Lakemont Elementary

2017-18 Schoolwide Improvement Plan

Lakemont Elementary

901 N LAKEMONT AVE, Winter Park, FL 32792

https://lakemontes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	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 Lakemont 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.

Lakemont Elementary School's mission is: "To lead our students to success with the support and involvement of families and the community".

b. Provide the school's vision statement.

Lakemont Elementary School's 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.

Upon registering for school, parents are greeted in the front office by the school registrar. Through the registration process, unique family situations are brought to light as necessary. Parents are encouraged to share any pertinent information with the appropriate staff members. During events such as Meet the Teacher, Open House and Report Card Conference Night, parents are encouraged to communicate with the classroom teacher about their child(ren). 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. In addition, classroom teachers build relationships with students and families as they learn about them personally and educationally. Classroom teachers for the first few days of school are engaging students in "getting to know you" activities that blend content with non-academic material where students are encouraged to share information about themselves. This helps to build relationships between peers and with teachers.

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

Lakemont Elementary creates an environment where students feel safe and respected before, during and after school. We do so by implementing various programs and events to incorporate as many students as possible. There are before and after school clubs in which students may participate. Many of these activities are at no cost, therefore providing an opportunity for all students. If students feel unsafe they are encouraged to share this with their teachers. The CHILL program is funded in part by the Winter Park Health Foundation and serves students who need individual or group counseling. They are referred by teachers and parents. In an effort to be proactive, our CHILL counselor coordinates the character education program through the character trait of the month and lessons during special area classes. Other tools used to help students feel safe and respected are the award opportunities throughout the year. Students are acknowledged for their good work and/or attitude.

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

The school-wide process for implementing ClassDojo began in August 2016. This system enhances the behavior management program in place in the classroom. All instructional staff participated in behavior training during pre-planning week to ensure expectations were understood by all, and were given a variety of behavioral strategies. A school-wide behavioral team is identified to include the Principal, Assistant Principal, Behavior Specialist, MTSS Coordinator, and Staffing Specialist. Continued support from the behavioral team will be ongoing throughout the year. One core value at Lakemont is to have uninterrupted classroom learning time for students. This involves minimal calls over the school-wide public address system, minimal disruption to core classroom time by auxiliary programs like In-school tutoring, Speech, and CHILL. The Behavior Specialist and program assistant, who primarily work with ESE students, also assist with regular education students as needed. Expectations for behavior are taught during the first week of school. These expectations are reviewed on the morning announcements throughout the year and reinforced by classroom visits by the principal and assistant principal.

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.

Lakemont Elementary ensures that the social-emotional needs of all students are being met. We do so by implementing various programs and events to incorporate as many students as possible. There are before and after school clubs in which students may participate. Many of these activities are at no cost, therefore providing an opportunity for all students. If students feel unsafe they are encouraged to share this with their teachers. The CHILL program is funded in part by the Winter Park Health Foundation and serves students who need individual or group counseling. They are referred by teachers and parents. In an effort to be proactive, our CHILL counselors also coordinate the character education program through the character trait of the month and lessons during special area classes. Also, students are acknowledged for their good work or attitude. Leopard's Pride is held each nine-week period to recognize students who have made satisfactory effort in school. Students are recognized weekly as Students of the Week and at various other ceremonies throughout the school year. Additionally, Indicator 30 representing learning opportunities and resources according to the Best Practices for Inclusive Education (BPIE) is addressed and understood by stakeholders.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Truancy monitoring occurs through the classroom teacher, registrar, assistant principal and school social worker. Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on multi-tiered system of student supports (MTSS) and assists with the formation of Tier II and Tier III strategies.
The following data represent Lakemont's indicators:
Total attendance below 90 percent - 86 students
Students with 1 or more suspensions - 2 second grade; 1 fourth grade
Course failure in English Language Arts or Mathematics - 12 Kindergarten; 4 first grade; 14 second grade; 5 third grade; 8 fourth grade; 14 fifth grade
Level 1 score on FSA in English Language Arts or Mathematics - 19 third grade; 14 fourth grade; 26 fifth grade

