

Orange County Public Schools

Bay Lake Elementary



2017-18 Schoolwide Improvement Plan

Bay Lake Elementary

12005 SILVERLAKE PARK DR, Windermere, FL 34786

<https://baylakees.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 KG-5	No	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2016-17
Grade	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 Bay Lake 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.

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

b. Provide the school's vision statement.

OCPS Vision- 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.

Bay Lake has planned many engaging activities that allow the staff to learn about students' cultures and forge positive relationships in the classroom. These relationships allow the school to structure activities, build curricular materials, and tap into resources that will help all students succeed academically. In order to build positive connections with students and learn about students' diverse backgrounds, teachers are encouraged to develop classroom expectations and rules with student input. Teachers will also conduct parent-teacher conferences at least once a year to discuss the academic and behavioral progress of their students. This year our media center will purchase and highlight library books that reflect students' diverse cultures in content and language. Bay Lake will work to increase the participation of our English Language Learner (ELL) families in school-sponsored activities as well as Parent Leadership Council, Parent Teacher Organization (PTO), and School Advisory Council (SAC) meetings by providing more communication in English, Spanish, and Portuguese. Through our Parent Leadership Council meetings, many topics will be covered to assist our ELL families with learning more about our school community. We will also host a multicultural event that provides families from diverse backgrounds the opportunity to share important aspects of their culture with our school and community.

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

Before school, Bay Lake Elementary contracts with the YMCA to provide structured supervision for students who need to be dropped off prior to the start of the school day. During the school day, school staff provides continuous supervision for all students through assigned arrival, lunch, and dismissal duties. Our school-wide Positive Behavioral Intervention and Supports (PBIS) program provides students with clear procedures for all areas of the school as we are consistently modeling positive and appropriate behavior and safety guidelines. Regularly scheduled emergency drills provide students with the opportunity to practice emergency procedures and support student safety. After school, Bay Lake utilizes the YMCA program in addition to offering various extracurricular activities for students through the use of local vendors. Vendors rent the facility to provide diverse opportunities to the students.

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.

Bay Lake Elementary utilizes the PBIS model of behavior management. PBIS applies evidence-based programs, practices, and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. PBIS is a systematic approach to proactive, school-wide behavior based on a Multi-Tiered System of Support (MTSS) model, where data-based decision-making is used to identify school-wide discipline and behavior issues and monitor the success of PBIS supports. PBIS expectations and supports have been tailored for each area of the school, including the classroom, media center, hallways, and cafeteria. At the beginning of the year, faculty and staff are trained on school-wide PBIS-based behavior expectations and procedures for incentives. These are also reviewed with scholars at the start of each marking period and referred to throughout the school year.

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.

Bay Lake Elementary has put together a team of staff members, including a staffing specialist, behavior specialist, and guidance counselor, to ensure that the social-emotional needs of all students are being met. This team will work with teachers and other staff members to identify and work with students that have behavioral and/or social-emotional needs. These needs are met through behavior plans, individualized support, social skills lessons, and positive behavioral reinforcements. In addition to this level of behavior support, our school administration and instructional coaches help to mentor students that need additional classroom and academic support. Students with needs are provided extra supports and monitored through the MTSS academic and behavior process. If needed, a referral process is in place for Tier III students to gain additional support through the staffing specialist.

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.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension:

In order to reduce the number of students who are absent or tardy, the registrar will run monthly attendance reports to identify these students. Students who are absent or tardy will receive an automated phone call home on the day of the absence. Should the absences exceed three days, the registrar will contact the parent to determine reason for the student's absence and reemphasize the school and state attendance policy. If students are constantly absent or tardy, the social worker and Staffing Specialist will conduct a Child Study Team meeting which includes parent(s), social worker, administrator, teacher, counselor, and attendance clerk to address issues of compliance with the parent(s).

