

Orange County Public Schools

# Spring Lake Elementary



2017-18 Schoolwide Improvement Plan

## Spring Lake Elementary

1105 SARAH LEE LN, Ocoee, FL 34761

<https://springlakees.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	66%

### School Grades History

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

*\*Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>41</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>44</b>
Professional Development Opportunities	44
Technical Assistance Items	47
<b>Appendix 3: Budget to Support Goals</b>	<b>47</b>

## 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 Spring Lake Elementary

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

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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

Family nights are conducted for staff and families to interact in both social and fun academic settings. These nights support the families in building relationships with teachers in an informal, causal and fun way. Family nights consist of Literacy Night, Math Night, Science Night, and Fine Arts Night.

Parents are invited to special recognition ceremonies such as Honor Roll, 5th Grade Awards Ceremony, and National Honor Society.

Recognition is given weekly to students that are motivated, have good behavior, and are selected by their classmates. These students receive prizes, coupons, and bumper stickers in addition to a ribbon. They are also honored at awards ceremonies and on morning announcements.

Music Nights are held in December. There will be special attention given to include the culture of our different ethnic groups.

Partner sponsored Spirit Nights for families include events at local restaurants or an activity. The purpose of these is to build rapport with our families in a casual setting.

Our CCT coordinates a PLC night three times a year for parents to be informed about academics and to gather their input and interaction of the topic of the PLC. PLC night provides the school the opportunity to learn about the parents, their concerns, and their culture. Our CCT shares information from the PLCs to the staff, along with tips for making our school inclusive of all cultures.

We are encouraging our parents to participate in O.C.P.S. Parent Academy by sending out flyers and phone messages to inform them.

We communicate with parents via School Messenger phone calls in English and in Spanish on a weekly basis to keep parents informed on school events and activities.

We also post information on our marquee to inform or remind parents of school events and information.

We have added a bilingual Parent Engagement Liaison in order to coordinate activities and training for our parents, and to translate and make our Spanish-speaking families feel welcome and supported when they communicate with our school in person or by phone.

We have established our Spring Lake Parent University, and will have a monthly training/activity for parents in order to assist them in helping their child with their education. Spanish translation will be available at each event.

This year our Media Center will be open extended hours on Tuesday evenings for parents to bring their child in to read. Rosetta Stone will be available for any parents seeking to learn English during this time as well.

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

Students arrive to eat breakfast prior to entering the classrooms. Some teachers ask their students to join them in the classroom to work on the computer, and they instruct them on a concept that needs to be reinforced. Holding areas are established by grade level, and monitored by the leadership team so that students have a safe place to wait until the bell rings.

Students are dismissed in a procedural manner to ensure each child walks home or meets up with parents. Car riders are matched up with their parents by a car sign. K/1 Walkers are signed out of the cafeteria with personalized signs. Staff are on duty at all exit points and pickup locations to ensure student safety.

Students feel safe in the school due to staff members supervising students in the cafeteria, in their classrooms, and hallways. Teachers have a positive rapport with the students. The students have a great respect for their teachers.

Student safety patrols assist younger students with morning breakfast and guide them to their classrooms daily.

A school-wide No Bullying Policy is enforced at the school and the CHAMPS program is implemented in order to have a common language and way of work when it comes to procedures and classroom management.

A mentor program matches students in need with adult staff volunteers. These mentors have a check-in system and look for weekly opportunities to build rapport and counsel their mentees.

**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.**

Spring Lake is a CHAMPS school which helps teachers develop the proper classroom management for student learning. Teachers will continue to be able to attend training on the CHAMPS program during the school year. The school has developed a CHAMPS team that will provide training throughout the school year. The team will be able to support teachers and answer questions of concern. Each classroom teacher reviews and places all classroom rules and policies inside their rooms in order for students to know how to behave and respond. Teachers refer to the CHAMPS and classroom rules to keep students engaged and involved in their learning. Teachers are given classroom referrals to document any problems or issues they are having. Teachers contact parents and write in student planners to inform parents of their child's behavior.

Teachers will review the code of conduct with each grade level every nine weeks to keep students informed and updated about behavior expectations of both the school and the district. The

presentation is done by classroom discussion and role-playing. Proud Blue Jay posters and "High Five" behavioral posters are displayed school-wide to reinforce positive behavior. Other academic focused posters are on display to motivate students in their behavior and academic learning.

**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.**

The school provides outsource support for students who have concerns or issues that need to be addressed. A social worker and a counselor are on site weekly to provide assistance for our students. When concerns or issues arise for a student the social worker or counselor are contacted and then they provide services or resources to address the issue. They are supportive of our students and are proactive in resolving issues.

A mentor program matches students in need with adult staff volunteers. These mentors have a check-in system and look for weekly opportunities to build rapport and counsel their mentees.

**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 indicator: Teachers notice a pattern of absences, and are the first line of intervention. They will contact parents to see why the child has been absent, and encourage them to return as soon as they are able.

The attendance clerk then identifies potential attendance issues by a truancy report. Once a student has 5 absences the clerk sends home a 5-day attendance letter. At 10 absences the school social worker is contacted and a warning conference is scheduled with the parent. If a student continues to be absent an A.C.S.T. meeting is scheduled with parent, social worker, and our SRO.

Suspensions indicator: School has implemented CHAMPS school-wide management system. School-wide and classroom expectations are set for students. Progressive disciplinary steps are used which focus on correcting behaviors and having kids meet expectations.

Course Failure Indicator: Interventions to prevent course failure are Tier 3 intervention groups by the leadership team, and ESE teachers, grade level data meetings to target deficient skills, and common assessment scores, progress reports and report cards.

Level 1 indicator: All level one students are placed with highly qualified teachers, and all are receiving Tier 3 intervention small group time with an expert instructor. They are also invited to after-school tutoring and Saturday school.

**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	9	5	6	8	12	7	0	0	0	0	0	0	0	47
One or more suspensions	5	2	4	2	8	4	0	0	0	0	0	0	0	25
Course failure in ELA or Math	25	36	26	43	31	33	0	0	0	0	0	0	0	194
Level 1 on statewide assessment	0	0	0	38	51	39	0	0	0	0	0	0	0	128

**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	3	4	3	32	34	24	0	0	0	0	0	0	0	100

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

1. Grade level data meetings, diagnostic data, and common assessment scores are used to identify students not performing on grade level. State assessments will be used when it is available. These students are then placed into intervention groups using the data. In addition, students are offered tutoring in either reading, math, or both. Students will also be offered computer based tutoring.
2. Students who are consistently performing below grade level are discussed at MTSS meetings with the MTSS Coach and other team members. Tier 2 and Tier 3 students are identified and interventions are put into place. Tier 2 and Tier 3 students are monitored bi-weekly.
3. Dedicated common planning days twice a week with highly qualified coaches are conducted weekly. These planning sessions are used to plan engaging lessons aligned to the rigor of the standard. Tasks and assessments are also vetted and aligned to the rigor of the standard.
4. FBS (Intervention) and tutoring will be conducted to support student achievement.
5. A mentoring program has been established and will target those students with high absenteeism, and behavioral concerns.
6. Read to Succeed tutors will also support struggling students in first and second grades.

