

Orange County Public Schools

East Lake Elementary



2017-18 Schoolwide Improvement Plan

East Lake Elementary

3971 N TANNER RD, Orlando, FL 32826

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p style="font-size: 24px;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">61%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 24px;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">54%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	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 East 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.

Our mission is to lead students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

Our vision is 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.

East Lake Elementary offers many opportunities for students, parents, and teachers to build relationships. Each year families are invited to events such as:

*Meet the Teacher - August

*Open House - September

*Conference Night - school-wide in October and on-going as needed

*PTA Family Involvement Events - ongoing throughout the year

*Science/STEM Nights

*Winter/Spring Concerts

*Arts Nights

*Spirit Nights

Participation in these events enables the school to be interactive with families and learn about students' backgrounds, cultures and needs. The Best Practices for Inclusive Education (BPIE) assessment with its 34 indicators has also been used to gain a better understanding of students' needs and fortify the multi-tiered system of support (MTSS) process.

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

The environment at East Lake Elementary is one which fosters a feeling of safety and respect for all students. This year we are continuing our school-wide behavior management system called CHAMPS. This program focuses on treating each other with dignity and respect in order to maintain an orderly learning environment. In addition, our guidance counselor offers lessons in social skills, team building and anti-bullying. There is also a school-wide expectation to provide stellar customer service to our students and families.

We have structured waiting areas for the mornings and afternoons. Staff members are assigned a role in supervising the areas each day. Entry doors are secured at all times and require card readers for access to the building. All visitors must sign in through the main office. We also have before and after school programs, including extracurricular activities offered by outside organizations who provide services on campus.

Evacuation and safety drills are conducted on a monthly basis to prepare students for the safest options in emergency situations.

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.

This year, East Lake Elementary is continuing the use of CHAMPS, a research-based practice aligned with effective classroom management. CHAMPS is a framework that guides teachers through making decisions about how to best structure their classrooms for success. Teachers determine the level of structure that is needed in their classrooms and then make decisions about how to structure the environment and develop expectations for each classroom activity and transition. Teachers establish clear expectations with logical and fair responses to misbehavior thus spending less time disciplining and more time teaching. Students are taught how to behave responsibly and treat one another with dignity and respect. School-wide CHAMPS expectations will be reviewed for staff at the beginning of the year. Specially designed CHAMPS posters have been placed throughout common areas of the school.

As part of our tiered system of support for behavior, individual behavior plans are utilized as needed. Behavioral progress is monitored and adjustments are made as needed.

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.

All staff members at East Lake play an active role in ensuring that the social-emotional needs of all students are being met. Students are referred to counseling, as needed, either with the school guidance counselor or with an outside organization. Our Guidance Counselor provides lessons in character education and Learning for Life, a program addressing social, emotional and behavioral issues and enabling students to reach their full potential. The Guidance Counselor also provides individual and/or group counseling and referrals to SEDNET agencies.

Our school also supports service clubs such as student government and K-Kids.

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 - Attendance is closely monitored by the registrar and classroom teacher. The social worker, registrar and administration review EDW to identify truant students. Initial contact is made by teacher and a Five Day Truancy Letter is delivered to parent through the Child Study Team and a Social worker referral is made.

One or more suspensions - Parents are contacted and a Behavior Plan/Contract is made. The utilization of alternative means to suspension is available and a referral to counseling can occur for repeat offenders.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics - ELA and math are closely monitored by classroom teachers, administration, and staff. Biweekly accountability meetings are scheduled to monitor progress. Data room houses a board with assessment data to identify students.

Best Practices for Inclusive Education (BPIE) assisted with the development of Tier II and Tier III strategies through Indicator 20 and the multi-tiered system of student supports (MTSS).

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	10	12	18	12	10	0	0	0	0	0	0	0	71
One or more suspensions	0	1	0	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	4	9	13	35	31	21	0	0	0	0	0	0	0	113
Level 1 on statewide assessment	0	0	0	21	19	34	0	0	0	0	0	0	0	74

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	24	17	17	0	0	0	0	0	0	0	62

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

All teachers have an intervention and enrichment time built into their schedule. Teachers use the time to provide Tier II and Tier III interventions to the lowest 25%, additional reading skills practice to students performing on grade level, and enrichment to students performing above grade level. Student progress during the intervention time is monitored on a continual basis.

