

Orange County Public Schools

# Lake Sybelia Elementary



2017-18 Schoolwide Improvement Plan

## Lake Sybelia Elementary

600 SANDSPUR RD, Maitland, FL 32751

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	63%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	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 Orange County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Lake Sybelia Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

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

#### 2. School Environment

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

Lake Sybelia is a community of learners. As a school, we celebrate our differences by strategically reaching out to ensure all cultures are included in school-wide events. Our Deaf/Hard of Hearing culture is supported through the use of interpreters on the morning news, in all areas of the school that students visit (i.e. cafeteria, art room, library, self-contained classrooms, and during specials events such as assemblies). The multi-cultural student population is represented through the Multi-Parent Leadership Council, which serves as a liaison for support between the school and the District. Students, staff, and parents celebrate multi-cultural awareness through school-wide events and activities. Teachers build community within their classrooms through morning meetings and community building activities. Parents are welcome in classrooms and are encouraged to volunteer and share cultural beliefs and traditions.

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

Before and after school care is provided on campus by the YMCA. Students are supervised before and after school by a trained staff member. Students are greeted each morning by school staff in the car line, at the bus loop, and upon entering the building. School members are stationed throughout the building and the surrounding outside areas to ensure the safe arrival and dismissal of students each day. Safety patrols are utilized throughout the school and campus to assist with arrival and dismissal procedures.

Routines and procedures are taught and practiced throughout the school year both in classrooms and school-wide. ABC's for Success posters listing procedures for the different common areas are posted around the school. Character Education is a focus throughout the school year, with the character traits being highlighted each month.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The school-wide behavioral system in place addresses the ABC's for Success. Children are encouraged to: Act Responsibly, Be Respectful, Cooperate with Others, Do Their Best, and Exercise Safety. Routines and procedures have been identified for all areas of the school, and students are taught these routines and procedures in their classrooms. Daily reminders of the ABC's for Success are provided on the morning announcements and are posted in common areas of the school. Each

classroom also has a poster with the ABC's for Success posted with their classroom rules outlined under each expectation. A Discipline Committee reviews the procedures each year and makes updates as necessary. Teachers review key components of the Code of Conduct quarterly with students. Teachers are provided information regarding discipline updates quarterly. Teachers also review the Code of Ethics quarterly.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

In coordination with The Winter Park Health Foundation, Lake Sybelia has a CHILL Counselor on site four days a week. The counselor provides small group and individualized therapy sessions addressing a variety of needs, including: social skills, anger management, and dealing with family crises.

Lake Sybelia has a mentoring program in place. Qualified volunteers are matched with individual students who would benefit from encouragement, guidance, and support. These mentors meet with students at least one time per week.

Social skills groups are available for students who need social/emotional support. Groups have addressed topics such as anger management, making friends, and social skills/social communication.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Lake Sybelia uses attendance below 90 percent, one or more suspensions from school, course failure, and a Level 1 score on statewide assessments as indicators of academic concerns for students. Student attendance is monitored by the classroom teacher and administration, along with the school registrar and social worker. Suspension data is monitored and analyzed by school administration throughout the school year. Classroom teachers, resource teachers, and administration monitor student data and provide interventions for students who are failing. Students who score Level 1 on statewide assessments receive targeted intervention and are monitored through the MTSS process.

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	4	7	1	9	1	4	0	0	0	0	0	0	0	26

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

Attendance: Students are encouraged and are expected to be in school every day. Parents are educated on the importance of regular attendance and are asked to provide a written note when a child is absent. When a student has been absent three days with no parent notification, the classroom teacher makes a phone call home to inquire about the absence. When a student reaches five unexcused absences within a month, a letter is mailed to the parent which stresses the importance of regular school attendance. If the unexcused absences continue, the OCPS policy and procedure regarding attendance in school is followed with the assistance of the school social worker. If absences continue, pre-truancy procedures are implemented.

Suspension: Suspension is used as a "last resort" at Lake Sybelia Elementary. Prior to consideration of suspension, behavioral interventions are put in place. Those interventions include parent contact by teacher and administration, behavioral contracts which include positive reinforcement for appropriate behaviors, and behavior intervention plans. In addition, an alternative to suspension site is utilized whenever possible so that instruction can continue for students experiencing behavioral challenges. District resources and personnel are utilized as needed for extreme behavior cases.

Course Failure: Classroom teachers, resource teachers, and administration monitor student data and provide interventions for students who are failing. Monthly data meetings provide classroom teachers the opportunity to discuss children of concern with instructional coaches and administration. Children who are considered below level according to collected data are strategically placed in intervention groups to provide additional instruction. Students are referred to the MTSS Team when they demonstrate little to no growth after receiving additional Tier 2 intervention. When necessary, Tier 3 interventions are put in place for students who are not responding to the Core Instruction along with Tier 2 intervention instruction.

Level 1 on Statewide Assessment: When statewide assessment data is available, students who score a Level 1 will be targeted for specific interventions and additional instructional support. For those students, classroom and assessment data will be monitored at monthly data meetings by the classroom teacher, instructional coaches, and administration. When appropriate, the MTSS process will be implemented for students demonstrating a need for intensive intervention.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