**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 available at the school site.

**2. Description**

**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.**

Spirit Nights are held at our Partners in Education (PIE) sites. Staff members and parents go to eat at our partner's restaurants or skate at a PIE site. This is an opportunity for staff to interact with families and the community in a casual atmosphere.

Partners in Education businesses provide support by supplying school supplies to kids in need, gifts for students during holidays, and other classroom needs to ensure the students have the necessities and can focus on their academics. They also provide funds for field trips, food for school events, and supplies for our school.

Our Back to School Bash will be sponsored by local community donors. Backpacks and supplies for each student have been donated through community agencies.

Our local churches and police force have adopted our walking trails that our students take to and from campus. They have been littered, covered in graffiti, and dilapidated in past years. Lowe's has taken this on as a Hero Project, and will be providing materials for community volunteers to utilize for repairs and beautification.

## 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
Harrelson, Patty	Principal
Pierce, Kim	Instructional Coach
Lattner, Mary Ann	School Counselor
Reyes, Mabel	Instructional Coach
Huntzinger, Stacy	Instructional Coach
Moody, Laura	Instructional Coach
Mott, Rachel	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.***

Patty Harrelson (Principal) provides a common vision for the use of data-based decision making. She will coach teachers to raise and support student achievement. She will hold data meetings to monitor student progress. Common planning PLCs will be conducted by expert coaches. Professional Development will be provided to staff to support their learning of effective instruction. Instruction will be monitored daily by administration

Mabel Reyes (CCT) provides support to ELL students by monitoring student results and conducting conferences with teachers to improve instruction to meet the needs of the students. She will conduct ELL assessments. She will collaborate with general education teachers through professional learning communities to ensure that ELL students' needs are met at all tiers of instruction.

Stacy Huntzinger (MTSS Coordinator) ensures implementation of MTSS, assesses its productivity, and assists teachers in identifying both academic and behaviorally at-risk students. She properly matches interventions or strategies to support student improvement. In addition, she will schedule and facilitate meetings with teachers and parents.

Mary Ann Lattner (Staffing Coordinator) assists teachers in identifying both academic and behaviorally at-risk students. She properly matches interventions or strategies to support student improvement. In addition, she will schedule and facilitate 504 and ESE meetings with teachers and parents. She also monitors to ensure that prescribed services are being provided with fidelity.

Kimberly Pierce (Curriculum Resource Teacher) will coordinate all instructional assessments (CRMs, FLKRS, EOCs, Science and FSA). She will support teachers with curriculum resources. Kim also

assists with data collection and assimilation. She will provide coaching feedback to instructional staff.

Rachel Mott (Reading Specialist) will support teachers in planning for ELA instruction. This will include understanding what the standard calls for, and the depth of rigor required by the standard. She will also assist with common assessments, lesson planning and vetting tasks. She also coordinates our after-school tutoring program to include monitoring student growth data and instructional quality. She will also provide coaching feedback to instructional staff.

Laura Moody (Math/Science Coach) will support teachers in planning for Math and Science instruction. This will include understanding what the standard calls for, and the depth of rigor required by the standard. She will also assist with common assessments, lesson planning and vetting tasks. In addition, she will provide coaching feedback to instructional staff.

**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 Leadership Team will meet on a weekly basis to discuss the academic and behavioral progress of students. The Leadership Team will provide support for teachers in order for students to achieve and for teachers to be successful and confident.

Principal will conduct monthly data meetings with each team, where data points and progress monitoring will be discussed. Technology resources providing data (I-Ready, AR, STAR, and Imagine Learning) will also guide instructional support to students.

The Leadership Team and classroom teachers will identify students who are at risk for not meeting grade level expectations. After identifying at-risk students in data meetings teachers will meet individually with the MTSS team to define the problem, analyze the data, develop a student action plan, implement the intervention, and monitor student progress. The team will reconvene in 4-6 weeks to evaluate the effectiveness of the Student Action Plan.

Content Coaches meet 3x per week with teachers in common planning. CRMs are tweaked and implementation, assessing, monitoring, and reteaching is discussed.

Title I - Funds are used to hire instructional support teachers. Additionally, funds are used for supplemental intervention materials, parent involvement activities, intensive tutoring and professional development.

SAI funds - These will be utilized for supplemental reading resources and to provide intensive Tier 3 support.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Angelica Dejesus Laracuente	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*

Based on last year, teachers were informed of DOK strategies and the Florida state standards. They were taught deconstruction of the standard, analysis of test item specification, and rigor of each standard. Teachers were provided professional development in the implementation of new curriculum resources in both math and reading. The SAC reviewed the SIP monthly and determined if the goals were being met by completion of the SIP's strategies.

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

The focus of this year's school improvement plan will be based on students improving their ELA, Science and Mathematics skills. SAC members shared their concerns of student achievement and how it could be addressed during the SAC meetings. Parents are asked for input in regards to student achievement. Parents helped develop new ideas and strategies to support the school in achieving high levels of learning. Both parents and teachers were surveyed as to their perspective of supports provided to students. The goals of the SIP were developed to focus on student achievement in ELA, Science and Mathematics. The strategies were developed to assist teachers with implementing rigorous instruction and student-centered teaching.

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

School budget information is shared at SAC meetings. Funds are spent to hire staff, purchase curriculum and fund trainings which are used to support the SIP's goals. Funds also are encumbered to fund our after-school tutoring and enrichment program.

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

No School Improvement funds were provided, but documentation of the budget was conducted and used out of the general budget.

### **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
Harrelson, Patty	Principal
Pierce, Kim	Instructional Coach
Campbell, Valerie	Instructional Media
Reyes, Mabel	Instructional Coach
Huntzinger, Stacy	Instructional Coach
Mott, Rachel	Instructional Coach

## b. Duties

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

Patty Harrelson (Principal), Kimberly Pierce (Curriculum Resource Teacher), Rachel Mott (Reading Specialist), Stacy Huntzinger (MTSS/Resource Teacher), Valerie Campbell (Media Specialist) and Mabel Reyes (CCT) will support teachers in conducting assessments (unit, FSA, I-ready, STAR, and WIDA). Each member will support teachers with curriculum resources.

This team will meet monthly to make school-wide decisions on programs and protocols for literacy. This will include Accelerated Reader program guidelines, ELA instruction and assessment, district competitions (Battle of the Books) and incentives for students. We have also formed a literacy committee with representation from every grade level and the leadership team.

Upon arrival, students are encouraged to read in the hallways while waiting to enter their classrooms. Baskets of books are provided to the students in the hallways. The Accelerated Reader program is promoted and rewards are provided for classes/students attaining certain goals. Our Media Specialist crowns a "King and Queen of A.R." annually to the two students in fifth grade who are our top A.R. readers. Top readers in each class will be recognized at awards ceremonies. All students that meet their monthly goal will also be invited to an AR party monthly. Two Book Fairs are held annually in the Media Center and the L.L.T. has a Literacy Night for parents and students. Extended Media hours will be provided each Tuesday for the three hours following school. Students with 100 AR points earn a special t-shirt and a field trip.