Student progress is communicated to parents on an on-going basis via Progress Book, student planners, class newsletters, email, phone, and face-to-face conferences.

In-school tutoring is provided to grades 3-5 students in the lowest quartile. After-school tutoring is offered from October through March for students in grades 3-5.

Motivational strategies such as CHAMPS, Elite Eagles, honor roll ceremonies, and incentive programs are used to keep all students engaged in learning.

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

East Lake Elementary and East Lake PTA stand out as a nationwide leader in developing strong family-school partnerships, and have been recognized for our hard work and achievements with the

National PTA School of Excellence designation. Our home to school connection plays a key role in building positive relationships, increasing involvement, and keeping parents informed of their child's progress. Tools such as School Messenger, OCPS App/School link, and the school newsletter are used on a regular basis to communicate important school-wide information such as family involvement events, curriculum nights, and meeting dates and times for our parent involvement organizations such as PTA and SAC. Progress Book, student planners and parent/teacher conferences are used to communicate academic progress.

Administration maintains an open door policy and is available to address any parent concerns. The expectation of stellar customer service is clearly outlined for all staff members.

Based on the open response section of the AdvancEd surveys, our results indicate the following strengths:

*Parents listed strong leadership, good teachers, a positive environment and committed parent involvement as the school's strengths. Overall, the majority of parents indicated that the school provided a safe environment conducive to learning and that they felt comfortable sending their students to school each day.

*Our highest rating is in Using Results for Continuous Improvement shows that parents surveyed agree or strongly agree that their child has administrators and teachers that monitor and inform parents of the student's learning progress.

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.

East Lake Elementary promotes participation in ADDitions, our school volunteer program. Parents, family members and community members are encouraged to take an active role by volunteering for PTA, SAC, Teach-In, family involvement events, and tutoring or assistance in the classroom.

We also have partnerships with local businesses through our Partners in Education program. Many of our Partners in Ed support our student initiatives by providing resources such as incentives or materials to help improve student achievement.

Our school has partnered with several organizations offering after-school programs at our site. These programs support student achievement in social and academic areas.

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
Schaffer, Sylvia	Principal
Seals, Jill	Teacher, ESE
Wysong, Donna	Instructional Coach
Gutch, Brandi	Instructional Media
Rohr, Kellyann	School Counselor
Wieckowski, Mark	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.

Principal: provides a common vision for the use of data-based decision-making; ensures that the school based team is implementing MTSS; guarantees implementation of intervention support and documentation; ensures adequate professional development to support implementation of MTSS; and communicates with parents regarding school-based plans and activities for MTSS.

Assistant Principal: supports teachers and students who may need assistance with behavioral structures, plans and interventions; conducts observations and provides coaching to instructional staff; assists in the design and implementation for progress monitoring, data collection and data analysis; actively involved in data meetings and MTSS meetings.

CRT: identifies and analyzes all core and intervention program curricula; participates in the design and delivery of professional development; conducts observations and coaching to instructional staff; assists teachers in providing supplemental activities, interventions and support to students who are not showing adequate growth based on progress monitoring data.

Staffing Specialist: identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in all monthly MTSS meetings; and provides support for assessment and intervention monitoring.

Guidance Counselor: supports teachers and students who may need assistance with behavioral structures; participates in monthly data and MTSS meetings; links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

School Psychologist: participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation; facilitates data-based decision making activities and will also be part of the grade level support team that is handling ongoing progress monitoring of ESE students.

Speech Language Pathologist: educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Exceptional Student Education (ESE) Teachers: participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction and collaborate with general education teachers through such activities as co-teaching.

Leadership team members are assigned to be a grade level support person.

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 focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and in our students? The team meets once per month to engage in the following activities: review feedback from teachers; study reports from grade level support team; examine universal screening data and link to instructional decisions; and review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify student needs and recommend intervention adjustments and additional resources. Grade level data, classroom data and individual student data will be analyzed and compared in an effort to align appropriate interventions and supports for the bottom 30% of each grade level. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

East Lake is not eligible to receive Title I funds.