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

## 2. Description

Parental involvement has a direct correlation on student achievement in school. For this reason numerous activities are planned to facilitate parent involvement at our school. We start the year with our "Meet Your Teacher" event, which is held the Thursday before school starts. Two weeks into the school year, we host our "Back to School Bash" which is an opportunity to build community. This event includes food trucks and a DJ to entertain, motivate, and welcome back our students and families. At the end of the first nine weeks, teachers invite parents to come in for our "Report Card Conference Night." They discuss the child's progress and provide suggestions for how to support the child at home. During the spring, our PE department hosts a "Family Fun and Fitness Night." Families are invited to participate in fitness activities to promote a healthy lifestyle. We end the year by celebrating our Art and Music departments. Families are invited to enjoy a concert by our Strings and Chorus programs and view an Art display that includes a piece of art from every student in the school. A month into the school year, parents are invited to "Open House." Teachers are able to describe the curriculum along with routines and procedures for the classrooms. Parents are able to sign up for conferences if needed. During November, our PTA sponsors our "Dolphin 5K" and "Maitland Holiday Market." These are school-wide events that help raise money for various school needs. The PTA plans to use the money raised to help make improvements to the playground. In October, the PTA sponsors our "Story Book Parade." This is combined with our "Book Fair." The students come dressed as their favorite story book character as a way to share their love for reading. In January, the PTA sponsors a science based event called "WOW" (Waves of Wonder) Night to give students an opportunity to research a topic of interest. Students create a display and answer questions about the science project to show what they have learned. Our PTA communicates with families and staff through an electronic weekly newsletter ("Splash News") and a printed quarterly newsletter. Our School Advisory Council (SAC) sponsors two curriculum events each year. The first is "Literacy Night" where parents are invited to come and participate in literacy activities with their child. The second is "Math Literacy Night" where parents are invited to participate in math activities with their child.

### **2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Local businesses are contacted both in person and via email. Once businesses sign up online, businesses are then contacted by school personnel with specific opportunities to partner with the school and provide support. Some examples of local businesses supporting Lake Sybelia include: Mathnasium by partnering with us for our annual Family Math Night. They host one table and provide \$100 dollars for the school to purchase math games as give-aways for those in attendance. The Maitland McDonalds allows us to hold two Spirit Nights which generate enthusiasm, camaraderie and dollars for the school. Additionally, McDonalds provides coupons for free food throughout the year to give out as rewards and incentives. The Rotary Club of Maitland supports several of our PTA activities by donating and preparing food at after-school events. Chick-fil-A donates food for lunches and coupons for student incentives. Healthy Central Florida supports Lake Sybelia by providing resources (funding and volunteers) to continue the Walking School Bus program. The Winter Park Health Foundation provides funding for a part time CHILL counselor, a school nurse, and a Healthy School team.

Lake Sybelia's PTA also helps to build and sustain partnerships with the local community as they organize various activities and fundraising opportunities.

## C. Effective Leadership

### 1. School Leadership Team

**a. Membership**

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

Name	Title
Dobbs, John	Principal
Noonan, Rachael	Teacher, K-12
McNeil, Debora	Instructional Media
Bekas, Cynthia	Teacher, ESE
Thoman, Amy	Teacher, K-12
Darr, Kari	Assistant Principal
Sheldon, Ann	Teacher, K-12
Teague, Suzanne	Teacher, K-12

**b. Duties**

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

Mr. John Dobbs, Principal, is the instructional leader for Lake Sybelia Elementary. He is responsible for making final decisions regarding instructional practices and the efficient operation of the school.

Ms. Kari Darr, Assistant Principal, works with Mr. Dobbs to make these decisions.

Ms. Teague (K-2) and Ms. Sheldon (3-5) serve as reading and math resource teachers. They work with teachers in their designated grade levels regarding meeting the needs of the students. They ensure that teachers have the materials they need to appropriately address the standards and teach the curriculum.

Ms. Rachael Noonan, Resource Teacher, is the MTSS team leader. She collects initial referrals and coordinates meetings for behavioral and academic concerns and monitors progress for students going through the MTSS process.

Ms. Cynthia Bekas, Staffing Specialist, is responsible for scheduling IEP meetings and parent meetings for students who are being considered for additional support and for those students already identified as ESE.

Ms. Amy Thoman, Curriculum Compliance Teacher, is responsible for students who have been identified as ELL. She monitors their academic progress and provides support as needed.

Ms. Debora McNeil, Media Specialist, works with teachers to ensure that students are reading books that challenge, motivate, and interest them.

All of the members of the leadership team work together to support the students at Lake Sybelia Elementary. Decisions are made collaboratively and with the students' best interest as the number one priority.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

The core principles of MTSS include: early intervention; use of scientific, research-based materials; use of data to make decisions; and monitoring student progress to inform instruction at the Tier 1, Tier 2, and Tier 3 levels.

Grade level PLC's are held weekly to address implementation of core instruction and planning for consistency across the grade level. Professional development is provided to address teacher needs

with regards to core instruction resources/materials. Bi-weekly grade level data meetings are held to address student progress with core instruction. Students who are having difficulty mastering Common Core State Standards via Tier 1 Core Instruction are discussed, problems are identified based on data, and interventions are designed and implemented using scientific, research-based materials (Tier 2/Tier 3). Additionally, students who are having difficulty meeting the Core behavioral standards (Tier 1), as set forth through school-wide procedures and character education lessons, are identified and interventions are designed (Tier 2/Tier 3).

Finally, staff are able to request MTSS meetings for students who are demonstrating academic or behavioral concerns in the classroom. Teachers identify interventions already in place and areas of concern during their Tier II grade level data meeting, student data is brought to the table, and the multi-disciplinary MTSS Team meets with parents to help define the problem and move forward. Procedures and decision making rules are followed, as outlined within the "Referral and Evaluation within a Multi-Tier System of Supports" manual (as outlined by OCPS), as the team collects data and monitors progress.

Title X Homeless funds are accessed through the district. Funds are used to provide school supplies and field trip fees for students. Parents can request bus passes to attend school activities.

## 2. School Advisory Council (SAC)

### a. Membership

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

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

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

A review of the school improvement plan was part of the agenda for SAC meetings. Members were informed as activities were completed and were provided the results of those activities. Members asked questions and made suggestions for this year's plan.

#### *b. Development of this school improvement plan*

The SAC has been working toward educating the parents and the community on school issues. A meeting was held between school administration and the SAC at the end of the school year to review school data and parent survey results. Ideas were generated about ways to provide continued support for teachers and students. SAC Leadership has agreed with the goals for this plan and updates on monthly progress of the plan will be part of the monthly SAC meeting agendas.