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	22	7	16	17	13	11	0	0	0	0	0	0	0	86
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	12	4	14	5	8	14	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	19	14	26	0	0	0	0	0	0	0	59
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	8	1	5	7	7	10	0	0	0	0	0	0	0	38

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

Intervention strategies for increased academic performance include:

Academic and Behavioral Awards, I-Ready for reading and math, and other Incentives for academic effort/achievement to include Accelerated Reader, school-based awards, and Battle of the Books. The awards given throughout the school year include Principal's Honor Roll; Honor Roll; Citizenship; Perfect Attendance; and Student of the Week awards. Students are recognized for their hard work, good citizenship, and pursuit of academic excellence. Students of the Week are recognized at the school level and also recognized in the community through the weekly electronic newsletter. Additionally, STEM awards are given to classes of students who have successfully completed a rigorous Science-Technology-Engineering-Math (STEM) project.

Before or after school academic clubs, such as Mathletes; STEM Club (K-5); Chess; Newspaper; Battle of the Books; and more are offered throughout the school year.

The BPIE assisted with the focus and formation of scaffolding strategies which led to Tier II and Tier III students receiving appropriate support through in-school tutoring and push-in support from the ESE teacher on staff. These students have been identified by their prior year FSA score.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

During our 2017-2018 school year, we would like to maintain an active line of communication with all stakeholders to create an optimal learning environment for students.
We have a bi-weekly electronic newsletter that is emailed home to all families. It contains the principal's message, updated event information, recognition of students of the week, and information about the business partners of the school. Teachers communicate using ClassDojo which this allows them to share information about class activities, student behavior, and school events. There are links to vital information such as our School Improvement Plan, SAC and PTO information on the school website. Additionally, each month, a school calendar is sent home with each student with all scheduled activities.

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.

The school coordinator for Partners in Education works with businesses to support the students of Lakemont Elementary. We sustain these partnerships by recognizing the businesses in our weekly electronic newsletter and inviting them to school functions.

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
Cunningham, Brenda	Principal
Clark, Cynthia	Teacher, K-12
Walls, Jan	Teacher, ESE
Thompson, Emily	Instructional Coach
Pinner, Marta	Teacher, K-12
Blackburn, Margaret	Instructional Media

b. Duties

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

The administrative team initially analyzes the data and reviews the process in place to identify areas of concern. Along with the leadership team, plans are developed and implemented to address the identified concerns, and regularly reviewed to determine effectiveness.

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.

We utilize an interdisciplinary approach to coordinate and implement MTSS to meet the needs of the whole student in all areas. The MTSS Team is sensitive to individual student differences, and it assumes no given intervention is effective for all students. Members of the MTSS Leadership Team help to coordinate and implement the MTSS process in all K-5 classrooms and monitor data biweekly. In addition, there are planned grade level team data meetings with the members of the MTSS team to discuss ongoing learning goals, student interventions, progress monitoring, materials, and learning gains. Additionally, teachers submit the MTSS Meeting Request Form to discuss issues or concerns on individual students on an ongoing basis. An inventory of MTSS instructional and curricular resources is maintained and available at the school site for use by school personnel.
Supplemental Academic Instruction (SAI) funds have been used to partially fund a resource teacher to the staff for the purpose of providing supplemental instruction for Tier 2 and Tier 3 Intervention groups for our bottom 30th percentile in reading and mathematics.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Renae Dier	Education Support Employee
Brenda Cunningham	Principal
Andrea Sandvil	Parent
Jami Hendrick-VonSchmidt	Parent
Christopher Miller	Parent
Tareen Aguilar	Parent
Antonella Paradiso	Business/Community
Jan Walls	Teacher
Cynthia Clark	Teacher
Unique Carper	Parent
Donna Batten	Parent
Marta Pinner	Teacher
Dan Thompson	Parent
Melissa Vaughan	Parent
Carolann McColley	Teacher
Mary Hansen	Teacher
Danielle Grady	Parent
Luis Amado Gonzalez	Parent
Pedro Malaret	Parent
Mark Lumucso	Parent
Margaret Blackburn	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC looks at and discusses the school data throughout the school year, beginning with the prior year's state assessment scores. Grade level data are shared and SAC members are solicited for additional ideas to assist all students with meeting grade level standards. The SAC reviews data from the annual survey of parents, staff, and students.