## 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.

Grade level Common Planning PLCs will meet weekly. During the planning time, grade levels meet with content area coaches. Topics for discussion and development are: standards deconstruction, lesson plan development, intervention strategies, DOK level of the standard, Instructional Focus Calendar, common assessments and collaborative structures. Best teaching practices, appropriate center activities and small group plans and resources will also be discussed and planned for. Opportunities for reteach and retest are also discussed and agreed upon.

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

Candidates are selected by being highly-qualified and being certified in-field. Candidates that do not have ESOL certification take professional development training in ESOL.

Teachers are supported through professional development provided both by the school and the district. Resource teachers and administration coach the teachers to develop the skills needed to support

student achievement. PLCs are held each week to support the teachers on the team.

When teachers are interviewed, they are expected to share how they teach each subject (reading, math, writing and science). They are asked how they monitor their students and set learning goals. They are asked how they communicate with parents and develop relationships with both students and parents.

Teachers are recruited due to their ability and passion for teaching. Teachers have a commitment to teach the students at Spring Lake. Teachers at Spring Lake are dedicated and feel they make a difference in student learning.

Patty Harrelson (principal) is responsible for recruiting and retaining teachers to the school. We work hard to build community and collaboration in order to retain staff. An interview committee is utilized to vet candidates.

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

Planned activities for the mentees is for the Mentors to meet with their mentee bi-weekly or as needed to discuss school-wide and grade level procedures, benchmarks, creating lesson plans, opportunities for professional development, and provide additional support as needed. Our Lead Mentor and different resource teachers will be meeting monthly with beginning teachers and mentors to discuss their progress and concerns. Mentors and mentees were matched up by their grade level, teaching style, experience of teaching, curriculum strengths, and experience at Spring Lake.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### **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.***

Teachers and administration analyze FSA data to determine the student achievement based on content and standard clusters. Analysis will be conducted to determine the different levels of the students and how teachers will group students for FBS and classroom instruction. This analysis will continue throughout the year during Data meetings. Students will be regrouped based on this analysis.

Teachers and administration analyze data on the standards that are being taught. If students do not achieve what is considered proficient, then teachers reteach the skill to improve student knowledge of a state standard. Students are being monitored on the unit assessments for each standard. Students have the opportunity to retest after the standard is retaught.

During the instructional time of both math and reading, an extra 15 minutes of direct instruction is given to students who struggle with a standard after teaching the main concept and the students will be pulled into small group for direct instruction. Scaffolds and supports provided to ESE and ELL students are written into CRMs, and also discussed in common planning and PLCs.

Intervention is conducted each day for 45 minutes. Grade levels differentiate instruction based on student needs. Instructional centers along with small group direct instruction is conducted during intervention time.

Teachers implement a variety of resources and tools to assist them with instruction. They use technology based instructional websites, reteach the lesson and provide enrichment activities. FCRR activities, CRMs from the district, and I-ready are used along with other instructional resources/ websites to support, reinforce and challenge student learning.

Common assessments are created and all grade levels are being evaluated using assessments. Results from assessments are being used to place students in intervention groups and tutoring sessions. Students who continually score below grade level on common assessments are being discussed at MTSS meetings. The MTSS process has begun for these students and the collection of data and graphing is occurring.

Principal and coaches walk classrooms daily to ensure fidelity of standards-based instruction. Feedback is given to all classroom teachers weekly, with targeted actionable feedback on student growth.

I-ready data is analyzed weekly to ensure that each child is meeting their minutes. We also use our I-ready data to form instructional groups based on targeted deficient skills.

**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:** 90

ATS tutoring is occurring for Third through Fifth grade students. These students will be tutored after school on two of the days with the focus being on ELA and mathematics. The focus of the lessons will be to develop prior knowledge of a concept that is to be taught by the classroom teacher.

**Strategy Rationale**

This program is being facilitated by school based personnel using Title I funding.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Harrelson, Patty, patty.harrelson@ocps.net

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

All 3-5 students were invited. Those in the lowest 25%, highest 25%, and bubble students were placed first. We will continue to place all interested students as there are slots available.

**Strategy: After School Program**

**Minutes added to school year: 90**

Students will have the opportunity to participate in enrichment clubs every Tuesday and Thursday. Clubs will include: Chess, Stem, Art, Drama, Dance, Running, Scrabble, Battle of the Books, Sign Language, and Spanish.

**Strategy Rationale**

We want to provide enrichment activities that help instill a love of learning and support development of problem solving skills. Clubs are paired with our tutoring groups, which also provides incentive for students to be faithful in their tutoring attendance.

**Strategy Purpose(s)**

- Enrichment

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

Mott, Rachel, rachel.mott@ocps.net

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

SOAR (tutoring) teachers will keep a data matrix of their SOAR students, to include their progress monitoring, and program data.

**Strategy: Weekend Program**

**Minutes added to school year: 120**

Students will be provided ELA core instruction on Saturday mornings from 8-11.

**Strategy Rationale**

Students will have another opportunity to be exposed to a math or reading concept. This will be an extension of the CRMs based on standards, (district is providing curriculum).

**Strategy Purpose(s)**

- Core Academic Instruction

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

Mott, Rachel, rachel.mott@ocps.net

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

A program progress report will be printed and shared with the classroom teacher. Data will be tracked for this group in particular to determine progress and gains.

**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.**

Kindergarten students and new Spring Lake students are given tours to acclimate them to their new learning environment. Our dean gives new students a tour and speaks to them about the expectations of our school. Students are assigned a fellow classmate which helps them adjust to the rules and procedures of Spring Lake. Kindergarten students are given a paraprofessional to guide them on how to travel throughout the building and how to function in the classroom and cafeteria. Resource teachers and paraprofessionals also work with the Kindergarten students teaching them arrival and dismissal procedures.

Fifth grade students have the opportunity to be Patrol Leaders and they help students who need assistance - services in the cafeteria for breakfast, arrival and dismissal assistance, and hallway duties. Fifth grade students attend orientation at Ocoee Middle School and tour the facility. This orientation provides them with important details on the procedures and protocols at Ocoee Middle School. Students are provided with Identification Cards and are informed of electives available to them as 6th grade students.

**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.**

Spring Lake has College Days where students wear college shirts and if the opportunity is available, we have students from high schools to discuss their opportunity of going to a college. Teach In informs students of the opportunities to have a career and the education needed to obtain the career position. The label on the classroom door of a teacher has their name and logo of the college the teacher attended to obtain their different degrees.

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

Does not apply to elementary

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

Does not apply to elementary

**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.**

Does not apply to elementary

**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.** Increase ELA and Mathematics performance in the top 25%. (Division Priority: Ensure college and career readiness)
- G2.** Increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate student performance)
- G3.** Increase ELA and Mathematics learning gains in the lowest 25%. (Narrow the achievement gaps).