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

Personnel and staffing needs were considered by school administration. Once those needs were filled, FF&E (Furniture, Fixtures, and Equipment) and necessary teaching resources were budgeted. Remaining funds will be used as allocated throughout the school year.

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

SAC chose to improve the school by purchasing two "Buddy Benches." The "Buddy Benches" are located on the primary and intermediate playgrounds. "Buddy Benches" are used for a student to sit on if he/she is looking for a buddy to play with on the playground. This helps build community in the classroom by allowing students to help one another. Teachers encourage the use of the "Buddy Benches" while students play.

**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
Teague, Suzanne	Instructional Coach
McNeil, Debora	Instructional Media
Noonan, Rachael	Teacher, K-12
Thoman, Amy	Teacher, K-12
Wassil, Carla	Teacher, K-12
Hanna, Alida	Teacher, ESE
Sheldon, Ann	Teacher, K-12
Darr, Kari	Assistant Principal
Kinson, Barbara	Teacher, K-12
Raleigh, Kate	Teacher, K-12
Dobbs, John	Principal

**b. Duties**

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

The LLT will continue to focus on two major initiatives. The first initiative continues to be the examination of instructional practices/instructional resources under the umbrella of Florida Standards in order to develop students who see themselves as readers and writers and lifelong learners. The second initiative is to strengthen the use of data collected from the Fountas and Pinnell and Reading Mastery Benchmark Assessments in order to inform instructional practices, along with intervention groups. Also, during the week of the Book Fair, the LLT helps plan and assist with Bagels and Books along with Story Book Parade to help celebrate reading.

Select members of the LLT will attend District Professional Learning Communities (DPLC) which will focus on close reading strategies to their team members and tools to comprehend and persevere

through content specific complex texts. The LLT will bring back new reading strategies and will help guide team members on implementing these new strategies throughout the school year.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Three times a week, PLC's are held in the classroom of the grade level Team Leader. Grade levels meet to develop and write lesson plans, plan for the delivery of instruction, and address data driven concerns. The District Scope and Sequence and CRM's are utilized to develop lesson plans. Support and consultation is provided by the Reading Resource Teachers.

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

Lake Sybelia actively recruits teachers of the highest quality. Although the turnover rate is very low, the need for high performing teachers is always a priority. Each year, interns from UCF and Rollins are hosted by high performing teachers at Lake Sybelia. This provides direct access to up-and-coming new professionals. Additionally, teachers often refer colleagues for open positions.

Lake Sybelia continues to value a Professional Learning Community culture. This culture supports teachers new to the school by meeting weekly to discuss issues and concerns. The Leadership Team offers staff development to make sure teachers are up-to-date on expectations and initiatives. The administration is responsible for making sure all teachers are qualified for their positions.

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

Our school mentoring program plan is to assign a mentor to teachers who are new to the school. Mentors are assigned based on their professional practices and their ability to build relationships and guide teachers toward reaching school and district goals. Whenever possible, mentors are assigned to new teachers from the same grade level to allow for grade level collaboration and planning. Additionally, they will meet twice weekly with grade level teams in PLC's and will meet one-on-one with mentor or administration as needed.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All teachers are expected to utilize the standards-based resources during daily instruction. Teams meet with Reading/Math Resource Teachers and Administration to plan out common assessments and tasks for students to perform for lessons that meet the rigor of the Florida Standards. Teams also look at grade level and class data to help guide their lessons. One member from each grade level will attend the District Professional Learning Community (DPLC) meetings during the school year. During these meetings, attending members will be trained on close reading strategies and tools to comprehend and preserve

through content specific complex text. These teachers will share the new information with team members and will help guide them with implementing these new strategies.

## **b. Instructional Strategies**

**1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.**

Lake Sybelia utilizes Common Assessments, iReady diagnostics, along with Fountas & Pinnell and Reading Mastery Benchmark Assessment results to analyze the needs of students. Intervention groups are developed to target student needs using these results. Additionally, Reading and Math data meetings are held with grade levels monthly. This data is used to progress monitor and adjust instruction as needed.

When students are not responding to appropriate intervention, and collected data indicates a lack of appropriate progress, MTSS meetings are scheduled with the school MTSS Team and parents in attendance. Data is examined and additional interventions are recommended. Teachers are provided support by the resource teacher, along with other team members. Students in the MTSS process are progress monitored to ensure positive results. According to the BPIE (Best Practices in Inclusive Education), the MTSS process is consistently used to ensure the progress of all students in the general education curriculum.

When it is determined that students are not experiencing success with the additional interventions in place, referrals are made to the appropriate school personnel (i.e. school psychologist, school social worker, CHILL counselor). Intervention and progress monitoring continues.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 2,640

Targeted students attend after school tutoring classes for Reading support. The classes are designed so that students rotate through direct instruction with the teacher, independent reading, and iReady.

### **Strategy Rationale**

Targeted students need additional time and practice to improve their competency with grade level standards.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Dobbs, John, john.dobbs@ocps.net

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

Student work samples, computer reports, and running records will be used to determine student progress towards grade level standards.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

#### **1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

In the spring of the school year, we hold a "Kindergarten Orientation." Preschools in our school community are notified as are present and future school families. The orientation is held for both parents and their children and serves the purpose of introducing them to our school and curriculum. Future kindergartners participate in several activities while parents listen to a presentation about kindergarten and have an opportunity to ask questions. Parents and children tour the school and the kindergarten classes. Students who enroll after orientation or during the school year are assigned a "buddy" to help them acclimate into the classroom. Parents are encouraged to meet with the teacher during planning times. Parents are invited to join PTA and SAC.

In the spring of the school year, guidance counselors from Lake Sybelia's two feeder middle schools come to the school to meet with 5th grade students. In addition, 5th grade students are provided the opportunity to tour their future middle schools.