b. Development of this school improvement plan

The SAC holds a SIP planning day each spring to discuss progress toward goals and to identify current needs and brainstorm ways to best meet those needs.

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

Administration shares plans and needs with the SAC concerning the annual budget and seeks input.

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

While specific school improvement funds were not allocated last school year, general funds were utilized to purchase student differentiated software, Achieve 3000 ($21,030.00) and professional development for the instructional staff on the use of the software ($1,900.00).

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Cunningham, Brenda	Principal
Thompson, Emily	Instructional Coach
Caldwell, Christa	Teacher, K-12
Erhardt, Luke	Teacher, ESE
Zalneraitis, Christina	Teacher, K-12
Romao, Tracey	Teacher, K-12
McColley, Carolann	Teacher, K-12
Schlechte, Mary	Teacher, K-12

b. Duties

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

The major initiatives of the LLT this year are to fully implement the LAFS and MAFS Standards in K-5, including the use of standards based alignment and the use of district CRMs in unit lesson planning and pacing. Formative and common assessments aligned with the Florida standards will also be an emphasis for professional development and discussion in PLC's. We will continue to provide training and strategies to the K-5 staff on how to respond to text dependent questions and text dependent writing; Close reading and other literacy strategies; and the gradual release model. In addition, we will continue to utilize iReady with training and coaching.

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 at Lakemont Elementary work cooperatively with school personnel to address issues that impact student learning through collaborative planning in PLCs. Reading and math PLCs meet biweekly to discuss current lessons with instructional coaches, sharing expertise and resources to support student learning. Science, social studies, and writing are addressed within these PLCs and pulled together through STEM projects for each grade level that integrate all subject areas. This time together helps teachers establish working relationships that build a sense of fairness and trust among the staff. Teachers interact positively with colleagues to promote student learning as they plan instruction and common lessons, then celebrate successes and adapt lessons as instruction dictates. Administration plans events that create a relaxed environment through team building activities throughout the school year. Teachers enjoy the positive atmosphere during these events that fosters collaborative partnerships.

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

We open our campus to college interns and volunteers to promote our school and let pre-service teachers know what our school can offer them as teachers. We have an established teacher mentoring program to provide school specific training and classroom management ideas. Also, we have an established professional development program for all instructional staff and provide many opportunities to attend professional development at school, at the district, and at outside professional conferences throughout the year.

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

We have an established teacher mentoring program. Our Instructional Coach meets with new teachers (new to teaching and new to OCPS) once a month (or more often, as needed) to provide school specific training, curriculum training, and classroom management ideas. Ideally, grade level or area-specific pairings are made for mentor and mentee. All teachers mentoring meet the minimum requirements of years of experience and training in Clinical Educator.

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.

Lakemont Elementary utilizes the core research-based instructional programs adopted by OCPS, which include the Journeys basal series, Go Math, Fusion Science, Core Connections writing and social studies. Within each subject area a variety of resources are incorporated to meet Florida's standards. Reading and math teachers access the Curriculum Resource Materials (CRMs) provided by OCPS and use other resources suggested through CPalms, Safari Montage, and the digital components of the programs to create a digital environment within their classroom. The use of focus calendars which identify the key standards and pacing are followed by the teachers. Additionally, standards-based CRMs provided by the district are followed in the alignment of reading and language arts skills and are used in ongoing ELA lesson planning in grade level PLCs. The CRMs provide hyperlinks to resources and materials for reading and math. Reading and Language Arts incorporate the use of the Journeys anthology, text exemplars, trade books, independent reading, and leveled guided readers. Other materials that enhance the core math program include CPalms resources, AIMS activities, manipulatives, journals, NCTM activities, Illumination lessons, math literature, and STEM projects. Each week teachers on each grade level meet to deconstruct ELA and math standards and align the core program, including resource materials, to match the Florida standard. Science standards (NGSSS) are used to drive instruction through science experimentation and text materials.

