

Orange County Public Schools

Lake Gem Elementary



2017-18 Schoolwide Improvement Plan

Lake Gem Elementary

4801 BLOODHOUND ST, Orlando, FL 32818

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	C*	C

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Gem Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

Lake Gem Elementary (LGE) consistently promotes a school environment where students share a feeling of respect and safety. This is achieved by developing a comprehensive school safe plan. The LGE staff and students have been trained in the use of the safe plan. The school has instituted student Safety Patrols to assist in monitoring student movement and activity. The administrators review the OCPS Code of Student Conduct and communicate expectations for appropriate student behavior on a quarterly basis. The entire school staff is focused on providing stellar customer service to all stakeholders. This is achieved by fostering an environment that embraces constructive feedback and ensures the lines of communication are open. Students understand that it is their responsibility to effectively communicate with both teachers and staff when a concern arises that may impede the learning environment. Additionally, students report to their Great Educational Mindsets (GEMs) morning supervision area. Staff are visible before and after school to monitor for safety; there are staff assigned to areas and staff escort students to designated dismissal areas.

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

Lake Gem Elementary employs the tenets of Randy Sprick's CHAMPs - A Proactive and Positive Approach to Classroom Management. The structure of this system fosters respect and responsibility in students and improves the school's climate and culture. Teachers also incorporate Whole Brain strategies. The administration makes data-driven decisions based on school-wide, classroom and individual student needs. The Lake Gem staff develops proactive, positive behavior support strategies tailored to classrooms and the school. The program's structure creates a positive school environment that is emotionally and physically safe that fosters students' independence, integrity, confidence, self-control, kindness, and responsibility.

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

Lake Gem Elementary provides counseling support and social service referrals for identified students and students in crisis, as needed. These services target three domains: academic, personal/social and behavior. The services help students resolve emotional, social and/or behavioral problems and help them develop a clear focus or sense of direction. Students participate in effective counseling programs as counseling services are important to the school's climate and in improving student achievement. The school counselor provides individual, small group and class guidance lessons. In addition, Lake Gem Elementary provides a mentoring program for students who demonstrate discipline, academic and social challenges through Young Lives Matters. Students set two goals and make a commitment along with parents to accomplish their goals.

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	17	15	17	13	2	18	0	0	0	0	0	0	0	82
One or more suspensions	7	3	19	8	18	31	0	0	0	0	0	0	0	86
Course failure in ELA or Math	11	12	18	9	6	21	0	0	0	0	0	0	0	77
Level 1 on statewide assessment	0	0	0	19	17	16	0	0	0	0	0	0	0	52

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	7	4	9	12	12	34	0	0	0	0	0	0	0	78

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

To assist with providing intervention strategies to improve the academic performance of students, an MTSS coach collaborates with support staff, parents and teachers to develop, implement and monitor interventions. Interventions vary from one-on-one to small group instruction and are monitored weekly, bi-weekly and/or monthly. Based on data from on-going progress monitoring, adjustments are made to interventions to allow for data-driven decision-making. By going through the MTSS process, students are provided with interventions that target academic and behavioral/discipline needs. The following resources are utilized to address students' learning deficits: i-Ready, Journeys Intervention, EIR, LLI, guidance groups, tutoring, and the Young Lives Matter Mentoring Program with a focus on academics, attendance and positive behavior. In addition, a Parent Engagement Liaison personnel will work closely with parents, guidance counselor, social worker, dean and attendance/registrar to provide intervention services. Lake Gem will also provide an extra hour of reading intervention for students. A monthly behavior system will be used to recognize students for positive behavior recognized as a Giants' Pride student. Students will also be provided incentives based on goal achievement on Accelerated Reader and i-Ready diagnostic assessments.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/423099>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

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

1. Establish new and maintain business partnerships within the local community through Partners in Education; partners provide student incentives - certificates for academics and attendance.
2. Increase the number of school volunteers through the ADDitions process.
3. Participate in community activities that encourage the school-business partnerships, such as Teach-In.
4. Support the vision of the PTA.

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
Brown, LaTonya	Principal
Campbell, Kimberly	Instructional Coach
Smith, Christine	Assistant Principal
Daly, Simone	Instructional Coach
Stormer, Aaron	Instructional Coach
Anderson, Kimberly	Instructional Coach
Hodges, Krystal	Instructional Coach

b. Duties

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

The administrators and coaches meet regularly to review, collaborate, plan and make decisions on the following:

- *Implementation of MTSS
- *Professional Development
- *Student Safety
- *Data
- *Classroom Instruction
- *Attend MTSS team meetings
- *Train teachers in interventions, progress monitoring, differentiated instruction
- *Collect school-wide data for teams to use in determining struggling learners
- *Conduct coaching observations and provide support to increase teacher capacity
- *Attend, support and/or facilitate common planning
- *Assist with Tier II and Tier III interventions through collaboration, training, and/or direct student contact

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

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

Title I, Part A

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

Title II

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

SAI

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

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

School-based Leadership Team

The school-based leadership team conducts walkthroughs and facilitates common planning to determine additional teacher and student resources. Various state and district resources are used to ensure that students are provided instruction that meets the depth of the standards. The FSA test item specs, CPALMS, district curriculum resource materials, and weekly district staff (Corrective Programs and NLC) support are additional supports provided for instruction.