One or more suspensions, whether in school or out of school:

Should the need for out-of-school suspension arise, the principal must approve the suspension. Upon the student's return, the teacher and assistant principal or staffing specialist will develop a positive behavior plan or contract with the student to ensure his/her success.

Course failure in English Language Arts (ELA) or mathematics and Non-Proficient Students:

By conducting progress monitoring data meetings and MTSS meetings, the teachers and administrators are able to address all of the early warning indicators of students not making adequate academic progress. Data analysis will allow teachers and administrators to identify areas needing improvement and plan for the necessary interventions. There is whole group and small group instruction daily in both ELA and math. These students are grouped based on diagnostic and

formative data, then given targeted differentiated instruction. The MTSS and common planning processes allow teachers to put interventions in place for both ELA and math to close the achievement gap. Students in grades three through five who have scored a Level 1 on the Florida Standards Assessment (FSA) or are in danger of retention will be provided with before or after-school reading instruction.

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	14	16	18	21	13	6	0	0	0	0	0	0	0	88
One or more suspensions	0	0	0	1	2	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	5	7	2	0	4	2	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	23	25	25	0	0	0	0	0	0	0	73

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	1	1	2	5	7	3	0	0	0	0	0	0	0	19

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

Our school team tracks attendance concerns, excessive tardies, and repeated patterns of discipline referrals. Once a student accumulates five absences and/or tardies, the school social worker is notified. The social worker assists the school team with contacting parents to schedule meetings to assist with increasing student attendance. Interventions are put into place for students with more than one suspension in order to increase the chance of the student staying in school. Progress monitoring is ongoing for our lowest 25% of students and they receive intensive remediation as a part of our Tier II and Tier III instruction. These students are also invited to before and after-school tutoring.

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

Bay Lake Elementary would like to set a standard of at least 80% of our parents volunteering and participating in events including Meet the Teacher, Open House, and at least one family night event.

Our parent involvement target includes increasing communication with parents to help them learn about our school and get involved in our many programs and activities. This includes using the website, school Facebook page, and PTO Facebook page to connect to our parents in a way that allows for communication in various languages, supports our mission and vision, and increases parent involvement. Online parent access to ProgressBook, parent-teacher conferences, and MTSS meetings will also help keep parents informed of their child's progress. The school will provide targeted activities for parents for whom English is a second language in order to increase their involvement in the PTO, Parent Leadership Council, and SAC. In addition, Bay Lake Elementary School will focus on making parents more aware of the MTSS and Exceptional Student Education (ESE) processes - providing ideas and suggestions on how they can support their child's academic growth in the home environment.

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.

Bay Lake will build partnerships within the community by utilizing the ADDitions Volunteer and Partners in Education (PIE) program. Once partnerships are established with local agencies in the community, we will maintain communication with them through our volunteer coordinator and plan for specific opportunities for partners to take part in or make donations towards specific school events and initiatives. Our school PTO and SAC will also reach out to community members and invite them to become involved in our school events. Recognizing and thanking our Partners in Education will be done through our monthly newsletter, PTO, and Facebook page.

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
Jackson Kimble, Myrlene	Principal
Hird, Gregory	Dean
Foust, Kacey	Instructional Coach
Parra, Miluska	Other
Keysor, Aundrea	Other
Trick, Heather	Assistant Principal

b. Duties

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

Instructional leaders perform classroom walkthroughs daily to gather data to manage instructional support and align targeted professional learning. Actionable feedback is given to teachers at least every two weeks. The role of the leadership team is to ensure high-quality instruction and interventions are matched to students' needs at every tier. One way this is achieved is through the implementation of collaborative common planning. Coaches and/or administrators will participate in common planning three days a week with all grade levels. This ensures rigorous, standards-based lesson planning is occurring. Leadership meetings will be held to discuss school data prior to meeting with classroom teachers by grade level. These data meetings will identify trends across grade levels

both vertically and horizontally. This information will be used to drive instructional practices to ensure all students are learning.