### b. College and Career Readiness

#### **1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Lake Sybelia students and teachers are encouraged to wear college t-shirts on the first Friday of every month which is our spirit day. Teachers in 2nd through 5th grades use binder/planner systems to help students organize their work and information in an effort to prepare them for college and careers. Parents and community members are encouraged to come and share their careers with students during the school year.

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

N/A

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

N/A

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

N/A

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.** Lake Sybelia Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).
- G2.** Lake Sybelia Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerated Student Performance)
- G3.** Lake Sybelia Elementary will increase ELA and Math learning gains in the lowest 25% (OCPS Division Priority: Narrowing the Achievement Gap)

## Strategic Goals Detail

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

**G1.** Lake Sybelia Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1a

G094744

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	65.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers need professional development and ongoing support in planning and designing high level tasks that relate to the Florida Standards in English Language Arts and Math.

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

- Team Meeting notes indicating discussion of task for top 25% of students, iReady diagnostic results

**Plan to Monitor Progress Toward G1.** 8

The leadership team should not have to lead the sessions but rather become part of the planning session as a participant.

**Person Responsible**

Suzanne Teague

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

The leadership team will give the facilitating role to the team leader as needed.

**G2. Lake Sybelia Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerated Student Performance) 1a**

G094745

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Lowest 25% Gains	65.0
FSA ELA Achievement - ELL	65.0
FSA Mathematics Achievement	65.0
Statewide Science Assessment Level 3	40.0
FSA Math Achievement - ELL	65.0
Math Lowest 25% Gains	65.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers lack instructional support to meet the rigor of the standards.
- Students lack strong foundational knowledge in science vocabulary and related concepts.

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

- Lake Sybelia will have two ELA/Math Resource Teachers. Also, "Science Speed Bag" has been purchased for the intermediate grade levels. Teachers will also access and use the OCPS Curriculum Resource Materials (CRMs).

**Plan to Monitor Progress Toward G2. 8**

iReady reading and math diagnostic results, iReady reading and math lessons passed data and Science Common Assessments will be collected and reviewed.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

iReady reading and math diagnostic results, iReady reading and math lessons passed data and Science Common Assessments

**G3. Lake Sybelia Elementary will increase ELA and Math learning gains in the lowest 25% (OCPS Division Priority: Narrowing the Achievement Gap) 1a**

G094746

**Targets Supported 1b**

Indicator	Annual Target
Math Gains	65.0
Math Lowest 25% Gains	65.0
ELA/Reading Lowest 25% Gains	65.0
ELA/Reading Gains	65.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers lack strategies to target students not making learning gains.
- There is a lack of resources for our Deaf and Hard of Hearing (D/HH) students in Reading and Math.

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

- Lake Sybelia purchased ST Math for the D/HH students. Teachers will utilize Reading and Math Curriculum Resource Materials (CRMs). They will also use Teacher Toolbox resources from iReady.

**Plan to Monitor Progress Toward G3. 8**

The leadership team along with teachers will monitor iReady Reading and Math Diagnostic Results and ST Math Diagnostic.

**Person Responsible**

Kari Darr

**Schedule**

Quarterly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

iReady Reading and Math Diagnostic Assessment Results, ST Math Diagnostic Results

## Action Plan for Improvement

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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Lake Sybelia Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1

G094744

**G1.B1** Teachers need professional development and ongoing support in planning and designing high level tasks that relate to the Florida Standards in English Language Arts and Math. 2

B254733

**G1.B1.S1** The leadership team will support teachers during planning sessions in order to guide the use of resources to ensure the highest level of thinking is embedded for the standards. 4

S269077

### Strategy Rationale

Teachers need support in building high level tasks that relate to the Florida Standards and the Test Specifications.

### Action Step 1 5

Leadership team members along with teacher will analyze iReady Lesson Data of the top 25% of students.

#### Person Responsible

Suzanne Teague

#### Schedule

Weekly, from 8/21/2017 to 5/18/2018

#### Evidence of Completion

Planning session notes, lesson plans, sign in sheets, iReady Lesson Data targeted at the top 25%

### Action Step 2 5

Top 25% of students are provided the opportunity to participate in enrichment activities such as: Battle of the Books, Chess Nuts, National Elementary Honor Society.

#### Person Responsible

Rachael Noonan

#### Schedule

Every 6 Weeks, from 8/28/2017 to 5/25/2018

#### Evidence of Completion

Sign in Sheet for participation

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

The leadership team will monitor the top 25% for learning gains.

**Person Responsible**

Rachael Noonan

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

Common Assessments, Standards Mastery

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

The top 25% will continue to score in the top 25% of all unit assessments.

**Person Responsible**

Rachael Noonan

**Schedule**

Quarterly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

iReady Diagnostics three times a year and unit assessment data

**G1.B1.S2** Lake Sybelia will offer opportunities for additional academic challenges and leadership. Some of these will include: starting a National Elementary Honor Society, Chess Club, Battle of the Books, and academic events at school. 4

S269078

### Strategy Rationale

Offering a variety of academic clubs will support high level learning and motivation outside the school day.

### Action Step 1 5

Lake Sybelia Elementary will select faculty advisors for each of the activities and they will select students.

#### Person Responsible

John Dobbs

#### Schedule

Monthly, from 8/21/2017 to 5/25/2018

#### Evidence of Completion

Lake Sybelia will have membership for each additional academic activity provided.

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

The faculty advisor for each event or club will turn in a roster and meeting schedule.

#### Person Responsible

Kari Darr

#### Schedule

Monthly, from 8/21/2017 to 5/18/2018

#### Evidence of Completion

Roster and calendar of events for each activity

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

Each event will have a faculty advisor take attendance during scheduled events.

**Person Responsible**

Kari Darr

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

Attendance from each activity will be collected targeting top 25%

**G2.** Lake Sybelia Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerated Student Performance) 1

G094745

**G2.B2** Teachers lack instructional support to meet the rigor of the standards. 2

B254736

**G2.B2.S1** We will provide the support and resources necessary for teachers to meet the needs of all students. 4

S269083

### Strategy Rationale

With these tools teachers will be able to provide standards-based instruction which will lead to an increase in student achievement.