SAC/PTA

The SAC and PTA committees are involved in the decision making process when providing funds professional development needs and student academic resources.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
LaTonya Brown	Principal
Amanda Wilson	Parent
Yolanda Martinez	Education Support Employee
Daniyel Carroll	Parent
Abdias Garcia	Education Support Employee
Shirley Sibley	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

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

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

b. Development of this school improvement plan

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

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

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

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

The 2016-2017 school improvement funds were spent on projectors and bulbs for classroom instruction. The total cost was approximately \$3000.00.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, LaTonya	Principal
Smith, Christine	Assistant Principal
Taylor, Crystal	Instructional Coach
Gordon, Diane	Instructional Coach
Campbell, Kimberly	Instructional Coach
Hodges, Krystal	Instructional Coach

b. Duties

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

Major initiatives for the 2017-2018 school year for the Literacy Leadership Team include the following:

1. Planning and implementation of standards-based instruction at the level of rigor required of the standards across the curriculum.
2. Implementation and consistent use of differentiated instruction for Tier I, Tier II, and Tier III students.
3. Consistent use of higher order questioning, using informational text for literacy across all grade levels.
4. Monitoring and maintenance of the instructional focus plan across all grade levels.
5. Writing across all content areas with focus on DPLC initiative will also be included; there are seven staff members who will attend learning sessions. The team will debrief and discuss implementation.

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.

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

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

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

Additionally, to retain highly qualified teachers, Lake Gem Elementary is committed to supporting teachers by providing extensive professional development opportunities, additional classroom support by modeling lessons, collegial support by pairing an experienced teacher with a beginning teacher, and ensuring that teachers have the necessary curriculum resources and materials to produce success. The instructional coaches are tasked to support teachers identified for support.

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

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

teaching career as they transition into the school district and while at Lake Gem Elementary.

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

Grade level- Teacher- Status- Mentor
3rd Gihan Youssef 1st Year Teacher Barbara Moss
4th Cynthia Powell New to OCPS Sandra Ashley
4th- LaTanya Strickland New to Lake Gem Kim Campbell
5th- Maureen Wright New to OCPS- Shanqueria Cloud
Music- Sharon Crenshaw New to OCPS Diane Halpin

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. During common planning, the school leadership team collaborates with teachers to ensure all core subjects and core instructional resources are aligned to the standards. All classroom teachers are expected to utilize the standards-based resources, i.e. CRMs, for instruction with adaptation as needed. Administrators and instructional coaches conduct classroom walkthroughs on a weekly basis to provide instructional coaching feedback using iObservation and to ensure that instruction is aligned to the depth of the standards. iOBservation trend data is analyzed and reviewed to determine professional development for individuals, as a grade level or as a school. Professional development is provided through the coaching cycle, Wednesday professional development days or during Special area.

b. Instructional Strategies

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

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

1. Ensure that all students have access to rigorous standards-based instruction.
2. Identify the needs of all learners.
3. Provide small group instruction based on deficits identified by assessment data.
3. Provide teachers with the professional development they need to address learner diversity.
4. Monitor the effectiveness of instructional strategies with diverse groups of students.

5. Measure student learning during instruction to ensure the effectiveness of instruction with all students and adjust lessons when needed (formative assessment).
6. Address student learning needs in a timely manner to ensure continuous, accelerated learning.
7. Monitor individual growth with common assessments employing multiple measures.
8. Monitor the achievement of all students through data disaggregation by subgroups to ensure success of curriculum and interventions with all students.

The school-based leadership team conducts bi-monthly data meetings to determine shifts needed for whole group, small group and extended hour instruction. The i-Ready data (diagnostic, growth monitoring, standards mastery), Write Score, P-SELL formative assessments are used to make student group adjustments. Teachers use the i-Ready resource instructional lessons based on student profiles to differentiate instruction. The Write Score and P-SELL data are used to determine instructional focus next steps. Teachers also use data to conduct individual student data chats so that they are aware of their performance in meeting their set goals; these are conducted three times a year after each i-Ready diagnostic.

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: Weekend Program

Minutes added to school year: 4,560

During this targeted time, students receive additional instruction via supplemental resources through small group to create strong foundations for grade level standards as a pre-teaching strategy. Teachers will use data and on-going progress monitoring to ensure these skills are mastered.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Smith, Christine, christine.smith@ocps.net

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

Three times during the year, students will take both a reading and math diagnostic assessment to determine the performance level, strengths and weaknesses.