Myrlene Jackson-Kimble, Principal, is the school-based instructional leader for academic and behavior instruction. She also ensures professional development is based on the needs of the staff in order to increase student achievement.

Mrs. Heather LaFave, Assistant Principal, serves as an instructional leader and the school-based lead for MTSS. She oversees and supports teachers in implementing and monitoring MTSS interventions and overall student achievement. She also oversees and works with the staff and leadership team to plan and implement the School Improvement Plan, SAFE plan, SAC meetings and initiatives, data meetings, and classroom walkthroughs.

Mr. Gregory Hird, Administrative Dean, is an instructional and behavioral leader who serves as the curriculum and data manager. He also coordinates staff development, serves as the testing coordinator, plans and implements our school PBIS program, and coordinates the tutoring program as well as ADDitions volunteers.

Mrs. Kacey Foust, Instructional Coach, provides instructional support to teachers and oversees and participates in common planning in kindergarten through fifth grades. Mrs. Foust also supports teachers in data analysis and planning for differentiated activities, small groups, and interventions in order to increase student learning gains. Mrs. Foust works with teachers through the coaching cycle to improve instructional practices school-wide.

Mrs. Miluska Parra, Curriculum Compliance Specialist, provides research-based suggestions for intervention and instruction that best meet ELL students' needs. Mrs. Parra also completes all English for Speakers of Other Languages (ESOL) documentation for compliance and works with teachers to develop and implement Academic Needs Improvement (ANI) plan for struggling ELLs.

Ms. Aundrea Keysor, Staffing Specialist, provides resources to the staff regarding ESE instruction and monitoring progress of Individualized Education Program (IEP) goals. Ms. Keysor will also collect and analyze the data for Tier III interventions and work with leadership and teachers to provide behavior support.

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 teachers will use the core reading and math programs to teach the Florida Standards with rigor and fidelity. After diagnostic assessments are completed, students will be placed in intervention/enrichment groups to address their individual needs. These groups will change frequently as data is collected and needs are determined using diagnostic assessments, formative assessments, and unit tests. Instruction will be differentiated through teacher-led, small-group instruction, to target specific skills with individual students. Kacey Foust will work with teachers in planning rigorous lessons and targeted interventions and small group instruction. Through the MTSS process, data will drive the instructional delivery model and determine strategies that will be utilized to prevent students from dropping below their current ability levels, as well as ensure students are able to make appropriate gains. The assistant principal and staffing specialist will work with teachers to make sure the MTSS process is implemented correctly. The tiered process will start immediately for students who are demonstrating minimal progress or working below grade level. Teachers, with the support of Mrs.

LaFave and Mrs. Keysor, will meet during their grade-level Professional Learning Community (PLC) to discuss academic and behavioral data. They will use the data to determine the most effective strategies or interventions needed to support the students' academic and behavioral needs. The targeted skill deficits will be monitored and adjusted based on the progress of the students. Mrs. LaFave will support grade-level PLCs in progress monitoring the interventions each month to determine if the students' needs have improved, remained the same, or decreased. Mrs. Parra will work with teachers to monitor ELL students' language acquisition and determine appropriate academic interventions for ELL students who do not demonstrate adequate learning progress. Through these processes, additional support or scaffolding will be added based on the needs of the student. Bay Lake Elementary School will also provide free tutoring services for students focusing on closing the achievement gap for lowest performing students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Myrlene Kimble	Principal
Nicci Bucher	Business/Community
Kristin Hardy	Teacher
Brent Johnson	Parent
Brian Cantwell	Parent
Karina Cespedes	Parent
Wendy Derrick	Parent
Suzanne Fagan	Education Support Employee
Sean Fenton	Parent
Stephanie Galvagna	Parent
Mardy Goote	Parent
Jan Iapichino	Parent
Aileen Junco	Parent
Laura Kleiss	Parent
Savitri Loganathan	Parent
Candace Rondeau	Parent
Trisha Tallent	Teacher
Ashley Phillips	Teacher
Igraine Hemphill	Parent
Brenda DiTullio	Teacher
Jennie Aviles	Teacher
Heather Jones	Teacher
Tatiana Lessa	Parent