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.

The school uses state assessments, core curricula tests, formative assessments, and program assessments to identify the diverse needs of the students to differentiate instruction. We use a triangulation of data to determine the level and curricula materials to use to meet the needs of all students. Students use the core series, Journeys, and Go Math for Tier 1 instruction with scaffolding provided. For example, small group guided reading instruction is provided at the students' identified instructional level so that below level, on level, and above level readers are reading at their instructional level. The implementation of iReady promotes differentiation through individual student lexile levels so that all students can access the curriculum on their instructional reading levels. Students are identified by data and placed in Tier 2 or Tier 3 groups by their needs and these needs determine the resources and materials that are used for the targeted students. During an assigned daily 30 minute grade level period, students are provided intervention or enrichment according to the current data. Additionally, the school utilizes data resulting from the BPIE assessment, which is used to address and measure best practices in inclusion for students with special needs.

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

Strategy: After School Program

Minutes added to school year: 2,160

Various enrichment clubs will be offered to students which will contribute to our school educating the whole child. Offerings include: newspaper club; chess club; STEM clubs; physical education clubs including walking, running; various fine arts clubs including chorus, instrumental (rhythm and guitar), art, and drama; service clubs including conservation club, Safety patrols and National Elementary Honor Society. Additionally, students are able to compete in the Oration Contest, Spelling Bee, Battle of the Books, Rube Goldberg Challenge and Math Competitions.

Strategy Rationale

Involving the students in a variety of learning opportunities outside the traditional classroom environment fosters a sense of belonging and invests the students in their learning. Lessons provided instill a desire for learning within a subject area the student is currently interested in learning about. An end product or culmination of the activity instills a sense of accomplishment and self-worth.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Cunningham, Brenda, brenda.cunningham@ocps.net

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

Data will be collected through various means including teacher anecdotal records and student and parent responses in annual school surveys.

Strategy: Extended School Day

Minutes added to school year: 2,700

Targeted students will be tutored in very small group settings for 3 weekly sessions of 30 minutes. Tutoring sessions will be for reading and math. Parents will give permission for students to attend tutoring sessions in lieu of special area classes.

Strategy Rationale

Providing extended time in small group settings for core subjects will increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cunningham, Brenda, brenda.cunningham@ocps.net

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

Tutors will collect data biweekly and Leadership Team will analyze student data.

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.

Our school holds kindergarten registration and new student orientation events. Parents register their students and receive information about programs available at our school. Students and parents are taken on a tour of our school and visit a kindergarten classroom in action. During August an evening orientation is offered for parents and students to meet their teachers. Information is provided about the school day and policies followed by a time for Questions & Answers.

Students from our campus are all assigned to the same middle school. Faculty from the middle school visit each of Lakemont's fifth grade classrooms to provide an orientation and information about classes available for sixth grade students. At the end of the school year, fifth grade students go on a field trip to the middle school to visit classrooms and see the campus first hand. Drama, chorus and band students perform for our fifth graders and a tour is provided. Parents are invited to an orientation offered during May.

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.

Lakemont Elementary School uses a variety of strategies to advance college and career awareness. These strategies support the Four Keys to College and Career Readiness. To support cognitive strategies, Lakemont Elementary embeds AVID strategies in classrooms (particularly fifth grade) to help prepare students for higher learning. To support key content knowledge and learning skills and techniques, Lakemont engages in year round STEM activities, academic field trips, and Teach-In where students can see what they are learning in the classroom in a practical manner. These activities are especially helpful in that students continually understand real world application for their daily classroom activities. To support key transition knowledge and skills, Lakemont's staff and students participate in college spirit days where a variety of higher learning institutions are highlighted and promoted.