### Action Step 1 5

Teachers in grades 3-5 will use Reading Mastery to support learning growth for targeted students.

#### Person Responsible

John Dobbs

#### Schedule

Quarterly, from 8/21/2017 to 5/18/2018

#### Evidence of Completion

iReady Reading Diagnostic, Common Assessments

### Action Step 2 5

We will place a greater emphasis on Accelerated Reading Program for all grade levels.

#### Person Responsible

Kari Darr

#### Schedule

Monthly, from 8/21/2017 to 5/18/2018

#### Evidence of Completion

Accelerated Reading Data

**Action Step 3** 5

We will begin implementation of the new Multi-Tiered Support System (MTSS) Strategies within grade level Professional Learning Communities (PLCs) to support targeted students.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Completed PLC protocol form from grade lelves

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

The Leadership team will review iReady Reading Diagnostic Assessment Results with teachers.

**Person Responsible**

Kari Darr

**Schedule**

Quarterly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

iReady Reading Diagnostic scores

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

Administration will monitor student use of iReady.

**Person Responsible**

Kari Darr

**Schedule**

Weekly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

iReady usage report

**G2.B2.S2** Leadership team will provide planning support during team sessions. 4

S269084

### **Strategy Rationale**

Teachers need job embedded professional development to ensure high level plans are built.

### **Action Step 1** 5

Leadership team members will participate in PLC meetings by providing guided questions to focus on aligning task to rigorous standards.

#### **Person Responsible**

Ann Sheldon

#### **Schedule**

Weekly, from 8/21/2017 to 5/25/2018

#### **Evidence of Completion**

Minutes reflecting PLC and team meetings

### **Action Step 2** 5

ELA/Math Resource Teachers will provide coaching support/modeling for teachers, as needed.

#### **Person Responsible**

Kari Darr

#### **Schedule**

Biweekly, from 8/21/2017 to 5/18/2018

#### **Evidence of Completion**

classroom feedback from leadership team, iObservation teacher feedback

**Action Step 3** 5

Teams will meet to discuss standards, lesson plans, student tasks and create common assessments.

**Person Responsible**

Kari Darr

**Schedule**

Weekly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Lesson Plans, Classroom observation feedback, common assessments

**Plan to Monitor Fidelity of Implementation of G2.B2.S2** 6

Grade level teams will submit their PLC minutes to the leadership team.

**Person Responsible**

Suzanne Teague

**Schedule**

Biweekly, from 8/21/2017 to 5/25/2018

**Evidence of Completion**

PLC team minutes, iObservation feedback, classroom observation feedback, students work

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2** 7

Administration will conduct classroom walk visit and provide actionable feedback for teachers on their lesson.

**Person Responsible**

John Dobbs

**Schedule**

Biweekly, from 8/21/2017 to 5/25/2018

**Evidence of Completion**

Classroom visits, iObservation feedback, teacher feedback

**G2.B2.S3** Select teachers will participate in the District PLC. 4

S269085

**Strategy Rationale**

Teachers are expected to share their new knowledge with team members to increase academic rigor.

**Action Step 1** 5

Teachers will share knowledge gained about close reading from attending the DPLCs.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

PLC notes, iObservation feedback, iReady Reading Lesson Data

**Plan to Monitor Fidelity of Implementation of G2.B2.S3** 6

Selected teachers will lead professional development on close reading to their team members.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Team meeting notes, training resources (PPT, handouts), sign in sheets, classroom walkthroughs, iObservation teacher feedback

**Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7**

Administration will monitor the new strategies gained from DPLCs.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/25/2018

**Evidence of Completion**

classroom feedback, iObservation teacher feedback on targeted strategies identified in DPLC

**G2.B3 Students lack strong foundational knowledge in science vocabulary and related concepts. 2**

 B254737

**G2.B3.S1 Intermediate teachers will implement Speed Bag during Science to increase student vocabulary knowledge. 4**

 S269086

**Strategy Rationale**

Teachers in grade 3-5 will use Science Speed Bag to increase student science knowledge of critical content.

**Action Step 1 5**

Intermediate teachers will implement the use of Science academic/interactive notebooks.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Science Common Assessments

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

Actionable feedback will be provided to intermediate teachers on the use of Science Speed Bag.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

Actionable feedback, Science Common Assessments

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

Science Common Assessment Data will be collected and reviewed during PLC data meetings.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Science Common Assessments

**G2.B3.S2** All classrooms will have a displayed science word wall. 4

S269087

### **Strategy Rationale**

Creating and using a science word wall will build students science vocabulary knowledge.

### **Action Step 1** 5

All classrooms will have a science word wall posted to promote student use of identified words in their Science journals.

#### **Person Responsible**

Kari Darr

#### **Schedule**

Monthly, from 8/21/2017 to 5/25/2018

#### **Evidence of Completion**

Observations of science words walls and science journals

### **Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Actionable feedback will be provided to teachers on the use of science word walls.

#### **Person Responsible**

Kari Darr

#### **Schedule**

Weekly, from 8/21/2017 to 5/18/2018

#### **Evidence of Completion**

Observational feedback to teachers and grade levels as a whole will be provided

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Science Common Assessments data will be collected and reviewed during PLC data meetings.

**Person Responsible**

Kari Darr

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

Science Common Assessment

**G3.** Lake Sybelia Elementary will increase ELA and Math learning gains in the lowest 25% (OCPS Division Priority: Narrowing the Achievement Gap) **1**

 G094746

**G3.B1** Teachers lack strategies to target students not making learning gains. **2**

 B254738

**G3.B1.S1** We will provide training and support on the Multi-Tiered Support System (MTSS) process in an effort to improve student learning gains. **4**

 S269088

### **Strategy Rationale**

While supporting the MTSS process, teachers will monitor and discuss core data and student progress.