East Lake is utilizing the Supplemental Academic Instruction (SAI) allocation to fund afternoon tutoring for the lowest 25% in grades 3-5. Reading and math materials will be purchased to support direct instruction for tutoring. Morning and afternoon tutoring sessions start in October. Materials purchased include iReady, Florida Ready Common Core reading materials for grade 3-5 small groups and Florida Ready Common Core math materials for grade 3-5 small group.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stewart Grayson	Business/Community
Sylvia Schaffer	Principal
Kelly Repstein	Parent
Glarsnell Jean-Charles	Education Support Employee
Ameri Arias	Teacher
Sarah Mills	Parent
Denise Jean-Charles	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

Data is shared at the first SAC meeting regarding evaluation of the previous year's school improvement plan. We review all of our final assessment data and analyze the results. Our school grade was a B. In 2016-2017 we earned 59% points, which is an increase of 1% point. Our lowest 25% in Reading had learning gains of 44% points. In Math, our lowest 25% had learning gains of 38% points. Our percentage of students scoring a level 3 or above remained constant from the previous year. We scored 68% proficiency points in ELA, 74% proficiency points in math, and 63% proficiency points in science. Overall, we did not achieve the desired results for 2016-2017. The SAC members discussed the data and tried to brainstorm different ways to motivate students. Some ideas were

CHAMPS prizes and the honor roll celebrations. The honor roll celebrations will be done with parent involvement. We will have quarterly honor roll ceremonies to celebrate our student success.

b. Development of this school improvement plan

The SAC provides suggestions and feedback for the development of the school improvement plan. A draft of the plan is shared with the committee at the first/second meetings and the committee provides feedback to help finalize the plan. Progression of the plan and SIP activities are reviewed with members at each SAC meeting and the committee provides feedback regarding our progress.

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

In collaboration with the leadership team, the SAC committee assesses areas of need and assists as required to allocate funds for implementing the SIP activities. Budget allocations and expenditures are reviewed with the committee periodically.

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

Last year, approximately \$2000.00 of SAC monies were used to fund substitutes for Common Core Planning Days and professional development. The remainder of the SAC fund was spent on student in tutoring and/or STEM Coding club.

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
Schaffer, Sylvia	Principal
Wysong, Donna	Instructional Coach
Berry, Dana	Teacher, K-12
Grant, Lori	Teacher, K-12
Howe, Carrie	Teacher, K-12
Jones, Katie	Teacher, K-12
Rivera, Isabel	Teacher, K-12
Williams, Jacquelyn	Teacher, K-12

b. Duties

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

The Literacy Leadership Team promotes literacy within the school by:

- Providing planning support for implementation of enrichment/intervention curriculum
- Attending DPLC sessions
- Provide information from CPLS sessions to PLC's

- Literacy focus
- Meeting as a school PLC either monthly or biweekly to address needs of DPLC

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 participate in two weekly team planning sessions. These planning sessions may include our Principal, Assistant Principal, and Curriculum Resource Teacher. The CRT will coach teachers through the collaborative planning process. PLC's focusing on best practices and collaborative instructional planning are held twice weekly.

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

Strategies to recruit and retain highly qualified, certified-in-field and effective teachers include:

1. Maintaining the components of OCPS Great Beginnings Training - CRT
2. Providing a Teacher Mentoring program - Principal, Assistant Principal, CRT, Team Leader
3. Continuing Data Meetings - Principal, Assistant Principal, CRT, Staffing Specialist, Guidance Counselor, Teachers
4. Professional Development Opportunities and Superintendent's Non-Negotiables - Leadership Team
6. Utilizing E-Recruiting - Principal, Secretary
7. Continuing academic excellence and community involvement to maintain and recruit highly qualified candidates - Principal, Faculty, Staff

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

New and beginning teachers are provided guidance and support via our teacher mentoring program. Teachers are paired based on grade level experience, success with student achievement, expertise in grade level curriculum and planning and an understanding of state, district and school expectations.

Planned mentoring activities include: New teacher orientations, weekly mentor/mentee meetings, mentor/mentee observations, classroom walk through, support, and review of the ABCs of East Lake document outlining school procedures. Teachers are also provided support via the online Teacher Portfolio course.