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

Students have the opportunity to participate in various school clubs to expose them to high-level thinking. Higher-level thinking can occur through playing chess and dominoes; participating in STEM activities; and performing in the arts. There is no industry certification associated with these courses.

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

To support and integrate key content knowledge and learning skills and techniques, Lakemont engages in year round STEM activities. These activities are especially helpful in that students continually understand real world application for their daily classroom activities. There is no industry certification associated with this course.

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.

To support student readiness, Lakemont Elementary embeds AVID strategies in classrooms (particularly fifth grade) to help prepare students for higher learning. To support key content knowledge and learning skills and techniques, Lakemont engages in year round STEM activities, academic field trips, and Teach-In where students can see what they are learning in the classroom in a practical manner. Lakemont utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. These activities are especially helpful in that students continually understand real world application for their daily classroom activities. To support key transition knowledge and skills Lakemont staff and students participate in college spirit days where a variety of higher learning institutions are highlighted and promoted. Additionally, Lakemont partners with the feeder high school in sporting events and senior activities.

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"Â? 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 percent of students demonstrating proficiency in ELA in ESE and ELL subgroups (Division Priority: Narrow Achievement Gaps).

G2.   Increase ELA learning gains in all students (Division Priority: Accelerate student performance).

Strategic Goals Detail

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

G1. Increase percent of students demonstrating proficiency in ELA in ESE and ELL subgroups (Division Priority: Narrow Achievement Gaps). `1a`

🔍 G095604

Targets Supported `1b`

Indicator	Annual Target
ELA Achievement District Assessment	42.0

Targeted Barriers to Achieving the Goal `3`

- Small group differentiated support to increase student achievement.

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

- District PLC's professional development

- Ongoing support/coaching/modeling from instructional coach and administration

Plan to Monitor Progress Toward G1. `8`

Data collected on iReady reading and various curricula assessments.

Person Responsible
Xhuljeta Gjini

Schedule
Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion
Student progress monitoring data and student artifacts; iObservation data

G2. Increase ELA learning gains in all students (Division Priority: Accelerate student performance). `1a`

🔑 G095605

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	79.0

Targeted Barriers to Achieving the Goal `3`

- Teacher knowledge of effective and rigorous literacy strategies which engage all students.

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

- Resource teachers/coaches are available for professional development, coaching/modeling in classroom, data analysis and lesson planning.

- Professional development through DPLC

Plan to Monitor Progress Toward G2. `8`

Data collected on iReady reading and various curricula assessments.

Person Responsible
Brenda Cunningham

Schedule
Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion
Data from i-Ready Reading; Data from curricula assessments; ProgressBook data

Plan to Monitor Progress Toward G2. `8`

Monitor student progress toward grade level standards and student artifacts

Person Responsible
Brenda Cunningham

Schedule
Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion
Student artifacts and progress monitoring data

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 percent of students demonstrating proficiency in ELA in ESE and ELL subgroups (Division Priority: Narrow Achievement Gaps). 1

🔑 G095604

G1.B1 Small group differentiated support to increase student achievement. 2

🔑 B257441

G1.B1.S1 District PLC members will be provided professional development and in turn provide professional development to their peers in various ELA instructional strategies, including Close reading. 4

🔑 S272375

Strategy Rationale

Teachers will strengthen/add to their instructional strategies.

Action Step 1 5

Teachers will participate in professional development on instructional strategies, including Close Reading.

Person Responsible

Brenda Cunningham

Schedule

Monthly, from 9/1/2017 to 3/1/2018

Evidence of Completion

DPLC members will attend professional development trainings and then provide professional development for their peers on a monthly basis.