Strategy: Extended School Day

Minutes added to school year: 10,800

Students are provided enrichment opportunities through Book Club, DBQs, and Battle of the Books, Club Wednesdays, Beach Club, Extended Hour and Media Nights.

Strategy Rationale

Per the Florida state statute, schools with reading proficiency and learning gains within the lowest 300 in the state are to provide an additional hour of reading instruction. The purpose is to close the reading achievement gap. To provide a balance with academic focus, students are also able to participate in enrichment opportunities to increase higher proficiency levels.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Smith, Christine, christine.smith@ocps.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

During the end of the school year, parents of incoming kindergartners are invited to the Kindergarten Round up and Informational meeting. Parents meet in a kindergarten classroom where the teachers walk the parents through a typical day. During the summer, teachers invited students for a pre-kindergarten assessment. Parents and students are invited to Meet the Teacher during pre-planning. In addition, on the first day of school, parents are invited for a Boo Hoo Breakfast and are allowed to walk their child to class. During the first week of school, the kindergarten teachers escort the students from their GEMS morning supervision area and take them on a school tour.

As the 5th grade students transition to middle school, they receive a visit from their zoned middle school counselor to discuss class schedules and middle school life and also take a field trip to visit their zone middle school for an orientation and tour. The administrator and school counselor also discuss the needs of specific students to ensure that interventions are place for the upcoming school year.

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

Preschool teachers:

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

The students are:

- *learning to recognize rhyming words
- *listening for syllables within words
- *learning to recognize beginning sounds in words
- *matching those sounds to letters
- *learning basic math skills
- *communicating how math is used in everyday life

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

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

b. College and Career Readiness

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

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

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

Teachers show students the connection to college and/or career experience. This is embedded into their core subjects to prepare students for rigorous courses for college and/or career readiness.

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

Strategies to integrate career and technical education include integrated project-based learning each marking period, volunteers from different careers for Teach-In to help students make a connection to skills, Club Wednesday career exploration, STEM/SECME competitions and media technology.

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.

NA

B. Problem Analysis Summary

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

NA

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lake Gem Elementary will increase ELA and Mathematics learning gains in the top 25%.
(Division Priority: Accelerate Student Performance)
- G2.** Lake Gem Elementary will increase ELA and Mathematics learning gains in the lowest 25%.
(Narrow Achievement Gaps)
- G3.** Lake Gem Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate Student Performance)

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 Gem Elementary will increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate Student Performance) 1a

G094761

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- High achieving students lack differentiated learning opportunities during core instruction.
- Teachers lack the knowledge and understanding of the preceding and following grade level standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide an enrichment class per grade level K-5. Provide enrichment teachers Vertical Alignment professional development. Purchase project-based learning resources for teacher implementation. Provide Common Core Companion books.

Plan to Monitor Progress Toward G1. 8

Student FSA ELA and Math scores will be reviewed for increased student achievement.

Person Responsible

LaTonya Brown

Schedule

On 6/1/2018

Evidence of Completion

i-Ready Standards Mastery, Diagnostic, and Growth Monitoring Data Reports, Increased Proficiency and Learning Gains on FSA ELA and MA

G2. Lake Gem Elementary will increase ELA and Mathematics learning gains in the lowest 25%. (Narrow Achievement Gaps) 1a

G094762

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of data resources to drive instruction that meet the specific instructional needs of students.
- Meeting the diverse needs of students during Extra Hour instruction requires strategic planning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Structured Common Planning PLC, DOE CPalms, IMS, CRMs, Computer Software Resources
- i-Ready Data Reports, Resources Teachers, Instructional Materials

Plan to Monitor Progress Toward G2. 8

i-Ready assessments and iObservation data will be analyzed to monitor progress toward meeting the goal.

Person Responsible

LaTonya Brown

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

i-Ready and iObservation Data Reports

G3. Lake Gem Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate Student Performance) 1a

G094763

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	50.0
Math Gains	50.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack understanding the depth and rigor of standards and lack of using effective instructional strategies.
- Teachers lack the knowledge and understanding of the preceding and following grade level standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards, Test Item Specs, Webb's Depth of Knowledge and Marzano's Taxonomy Crosswalk, Marzano's Design Questions and Elements, Structured Common Planning PLC, DOE CPALMS, CRMs, Instructional Coaches, Instructional Resource Materials

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Lake Gem Elementary will increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate Student Performance) **1**

 G094761

G1.B1 High achieving students lack differentiated learning opportunities during core instruction. **2**

 B254795

G1.B1.S1 Create enrichment classes for each grade level K-5. **4**

 S269154

Strategy Rationale

Provide accelerated learning for the top 25% students to increase their academic performance.

Action Step 1 **5**

Create a master schedule to include an enrichment class for grades K-5.

Person Responsible

LaTonya Brown

Schedule

On 6/1/2018

Evidence of Completion

Master Schedule, Enrichment Class Rosters, Student Data Reports

Action Step 2 **5**

Progress monitor students' standards mastery assessments.