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.

Our teachers participate in collaborative team planning sessions which include deconstructing the standards and aligning our resources to the Florida standards. Teachers utilize district resources such as the scope and sequence available on IMS for each content area and the OCPS lesson plan template. Administration uses informal and formal observations to monitor the teaching of the standards with rigor and fidelity.

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.

Leadership team meets with teachers at weekly data meetings and monthly MTSS meetings to engage in the following activities:

- *Review universal screening data and link to instructional decisions
- *Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, are at moderate risk or at high risk for not meeting benchmarks.
- *Work collaboratively with teachers to identify student needs and recommend intervention adjustments and additional resources
- *Analyze grade level data, classroom data and individual student data
- *Analyze subgroup data
- *Align appropriate interventions and supports required for the bottom 30% of each grade level.
- *Collaborate to problem solve, share effective practices, evaluate implementation, and make decisions

Utilizing the Best Practices for Inclusive Education (BPIE) enables the school to determine needs and identify strategies which then can be incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS).

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: 1,800

Students who have scored a level 1 or 2 on FSA ELA in previous years and based upon present data indicators are not on grade level, or are at risk of scoring below grade level, are invited to participate in an after-school tutoring program focusing on reading and math skills. Students utilize iReady and direct instruction programs.

Strategy Rationale

Students' progress will improve given additional instructional minutes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Seals, Jill, jill.seals@ocps.net

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

Data collection is on-going. Students keep track of their daily scores on the reading and math programs and record them on a tracking sheet. Data and student progress are analyzed by the classroom teacher.

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.

A Kindergarten Orientation Night is held for incoming kindergarten families. Students and their families are invited to attend an evening which includes a school tour, visiting with the kindergarten team and walking through the lunch line. The registrar has school registrations with detailed directions available to parents. Upon registration, students are invited to a kindergarten round up event where teachers assess all incoming kindergarten students.

Students tour kindergarten classrooms and participate in a brief activity with our kindergarten teachers.

Our Kindergarten teachers also set up times to administer an initial screening to the students that register early.

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.

We utilize several strategies to promote college and career awareness. Some of these activities include:

- Weekly college spirit day
- Use of Florida Choices Interest Profiler - A career and college planning system (Fifth grade students)
- Guest speakers from local tech schools and local colleges and universities
- Participation in Teach-In
- Guidance lessons on career awareness
- Guidance lessons on post secondary education

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

Career and technology information is supported by East Lake Elementary through the use of technology in instruction, opportunities to use technology in classrooms, and projects involving technology. One STEM Night along with extracurricular academic clubs are available. A STEM/ Coding club will be continued for fifth graders.

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

By incorporating the STEM activities, we have integrated career and technical education through the math and science subject areas. Students and teachers correlate and make connections between standards learned in math and science to the information presented in the activities that take place. In order to build College & Career Readiness all students in grades 3-5, students will learn how to use 21st century digital tools purchased by OCPS.

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.

East Lake utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math.

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 learning gains in the top 25% (Division Priority: Ensure Career and College readiness)
- G2.** Increase ELA, Mathematics, and Science proficiency in all subgroups (Division Priority: Accelerate student performance)
- G3.** Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: 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 learning gains in the top 25% (Division Priority: Ensure Career and College readiness) 1a

G095313

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	62.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack planning for students needing enrichment activities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady toolbox, Fusion Science, CRM's
- Classroom walkthroughs & observations

Plan to Monitor Progress Toward G1. 8

Teachers will track student progress using scales, exit slips, student product, unit tests, etc.

Person Responsible

Mark Wieckowski

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Teachers will submit lesson plans. Grades will be maintained on Progressbook.

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

G095314

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	71.0
FSA Mathematics Achievement	77.0
FCAT 2.0 Science Proficiency	66.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack awareness of grade-appropriate rigor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Classroom walkthroughs and observation

Plan to Monitor Progress Toward G2. 8

School DPLC team will meet regularly to discuss progress

Person Responsible

Sylvia Schaffer

Schedule

Weekly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Actionable targeted conversations regarding student progress

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

G095315

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	51.0
ELA/Reading Gains	62.0
Math Lowest 25% Gains	42.0
Math Gains	63.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack experience planning for varied student readiness.