## 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. Increase ELA and Mathematics performance in the top 25%. (Division Priority:Ensure college and career readiness) 1a**

G095199

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	62.0

**Targeted Barriers to Achieving the Goal 3**

- The majority of teachers lack expertise on research-based teaching strategies requiring students to investigate, make complex decisions and problem solve complex, and real-world problems.
- There is a pervasive lack of belief that our students can achieve above a minimal level.

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

- Content Expert coaches hired to help teachers interpret and align instruction to the rigor that the standard is requiring.
- Advanced classes for First and Fourth Grade providing more rigorous content, and project-based learning.
- Gifted teacher utilized to push in during FBS blocks in order to provide more rigorous project-based learning for our top 25%
- Enrichment clubs provided for our Top Tier students (Chess, Stem, Battle of the Books, etc)
- Our top 25% students are clustered for after-school instruction. Curriculum includes Literature Circles, and rigorous Math tasks

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

Student growth as evidenced by data

**Person Responsible**

Kim Pierce

**Schedule**

Biweekly, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

I-ready data, STAR reports, Standards Mastery, common assessments, rubrics for projects.

**G2. Increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate student performance) 1a**

G095200

**Targets Supported 1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	65.0
Statewide Science Assessment Level 3	65.0

**Targeted Barriers to Achieving the Goal 3**

- Classroom instruction, and assigned tasks are not aligned to the rigor of the standards in all areas.
- Supports are lacking for ELL students. Many intermediate students are non-readers, struggling with decoding, blending and comprehension. Teachers lack resources for supporting their ELL students.

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

- \*Expert content coaches added to meet with teachers in collaborative planning.
- \*Dedicated common planning times established where deconstructed standards will be discussed and tasks and common assessments created or vetted by the DOK and rigor of the standard.
- I-Ready labs established to ensure that students have two 45-minute sessions per week
- Tier 3 intervention small group scheduled established using I-Ready research based lessons to the needs of all students. Resource and leadership team pushing in to co-teach.
- After-school tutoring provided for 3-5 students for extended instructional time
- Professional Development on ELL support strategies
- Saturday school provided weekly for selected 3-5 students (lowest 25% as well as other 3-5)

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

Student common assessment data, P-Sell data, STAR data, I-Ready standards mastery data will be analyzed and used to drive instruction and reteach.

**Person Responsible**

Patty Harrelson

**Schedule**

Monthly, from 9/1/2017 to 9/1/2017

**Evidence of Completion**

Data reports, MTSS notes, PLC meeting notes

**G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Narrow the achievement gaps).** 1a

G095201

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	45.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack of expertise and/or materials in planning for remediation and reteach
- Lack of targeted Tier 3 assistance

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

- I-Ready reports used to target deficient areas for reteach
- Tutoring for lowest 30%
- CRMs (district lesson plans) supports for ESE and ELLs have been built in
- Leadership and resource team- pushing in for Tier 3 groups for the lowest 25%
- Formative assessments daily in order to inform instruction

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

Leadership team will conduct ongoing observations focused on instruction and interventions delivered to the lowest 25% group. In addition to the monitoring of the core, their Tier 3 and tutoring groups will also be monitored tightly.

**Person Responsible**

Patty Harrelson

**Schedule**

Weekly, from 8/15/2017 to 5/26/2018

**Evidence of Completion**

Monitoring progress toward meeting the goal will be evidenced by iObservation data, student assessment data reflecting growth in mastery of the standards, and student data summaries generated during data meetings.

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

Administration and Tutoring Coordinator will conduct ongoing observations focused on instruction and interventions delivered to our lowest 25% group in after-school tutoring, and Saturday school.

**Person Responsible**

Rachel Mott

**Schedule**

Weekly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Progress monitoring will be evidenced by iobservation data, students assessment data, and walkthrough forms.

## 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. Increase ELA and Mathematics performance in the top 25%. (Division Priority:Ensure college and career readiness) 1**

G095199

**G1.B1** The majority of teachers lack expertise on research-based teaching strategies requiring students to investigate, make complex decisions and problem solve complex, and real-world problems. 2

B256243

**G1.B1.S2** The top 25% of each grade level will be targeted for enrichment opportunities, to include more rigorous instruction. 4

S270871

### **Strategy Rationale**

Spring Lake has a history of students in the top 25% not maintaining high achievement levels after third grade. We want to stretch their potential, and support their academic needs through rigor and enrichment activities.

### **Action Step 1 5**

Top 25% of our fourth graders will be clustered in an advanced class, in order to provide a rigorous environment for instruction. Instructional expectations for this class will include project-based learning, and activities aligned to level four on the scale for each standard. Our gifted teacher will push in to this class, as well as other grade levels during scheduled enrichment blocks. She will provide extended enrichment opportunities to challenge our students.

#### **Person Responsible**

Patty Harrelson

#### **Schedule**

Daily, from 8/8/2017 to 5/31/2018

#### **Evidence of Completion**

Class lists, FSA scores, Enrichment schedule, lesson plans, iobservation data

**Action Step 2** 5

Students in our top 25% will be targeted for extended enrichment opportunities after the regular school day. These students will also have the opportunity to participate in enrichment competitions such as Chess tournaments, Stem competitions, Battle of the Books, Lego-off, etc.

**Person Responsible**

Patty Harrelson

**Schedule**

Weekly, from 9/5/2017 to 5/24/2018

**Evidence of Completion**

Tutoring rosters, tutoring class observations.

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

Principal and Tutoring Coordinator will review tutoring attendance sheets and monitor classrooms through visits and feedback. As spots come open, they will be filled from our wait list to ensure that maximum students receive services.

**Person Responsible**

Patty Harrelson

**Schedule**

Weekly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Tutoring Sign-in sheets, classroom monitoring forms.

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

Admin will visit advanced classes and push-in enrichment weekly to ensure that there is fidelity in providing our enrichment services.

**Person Responsible**

**Schedule**

Weekly, from 8/28/2017 to 5/25/2018

**Evidence of Completion**

iobservation data

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

Tutoring Coordinator will ensure that students are provided the opportunity to participate in local competitions, and ensure their preparation for the events. Daily monitoring of instruction will take place and feedback provided.

**Person Responsible**

Patty Harrelson

**Schedule**

Weekly, from 9/5/2017 to 5/24/2018

***Evidence of Completion***

Student growth data, participation in competitive stem-based and district-sponsored competitions, attendance rosters. Tutoring coordinator uploads data monitoring forms weekly for after-school students.

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

Admin will visit and monitor implementation for fidelity.

**Person Responsible**

Patty Harrelson

**Schedule**

Daily, from 8/21/2017 to 5/31/2018

***Evidence of Completion***

Student growth data, monitoring forms, I-ready reports, and data matrices (Saturday school has their own specific monitoring form).