b. Duties

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

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

SAC evaluated last year's School Improvement Plan (SIP) in order to build on continued improvement for this current year. In regards to opportunities for community engagement, SAC would like to expand our PIE program and seek out partnerships with incoming local businesses as our community grows. Increased communication, including opportunities for communication in Spanish and Portuguese, will allow more stakeholders to be involved in the school. SAC members will also be proactive in our communication with community stakeholders by providing information and training on academic curriculum, timely invitations to participate in school events and initiatives, and in-person support for technology tools, such as Launch, ProgressBook, etc., at Open House. Teacher members of SAC will also encourage an increase in parent communication regarding student achievement and academic expectations through weekly newsletters and online communications. By further building our relationships with community stakeholders, SAC can increase support for school initiatives and achievement for all students.

b. Development of this school improvement plan

SAC conducts monthly meetings to discuss the SIP goals, budget, and the barriers to success to ensure that the mission, vision, and goals are being met. By reviewing overall student achievement data towards last year's SIP goals as well as data from AdvancED surveys, SAC members were able to identify areas for continued improvement on this year's plan. Throughout the year, changes will be made as needed to successfully meet goals as outlined in the SIP. SAC will use the mid-year data to complete the mid-year narrative and make adjustments to our initiatives and processes in order to make continued progress towards our goals. Parents, community members, and staff are invited to attend SAC meetings.

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

Members of the Bay Lake Budget Advisory Committee meet to discuss needs of the school and generate a list of staff "wants and needs". The projected budget is reviewed and scenarios are discussed to demonstrate how the allocations of funds can support both the staffing and resource needs of the school. The preliminary budget and pending enrollment forecasts are shared with SAC and priority items are discussed.

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

School Improvement Funds will be used to purchase substitutes so that teachers can take planning days quarterly to review student achievement data and plan instruction for the following nine weeks.

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
Kovar, Maryanne	Other
Maillo, Crystal	Teacher, K-12

b. Duties

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

Each LLT member will assist with planning, developing, and positively promoting one or more of the following scheduled reading events:

1. Accelerate Reader (AR): It is the expectation that every student will take an AR test weekly and score at least 85%. Students will be recognized for the amount of points they earn by getting a certificate signifying that they are part of the 25 point, 50 point, or 100 point AR club. As students reach each AR club level achievement, their name will be announced on the morning announcements. Classes will also be recognized if 100% of their students reach our AR expectations.
2. Family Literacy Nights: LLT will work with their teams to develop a family literacy night for all grade levels.
3. Character Parade: This annual event will be held in October to promote reading. Students and staff members will be encouraged to come dressed as their favorite book character. The committee will be responsible for planning and promoting the event.
4. Family Literacy Night: This is an off-campus family literacy event for students and their families of all grade levels to develop and promote literacy.
5. Sunshine State and Sunshine State Jr. Readers: Students in grades three through five are encouraged to read selected Sunshine State Young Readers (SSYR) books and readers in grades K-2 are encouraged to read Sunshine State Jr. books each year. The committee will be responsible for working with Mrs. Kovar to develop a tracking and reward system for SSYR participation. As students read these selected books, they will be given a charm and recognized on the morning announcements.

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.

Teachers will collaborate during common planning with subject areas coaches three times each week to work on unit planning to ensure lesson plan progression to the depth of the standard is evident. Grade-level teams establish norms in order to encourage positive working relationships and promote productive planning discussions. All questions are planned out ahead of time to ensure proper scaffolding based on the overall learning goal. Additional planning days will be provided for teams to collaborate and create common assessments and lesson plans. Grade-level PLCs focused on data analysis will occur each Wednesday after school to drive instruction. One Grade-level PLC per month will focus on MTSS data analysis and planning.