Resources Available to Help Reduce or Eliminate the Barriers 2

- DPLC strategies
- Classroom walkthroughs & observations

Plan to Monitor Progress Toward G3. 8

School DPLC members will meet regularly to discuss progress

Person Responsible

Mark Wieckowski

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

School DPLC action plans

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 learning gains in the top 25% (Division Priority: Ensure Career and College readiness) **1**

 G095313

G1.B1 Teachers lack planning for students needing enrichment activities. **2**

 B256592

G1.B1.S2 Enrichment time for these students with meaningful activities to challenge them. **4**

 S271365

Strategy Rationale

Monitoring of what is being done during enrichment for these students.

Action Step 1 **5**

Teachers will use resources to provide these students with challenging activities during enrichment time.

Person Responsible

Donna Wysong

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Lesson plans, student products, data

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

Lesson plans will be checked for enrichment groups and activities.

Person Responsible

Mark Wieckowski

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Lesson plan review with feedback notes or conversations

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

Classroom walk throughs

Person Responsible

Mark Wieckowski

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Feedback will be provided to teachers in iObservation

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

PLC and data meeting conversations targeting the top 25% quartile with administration

Person Responsible

Donna Wysong

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

PLC participation and PLC notes and iReady data

G1.B1.S3 Provide additional curriculum planning days for teachers **4**

 S271366

Strategy Rationale

By providing additional planning days for teachers, teams will have more time to collaborate on meaningful lesson plans, activities, and assessments.

Action Step 1 **5**

Teams will be provided with additional planning time.

Person Responsible

Donna Wysong

Schedule

Quarterly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Documentation of sign in sheets, lesson plans, activities and assessments.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 **6**

CRT will attend planning session and provide support as needed. Support may be focused on either instructional planning or data.

Person Responsible

Donna Wysong

Schedule

Biweekly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Administration will conduct classroom observations.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Classroom observations will be completed by administration.

Person Responsible

Donna Wysong

Schedule

Biweekly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Observation feedback will be provided to teachers. Feedback will be actionable and targeted based on either strategies or needed improvements.

G2. Increase ELA, Mathematics, and Science proficiency in all subgroups (Division Priority: Accelerate student performance) 1

G095314

G2.B1 Teachers lack awareness of grade-appropriate rigor. 2

B256594

G2.B1.S1 Provide direct professional development and coaching support to teachers 4

S271368

Strategy Rationale

Student achievement will be increased as a result of teacher knowledge in aligning DOK, standards, activities, and design questions to small group instruction.

Action Step 1 5

Professional development to assist with building rigor through small group instruction. Small group instruction to target improving our proficiency across all sub groups.

Person Responsible

Donna Wysong

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Teachers will provide exit slips, crosswalk, or other evidence.

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

Administration will attend and be active participants in the professional development sessions.

Person Responsible

Mark Wieckowski

Schedule

Quarterly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Sign in sheets of participants; Powerpoint handouts; exit slips

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

Classroom observations that will include both coaching and evaluative informals

Person Responsible

Sylvia Schaffer

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

iObservation reports and coaching feedback

G2.B1.S2 School DPLC team will attend DPLC and implement ELA plan at the school level. 4

 S271369

Strategy Rationale

Data meetings will allow us to monitor subgroup data

Action Step 1 5

School DPLC will meet with teams to implement ELA strategies

Person Responsible

Sylvia Schaffer

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Agendas from DPLC and school DPLC meetings

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

School DPLC team members will collect evidence from their teams.

Person Responsible

Sylvia Schaffer

Schedule

Weekly, from 9/6/2017 to 5/23/2018

Evidence of Completion

School DPLC evidence

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

Student data will increase

Person Responsible

Sylvia Schaffer

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

An increase in student achievement should be documented using iReady, STAR, and formative data

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

G095315

G3.B1 Teachers lack experience planning for varied student readiness. 2

B256596

G3.B1.S1 Intervention groups will be based on student data using Iready and FSA to create small groups. 4

S271370

Strategy Rationale

By using data to drive instructional decision making, teachers will plan lessons which include differentiated small groups

Action Step 1 5

Weekly data meetings to discuss student progression

Person Responsible

Sylvia Schaffer

Schedule

Weekly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Data meeting notes

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

Classroom walk throughs

Person Responsible

Sylvia Schaffer

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Coaching and evaluative observation with feedback in iObserve.