**G1.B2** There is a pervasive lack of belief that our students can achieve above a minimal level. 2

B256244

**G1.B2.S1** Professional development will be provided on growth mindset for staff, students, and parents.

4

S270872

### Strategy Rationale

Teachers can unknowingly limit their students' achievement and progress by having a fixed mindset as to what their students are capable of. We need to broaden our mindset, and have a true belief that our students can do more, and perform better than they are currently.

### Action Step 1 5

A book study will be done with all staff on the the book: Poor Students, Richer Teaching- Mindsets that Raise Student Achievement. Books will be purchased for staff.

#### Person Responsible

Patty Harrelson

#### Schedule

Monthly, from 9/11/2017 to 5/25/2018

#### Evidence of Completion

Growth mindset professional development and collaborative discussion will be ongoing, as a part of our monthly PD series. PLC notes and PD Sign-in sheets will be collected.

### Action Step 2 5

Spring Lake Parent University will be established, and will provide monthly parent trainings on various topics, including Growth Mindset.

#### Person Responsible

Patty Harrelson

#### Schedule

Monthly, from 9/11/2017 to 5/14/2018

#### Evidence of Completion

Sign-in sheets will be utilized for monthly parent trainings. Exit slips will be utilized to gage parent feedback and growth.

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

Growth Mindset language and activities should be observed in PLC discussions, classrooms, and in Spring Lake Parent Communication

**Person Responsible**

Patty Harrelson

**Schedule**

Daily, from 8/14/2017 to 5/18/2018

***Evidence of Completion***

Powerpoints utilized for Staff training and discussion, as well as SLPU (Spring Lake Parent University)

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

Student growth mindset will be observed during classroom walkthroughs. Lesson plans will also reflect growth mindset language and rigorous tasks.

**Person Responsible**

Patty Harrelson

**Schedule**

Biweekly, from 8/28/2017 to 5/24/2018

***Evidence of Completion***

lobservation data, student performance and growth data, PLC notes.

**G1.B2.S2** Professional development will be provided in content areas (math centers, number talks, how to teach guided reading more effectively, Core Connections for writing instruction) 4

 S270873

### **Strategy Rationale**

The more teachers grow their expertise, the more confident they will be in their delivery of instruction. This should also yield higher student growth rates.

### **Action Step 1** 5

PD scheduled and listed on the PD calendar.

#### **Person Responsible**

Patty Harrelson

#### **Schedule**

Biweekly, from 8/7/2017 to 5/28/2018

#### **Evidence of Completion**

Sign-in sheets

### **Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

PD presented and follow up after each session

#### **Person Responsible**

Patty Harrelson

#### **Schedule**

Biweekly, from 8/28/2017 to 5/21/2018

#### **Evidence of Completion**

iobservation data, student growth data, I-ready reports, sign-in sheets.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Data will be monitored for the content areas where PD is provided

**Person Responsible**

Patty Harrelson

**Schedule**

Weekly, from 9/4/2017 to 5/21/2018

***Evidence of Completion***

Student Data matrices, which include data from common assessments for each subject, I-ready, STAR, and progress monitoring.

**G2.** Increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate student performance)

1

G095200

**G2.B1** Classroom instruction, and assigned tasks are not aligned to the rigor of the standards in all areas.

2

B256245

**G2.B1.S2** Weekly instructional coaching and feedback on strategies observed. Coaching will include walkthrough feedback, side by side coaching, and modeling. 4

S270875

### Strategy Rationale

Teachers need ongoing feedback and coaching in order to grow, and to provide the best standards-based instruction possible to our students.

### Action Step 1 5

A coaching schedule will be provided and followed weekly by principal, utilizing admin and coaches. All instructional staff will receive written feedback by admin and coaches weekly, as well as verbal feedback when necessary.

#### Person Responsible

Patty Harrelson

#### Schedule

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

#### Evidence of Completion

observation data, observation calendar, PLC notes, and coach schedules

### Action Step 2 5

Coaching feedback will be analyzed. Admin will then create a targeted plan for follow-up coaching, to include modeling, side by side coaching, and follow-up in PLCs. Professional development will be scheduled as needed after observation.

#### Person Responsible

Patty Harrelson

#### Schedule

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

#### Evidence of Completion

Coaching log, iobservation data, professional development sign-in, exit slips.

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

Principal and coaching team will meet weekly to analyze, debrief, and create a targeted plan of action.

**Person Responsible**

Patty Harrelson

**Schedule**

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

***Evidence of Completion***

observation data, coaching debrief meeting notes, classroom walkthroughs

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

observation reports will be analyzed, as well as student growth data as related to teacher effectiveness.

**Person Responsible**

Patty Harrelson

**Schedule**

Weekly, from 8/28/2017 to 5/25/2018

***Evidence of Completion***

coaching logs, iobservation data, and student growth data will be monitored.

**G2.B2** Supports are lacking for ELL students. Many intermediate students are non-readers, struggling with decoding, blending and comprehension. Teachers lack resources for supporting their ELL students. **2**

 B256246

**G2.B2.S1** Professional development will be provided to all instructional and resource staff on how to effectively support emergent ELL students in core instruction. **4**

 S270877

### **Strategy Rationale**

Currently, teachers are lacking resources and knowledge of effective strategies that support ELL students. As a result, our ELL students are not making adequate progress.

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

Professional development will be provided on best practices and strategies for ELL support.

#### **Person Responsible**

Mabel Reyes

#### **Schedule**

Quarterly, from 9/12/2017 to 5/25/2018

#### **Evidence of Completion**

Strategies observed in classroom walkthroughs, lesson plans, sign-in sheets for PD, data meeting notes, student growth as evidenced by data.

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

Professional development will also be provided on data analysis, to include WIDA score reports, and can-do descriptors.

#### **Person Responsible**

Mabel Reyes

#### **Schedule**

Semiannually, from 8/8/2017 to 5/25/2018

#### **Evidence of Completion**

data meeting notes, reflections, sign-in sheets

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

Principal will ensure that all staff are in attendance at professional development opportunities, and that release time will be provided.

**Person Responsible**

Patty Harrelson

**Schedule**

Quarterly, from 9/12/2017 to 5/25/2018

***Evidence of Completion***

Sign-in sheets, exit slips

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

Teachers will integrate and utilize strategies learned through professional development to support their emerging bilingual students. We will monitor ELL subgroup data for growth, and intervene when necessary

**Person Responsible**

Patty Harrelson

**Schedule**

Weekly, from 9/19/2017 to 5/25/2018

***Evidence of Completion***

Lesson plans, classroom walkthroughs, students' growth data (I-ready, STAR, common assessments, AIMS web progress monitoring).

**G3. Increase ELA and Mathematics learning gains in the lowest 25%. (Narrow the achievement gaps). 1**

G095201

**G3.B1 Teachers lack of expertise and/or materials in planning for remediation and reteach 2**

B256247

**G3.B1.S1 Teachers will use I-Ready lesson plans to support students in small group instruction tied to students' specific skill need. 4**

S270879

**Strategy Rationale**

Teachers have a lack of resources and experience with intervention and reteach in order to close achievement gaps.