### **Action Step 1** **5**

The MTSS coach will assist teachers in the effective collection and analysis of student performance data to implement the MTSS process with fidelity.

#### **Person Responsible**

Rachael Noonan

#### **Schedule**

Monthly, from 8/21/2017 to 5/18/2018

#### **Evidence of Completion**

iReady Diagnostic Assessment Results, Common Assessment Results

### **Action Step 2** **5**

We will implement the Support Facilitation model to support the intermediate students that advance through the MTSS process and are identified as Exceptional Education Students with Individualized Education Plans that include reading and/or math goals.

#### **Person Responsible**

Rachael Noonan

#### **Schedule**

Quarterly, from 8/21/2017 to 5/18/2018

#### **Evidence of Completion**

iReady student progress data, Common Assessments Results, accommodation list by student, specific plans and strategies identified in lesson plans

**Action Step 3** 5

Small group instruction will be required for Tier II students in reading and math based on iReady Reading and Math Diagnostic Assessments.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Observation actionable feedback, Common Assessment Results

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Teams will meet in PLCs to discuss Reading and Math Common Assessment Data.

**Person Responsible**

Rachael Noonan

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Reading and Math Common Assessment Data, meeting notes, next steps based on data and discussion

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

The leadership team along with teachers will monitor the Reading and Math Common Assessments and discuss next steps for identified students.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Reading and Math Common Assessments, iReady Reading and Math Diagnostic

**G3.B1.S2** The ELA/Math Resource teachers will target students in Tier III. 4

S269089

**Strategy Rationale**

The ELA/Math Resource teachers have more time to dedicate to the identified Tier III students.

**Action Step 1** 5

The ELA/Math Resource Teachers will support Tier III students on identified deficient skills.

**Person Responsible**

Ann Sheldon

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

iReady lesson results, Tier III Progress Monitoring Data

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Teachers will monitor the pass rate of students using iReady to ensure students are making gains.

**Person Responsible**

Rachael Noonan

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

iReady pass rate percentage reports

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

The MTSS team will review iReady data for identified Tier III students to ensure gains are being made.

**Person Responsible**

Rachael Noonan

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

***Evidence of Completion***

iReady Progress Monitoring Data

**G3.B2** There is a lack of resources for our Deaf and Hard of Hearing (D/HH) students in Reading and Math.

2

 B254739

**G3.B2.S1** We will provide Reading and Math support and resources necessary for teachers to meet the needs of the students in order to achieve learning gains. 4

 S269090

### Strategy Rationale

Teachers lack resources to track student learning gains.

### Action Step 1 5

We will departmentalize instruction in fourth and fifth grade in an effort to improve instructional focus.

#### Person Responsible

John Dobbs

#### Schedule

Monthly, from 8/14/2017 to 5/23/2018

#### Evidence of Completion

iReady Reading and Math Diagnostic Assessment Results

### Action Step 2 5

We will provide ST Math for the students in the Deaf and Hard of Hearing (D/HH) Program in grades 2-5 to improve student learning gains.

#### Person Responsible

Kari Darr

#### Schedule

Monthly, from 8/21/2017 to 5/18/2018

#### Evidence of Completion

Common assessment data, observation, ST Math progress monitoring data

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Administration will conduct observations of Deaf and Hard of Hearing (D/HH) teachers to monitor for the use of ST Math.

**Person Responsible**

John Dobbs

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

Observations feedback

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

The leadership team along with teachers will examine data addressing ST Math usage and iReady Diagnostic results.