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

Data driven data meetings with additional support provided on student and/or teacher need.

Person Responsible

Mark Wieckowski

Schedule

Weekly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Actionable feedback on iObservation providing resources to increase rigor as needed. Data meeting notes.

G3.B1.S2 Professional development on small group differentiated instruction based on student needs in progression towards standards mastery 4

S271371

Strategy Rationale

By differentiating small group instruction teachers will strategically plan to include varied student readiness

Action Step 1 5

Teachers will attend professional development focused on differentiating small group instruction based on student needs.

Person Responsible

Donna Wysong

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Lesson plans will reflect small groups based on need and standards.

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

School DPLC members will conduct monthly team meetings to share out DPLC information.

Person Responsible

Sylvia Schaffer

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

School DPLC team notes

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

Student achievement will increase

Person Responsible

Sylvia Schaffer

Schedule

Monthly, from 9/6/2017 to 5/23/2018

Evidence of Completion

Evidence of DPLC strategies being implemented

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					
G1.MA1 M388878	Teachers will track student progress using scales, exit slips, student product, unit tests, etc.	Wieckowski, Mark	9/6/2017	Teachers will submit lesson plans. Grades will be maintained on Progressbook.	5/23/2018 monthly
G2.MA1 M388883	School DPLC team will meet regularly to discuss progress	Schaffer, Sylvia	9/6/2017	Actionable targeted conversations regarding student progress	5/23/2018 weekly
G3.MA1 M388888	School DPLC members will meet regularly to discuss progress	Wieckowski, Mark	9/6/2017	School DPLC action plans	5/23/2018 monthly
G2.B1.S1.MA1 M388879	Classroom observations that will include both coaching and evaluative informals	Schaffer, Sylvia	9/6/2017	iObservation reports and coaching feedback	5/23/2018 monthly
G2.B1.S1.MA1 M388880	Administration will attend and be active participants in the professional development sessions.	Wieckowski, Mark	9/6/2017	Sign in sheets of participants; Powerpoint handouts; exit slips	5/23/2018 quarterly
G2.B1.S1.A1 A363798	Professional development to assist with building rigor through small group instruction. Small...	Wysong, Donna	9/6/2017	Teachers will provide exit slips, crosswalk, or other evidence.	5/23/2018 monthly
G3.B1.S1.MA1 M388884	Data driven data meetings with additional support provided on student and/or teacher need.	Wieckowski, Mark	9/6/2017	Actionable feedback on iObservation providing resources to increase rigor as needed. Data meeting notes.	5/23/2018 weekly
G3.B1.S1.MA1 M388885	Classroom walk throughs	Schaffer, Sylvia	9/6/2017	Coaching and evaluative observation with feedback in iObserve.	5/23/2018 monthly
G3.B1.S1.A1 A363800	Weekly data meetings to discuss student progression	Schaffer, Sylvia	9/6/2017	Data meeting notes	5/23/2018 weekly
G1.B1.S2.MA1 M388871	PLC and data meeting conversations targeting the top 25% quartile with administration	Wysong, Donna	9/6/2017	PLC participation and PLC notes and iReady data	5/23/2018 monthly
G1.B1.S2.MA1 M388872	Lesson plans will be checked for enrichment groups and activities.	Wieckowski, Mark	9/6/2017	Lesson plan review with feedback notes or conversations	5/23/2018 monthly
G1.B1.S2.MA1 M388873	Classroom walk throughs	Wieckowski, Mark	9/6/2017	Feedback will be provided to teachers in iObservation	5/23/2018 monthly
G1.B1.S2.A1 A363795	Teachers will use resources to provide these students with challenging activities during enrichment...	Wysong, Donna	9/6/2017	Lesson plans, student products, data	5/23/2018 monthly
G2.B1.S2.MA1 M388881	Student data will increase	Schaffer, Sylvia	9/6/2017	An increase in student achievement should be documented using iReady, STAR, and formative data	5/23/2018 monthly
G2.B1.S2.MA1 M388882	School DPLC team members will collect evidence from their teams.	Schaffer, Sylvia	9/6/2017	School DPLC evidence	5/23/2018 weekly
G2.B1.S2.A1 A363799	School DPLC will meet with teams to implement ELA strategies	Schaffer, Sylvia	9/6/2017	Agendas from DPLC and school DPLC meetings	5/23/2018 monthly
G3.B1.S2.MA1 M388886	Student achievement will increase	Schaffer, Sylvia	9/6/2017	Evidence of DPLC strategies being implemented	5/23/2018 monthly
G3.B1.S2.MA1 M388887	School DPLC members will conduct monthly team meetings to share out DPLC information.	Schaffer, Sylvia	9/6/2017	School DPLC team notes	5/23/2018 monthly
G3.B1.S2.A1 A363801	Teachers will attend professional development focused on differentiating small group instruction...	Wysong, Donna	9/6/2017	Lesson plans will reflect small groups based on need and standards.	5/23/2018 monthly
G1.B1.S3.MA1 M388874	Classroom observations will be completed by administration.	Wysong, Donna	9/6/2017	Observation feedback will be provided to teachers. Feedback will be actionable	5/23/2018 biweekly