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

The principal and her team will work with OCPS employment services to ensure that candidates are highly qualified, in-field, and ready for service. School administration is responsible for hiring. Administration, support staff, and instructional coaches work with staff to refine and enhance teachers' knowledge and skills through continued support, positive and productive feedback, and professional development. Shared decision-making and opportunities for leadership roles will also allow the school to develop and retain highly qualified, effective teachers. Bay Lake is in a highly desired neighborhood. We anticipate that this quality will attract highly-qualified staff members.

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

New teachers are paired with mentors that will work closely with them throughout the year. The mentor will provide feedback on classroom management, instruction, and planning. The mentors will also work through the online portfolio modules. New teachers and mentors will attend new teacher meetings that will provide training on best practices and strategies. The new teacher will be paired with a teacher that is on their grade level when possible.

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.

Core instruction in ELA is delivered through Journeys to target grade-level Florida Standards. ELA instruction is delivered in a 120-minute block five times a week as follows: 30 minutes of whole-group instruction; 60 minutes of small-group instruction; and 30 minutes of mixed whole-group and small-group ELA instruction, including instruction in writing. The 60 minutes of small-group instruction is broken down into 20-minute rotating sessions to target student deficiencies or provide enrichment through differentiated instruction. The small groups consist of no more than six students. Core instruction for math is delivered through Go Math! to target grade-level Florida Standards. Math instruction is delivered in a 60-minute block, five times a week.

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.

School-wide interventions and enrichment are offered daily in reading and math. Interventions are based on student data collected at the beginning of the year encompassing Fountas and Pinnell, FSA, i-Ready, and beginning-of-year reading, math and writing assessments. Student groups are fluid and based on on-going progress monitoring. Grade-level teams assign teachers to provide instruction for skills-based groups during reading intervention. Students are separated into the following categories:

- Tier II - Significantly Below
- ELLs (decoding and vocabulary)
- Below
- On grade level
- Enrichment

Teachers meet during Wednesday PLCs to discuss student progress and make necessary adjustments based on student data. This data is used to assist with the MTSS process. Mrs. Parra works with teachers to identify interventions and instructional strategies to meet the needs of ELLs through whole group and small group instruction, as well as interventions as needed. Mrs. Keysor works with teachers to analyze ESE student data and progress towards IEP goals.

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:

After school tutoring is provided for students struggling in core academic content. Teachers provide small group direct instruction and targeted i-Ready instruction to support students in grades three through five. Tutoring is provided after school three times a week for one hour. Tutoring starts in the fall and ends before Spring Break.

Strategy Rationale

Students struggling with core instruction benefit from extra time and small group, direct instruction in order to make adequate academic progress and demonstrate proficiency. Through after school tutoring, teachers provide additional time and more intensive instruction for students to master standards-based skills as they are being taught in the classroom. Extended time is also used to provide students with i-Ready instruction, which targets students' specific needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Foust, Kacey, kacey.foust@ocps.net

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

i-Ready data and classroom assessment data will be analyzed to determine the effectiveness of tutoring in supporting students' mastery of ELA standards and skills.

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.

Bay Lake Elementary will provide program information to preschools located in our attendance zone. In addition to providing flyers about primary literacy and parent nights, we will also provide surrounding daycare providers with kindergarten registration packets and invitations to our "Kindergarten Round-up" for students entering school in 2017.

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.

Fourth and fifth grade students are prepared through organizational tools such as the use of planners and note-taking strategies. These strategies give students the ability to organize and present their thoughts in a manner that promotes planning for future success. These skills are synonymous with college and career readiness skills.

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

Students will also have the opportunity to participate in Bay Lake's STEAM club, which focuses on applying Science, Technology, Engineering, Art, and Math skills to solve problems and complete projects. Fifth grade students can also learn technical skills by joining the Bay Lake News Crew where students work together to produce the morning announcements. After school programs include opportunities for students to learn about film making and computer coding as well.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase through the use of rigorous, standards-based instruction in all classrooms, which is facilitated by collaborative planning with a focus on content specific complex texts and standards-aligned tasks.