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

iObservation data; Student achievement data collected on iReady and other ELA assessments

Person Responsible

Brenda Cunningham

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Data from OCPS mini assessments; iReady Reading data; iObservation teacher data

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

Monitor sub group data and examine student artifacts including assessment data

Person Responsible

Brenda Cunningham

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student progress monitoring data and student artifacts

G2. Increase ELA learning gains in all students (Division Priority: Accelerate student performance). `1`

🔑 G095605

G2.B1 Teacher knowledge of effective and rigorous literacy strategies which engage all students. `2`

🔑 B257443

G2.B1.S1 Increase use of gradual release model. `4`

🔑 S272377

Strategy Rationale

Usage of this model provides scaffolding of instruction to meet the academic needs of all students.

Action Step 1 `5`

Provide professional development on the gradual release model, including Close reading and text based writing strategies.

Person Responsible

Xhuljeta Gjini

Schedule

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

Evidence of Completion

Lesson plans; iObservation data; PLC notes

Action Step 2 `5`

Provide modeling, coaching, and peer observation in the use of the gradual release model, Close reading strategies and text-based writing strategies.

Person Responsible

Emily Thompson

Schedule

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

Evidence of Completion

iObservation data; iReady data; Progress monitoring data

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

Monitor student progress toward mastery of grade-level ELA standards

Person Responsible

Brenda Cunningham

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Progress on grade level standards as measured by program and curricula assessments including iReady

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

Monitor student growth on grade level standards

Person Responsible

Brenda Cunningham

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Growth on grade level skills as measured by iReady assessment; PLC notes; iObservation data; Anecdotal walkthrough observations

G2.B1.S2 Increase rigor associated with standards-based learning in literacy centers. 4

🔑 S272378

Strategy Rationale

Providing opportunities for students to practice skills at depth required to meet the rigor of Florida ELA standards.

Action Step 1 5

Provide modeling, coaching and common planning time for classroom teachers

Person Responsible

Emily Thompson

Schedule

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

Evidence of Completion

PLC notes; Anecdotal observation notes; Teacher feedback; Lesson plans

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

Monitor implementation including classroom walkthroughs; iObservation; Lesson Plans; PLC notes; Deliberate Practice plans

Person Responsible

Xhuljeta Gjini

Schedule

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

Evidence of Completion

Progress monitoring data toward mastery of grade level ELA standards; student artifacts; Planning documents

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

Monitor student progress toward grade level standards

Person Responsible

Brenda Cunningham

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student achievement data on iReady and curricula assessments; iObservation data; Deliberate Practice data; student artifacts