**Action Step 1 5**

Provide professional development for increasing teacher's expertise in the use of I-ready diagnostic reports, their planning for small group intervention, and PLC instructional decision-making.

**Person Responsible**

Kim Pierce

**Schedule**

Quarterly, from 8/3/2017 to 8/3/2018

**Evidence of Completion**

Teacher progress monitoring and active participation in data meetings with administration and coaches.

**Action Step 2 5**

Students in the lowest 25% will be targeted for after-school tutoring and Saturday school

**Person Responsible**

Rachel Mott

**Schedule**

Weekly, from 9/6/2016 to 5/25/2017

**Evidence of Completion**

Sign-in sheets and data matrices for our SOAR tutoring, and Saturday school rosters.

**Action Step 3** 5

Intervention/support push-in system will be built and followed for our lowest 30%

**Person Responsible**

Stacy Huntzinger

**Schedule**

Daily, from 8/22/2016 to 5/26/2017

**Evidence of Completion**

Push-in support schedule, weekly visits/walkthroughs

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

We will monitor by having a completed plan for professional development. Teachers will complete a summary/reflection or do an activity applying their knowledge of the professional development.

**Person Responsible**

Kim Pierce

**Schedule**

Monthly, from 8/15/2017 to 4/8/2018

**Evidence of Completion**

Data collected will be sign in sheets, deliverable

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

Data Matrices and I-ready special grouping reports will be monitored for student growth and progress

**Person Responsible**

Patty Harrelson

**Schedule**

Weekly, from 8/15/2017 to 5/19/2018

**Evidence of Completion**

Tier 3 and tutoring Walk through Data, Observations, MTSS notes, Feedback

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

Walkthroughs will be conducted, and data monitored for our SOAR after-school tutoring and Saturday school will take place

**Person Responsible**

Patty Harrelson

**Schedule**

Weekly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

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

Data collected which shows improvement in Tier 3 re-teach instruction and assessment.

**Person Responsible**

Stacy Huntzinger

**Schedule**

Weekly, from 8/15/2017 to 5/12/2018

**Evidence of Completion**

Evidenced by data matrices, PLC and MTSS meeting notes.

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

Data collected which shows effectiveness in SOAR after-school tutoring and Saturday school for our lowest 25%

**Person Responsible**

Rachel Mott

**Schedule**

Biweekly, from 9/5/2017 to 5/25/2018

**Evidence of Completion**

Students will be progress monitored through the curriculum (Performance coach), I-ready, STAR, and AIMSweb.

**G3.B2** Lack of targeted Tier 3 assistance **2**

 B256248

**G3.B2.S1** A system of daily intervention and support provided by resource teachers and leadership team will be established and monitored. **4**

 S270881

**Strategy Rationale**

Currently there is limited support provided to our Tier 3 students, with only ESE and ELL students being served. There are many high-risk and fragile students that receive no additional support

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

Diagnostic testing will be done for every student. This data will be utilized to target students that are in need of intervention

**Person Responsible**

Kim Pierce

**Schedule**

On 5/11/2018

**Evidence of Completion**

I-ready, STAR, Core Phonics, Wida data will be analyzed.

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

Lowest 25% list will be analyzed and updated to reflect current students. A prescriptive plan will be made for all of those students.

**Person Responsible**

Patty Harrelson

**Schedule**

Monthly, from 8/28/2017 to 5/24/2018

**Evidence of Completion**

Lowest 25% list, I-ready rosters (special grouping for this subgroup), tutoring rosters, FBS block walkthroughs

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

Students in the lowest 25% will be monitored and discussed monthly at data meetings. All early-warning indicators will be monitored weekly.

**Person Responsible**

Patty Harrelson

**Schedule**

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

***Evidence of Completion***

Intervention schedule, tutoring rosters, data meeting notes, MTSS meeting notes

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

The leadership team will have monthly data meetings with each grade level where data is analyzed. Progress monitoring of the tier 2 and tier 3 students will happen during FBS. Tutoring monitoring forms will be analyzed at weekly Leadership Team Meetings.

**Person Responsible**

Patty Harrelson

**Schedule**

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

***Evidence of Completion***

Tutoring monitoring forms, iObservation data, iReady reports, Common Assessment data and tier 2 and 3 MTSS graphs will be analyzed for effectiveness.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G3.B1.S1.A2 A362966	Students in the lowest 25% will be targeted for after-school tutoring and Saturday school	Mott, Rachel	9/6/2016	Sign-in sheets and data matrices for our SOAR tutoring, and Saturday school rosters.	5/25/2017 weekly
G3.B1.S1.A3 A362967	Intervention/support push-in system will be built and followed for our lowest 30%	Huntzinger, Stacy	8/22/2016	Push-in support schedule, weekly visits/walkthroughs	5/26/2017 daily
G2.MA1 M387850	Student common assessment data, P-Sell data, STAR data, I-Ready standards mastery data will be...	Harrelson, Patty	9/1/2017	Data reports, MTSS notes, PLC meeting notes	9/1/2017 monthly
G3.B1.S1.MA1 M387853	We will monitor by having a completed plan for professional development. Teachers will complete a...	Pierce, Kim	8/15/2017	Data collected will be sign in sheets, deliverable	4/8/2018 monthly
G3.B2.S1.A1 A362975	Diagnostic testing will be done for every student. This data will be utilized to target students...	Pierce, Kim	8/14/2017	I-ready, STAR, Core Phonics, Wida data will be analyzed.	5/11/2018 one-time
G3.B1.S1.MA1 M387851	Data collected which shows improvement in Tier 3 re-teach instruction and assessment.	Huntzinger, Stacy	8/15/2017	Evidenced by data matrices, PLC and MTSS meeting notes.	5/12/2018 weekly
G1.B2.S1.A2 A362953	Spring Lake Parent University will be established, and will provide monthly parent trainings on...	Harrelson, Patty	9/11/2017	Sign-in sheets will be utilized for monthly parent trainings. Exit slips will be utilized to gage parent feedback and growth.	5/14/2018 monthly
G1.B2.S1.MA1 M387840	Growth Mindset language and activities should be observed in PLC discussions, classrooms, and in...	Harrelson, Patty	8/14/2017	Powerpoints utilized for Staff training and discussion, as well as SLPU (Spring Lake Parent University)	5/18/2018 daily
G3.B1.S1.MA3 M387854	Data Matrices and I-ready special grouping reports will be monitored for student growth and progress	Harrelson, Patty	8/15/2017	Tier 3 and tutoring Walk through Data, Observations, MTSS notes, Feedback	5/19/2018 weekly
G1.B2.S2.MA1 M387841	Data will be monitored for the content areas where PD is provided	Harrelson, Patty	9/4/2017	Student Data matrices, which include data from common assessments for each subject, I-ready, STAR, and progress monitoring.	5/21/2018 weekly
G1.B2.S2.MA1 M387842	PD presented and follow up after each session	Harrelson, Patty	8/28/2017	ibobservation data, student growth data, I-ready reports, sign-in sheets.	5/21/2018 biweekly
G1.B2.S1.MA1 M387839	Student growth mindset will be observed during classroom walkthroughs. Lesson plans will also...	Harrelson, Patty	8/28/2017	lobservation data, student performance and growth data, PLC notes.	5/24/2018 biweekly
G3.B2.S1.A2 A362976	Lowest 25% list will be analyzed and updated to reflect current students. A prescriptive plan will...	Harrelson, Patty	8/28/2017	Lowest 25% list, I-ready rosters (special grouping for this subgroup), tutoring rosters, FBS block walkthroughs	5/24/2018 monthly
G1.B1.S2.MA1 M387835	Tutoring Coordinator will ensure that students are provided the opportunity to participate in local...	Harrelson, Patty	9/5/2017	Student growth data, participation in competitive stem-based and district-sponsored competitions, attendance rosters. Tutoring coordinator uploads data monitoring forms weekly for after-school students.	5/24/2018 weekly
G1.B1.S2.A2 A362951	Students in our top 25% will be targeted for extended enrichment opportunities after the regular...	Harrelson, Patty	9/5/2017	Tutoring rosters, tutoring class observations.	5/24/2018 weekly
G1.MA1 M387843	Student growth as evidenced by data	Pierce, Kim	8/28/2017	I-ready data, STAR reports, Standards Mastery, common assessments, rubrics for projects.	5/25/2018 biweekly
G3.MA2 M387861	Administration and Tutoring Coordinator will conduct ongoing observations focused on instruction...	Mott, Rachel	9/5/2017	Progress monitoring will be evidenced by ibservation data, students assessment data, and walkthrough forms.	5/25/2018 weekly