- G2.** Student achievement will increase with the implementation of the MTSS process which focuses on data-driven support.

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. Student achievement will increase through the use of rigorous, standards-based instruction in all classrooms, which is facilitated by collaborative planning with a focus on content specific complex texts and standards-aligned tasks. 1a

G095089

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	78.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	64.0
FSA Mathematics Achievement	86.0
Math Gains	77.0
Math Lowest 25% Gains	80.0
Statewide Science Assessment Achievement	71.0

Targeted Barriers to Achieving the Goal 3

- Teachers are learning how to effectively utilize common planning time to ensure that rigorous standards-based instruction increases student achievement for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards, FSA, Webb's Depth of Knowledge, Marzano's Design Questions and Elements, coaching-led planning sessions, regularly scheduled and targeted professional development driven by student achievement data and teacher observational data, Instructional Management System (IMS), Performance Matters

Plan to Monitor Progress Toward G1. 8

Leadership team will conduct ongoing classroom walkthroughs and review student achievement data to determine all whether teachers are making progress in use of rigorous, standards-based instruction.

Person Responsible

Myrlene Jackson Kimble

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Classroom walkthrough data, student work samples and student achievement data reflecting mastery of the standards

G2. Student achievement will increase with the implementation of the MTSS process which focuses on data-driven support. 1a

G095090

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	78.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	64.0
FSA Mathematics Achievement	86.0
Math Gains	77.0
Math Lowest 25% Gains	80.0
Statewide Science Assessment Achievement	71.0

Targeted Barriers to Achieving the Goal 3

- Teachers are learning how to effectively utilize the MTSS process to narrow achievement gaps.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards, i-Ready achievement resources and reports, FSA data, MAP data, Webb's Depth of Knowledge, Marzano's Design Questions and Elements, coaching-led planning sessions, professional development that is driven by student achievement data

Plan to Monitor Progress Toward G2. 8

Teachers and leadership team will use student performance data on bi-weekly MTSS mini-assessments and standards-based classroom assessments to determine whether student achievement increases with the implementation of the MTSS process.

Person Responsible

Myrlene Jackson Kimble

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Positive trends in assessment data for Tier II and Tier III students

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. Student achievement will increase through the use of rigorous, standards-based instruction in all classrooms, which is facilitated by collaborative planning with a focus on content specific complex texts and standards-aligned tasks. **1**

 G095089

G1.B1 Teachers are learning how to effectively utilize common planning time to ensure that rigorous standards-based instruction increases student achievement for all students. **2**

 B255932

G1.B1.S2 Teachers will use student achievement data to plan for differentiated standards-based instruction during common planning time. **4**

 S270500

Strategy Rationale

In order for teachers to ensure that rigorous standards-based instruction occurs, they must understand each student's progress towards mastery of the standards and plan instruction that meets different students' needs. (Division Priority: Accelerate Student Performance)

Action Step 1 **5**

Instructional coaches will support teachers in using Marzano Elements, standards-aligned resources, and student achievement data to plan for differentiated standards-based instruction.

Person Responsible

Kacey Foust

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Lesson plans that demonstrate use of specific complex texts and standards-aligned differentiated tasks

Action Step 2 **5**

Leadership team will conduct regular classroom walkthroughs to determine the quality of differentiated standards-based instruction and implementation of standards-aligned tasks.

Person Responsible

Heather Trick

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Classroom walkthrough data that demonstrates use of rigorous standards-based instruction,

Action Step 3 5

Leadership team will review student achievement data to determine whether all students are making progress towards standards mastery.

Person Responsible

Heather Trick

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Student achievement data that demonstrates progress towards standards mastery for all students

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

Leadership team will attend common planning and review PLC notes and lesson plans to ensure the strategy is implemented with fidelity.