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.B1.S1.A1 🔍 A365440	Teachers will participate in professional development on instructional strategies, including Close...	Cunningham, Brenda	9/1/2017	DPLC members will attend professional development trainings and then provide professional development for their peers on a monthly basis.	3/1/2018 monthly
G1.MA1 🔍 M391312	Data collected on iReady reading and various curricula assessments.	Gjini, Xhuljeta	9/1/2017	Student progress monitoring data and student artifacts; iObservation data	5/31/2018 monthly
G2.MA1 🔍 M391321	Data collected on iReady reading and various curricula assessments.	Cunningham, Brenda	9/1/2017	Data from i-Ready Reading; Data from curricula assessments; ProgressBook data	5/31/2018 monthly
G2.MA1 🔍 M391322	Monitor student progress toward grade level standards and student artifacts	Cunningham, Brenda	9/1/2017	Student artifacts and progress monitoring data	5/31/2018 monthly
G1.B1.S1.MA1 🔍 M391310	Monitor sub group data and examine student artifacts including assessment data	Cunningham, Brenda	9/1/2017	Student progress monitoring data and student artifacts	5/31/2018 monthly
G1.B1.S1.MA1 🔍 M391311	iObservation data; Student achievement data collected on iReady and other ELA assessments	Cunningham, Brenda	9/1/2017	Data from OCPS mini assessments; iReady Reading data; iObservation teacher data	5/31/2018 monthly
G2.B1.S1.MA1 🔍 M391313	Monitor student growth on grade level standards	Cunningham, Brenda	9/1/2017	Growth on grade level skills as measured by iReady assessment; PLC notes; iObservation data; Anecdotal walkthrough observations	5/31/2018 monthly
G2.B1.S1.MA1 🔍 M391314	Monitor student progress toward mastery of grade-level ELA standards	Cunningham, Brenda	9/1/2017	Progress on grade level standards as measured by program and curricula assessments including iReady	5/31/2018 monthly
G2.B1.S1.A1 🔍 A365441	Provide professional development on the gradual release model, including Close reading and text...	Gjini, Xhuljeta	8/14/2017	Lesson plans; iObservation data; PLC notes	5/31/2018 monthly
G2.B1.S1.A2 🔍 A365442	Provide modeling, coaching, and peer observation in the use of the gradual release model, Close...	Thompson, Emily	8/14/2017	iObservation data; iReady data; Progress monitoring data	5/31/2018 monthly
G2.B1.S2.MA1 🔍 M391315	Monitor student progress toward grade level standards	Cunningham, Brenda	9/1/2017	Student achievement data on iReady and curricula assessments; iObservation data; Deliberate Practice data; student artifacts	5/31/2018 monthly
G2.B1.S2.MA1 🔍 M391316	Monitor implementation including classroom walkthroughs; iObservation; Lesson Plans; PLC notes;...	Gjini, Xhuljeta	8/14/2017	Progress monitoring data toward mastery of grade level ELA standards; student artifacts; Planning documents	5/31/2018 monthly
G2.B1.S2.A1 🔍 A365443	Provide modeling, coaching and common planning time for classroom teachers	Thompson, Emily	8/14/2017	PLC notes; Anecdotal observation notes; Teacher feedback; Lesson plans	5/31/2018 monthly

V. Professional Development Opportunities

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

G1. Increase percent of students demonstrating proficiency in ELA in ESE and ELL subgroups (Division Priority: Narrow Achievement Gaps).

G1.B1 Small group differentiated support to increase student achievement.

G1.B1.S1 District PLC members will be provided professional development and in turn provide professional development to their peers in various ELA instructional strategies, including Close reading.

PD Opportunity 1

Teachers will participate in professional development on instructional strategies, including Close Reading.

Facilitator

DPLC members; Administration

Participants

All classroom instructional personnel, K-5

Schedule

Monthly, from 9/1/2017 to 3/1/2018

G2. Increase ELA learning gains in all students (Division Priority: Accelerate student performance).

G2.B1 Teacher knowledge of effective and rigorous literacy strategies which engage all students.

G2.B1.S1 Increase use of gradual release model.

PD Opportunity 1

Provide professional development on the gradual release model, including Close reading and text based writing strategies.

Facilitator

DPLC; Instructional Coach; Administration

Participants

All K-5 teachers

Schedule

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

G2.B1.S2 Increase rigor associated with standards-based learning in literacy centers.

PD Opportunity 1

Provide modeling, coaching and common planning time for classroom teachers

Facilitator

Instructional Coach; Administration

Participants

All classroom teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Teachers will participate in professional development on instructional strategies, including Close Reading.**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0561 - Lakemont Elementary	General Fund		$2,000.00
			Notes: Purchase books for professional development - "The Daily 5" for primary grade levels; "Notice and Note" for intermediate grade levels. Purchase additional Marzano Deliberate Practice resources per grade level.			
2	G2.B1.S1.A1	**Provide professional development on the gradual release model, including Close reading and text based writing strategies.**				**$0.00**
3	G2.B1.S1.A2	**Provide modeling, coaching, and peer observation in the use of the gradual release model, Close reading strategies and text-based writing strategies.**				**$0.00**
4	G2.B1.S2.A1	**Provide modeling, coaching and common planning time for classroom teachers**				**$0.00**
					Total:	**$2,000.00**