna Weaver

Schedule

On 7/25/2016

Evidence of Completion

Administration monitor the use of SCPS Instructional plans during walk-throughs and checking posted lesson plans on the shared drive. Learning logs will be completed by the teachers and assigned by ELA Literacy Coach. An agenda for the day will be kept for record of completion.

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

This will be monitored by looking at agendas kept for records, classroom walkthroughs, weekly monitoring of lesson plans posted on shared drive.

Person Responsible

Donna Weaver

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Agendas Learning logs Lesson plans Observations during walkthroughs

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

This will be monitored for effectiveness looking at data generated from iObservation walkthroughs and students' progress monitoring data..

Person Responsible

Donna Weaver

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

iReady student data monitoring reports iObservation data EdInsight

G1.B1.S2 Teachers will participate in regular scheduled PLC sessions with the ELA Literacy Coach to for review of plans and pacing. 4

 S241934

Strategy Rationale

Action Step 1 5

The ELA Literacy Coach will hold PLC sessions with grade level teams to review instructional plans.

Person Responsible

Mary Walters-Clark

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Agendas Lesson Plans

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible


Schedule

Evidence of Completion

G1.B2 limited time for training in all areas **2**

 B229383

G1.B2.S1 Leadership team will create and share with the faculty a professional development calendar that highlights PLC's, Wednesday afternoon professional development inservices, and other various trainings. **4**

 S241935

Strategy Rationale

Action Step 1 **5**

Coordination of training opportunities from the school site, the Department of Teaching and Learning, and outside sources

Person Responsible

Donna Weaver

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Calendar created and Professional Development plan submitted.

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

This will monitored for fidelity of implementation by keeping the calendar as a fluid document. Discussion and edits will occur on a regular basis.

Person Responsible

Donna Weaver

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Calendar Schedule Agendas from the Leadership Team meetings

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

This will be monitored for effectiveness by checking the attendance records for the opportunities placed on the calendar.

Person Responsible

Donna Weaver

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Professional development plan Attendance/sign-in sheets

G1.B3 providing timely and actionable feedback for teachers on instructional practice and deliberate practice plans 2

 B229384

G1.B3.S1 Administrators will provide regular feedback to classroom teachers K-5 documented through iObservation. 4

 S241936

Strategy Rationale

Timely and actionable feedback to teachers is a high yield strategy for improving student achievement.

Action Step 1 5

Administration will provide regular feedback to classroom teachers K-5 documented through iObservation.

Person Responsible

Donna Weaver

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Administrators will have increased the amount of time spent in classroom observation as documented through the use of iObservation.

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

Administration will meet on a regular basis to discuss our walk-through's, create and monitor to insure that all classroom teachers are receiving regular visits.

Person Responsible

Donna Weaver

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Time spent in classrooms is recorded in iObservation.

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

Administrators will review observations weekly.

Person Responsible

Donna Weaver

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Evidences will be kept in iObservation.

G1.B4 time to focus on implementing differentiated instruction **2**

 B229385

G1.B4.S1 Teachers will work with Coaches and resource staff to develop their understanding of how to differentiate instruction and meet the needs of their individual students. **4**

 S241937

Strategy Rationale

To increase our students' academic achievement with higher learning gains for all students and for the lowest quartile.

Action Step 1 **5**

Teachers will participate in PLC's with coaches and SCPs resource teachers in professional development opportunities to increase their understanding and implementation of differentiated instructional strategies.

Person Responsible

Donna Weaver

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC logs, classroom observation, feedback to teachers, on-going progress monitoring

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

on-going progress monitoring

Person Responsible

Donna Weaver

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC logs, classroom observation, feedback to teachers, on-going progress monitoring

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

Progress toward the goal will be monitored by analyzing relevant data from sources that have generated measurable ways of looking at the use of district school provided resources, effective instruction, differentiated instruction, and the progress towards mastering the Florida Standards.

Person Responsible

Donna Weaver

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

iObservation data Progress Monitoring data iReady reports District Progress monitoring.
EdInsight data Teacher evaluation ratings