Person Responsible

Heather Trick

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Attendance rosters, PLC notes

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

Leadership team will attend common planning, review lesson plans and student achievement data, and conduct ongoing classroom observations to determine whether teachers are providing rigorous standards-based instruction that increases the achievement for all students.

Person Responsible

Heather Trick

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Lesson plans reflecting differentiated and rigorous standards-based instruction, PLC notes that demonstrate planning of instruction using student achievement data, classroom walkthrough data, student work samples and student achievement data reflecting growth in mastery of standards.

G2. Student achievement will increase with the implementation of the MTSS process which focuses on data-driven support. 1

G095090

G2.B1 Teachers are learning how to effectively utilize the MTSS process to narrow achievement gaps. 2

B255933

G2.B1.S1 Administration and Instructional Coaches will build teachers' knowledge and understanding regarding the interpretation and use of intervention data through professional development specifically focusing on: graphing data, analyzing data, using data to intentionally plan and group students. (Division Priority: Narrow Achievement Gaps) 4

S270501

Strategy Rationale

When teachers understand how to process and analyze data in order to make appropriate instructional decisions, they can narrow achievement gaps and increase achievement.

Action Step 1 5

Administrators and instructional coaches will provide professional development embedded through the MTSS PLCs addressing the interpretation and use of intervention data.

Person Responsible

Heather Trick

Schedule

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

Evidence of Completion

MTSS PLC notes

Action Step 2 5

Teachers will utilize data to make instructional decisions and plan for Tier II and Tier III interventions.

Person Responsible

Heather Trick

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Data from assessments will be analyzed by administration and teachers to identify trends. This information will be used to guide planning and instruction as evidenced in MTSS PLC notes.

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

Leadership team will attend MTSS PLC meetings and review MTSS PLC notes.

Person Responsible

Heather Trick

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

MTSS PLC notes demonstrating the effective use of data to plan for Tier II and Tier III data, attendance sign-in sheets

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

The Leadership team will attend monthly MTSS PLCs, review MTSS achievement data, and review other student achievement data to ensure that teachers are narrowing achievement gaps in regards to students' mastery of the standards.

Person Responsible

Heather Trick

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

MTSS achievement data reflecting students' progress in Tier II and/or Tier III instruction, MTSS PLC notes reflecting effective data analysis and utilization of the MTSS process, student achievement data that reflects a narrowing achievement gap on standards-based assessments