Person Responsible

Christine Smith

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

i-Ready Data Reports

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

Administrators and coaches will conduct classroom coaching observations to provide feedback and determine follow-up professional development.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

i-Observation Data Reports

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

Administrators and coaches will analyze i-Ready diagnostic assessments to monitor student achievement levels.

Person Responsible

Christine Smith

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

i-Ready Student Data and Class Reports

G1.B1.S2 Provide teachers professional development and support with CRMs, i-Ready and project-based learning. 4

 S269155

Strategy Rationale

To increase teacher capacity of providing rigorous learning experiences to accelerate student performance.

Action Step 1 5

Develop a professional development calendar and instructional focus calendar.

Person Responsible

Simone Daly

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Professional Development and Instructional Focus Calendars

Action Step 2 5

Provide enrichment teachers professional development for project-based learning.

Person Responsible

Aaron Stormer

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, Professional Development PPTs, Agendas/Handouts, and Sign-in Sheet

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

Administrators will review professional development and instructional focus calendars as well as professional development presentations.

Person Responsible

LaTonya Brown

Schedule

Quarterly, from 6/1/2018 to 6/1/2018

Evidence of Completion

Professional Development and Instructional Focus Calendars; PPT Presentations, Agendas, Sign-in Sheets

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

Administrators and coaches will conduct coaching observations with a focus on rigorous learning.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation Data Reports

G1.B2 Teachers lack the knowledge and understanding of the preceding and following grade level standards. 2

 B254796

G1.B2.S1 Provide vertical alignment professional development. 4

 S269156

Strategy Rationale

The vertical alignment professional development will provide teachers time to discuss the student outcomes for standards across grade levels.

Action Step 1 5

Enrichment teachers will attend vertical alignment professional development.

Person Responsible

Aaron Stormer

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Sign-in Sheets, Agendas

Action Step 2 5

Participants will complete exit slips on how new knowledge will be implemented into instruction.

Person Responsible

Aaron Stormer

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Exit Slips

G1.B2.S2 Provide vertical alignment collaborative planning. 4

S269157

Strategy Rationale

This planning will allow teachers to collaborate on developing more rigorous instruction.

Action Step 1 5

School-based instructional support will facilitate enrichment collaborative planning.

Person Responsible

Aaron Stormer

Schedule

Quarterly, from 10/2/2017 to 5/30/2018

Evidence of Completion

Sign-in Sheets, Agendas

Action Step 2 5

Administrators will observe implementation of planning in enrichment classes.

Person Responsible

Christine Smith

Schedule

Weekly, from 10/2/2017 to 5/30/2018

Evidence of Completion

iObservation Data Report

G2. Lake Gem Elementary will increase ELA and Mathematics learning gains in the lowest 25%. (Narrow Achievement Gaps) **1**

 G094762

G2.B1 Teachers lack knowledge of data resources to drive instruction that meet the specific instructional needs of students. **2**

 B254797

G2.B1.S1 Teachers will receive professional development on instructional resources to align differentiated instruction. **4**

 S269158

Strategy Rationale

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

Action Step 1 **5**

Teachers will participate in data meetings and i-Ready professional development on use of instructional grouping profiles and lesson plans generated for specific students.

Person Responsible

LaTonya Brown

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Data Meeting Agenda/Guiding Questionnaires, PD Agendas, Data Notebooks

Action Step 2 **5**

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

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Student Individual Data Chat Form, Data Meeting Agenda/Guiding Questionnaire

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

Administrators and coaches will observe teachers conducting student data chats and analyzing data to make instructional adjustments for the bottom 25% students.

Person Responsible

LaTonya Brown

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

Data Notebooks, Lesson Plans, Student Data Chat Forms

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

Administrators and coaches will conduct coaching observations and analyze i-Ready assessment data to monitor for increased student achievement.

Person Responsible

LaTonya Brown

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

Evidence of Completion

iObservation Data and Student Achievement Data Reports

G2.B1.S2 Teachers will use i-Ready instructional grouping profiles to provided differentiated instruction.

4

 S269159

Strategy Rationale

When teachers provide intentional instruction based on individual student needs, students achievement gaps can decrease.

Action Step 1 5

Provide professional development on the use of i-Ready data reports and instructional grouping profiles.

Person Responsible

Christine Smith

Schedule

On 9/6/2017

Evidence of Completion

Teacher Data Notebooks of Instructional Grouping Profiles

Action Step 2 5

Provide professional development on i-Ready teacher toolkit resources and individual student lessons.

Person Responsible

LaTonya Brown

Schedule

On 9/20/2017

Evidence of Completion

Agenda, Sign-in Sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators will conduct data meetings with teachers.

Person Responsible

LaTonya Brown

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Data Meeting Agenda

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administrators will analyze i-Ready growth monitoring and diagnostic data reports of lowest 25%.