**Person Responsible**

Kari Darr

**Schedule**

Monthly, from 8/21/2017 to 5/18/2018

**Evidence of Completion**

ST Math tracking data, iReady Diagnostic

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA1 M383673	The leadership team should not have to lead the sessions but rather become part of the planning...	Teague, Suzanne	8/21/2017	The leadership team will give the facilitating role to the team leader as needed.	5/18/2018 monthly
G2.MA1 M383690	iReady reading and math diagnostic results, iReady reading and math lessons passed data and Science...	Dobbs, John	8/21/2017	iReady reading and math diagnostic results, iReady reading and math lessons passed data and Science Common Assessments	5/18/2018 monthly
G3.MA1 M383699	The leadership team along with teachers will monitor iReady Reading and Math Diagnostic Results and...	Darr, Kari	8/21/2017	iReady Reading and Math Diagnostic Assessment Results, ST Math Diagnostic Results	5/18/2018 quarterly
G1.B1.S1.MA1 M383670	The leadership team will monitor the top 25% for learning gains.	Noonan, Rachael	8/21/2017	Common Assessments, Standards Mastery	5/18/2018 monthly
G1.B1.S1.A1 A359066	Leadership team members along with teacher will analyze iReady Lesson Data of the top 25% of...	Teague, Suzanne	8/21/2017	Planning session notes, lesson plans, sign in sheets, iReady Lesson Data targeted at the top 25%	5/18/2018 weekly
G2.B2.S1.MA1 M383680	Administration will monitor student use of iReady.	Darr, Kari	8/21/2017	iReady usage report	5/18/2018 weekly
G2.B2.S1.MA1 M383681	The Leadership team will review iReady Reading Diagnostic Assessment Results with teachers.	Darr, Kari	8/21/2017	iReady Reading Diagnostic scores	5/18/2018 quarterly
G2.B2.S1.A1 A359077	Teachers in grades 3-5 will use Reading Mastery to support learning growth for targeted students.	Dobbs, John	8/21/2017	iReady Reading Diagnostic, Common Assessments	5/18/2018 quarterly
G2.B2.S1.A2 A359078	We will place a greater emphasis on Accelerated Reading Program for all grade levels.	Darr, Kari	8/21/2017	Accelerated Reading Data	5/18/2018 monthly
G2.B2.S1.A3 A359079	We will begin implementation of the new Multi-Tiered Support System (MTSS) Strategies within grade...	Dobbs, John	8/21/2017	Completed PLC protocol form from grade levels	5/18/2018 monthly
G2.B3.S1.MA1 M383687	Actionable feedback will be provided to intermediate teachers on the use of Science Speed Bag.	Dobbs, John	8/21/2017	Actionable feedback, Science Common Assessments	5/18/2018 monthly
G2.B3.S1.A1 A359084	Intermediate teachers will implement the use of Science academic/ interactive notebooks.	Dobbs, John	8/21/2017	Science Common Assessments	5/18/2018 monthly
G3.B1.S1.MA1 M383691	The leadership team along with teachers will monitor the Reading and Math Common Assessments and...	Dobbs, John	8/21/2017	Reading and Math Common Assessments, iReady Reading and Math Diagnostic	5/18/2018 monthly
G3.B1.S1.MA1 M383692	Teams will meet in PLCs to discuss Reading and Math Common Assessment Data.	Noonan, Rachael	8/21/2017	Reading and Math Common Assessment Data, meeting notes, next steps based on data and discussion	5/18/2018 monthly
G3.B1.S1.A1 A359086	The MTSS coach will assist teachers in the effective collection and analysis of student performance...	Noonan, Rachael	8/21/2017	iReady Diagnostic Assessment Results, Common Assessment Results	5/18/2018 monthly
G3.B1.S1.A2 A359087	We will implement the Support Facilitation model to support the intermediate students that advance...	Noonan, Rachael	8/21/2017	iReady student progress data, Common Assessments Results, accommodation list by student, specific plans and strategies identified in lesson plans	5/18/2018 quarterly
G3.B1.S1.A3 A359088	Small group instruction will be required for Tier II students in reading and math based on iReady...	Dobbs, John	8/21/2017	Observation actionable feedback, Common Assessment Results	5/18/2018 monthly
G3.B2.S1.MA1 M383695	The leadership team along with teachers will examine data addressing ST Math usage and iReady...	Darr, Kari	8/21/2017	ST Math tracking data, iReady Diagnostic	5/18/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.MA1 M383696	Administration will conduct observations of Deaf and Hard of Hearing (D/HH) teachers to monitor for...	Dobbs, John	8/21/2017	Observations feedback	5/18/2018 monthly
G3.B2.S1.A2 A359091	We will provide ST Math for the students in the Deaf and Hard of Hearing (D/HH) Program in grades...	Darr, Kari	8/21/2017	Common assessment data, observation, ST Math progress monitoring data	5/18/2018 monthly
G1.B1.S2.MA1 M383671	Each event will have a faculty advisor take attendance during scheduled events.	Darr, Kari	8/21/2017	Attendance from each activity will be collected targeting top 25%	5/18/2018 monthly
G1.B1.S2.MA1 M383672	The faculty advisor for each event or club will turn in a roster and meeting schedule.	Darr, Kari	8/21/2017	Roster and calendar of events for each activity	5/18/2018 monthly
G2.B2.S2.A2 A359081	ELA/Math Resource Teachers will provide coaching support/modeling for teachers, as needed.	Darr, Kari	8/21/2017	classroom feedback from leadership team, iObservation teacher feedback	5/18/2018 biweekly
G2.B2.S2.A3 A359082	Teams will meet to discuss standards, lesson plans, student tasks and create common assessments.	Darr, Kari	8/21/2017	Lesson Plans, Classroom observation feedback, common assessments	5/18/2018 weekly
G2.B3.S2.MA1 M383688	Science Common Assessments data will be collected and reviewed during PLC data meetings.	Darr, Kari	8/21/2017	Science Common Assessment	5/18/2018 monthly
G2.B3.S2.MA1 M383689	Actionable feedback will be provided to teachers on the use of science word walls.	Darr, Kari	8/21/2017	Observational feedback to teachers and grade levels as a whole will be provided	5/18/2018 weekly
G3.B1.S2.MA1 M383693	The MTSS team will review iReady data for identified Tier III students to ensure gains are being...	Noonan, Rachael	8/21/2017	iReady Progress Monitoring Data	5/18/2018 monthly
G3.B1.S2.MA1 M383694	Teachers will monitor the pass rate of students using iReady to ensure students are making gains.	Noonan, Rachael	8/21/2017	iReady pass rate percentage reports	5/18/2018 monthly
G3.B1.S2.A1 A359089	The ELA/Math Resource Teachers will support Tier III students on identified deficient skills.	Sheldon, Ann	8/21/2017	iReady lesson results, Tier III Progress Monitoring Data	5/18/2018 monthly
G3.B2.S1.A1 A359090	We will departmentalize instruction in fourth and fifth grade in an effort to improve instructional...	Dobbs, John	8/14/2017	iReady Reading and Math Diagnostic Assessment Results	5/23/2018 monthly
G1.B1.S1.MA1 M383669	The top 25% will continue to score in the top 25% of all unit assessments.	Noonan, Rachael	8/21/2017	iReady Diagnostics three times a year and unit assessment data	5/25/2018 quarterly
G1.B1.S1.A2 A359067	Top 25% of students are provided the opportunity to participate in enrichment activities such as...	Noonan, Rachael	8/28/2017	Sign in Sheet for participation	5/25/2018 every-6-weeks
G2.B3.S1.MA1 M383686	Science Common Assessment Data will be collected and reviewed during PLC data meetings.	Dobbs, John	8/21/2017	Science Common Assessments	5/25/2018 monthly
G1.B1.S2.A1 A359068	Lake Sybelia Elementary will select faculty advisors for each of the activities and they will...	Dobbs, John	8/21/2017	Lake Sybelia will have membership for each additional academic activity provided.	5/25/2018 monthly
G2.B2.S2.MA1 M383682	Administration will conduct classroom walk visit and provide actionable feedback for teachers on...	Dobbs, John	8/21/2017	Classroom visits, iObservation feedback, teacher feedback	5/25/2018 biweekly
G2.B2.S2.MA1 M383683	Grade level teams will submit their PLC minutes to the leadership team.	Teague, Suzanne	8/21/2017	PLC team minutes, iObservation feedback, classroom observation feedback, students work	5/25/2018 biweekly
G2.B2.S2.A1 A359080	Leadership team members will participate in PLC meetings by providing guided questions to focus on...	Sheldon, Ann	8/21/2017	Minutes reflecting PLC and team meetings	5/25/2018 weekly
G2.B3.S2.A1 A359085	All classrooms will have a science word wall posted to promote student use of identified words in...	Darr, Kari	8/21/2017	Observations of science words walls and science journals	5/25/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S3.MA1  M383684	Administration will monitor the new strategies gained from DPLCs.	Dobbs, John	8/21/2017	classroom feedback, iObservation teacher feedback on targeted strategies identified in DPLC	5/25/2018 monthly
G2.B2.S3.MA1  M383685	Selected teachers will lead professional development on close reading to their team members.	Dobbs, John	8/21/2017	Team meeting notes, training resources (PPT, handouts), sign in sheets, classroom walkthroughs, iObservation teacher feedback	5/25/2018 monthly
G2.B2.S3.A1  A359083	Teachers will share knowledge gained about close reading from attending the DPLCs.	Dobbs, John	8/21/2017	PLC notes, iObservation feedback, iReady Reading Lesson Data	5/25/2018 monthly