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					
G2.B1.S1.A1 A362226	Administrators and instructional coaches will provide professional development embedded through the...	Trick, Heather	8/15/2016	MTSS PLC notes	5/31/2017 monthly
G1.MA1 M387074	Leadership team will conduct ongoing classroom walkthroughs and review student achievement data to...	Jackson Kimble, Myrlene	8/28/2017	Classroom walkthrough data, student work samples and student achievement data reflecting mastery of the standards	6/1/2018 weekly
G2.MA1 M387077	Teachers and leadership team will use student performance data on bi-weekly MTSS mini-assessments...	Jackson Kimble, Myrlene	8/28/2017	Positive trends in assessment data for Tier II and Tier III students	6/1/2018 monthly
G2.B1.S1.MA1 M387075	The Leadership team will attend monthly MTSS PLCs, review MTSS achievement data, and review other...	Trick, Heather	8/28/2017	MTSS achievement data reflecting students' progress in Tier II and/or Tier III instruction, MTSS PLC notes reflecting effective data analysis and utilization of the MTSS process, student achievement data that reflects a narrowing achievement gap on standards-based assessments	6/1/2018 monthly
G2.B1.S1.MA1 M387076	Leadership team will attend MTSS PLC meetings and review MTSS PLC notes.	Trick, Heather	8/28/2017	MTSS PLC notes demonstrating the effective use of data to plan for Tier II and Tier III data, attendance sign-in sheets	6/1/2018 weekly
G2.B1.S1.A2 A362227	Teachers will utilize data to make instructional decisions and plan for Tier II and Tier III...	Trick, Heather	8/28/2017	Data from assessments will be analyzed by administration and teachers to identify trends. This information will be used to guide planning and instruction as evidenced in MTSS PLC notes.	6/1/2018 weekly
G1.B1.S2.MA1 M387072	Leadership team will attend common planning, review lesson plans and student achievement data, and...	Trick, Heather	8/28/2017	Lesson plans reflecting differentiated and rigorous standards-based instruction, PLC notes that demonstrate planning of instruction using student achievement data, classroom walkthrough data, student work samples and student achievement data reflecting growth in mastery of standards.	6/1/2018 weekly
G1.B1.S2.MA1 M387073	Leadership team will attend common planning and review PLC notes and lesson plans to ensure the...	Trick, Heather	8/28/2017	Attendance rosters, PLC notes	6/1/2018 weekly
G1.B1.S2.A1 A362223	Instructional coaches will support teachers in using Marzano Elements, standards-aligned resources,...	Foust, Kacey	8/28/2017	Lesson plans that demonstrate use of specific complex texts and standards-aligned differentiated tasks	6/1/2018 weekly
G1.B1.S2.A2 A362224	Leadership team will conduct regular classroom walkthroughs to determine the quality of...	Trick, Heather	8/28/2017	Classroom walkthrough data that demonstrates use of rigorous standards-based instruction,	6/1/2018 weekly
G1.B1.S2.A3 A362225	Leadership team will review student achievement data to determine whether all students are making...	Trick, Heather	8/28/2017	Student achievement data that demonstrates progress towards standards mastery for all students	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. Student achievement will increase through the use of rigorous, standards-based instruction in all classrooms, which is facilitated by collaborative planning with a focus on content specific complex texts and standards-aligned tasks.

G1.B1 Teachers are learning how to effectively utilize common planning time to ensure that rigorous standards-based instruction increases student achievement for all students.

G1.B1.S2 Teachers will use student achievement data to plan for differentiated standards-based instruction during common planning time.

PD Opportunity 1

Instructional coaches will support teachers in using Marzano Elements, standards-aligned resources, and student achievement data to plan for differentiated standards-based instruction.

Facilitator

Kacey Foust

Participants

All classroom teachers

Schedule

Weekly, from 8/28/2017 to 6/1/2018

G2. Student achievement will increase with the implementation of the MTSS process which focuses on data-driven support.

G2.B1 Teachers are learning how to effectively utilize the MTSS process to narrow achievement gaps.

G2.B1.S1 Administration and Instructional Coaches will build teachers' knowledge and understanding regarding the interpretation and use of intervention data through professional development specifically focusing on: graphing data, analyzing data, using data to intentionally plan and group students. (Division Priority: Narrow Achievement Gaps)

PD Opportunity 1

Administrators and instructional coaches will provide professional development embedded through the MTSS PLCs addressing the interpretation and use of intervention data.

Facilitator

Heather LaFave, Leadership Team

Participants

Classroom Teachers

Schedule

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

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S2.A1	Instructional coaches will support teachers in using Marzano Elements, standards-aligned resources, and student achievement data to plan for differentiated standards-based instruction.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	140-Substitute Teachers	1392 - Bay Lake Elementary	School Improvement Funds		\$1,500.00
			<i>Notes: Substitute teachers will be used when teachers are planning.</i>			
2	G1.B1.S2.A2	Leadership team will conduct regular classroom walkthroughs to determine the quality of differentiated standards-based instruction and implementation of standards-aligned tasks.				\$0.00
3	G1.B1.S2.A3	Leadership team will review student achievement data to determine whether all students are making progress towards standards mastery.				\$0.00
4	G2.B1.S1.A1	Administrators and instructional coaches will provide professional development embedded through the MTSS PLCs addressing the interpretation and use of intervention data.				\$0.00
5	G2.B1.S1.A2	Teachers will utilize data to make instructional decisions and plan for Tier II and Tier III interventions.				\$0.00
					Total:	\$1,500.00