Person Responsible

LaTonya Brown

Schedule

Semiannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

i-Ready Growth Monitoring and Diagnostic Reports

G2.B2 Meeting the diverse needs of students during Extra Hour instruction requires strategic planning. 2

 B254798

G2.B2.S1 Assess students and review i-Ready and other data sources. 4

 S269160

Strategy Rationale

Using multiple sources of data will determine preliminary instructional groups.

Action Step 1 5

Assign students to instructional groups based on data.

Person Responsible

Christine Smith

Schedule

Triannually, from 9/11/2017 to 6/1/2018

Evidence of Completion

Extra Hour Student Lists, i-Ready Profile Data Reports

Action Step 2 5

Determine instructional resources and instructional plan for Extra Hour groups.

Person Responsible

LaTonya Brown

Schedule

On 9/15/2017

Evidence of Completion

Purchase Order Copies, Extra Hour Instructional Plan Charts

G2.B2.S2 Determine location and scheduling of students. 4

S269161

Strategy Rationale

Action Step 1 5

Assign students to teachers and instructional support staff and include Extra Hour schedule on SMS.

Person Responsible

Christine Smith

Schedule

Triannually, from 9/11/2017 to 6/1/2018

Evidence of Completion

SMS Master Schedule, Extra Hour Rosters

Action Step 2 5

Administrators will monitor Extra Hour structures and transitions.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 9/11/2017 to 6/1/2018

Evidence of Completion

Monitoring Schedule

G3. Lake Gem Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate Student Performance) **1**

 G094763

G3.B1 Teachers lack understanding the depth and rigor of standards and lack of using effective instructional strategies. **2**

 B254799

G3.B1.S1 Teachers will implement effective cooperative Kagan instructional strategies. **4**

 S269162

Strategy Rationale

When teachers provide more student-centered learning strategies, students are more engaged in the learning process which helps to increase student achievement.

Action Step 1 **5**

Instructional coaches will provide professional development that addresses student-centered learning through Kagan Structures.

Person Responsible

LaTonya Brown

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in Sheets, Agendas, PPTs/Handouts

Action Step 2 **5**

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

Person Responsible

LaTonya Brown

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation Data Trend Report and i-Ready Assessment Data

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

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

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation Data Reports

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

Administrators and coaches will analyze coaching observation data for effectiveness.

Person Responsible

LaTonya Brown

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation Data Reports

G3.B1.S2 Teachers will provided differentiated instruction for students at all levels of performance. 4

S269163

Strategy Rationale

Differentiated instruction will meet the individual needs of students.

Action Step 1 5

Students will be grouped according to instructional needs for re-teaching, approaching and on/above grade level (Book Studies, DBQs, Battle of the Books) during reading extended hour.

Person Responsible

Christine Smith

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Extended Hour Student List

Action Step 2 5

Teachers will participate in core content common planning facilitated by instructional coaches.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Deconstruction Standard Form, Common Planning Agenda, Common Planning Sign-In Sheet.

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

Administrators will attend common planning. Administrators and instructional coaches will conduct coaching observations for implementation of instruction meeting the depth of the standards with use of effective instructional strategies.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation Data Reports, Sign-In Sheets, Lesson Plans, Data Notebooks

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

Administrators and instructional coaches will conduct coaching observations for implementation of common planning.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation Data Reports, i-Ready Data Reports

G3.B2 Teachers lack the knowledge and understanding of the preceding and following grade level standards. 2

 B254800

G3.B2.S1 Provide vertical alignment professional development. 4

 S269164

Strategy Rationale

The vertical alignment professional development will provide teachers time to discuss the student outcomes for standards across grade levels.

Action Step 1 5

Collaborate to plan vertical alignment summer professional development with school leadership team and Corrective Programs senior administrator.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 7/4/2017 to 7/11/2017

Evidence of Completion

Agenda

Action Step 2 5

Provide summer vertical alignment professional development.

Person Responsible

LaTonya Brown

Schedule

Daily, from 7/18/2017 to 7/19/2017

Evidence of Completion

Sign-in Sheets, Agendas

G3.B2.S2 Conduct classroom observations. 4

S269165

Strategy Rationale

To ensure implementation of instruction aligned to the grade level standards.

Action Step 1 5

Leadership team will conduct classroom walkthroughs to observe teaching and learning of the grade level standards.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation Data Reports

Action Step 2 5

Provide teachers actionable feedback, identify teachers for the coaching cycle and provide professional development based on data trends.