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East Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				and targeted based on either strategies or needed improvements.	
G1.B1.S3.MA1 M388875	CRT will attend planning session and provide support as needed. Support may be focused on either...	Wysong, Donna	9/6/2017	Administration will conduct classroom observations.	5/23/2018 biweekly
G1.B1.S3.A1 A363796	Teams will be provided with additional planning time.	Wysong, Donna	9/6/2017	Documentation of sign in sheets, lesson plans, activities and assessments.	5/23/2018 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 learning gains in the top 25% (Division Priority: Ensure Career and College readiness)

G1.B1 Teachers lack planning for students needing enrichment activities.

G1.B1.S2 Enrichment time for these students with meaningful activities to challenge them.

PD Opportunity 1

Teachers will use resources to provide these students with challenging activities during enrichment time.

Facilitator

Donna Wysong, Mark Wieckowski

Participants

K-5 Teachers

Schedule

Monthly, from 9/6/2017 to 5/23/2018

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

G2.B1 Teachers lack awareness of grade-appropriate rigor.

G2.B1.S1 Provide direct professional development and coaching support to teachers

PD Opportunity 1

Professional development to assist with building rigor through small group instruction. Small group instruction to target improving our proficiency across all sub groups.

Facilitator

Donna Wysong

Participants

Teachers K-5

Schedule

Monthly, from 9/6/2017 to 5/23/2018

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

G3.B1 Teachers lack experience planning for varied student readiness.

G3.B1.S2 Professional development on small group differentiated instruction based on student needs in progression towards standards mastery

PD Opportunity 1

Teachers will attend professional development focused on differentiating small group instruction based on student needs.

Facilitator

Donna Wysong

Participants

Teachers gr K-5

Schedule

Monthly, from 9/6/2017 to 5/23/2018

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	Teachers will use resources to provide these students with challenging activities during enrichment time.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	120-Classroom Teachers	0259 - East Lake Elementary	General Fund		\$1,000.00
2	G1.B1.S3.A1	Teams will be provided with additional planning time.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	140-Substitute Teachers	0259 - East Lake Elementary	General Fund		\$4,500.00
3	G2.B1.S1.A1	Professional development to assist with building rigor through small group instruction. Small group instruction to target improving our proficiency across all sub groups.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	120-Classroom Teachers	0259 - East Lake Elementary	General Fund		\$1,000.00
4	G2.B1.S2.A1	School DPLC will meet with teams to implement ELA strategies				\$0.00
5	G3.B1.S1.A1	Weekly data meetings to discuss student progression				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	120-Classroom Teachers	0259 - East Lake Elementary	General Fund		\$500.00
6	G3.B1.S2.A1	Teachers will attend professional development focused on differentiating small group instruction based on student needs.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	120-Classroom Teachers	0259 - East Lake Elementary	General Fund		\$500.00
Total:						\$7,500.00