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.B1.S2.MA1 M322949	[no content entered]		No Start Date		No End Date one-time
G1.B1.S2.MA1 M322950	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A1 A313157	Teachers received 6 hours of planning one day during the summer of 2016 to review SCPS...	Weaver, Donna	7/25/2016	Administration monitor the use of SCPS Instructional plans during walk-throughs and checking posted lesson plans on the shared drive. Learning logs will be completed by the teachers and assigned by ELA Literacy Coach. An agenda for the day will be kept for record of completion.	7/25/2016 one-time
G1.MA1 M322957	Progress toward the goal will be monitored by analyzing relevant data from sources that have...	Weaver, Donna	8/10/2016	iObservation data Progress Monitoring data iReady reports District Progress monitoring. EdInsight data Teacher evaluation ratings	5/26/2017 weekly
G1.B1.S1.MA1 M322947	This will be monitored for effectiveness looking at data generated from iObservation walkthroughs...	Weaver, Donna	8/10/2016	iReady student data monitoring reports iObservation data EdInsight	5/26/2017 weekly
G1.B1.S1.MA1 M322948	This will be monitored by looking at agendas kept for records, classroom walkthroughs, weekly...	Weaver, Donna	8/10/2016	Agendas Learning logs Lesson plans Observations during walkthroughs	5/26/2017 weekly
G1.B2.S1.MA1 M322951	This will be monitored for effectiveness by checking the attendance records for the opportunities...	Weaver, Donna	8/10/2016	Professional development plan Attendance/sign-in sheets	5/26/2017 monthly
G1.B2.S1.MA1 M322952	This will monitored for fidelity of implementation by keeping the calendar as a fluid document....	Weaver, Donna	8/10/2016	Calendar Schedule Agendas from the Leadership Team meetings	5/26/2017 monthly
G1.B2.S1.A1 A313159	Coordination of training opportunities from the school site, the Department of Teaching and...	Weaver, Donna	8/10/2016	Calendar created and Professional Development plan submitted.	5/26/2017 monthly
G1.B3.S1.MA1 M322953	Administrators will review observations weekly.	Weaver, Donna	8/10/2016	Evidences will be kept in IObservation.	5/26/2017 weekly
G1.B3.S1.MA1 M322954	Administration will meet on a regular basis to discuss our walk-through's, create and monitor to...	Weaver, Donna	8/10/2016	Time spent in classrooms is recorded in iObservation.	5/26/2017 weekly
G1.B3.S1.A1 A313160	Administration will provide regular feedback to classroom teachers K-5 documented through...	Weaver, Donna	8/10/2016	Administrators will have increased the amount of time spent in classroom observation as documented through the use of iObservation.	5/26/2017 biweekly
G1.B4.S1.MA1 M322955	Progress toward the goal will be monitored by analyzing relevant data from sources that have...	Weaver, Donna	8/10/2016	iObservation data Progress Monitoring data iReady reports District Progress monitoring. EdInsight data Teacher evaluation ratings	5/26/2017 every-3-weeks
G1.B4.S1.MA1 M322956	on-going progress monitoring	Weaver, Donna	8/10/2016	PLC logs, classroom observation, feedback to teachers, on-going progress monitoring	5/26/2017 every-3-weeks
G1.B4.S1.A1 A313161	Teachers will participate in PLC's with coaches and SCPs resource teachers in professional...	Weaver, Donna	8/10/2016	PLC logs, classroom observation, feedback to teachers, on-going progress monitoring	5/26/2017 monthly
G1.B1.S2.A1 A313158	The ELA Literacy Coach will hold PLC sessions with grade level teams to review instructional plans.	Walters-Clark, Mary	8/10/2016	Agendas Lesson Plans	5/26/2017 biweekly

V. Professional Development Opportunities

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

G1. Administration, teachers and staff at Lake Orienta Elementary will focus on developing appropriate relationships with our students, parents and each other to support our students' academic achievement. We will implement research-based best practices for instruction on the Florida State Standards, to include effective core instruction and implementation of data-driven differentiated instruction to ensure a minimum of one year's growth (ALG) for one year of instruction in ELA, Math and Science.

G1.B1 time for fully understanding and implementing SCPS Instructional Plans

G1.B1.S1 Teachers will be provided in-house training with their grade level and the ELA Literacy Coach to review SCPS Instructional Plans.

PD Opportunity 1

Teachers received 6 hours of planning one day during the summer of 2016 to review SCPS instructional plans.

Facilitator

ELA Literacy Coaches: Mary Debonville and Toni Harrell

Participants

Grade level teachers K-5

Schedule

On 7/25/2016

G1.B1.S2 Teachers will participate in regular scheduled PLC sessions with the ELA Literacy Coach to for review of plans and pacing.

PD Opportunity 1

The ELA Literacy Coach will hold PLC sessions with grade level teams to review instructional plans.

Facilitator

Toni Harrell, K-2 ELA Coach, Mary Debonville, 3-5 ELA Coach

Participants

Teachers K-5

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

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	Teachers received 6 hours of planning one day during the summer of 2016 to review SCPS instructional plans.				\$7,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0601 - Lake Orienta Elementary School	Title I, Part A		\$7,700.00
			Notes: Notes: Professional development funds will be used to support teacher training, professional learning communities and activities to support working toward our SIP goals. In addition, SAC, Parent Involvement team approved expending SAC funds in support of teacher training, supplies needed for classrooms, and student recognition.			
2	G1.B1.S2.A1	The ELA Literacy Coach will hold PLC sessions with grade level teams to review instructional plans.				\$0.00
3	G1.B2.S1.A1	Coordination of training opportunities from the school site, the Department of Teaching and Learning, and outside sources				\$0.00
4	G1.B3.S1.A1	Administration will provide regular feedback to classroom teachers K-5 documented through iObservation.				\$0.00
5	G1.B4.S1.A1	Teachers will participate in PLC's with coaches and SCPs resource teachers in professional development opportunities to increase their understanding and implementation of differentiated instructional strategies.				\$0.00
Total:						\$7,700.00