Person Responsible

LaTonya Brown

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation Feedback and Data Trend Reports, Agendas, Coaching Logs, Sign-in Sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
 G3.B2.S1.A1 A359195	Collaborate to plan vertical alignment summer professional development with school leadership team...	Brown, LaTonya	7/4/2017	Agenda	7/11/2017 weekly
 G3.B2.S1.A2 A359196	Provide summer vertical alignment professional development.	Brown, LaTonya	7/18/2017	Sign-in Sheets, Agendas	7/19/2017 daily
 G2.B1.S2.A1 A359185	Provide professional development on the use of i-Ready data reports and instructional grouping...	Smith, Christine	9/6/2017	Teacher Data Notebooks of Instructional Grouping Profiles	9/6/2017 one-time
 G2.B2.S1.A2 A359188	Determine instructional resources and instructional plan for Extra Hour groups.	Brown, LaTonya	9/11/2017	Purchase Order Copies, Extra Hour Instructional Plan Charts	9/15/2017 one-time
 G2.B1.S2.A2 A359186	Provide professional development on i-Ready teacher toolkit resources and individual student...	Brown, LaTonya	9/20/2017	Agenda, Sign-in Sheet	9/20/2017 one-time
 G1.B2.S2.A1 A359181	School-based instructional support will facilitate enrichment collaborative planning.	Stormer, Aaron	10/2/2017	Sign-in Sheets, Agendas	5/30/2018 quarterly
 G1.B2.S2.A2 A359182	Administrators will observe implementation of planning in enrichment classes.	Smith, Christine	10/2/2017	iObservation Data Report	5/30/2018 weekly
 G3.MA1 M383831	The administrators and instructional coaches will analyze classroom iObservation data and student...	Brown, LaTonya	8/14/2017	iObservation data and student achievement data will show increase in teacher capacity and student learning gains.	5/31/2018 weekly
 G2.B1.S1.MA1 M383822	Administrators and coaches will conduct coaching observations and analyze i-Ready assessment data...	Brown, LaTonya	9/4/2017	iObservation Data and Student Achievement Data Reports	5/31/2018 biweekly
 G2.B1.S1.MA1 M383823	Administrators and coaches will observe teachers conducting student data chats and analyzing data...	Brown, LaTonya	9/4/2017	Data Notebooks, Lesson Plans, Student Data Chat Forms	5/31/2018 biweekly
 G2.B1.S1.A1 A359183	Teachers will participate in data meetings and i-Ready professional development on use of...	Brown, LaTonya	9/4/2017	Data Meeting Agenda/Guiding Questionnaires, PD Agendas, Data Notebooks	5/31/2018 biweekly
 G2.B1.S1.A2 A359184	Teachers will conduct student data chats to monitor academic progress of goals.	Brown, LaTonya	9/4/2017	Student Individual Data Chat Form, Data Meeting Agenda/Guiding Questionnaire	5/31/2018 monthly
 G2.B1.S2.MA1 M383824	Administrators will analyze i-Ready growth monitoring and diagnostic data reports of lowest 25%.	Brown, LaTonya	8/14/2017	i-Ready Growth Monitoring and Diagnostic Reports	5/31/2018 semiannually
 G1.MA1 M383821	Student FSA ELA and Math scores will be reviewed for increased student achievement.	Brown, LaTonya	6/1/2018	i-Ready Standards Mastery, Diagnostic, and Growth Monitoring Data Reports, Increased Proficiency and Learning Gains on FSA ELA and MA	6/1/2018 one-time
 G2.MA1 M383826	i-Ready assessments and iObservation data will be analyzed to monitor progress toward meeting the...	Brown, LaTonya	8/14/2017	i-Ready and iObservation Data Reports	6/1/2018 biweekly
 G1.B1.S1.MA1 M383817	Administrators and coaches will analyze i-Ready diagnostic assessments to monitor student...	Smith, Christine	8/14/2017	i-Ready Student Data and Class Reports	6/1/2018 quarterly
 G1.B1.S1.MA1 M383818	Administrators and coaches will conduct classroom coaching observations to provide feedback and...	Brown, LaTonya	8/14/2017	i-Observation Data Reports	6/1/2018 weekly
 G1.B1.S1.A1 A359175	Create a master schedule to include an enrichment class for grades K-5.	Brown, LaTonya	6/2/2017	Master Schedule, Enrichment Class Rosters, Student Data Reports	6/1/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2 A359176	Progress monitor students' standards mastery assessments.	Smith, Christine	8/14/2017	i-Ready Data Reports	6/1/2018 every-3-weeks
G1.B2.S1.A1 A359179	Enrichment teachers will attend vertical alignment professional development.	Stormer, Aaron	10/2/2017	Sign-in Sheets, Agendas	6/1/2018 quarterly
G1.B2.S1.A2 A359180	Participants will complete exit slips on how new knowledge will be implemented into instruction.	Stormer, Aaron	10/2/2017	Exit Slips	6/1/2018 quarterly
G2.B2.S1.A1 A359187	Assign students to instructional groups based on data.	Smith, Christine	9/11/2017	Extra Hour Student Lists, i-Ready Profile Data Reports	6/1/2018 triannually
G3.B1.S1.MA1 M383827	Administrators and coaches will analyze coaching observation data for effectiveness.	Brown, LaTonya	8/14/2017	iObservation Data Reports	6/1/2018 monthly
G3.B1.S1.MA1 M383828	The implementation of Kagan instructional strategies will be monitored through informal and formal...	Brown, LaTonya	8/14/2017	iObservation Data Reports	6/1/2018 weekly
G3.B1.S1.A1 A359191	Instructional coaches will provide professional development that addresses student-centered...	Brown, LaTonya	8/14/2017	Sign-in Sheets, Agendas, PPTs/ Handouts	6/1/2018 quarterly
G3.B1.S1.A2 A359192	Administrators and instructional coaches will conduct teacher observations on implementation of...	Brown, LaTonya	8/14/2017	iObservation Data Trend Report and i-Ready Assessment Data	6/1/2018 monthly
G1.B1.S2.MA1 M383819	Administrators and coaches will conduct coaching observations with a focus on rigorous learning.	Brown, LaTonya	8/14/2017	iObservation Data Reports	6/1/2018 weekly
G1.B1.S2.MA1 M383820	Administrators will review professional development and instructional focus calendars as well as...	Brown, LaTonya	6/1/2018	Professional Development and Instructional Focus Calendars; PPT Presentations, Agendas, Sign-in Sheets	6/1/2018 quarterly
G1.B1.S2.A1 A359177	Develop a professional development calendar and instructional focus calendar.	Daly, Simone	8/14/2017	Professional Development and Instructional Focus Calendars	6/1/2018 quarterly
G1.B1.S2.A2 A359178	Provide enrichment teachers professional development for project-based learning.	Stormer, Aaron	8/14/2017	Lesson Plans, Professional Development PPTs, Agendas/ Handouts, and Sign-in Sheet	6/1/2018 quarterly
G2.B1.S2.MA1 M383825	Administrators will conduct data meetings with teachers.	Brown, LaTonya	8/14/2017	Data Meeting Agenda	6/1/2018 biweekly
G2.B2.S2.A1 A359189	Assign students to teachers and instructional support staff and include Extra Hour schedule on SMS.	Smith, Christine	9/11/2017	SMS Master Schedule, Extra Hour Rosters	6/1/2018 triannually
G2.B2.S2.A2 A359190	Administrators will monitor Extra Hour structures and transitions.	Brown, LaTonya	9/11/2017	Monitoring Schedule	6/1/2018 monthly
G3.B1.S2.MA1 M383829	Administrators and instructional coaches will conduct coaching observations for implementation of...	Brown, LaTonya	8/14/2017	iObservation Data Reports, i-Ready Data Reports	6/1/2018 weekly
G3.B1.S2.MA1 M383830	Administrators will attend common planning. Administrators and instructional coaches will conduct...	Brown, LaTonya	8/14/2017	iObservation Data Reports, Sign-In Sheets, Lesson Plans, Data Notebooks	6/1/2018 weekly
G3.B1.S2.A1 A359193	Students will be grouped according to instructional needs for re-teaching, approaching and on/above...	Smith, Christine	8/14/2017	Extended Hour Student List	6/1/2018 daily
G3.B1.S2.A2 A359194	Teachers will participate in core content common planning facilitated by instructional coaches.	Brown, LaTonya	8/14/2017	Deconstruction Standard Form, Common Planning Agenda, Common Planning Sign-In Sheet.	6/1/2018 weekly
G3.B2.S2.A1 A359197	Leadership team will conduct classroom walkthroughs to observe teaching and learning of the grade...	Brown, LaTonya	8/14/2017	iObservation Data Reports	6/1/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S2.A2  A359198	Provide teachers actionable feedback, identify teachers for the coaching cycle and provide...	Brown, LaTonya	8/14/2017	iObservation Feedback and Data Trend Reports, Agendas, Coaching Logs, Sign-in Sheets	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. Lake Gem Elementary will increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Accelerate Student Performance)