**Orange - 0841 - Spring Lake Elementary - 2017-18 SIP**  
*Spring Lake Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1 A362952	A book study will be done with all staff on the the book: Poor Students, Richer Teaching- Mindsets...	Harrelson, Patty	9/11/2017	Growth mindset professional development and collaborative discussion will be ongoing, as a part of our monthly PD series. PLC notes and PD Sign-in sheets will be collected.	5/25/2018 monthly
G2.B2.S1.MA1 M387848	Teachers will integrate and utilize strategies learned through professional development to support...	Harrelson, Patty	9/19/2017	Lesson plans, classroom walkthroughs, students' growth data (I-ready, STAR, common assessments, AIMS web progress monitoring.	5/25/2018 weekly
G2.B2.S1.MA1 M387849	Principal will ensure that all staff are in attendance at professional development opportunities,...	Harrelson, Patty	9/12/2017	Sign-in sheets, exit slips	5/25/2018 quarterly
G2.B2.S1.A1 A362963	Professional development will be provided on best practices and strategies for ELL support.	Reyes, Mabel	9/12/2017	Strategies observed in classroom walkthroughs, lesson plans, sign-in sheets for PD, data meeting notes, student growth as evidenced by data.	5/25/2018 quarterly
G2.B2.S1.A2 A362964	Professional development will also be provided on data analysis, to include WIDA score reports, and...	Reyes, Mabel	8/8/2017	data meeting notes, reflections, sign-in sheets	5/25/2018 semiannually
G3.B1.S1.MA5 M387852	Data collected which shows effectiveness in SOAR after-school tutoring and Saturday school for our...	Mott, Rachel	9/5/2017	Students will be progress monitored through the curriculum (Performance coach), I-ready, STAR, and AIMSweb.	5/25/2018 biweekly
G3.B1.S1.MA4 M387855	Walkthroughs will be conducted, and data monitored for our SOAR after-school tutoring and Saturday...	Harrelson, Patty	9/5/2017		5/25/2018 weekly
G1.B1.S2.MA1 M387837	Principal and Tutoring Coordinator will review tutoring attendance sheets and monitor classrooms...	Harrelson, Patty	9/5/2017	Tutoring Sign-in sheets, classroom monitoring forms.	5/25/2018 weekly
G1.B1.S2.MA3 M387838	Admin will visit advanced classes and push-in enrichment weekly to ensure that there is fidelity in...		8/28/2017	iobservation data	5/25/2018 weekly
G2.B1.S2.MA1 M387846	lobservation reports will be analyzed, as well as student growth data as related to teacher...	Harrelson, Patty	8/28/2017	coaching logs, iobservation data, and student growth data will be monitored.	5/25/2018 weekly
G2.B1.S2.MA1 M387847	Principal and coaching team will meet weekly to analyze, debrief, and create a targeted plan of...	Harrelson, Patty	8/21/2017	lobservation data, coaching debrief meeting notes, classroom walkthroughs	5/25/2018 weekly
G2.B1.S2.A1 A362961	A coaching schedule will be provided and followed weekly by principal, utilizing admin and...	Harrelson, Patty	8/21/2017	lobservation data, observation calendar, PLC notes, and coach schedules	5/25/2018 daily
G2.B1.S2.A2 A362962	Coaching feedback will be analyzed. Admin will then create a targeted plan for follow-up coaching,...	Harrelson, Patty	8/21/2017	Coaching log, iobservation data, professional development sign-in, exit slips.	5/25/2018 weekly
G3.MA1 M387860	Leadership team will conduct ongoing observations focused on instruction and interventions...	Harrelson, Patty	8/15/2017	Monitoring progress toward meeting the goal will be evidenced by iObservation data, student assessment data reflecting growth in mastery of the standards, and student data summaries generated during data meetings.	5/26/2018 weekly
G1.B2.S2.A1 A362954	PD scheduled and listed on the PD calendar.	Harrelson, Patty	8/7/2017	Sign-in sheets	5/28/2018 biweekly
G3.B2.S1.MA1 M387858	The leadership team will have monthly data meetings with each grade level where data is analyzed....	Harrelson, Patty	8/14/2017	Tutoring monitoring forms, iObservation data, iReady reports, Common Assessment data and tier 2 and 3 MTSS graphs will be analyzed for effectiveness.	5/31/2018 monthly
G3.B2.S1.MA1 M387859	Students in the lowest 25% will be monitored and discussed monthly at data meetings. All...	Harrelson, Patty	8/14/2017	Intervention schedule, tutoring rosters, data meeting notes, MTSS meeting notes	5/31/2018 weekly

**Orange - 0841 - Spring Lake Elementary - 2017-18 SIP**  
*Spring Lake Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA4  M387836	Admin will visit and monitor implementation for fidelity.	Harrelson, Patty	8/21/2017	Student growth data, monitoring forms, I-ready reports, and data matrices (Saturday school has their own specific monitoring form).	5/31/2018 daily
G1.B1.S2.A1  A362950	Top 25% of our fourth graders will be clustered in an advanced class, in order to provide a...	Harrelson, Patty	8/8/2017	Class lists, FSA scores, Enrichment schedule, lesson plans, iobservation data	5/31/2018 daily
G3.B1.S1.A1  A362965	Provide professional development for increasing teacher's expertise in the use of I-ready...	Pierce, Kim	8/3/2017	Teacher progress monitoring and active participation in data meetings with administration and coaches.	8/3/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** Increase ELA and Mathematics performance in the top 25%. (Division Priority: Ensure college and career readiness)

**G1.B2** There is a pervasive lack of belief that our students can achieve above a minimal level.

**G1.B2.S1** Professional development will be provided on growth mindset for staff, students, and parents.

### PD Opportunity 1

A book study will be done with all staff on the the book: Poor Students, Richer Teaching- Mindsets that Raise Student Achievement. Books will be purchased for staff.