## V. Professional Development Opportunities

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

**G3.** Lake Sybelia Elementary will increase ELA and Math learning gains in the lowest 25% (OCPS Division Priority: Narrowing the Achievement Gap)

**G3.B1** Teachers lack strategies to target students not making learning gains.

**G3.B1.S1** We will provide training and support on the Multi-Tiered Support System (MTSS) process in an effort to improve student learning gains.

### PD Opportunity 1

The MTSS coach will assist teachers in the effective collection and analysis of student performance data to implement the MTSS process with fidelity.

#### Facilitator

Rachael Noonan, MTSS Coach

#### Participants

K-5 classroom teachers

#### Schedule

Monthly, from 8/21/2017 to 5/18/2018

## 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	Leadership team members along with teacher will analyze iReady Lesson Data of the top 25% of students.				\$0.00
2	G1.B1.S1.A2	Top 25% of students are provided the opportunity to participate in enrichment activities such as: Battle of the Books, Chess Nuts, National Elementary Honor Society.				\$0.00
3	G1.B1.S2.A1	Lake Sybelia Elementary will select faculty advisors for each of the activities and they will select students.				\$0.00
4	G2.B2.S1.A1	Teachers in grades 3-5 will use Reading Mastery to support learning growth for targeted students.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund	623.0	\$2,000.00
5	G2.B2.S1.A2	We will place a greater emphasis on Accelerated Reading Program for all grade levels.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	500-Materials and Supplies	1221 - Lake Sybelia Elementary	General Fund		\$0.00
			<i>Notes: Science Word Wall Materials</i>			
6	G2.B2.S1.A3	We will begin implementation of the new Multi-Tiered Support System (MTSS) Strategies within grade level Professional Learning Communities (PLCs) to support targeted students.				\$0.00
7	G2.B2.S2.A1	Leadership team members will participate in PLC meetings by providing guided questions to focus on aligning task to rigorous standards.				\$0.00
8	G2.B2.S2.A2	ELA/Math Resource Teachers will provide coaching support/modeling for teachers, as needed.				\$0.00
9	G2.B2.S2.A3	Teams will meet to discuss standards, lesson plans, student tasks and create common assessments.				\$0.00
10	G2.B2.S3.A1	Teachers will share knowledge gained about close reading from attending the DPLCs.				\$0.00
11	G2.B3.S1.A1	Intermediate teachers will implement the use of Science academic/interactive notebooks.				\$0.00
12	G2.B3.S2.A1	All classrooms will have a science word wall posted to promote student use of identified words in their Science journals.				\$0.00
13	G3.B1.S1.A1	The MTSS coach will assist teachers in the effective collection and analysis of student performance data to implement the MTSS process with fidelity.				\$0.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	3610	140-Substitute Teachers	1221 - Lake Sybelia Elementary	General Fund	623.0	\$0.00	
<i>Notes: Substitutes for Training</i>							
14	G3.B1.S1.A2	<b>We will implement the Support Facilitation model to support the intermediate students that advance through the MTSS process and are identified as Exceptional Education Students with Individualized Education Plans that include reading and/or math goals.</b>					<b>\$52,890.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	3610	130-Other Certified Instructional Personnel	1221 - Lake Sybelia Elementary	General Fund	623.0	\$52,890.00	
<i>Notes: .75 Curriculum Resource Teacher</i>							
15	G3.B1.S1.A3	<b>Small group instruction will be required for Tier II students in reading and math based on iReady Reading and Math Diagnostic Assessments.</b>					<b>\$0.00</b>
16	G3.B1.S2.A1	<b>The ELA/Math Resource Teachers will support Tier III students on identified deficient skills.</b>					<b>\$0.00</b>
17	G3.B2.S1.A1	<b>We will departmentalize instruction in fourth and fifth grade in an effort to improve instructional focus.</b>					<b>\$68,640.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	3610	130-Other Certified Instructional Personnel	1221 - Lake Sybelia Elementary	General Fund	623.0	\$68,640.00	
<i>Notes: Multi-Tiered Support (MTSS) Coach</i>							
18	G3.B2.S1.A2	<b>We will provide ST Math for the students in the Deaf and Hard of Hearing (D/HH) Program in grades 2-5 to improve student learning gains.</b>					<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	3610	130-Other Certified Instructional Personnel	1221 - Lake Sybelia Elementary	General Fund	623.0	\$5,000.00	
<i>Notes: Deaf and Hard of Hearing Resource Teacher</i>							
<b>Total:</b>						<b>\$128,530.00</b>	