G1.B1 High achieving students lack differentiated learning opportunities during core instruction.

G1.B1.S2 Provide teachers professional development and support with CRMs, i-Ready and project-based learning.

PD Opportunity 1

Provide enrichment teachers professional development for project-based learning.

Facilitator

Instructional Coaches

Participants

Enrichment Teachers

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G1.B2 Teachers lack the knowledge and understanding of the preceding and following grade level standards.

G1.B2.S1 Provide vertical alignment professional development.

PD Opportunity 1

Enrichment teachers will attend vertical alignment professional development.

Facilitator

Instructional Coaches

Participants

K-5 Enrichment Teachers

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

G2. Lake Gem Elementary will increase ELA and Mathematics learning gains in the lowest 25%. (Narrow Achievement Gaps)

G2.B1 Teachers lack knowledge of data resources to drive instruction that meet the specific instructional needs of students.

G2.B1.S1 Teachers will receive professional development on instructional resources to align differentiated instruction.

PD Opportunity 1

Teachers will participate in data meetings and i-Ready professional development on use of instructional grouping profiles and lesson plans generated for specific students.

Facilitator

Christine Smith, Simone Daly, Krystal Roux, i-Ready Consultant

Participants

K-5 Teachers

Schedule

Biweekly, from 9/4/2017 to 5/31/2018

G2.B1.S2 Teachers will use i-Ready instructional grouping profiles to provided differentiated instruction.