#### Facilitator

Patty Harrelson, members of the leadership team.

#### Participants

All staff

#### Schedule

Monthly, from 9/11/2017 to 5/25/2018

### PD Opportunity 2

Spring Lake Parent University will be established, and will provide monthly parent trainings on various topics, including Growth Mindset.

#### Facilitator

Tanya Droz, Parent Engagement Liaison, and members of the Leadership Team

#### Participants

SLE Parents

#### Schedule

Monthly, from 9/11/2017 to 5/14/2018

**G1.B2.S2** Professional development will be provided in content areas (math centers, number talks, how to teach guided reading more effectively, Core Connections for writing instruction)

**PD Opportunity 1**

PD scheduled and listed on the PD calendar.

**Facilitator**

Kate Galindo, Kim Hollock, Laura Moody, Rachel Mott, Ines Cordero.

**Participants**

All faculty + classified staff that teach small groups.

**Schedule**

Biweekly, from 8/7/2017 to 5/28/2018

**G2.** Increase ELA, Mathematics, and Science proficiency in all subgroups. (Accelerate student performance)

**G2.B2** Supports are lacking for ELL students. Many intermediate students are non-readers, struggling with decoding, blending and comprehension. Teachers lack resources for supporting their ELL students.

**G2.B2.S1** Professional development will be provided to all instructional and resource staff on how to effectively support emergent ELL students in core instruction.

**PD Opportunity 1**

Professional development will be provided on best practices and strategies for ELL support.

**Facilitator**

Multilingual Services experts

**Participants**

All faculty and instructional staff

**Schedule**

Quarterly, from 9/12/2017 to 5/25/2018

## PD Opportunity 2

Professional development will also be provided on data analysis, to include WIDA score reports, and can-do descriptors.

### Facilitator

Mabel Reyes, CCT

### Participants

All faculty and instructional staff

### Schedule

Semiannually, from 8/8/2017 to 5/25/2018

**G3.** Increase ELA and Mathematics learning gains in the lowest 25%. (Narrow the achievement gaps).

**G3.B1** Teachers lack of expertise and/or materials in planning for remediation and reteach

**G3.B1.S1** Teachers will use I-Ready lesson plans to support students in small group instruction tied to students' specific skill need.

## PD Opportunity 1

Provide professional development for increasing teacher's expertise in the use of I-ready diagnostic reports, their planning for small group intervention, and PLC instructional decision-making.

### Facilitator

Kate Galindo (I-Ready trainer) and Patty Harrelson, Principal

### Participants

Instructional Staff

### Schedule

Quarterly, from 8/3/2017 to 8/3/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S2.A1	<b>Top 25% of our fourth graders will be clustered in an advanced class, in order to provide a rigorous environment for instruction. Instructional expectations for this class will include project-based learning, and activities aligned to level four on the scale for each standard. Our gifted teacher will push in to this class, as well as other grade levels during scheduled enrichment blocks. She will provide extended enrichment opportunities to challenge our students.</b>				<b>\$67,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	120-Classroom Teachers	0841 - Spring Lake Elementary	General Fund		\$67,000.00
2	G1.B1.S2.A2	<b>Students in our top 25% will be targeted for extended enrichment opportunities after the regular school day. These students will also have the opportunity to participate in enrichment competitions such as Chess tournaments, Stem competitions, Battle of the Books, Lego-off, etc.</b>				<b>\$300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	790-Miscellaneous Expenses	0841 - Spring Lake Elementary	School Improvement Funds		\$300.00
<i>Notes: Bus travel to challenge events.</i>						
3	G1.B2.S1.A1	<b>A book study will be done with all staff on the the book: Poor Students, Richer Teaching- Mindsets that Raise Student Achievement. Books will be purchased for staff.</b>				<b>\$200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	590-Other Materials and Supplies	0841 - Spring Lake Elementary	Title, I Part A		\$200.00
4	G1.B2.S1.A2	<b>Spring Lake Parent University will be established, and will provide monthly parent trainings on various topics, including Growth Mindset.</b>				<b>\$0.00</b>
5	G1.B2.S2.A1	<b>PD scheduled and listed on the PD calendar.</b>				<b>\$3,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	300-Purchased Services	0841 - Spring Lake Elementary	General Fund		\$3,500.00
<i>Notes: Core Connections trainer</i>						
6	G2.B1.S2.A1	<b>A coaching schedule will be provided and followed weekly by principal, utilizing admin and coaches. All instructional staff will receive written feedback by admin and coaches weekly, as well as verbal feedback when necessary.</b>				<b>\$0.00</b>

Orange - 0841 - Spring Lake Elementary - 2017-18 SIP  
Spring Lake Elementary

7	G2.B1.S2.A2	Coaching feedback will be analyzed. Admin will then create a targeted plan for follow-up coaching, to include modeling, side by side coaching, and follow-up in PLCs. Professional development will be scheduled as needed after observation.				\$0.00
8	G2.B2.S1.A1	Professional development will be provided on best practices and strategies for ELL support.				\$0.00
9	G2.B2.S1.A2	Professional development will also be provided on data analysis, to include WIDA score reports, and can-do descriptors.				\$0.00
10	G3.B1.S1.A1	Provide professional development for increasing teacher's expertise in the use of I-ready diagnostic reports, their planning for small group intervention, and PLC instructional decision-making.				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	300-Purchased Services	0841 - Spring Lake Elementary	General Fund		\$250.00
<i>Notes: I-ready training- 3 days throughout the year</i>						
11	G3.B1.S1.A2	Students in the lowest 25% will be targeted for after-school tutoring and Saturday school				\$26,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	120-Classroom Teachers	0841 - Spring Lake Elementary	Title, I Part A		\$4,000.00
<i>Notes: SOAR after-school tutoring Tuesdays and Thursdays all year.</i>						
	1140	120-Classroom Teachers	0841 - Spring Lake Elementary	Other		\$22,500.00
<i>Notes: Saturday school funded by the district</i>						
12	G3.B1.S1.A3	Intervention/support push-in system will be built and followed for our lowest 30%				\$20.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0841 - Spring Lake Elementary	General Fund		\$20.00
13	G3.B2.S1.A1	Diagnostic testing will be done for every student. This data will be utilized to target students that are in need of intervention				\$0.00
14	G3.B2.S1.A2	Lowest 25% list will be analyzed and updated to reflect current students. A prescriptive plan will be made for all of those students.				\$0.00
					<b>Total:</b>	<b>\$97,770.00</b>