PD Opportunity 1

Provide professional development on the use of i-Ready data reports and instructional grouping profiles.

Facilitator

Christine Smith

Participants

K-5 Teachers

Schedule

On 9/6/2017

PD Opportunity 2

Provide professional development on i-Ready teacher toolkit resources and individual student lessons.

Facilitator

i-Ready Representative

Participants

K-5 Teachers

Schedule

On 9/20/2017

G3. Lake Gem Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate Student Performance)

G3.B1 Teachers lack understanding the depth and rigor of standards and lack of using effective instructional strategies.

G3.B1.S1 Teachers will implement effective cooperative Kagan instructional strategies.

PD Opportunity 1

Instructional coaches will provide professional development that addresses student-centered learning through Kagan Structures.

Facilitator

Simone Daly, Aaron Stormer, Krystal Roux

Participants

K-5 Teachers

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

G3.B2 Teachers lack the knowledge and understanding of the preceding and following grade level standards.

G3.B2.S1 Provide vertical alignment professional development.

PD Opportunity 1

Provide summer vertical alignment professional development.

Facilitator

Administrators and Instructional Coaches

Participants

K-5 Teachers

Schedule

Daily, from 7/18/2017 to 7/19/2017

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	Create a master schedule to include an enrichment class for grades K-5.				\$0.00
2	G1.B1.S1.A2	Progress monitor students' standards mastery assessments.				\$0.00
3	G1.B1.S2.A1	Develop a professional development calendar and instructional focus calendar.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2161	380800-OFFICE SUPPLIES CONSUMABLE-TRAINING	0241 - Lake Gem Elementary	School Improvement Funds		\$20,000.00
4	G1.B1.S2.A2	Provide enrichment teachers professional development for project-based learning.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0241 - Lake Gem Elementary	School Improvement Funds		\$20,000.00
5	G1.B2.S1.A1	Enrichment teachers will attend vertical alignment professional development.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0241 - Lake Gem Elementary			\$5,000.00
			<i>Notes: Notes</i>			
6	G1.B2.S1.A2	Participants will complete exit slips on how new knowledge will be implemented into instruction.				\$0.00
7	G1.B2.S2.A1	School-based instructional support will facilitate enrichment collaborative planning.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0241 - Lake Gem Elementary			\$5,000.00
			<i>Notes: Notes</i>			
8	G1.B2.S2.A2	Administrators will observe implementation of planning in enrichment classes.				\$0.00
9	G2.B1.S1.A1	Teachers will participate in data meetings and i-Ready professional development on use of instructional grouping profiles and lesson plans generated for specific students.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0241 - Lake Gem Elementary	School Improvement Funds		\$20,000.00
10	G2.B1.S1.A2	Teachers will conduct student data chats to monitor academic progress of goals.				\$0.00
11	G2.B1.S2.A1	Provide professional development on the use of i-Ready data reports and instructional grouping profiles.				\$0.00
12	G2.B1.S2.A2	Provide professional development on i-Ready teacher toolkit resources and individual student lessons.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0241 - Lake Gem Elementary	School Improvement Funds		\$5,000.00
13	G2.B2.S1.A1	Assign students to instructional groups based on data.				\$0.00
14	G2.B2.S1.A2	Determine instructional resources and instructional plan for Extra Hour groups.				\$0.00
15	G2.B2.S2.A1	Assign students to teachers and instructional support staff and include Extra Hour schedule on SMS.				\$0.00
16	G2.B2.S2.A2	Administrators will monitor Extra Hour structures and transitions.				\$0.00
17	G3.B1.S1.A1	Instructional coaches will provide professional development that addresses student-centered learning through Kagan Structures.				\$0.00
18	G3.B1.S1.A2	Administrators and instructional coaches will conduct teacher observations on implementation of strategies and provide formative feedback and use the coaching cycle for identified teachers.				\$0.00
19	G3.B1.S2.A1	Students will be grouped according to instructional needs for re-teaching, approaching and on/above grade level (Book Studies, DBQs, Battle of the Books) during reading extended hour.				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0241 - Lake Gem Elementary			\$30,000.00
			<i>Notes: Notes</i>			
20	G3.B1.S2.A2	Teachers will participate in core content common planning facilitated by instructional coaches.				\$0.00
21	G3.B2.S1.A1	Collaborate to plan vertical alignment summer professional development with school leadership team and Corrective Programs senior administrator.				\$0.00
22	G3.B2.S1.A2	Provide summer vertical alignment professional development.				\$0.00
23	G3.B2.S2.A1	Leadership team will conduct classroom walkthroughs to observe teaching and learning of the grade level standards.				\$0.00
24	G3.B2.S2.A2	Provide teachers actionable feedback, identify teachers for the coaching cycle and provide professional development based on data trends.				\$0.00

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	Total: \$105,000.00
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