

Orange County Public Schools

Lake George Elementary



2017-18 Schoolwide Improvement Plan

Lake George Elementary

4101 GATLIN AVE, Orlando, FL 32812

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	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 Lake George Elementary

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producers 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.

Our teachers are expected to develop relationships with our scholars. This involves knowing the background and culture of the scholars in their classrooms. Additionally, returning teachers have been trained in Kagan Cooperative Strategies and will be expected to use these strategies to help build community within the classroom. New teachers will attend Kagan training for the current school year. Class meetings are encouraged within classrooms to continue building relationships between the schools and teachers,

As an outreach to families, the school and our Parent Teacher Association work together to promote Family Curriculum Nights and Family Fun Nights where scholars, parents and staff come together. These activities help us to extend the positive relationships from the classroom to the community. Additionally, through our Title I parenting plan we will be offering educational events for our parents and scholars to attend together.

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

As the day begins, Lake George's staff members are highly visible throughout the building as they greet both scholars and parents in a positive manner. The staff members who are on duty are placed in positions that help to eliminate danger and make scholars and parents feel safe. The school has communicated to all the proper arrival and dismissal procedures to help facilitate a safe environment. The School Guidance Counselor conducts an initial class lesson for all scholars to "Meet the Counselor". This lesson introduces what a counselor does and also demonstrates to the scholars how to do a self-referral. Our Guidance Counselor also holds anger management groups for scholars. The Guidance Counselor and the Dean visit every classroom to hold a bullying prevention meeting twice a year. In addition, the Dean provides a Power Point presentation to all teachers for them to review the OCPS Code of Student Conduct. The school is implementing a school-wide behavior model borrowing ideas from both CHAMPS and PBS (Positive Behavior Supports). We have developed school-wide expectations for scholarly behavior with the theme of "Giraffes Have SPOTS". SPOTS stands for:

Self-respect and respect for others

Perseverance

Optimism

Trustworthiness

Self-discipline

Our scholars can earn SPOTS bucks throughout the day for demonstrating the SPOTS Expectations or "showing their SPOTS". They may also earn SPOTS bucks by demonstrating our character ed

traits, which are highlighted each month.

Under the direction of the district Lake George has also developed a safe school plan.

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

Lake George Elementary School is implementing a school-wide behavior model borrowing ideas from both CHAMPS and PBS (Positive Behavior Supports). We have developed school-wide expectations for scholarly behavior with the theme of "Giraffes Have SPOTS". SPOTS stands for:

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Our scholars can earn SPOTS bucks throughout the day for demonstrating the SPOTS Expectations or "showing their SPOTS". They may also earn SPOTS bucks by demonstrating our character ed traits, which are highlighted each month. Scholars have opportunities to spend SPOTS bucks earned in a school-wide SPOTS store (open monthly) and a SPOTS movie event at the end of the year.

For the past two years, Lake George has implemented portions of the behavior module, CHAMPS. This model has been backed by research on its effectiveness for both teachers and schools. By continuing CHAMPS at Lake George we feel we are putting a behavior management system (CHAMPS) in place for the following reasons:

- Improves classroom behavior (on-task, work completion, cooperation)
- Establishes clear classroom behavior expectations with logical and fair responses to misbehavior
- Motivates students to put forth their best efforts (perseverance, pride in work)
- Reduces misbehavior (disruptions, disrespect, non-compliance)
- Increases academic engagement, resulting in improved test scores
- Spend less time disciplining students and more time teaching them
- Teaches students to behave respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior
- Develops a common language about behaviors among all staff

We are providing professional development in portions of the CHAMPS program during pre-planning and over the course of the year to help our new teachers implement these strategies in their classes. During the staff development sessions, teachers will learn how to:

- Establish a vision for their classrooms
- Organize classrooms for student success
- Prepare for the first month of school
- Specify classroom behavioral expectations
- Motivate even the most uncooperative students
- Monitor and revise classroom behavioral plans
- Correct specific misbehavior

The school wide behavioral system will be monitored throughout the year by the school administration. Our administrative dean will provide a weekly report on discipline trends to include the number of discipline referrals that has been submitted. It is our goal that with training and support, the number of discipline referrals that come to the office are reduced.

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

Lake George Elementary ensures the social-emotional needs of all scholars with a delivery system that includes school guidance curriculum (including skills for effective learning, conflict resolution, peer relationships, decision making skills, pre-employment skills, test taking skills, etc.), individual planning (includes interpersonal skills, transitioning from grade to grade, knowledge of various careers, successful work habits, self-concept, etc.), responsive services (includes prevention and intervention), and system support (includes community resource support, teacher/administrator consultation, program development and management) throughout the school.

Bully Prevention lessons are conducted throughout the year in all classrooms K-5th grade as part of the Safety Matters curriculum. The presentation informs scholars of the policy for bullying, identifying different types of bullying (including cyberbullying), as well as teaches scholars what to do if they are being bullied, witness bullying or have concerns about the way they are being treated in school. In addition, the school counselor provides Character Development to all teachers and scholars monthly with the purpose of providing a developmental and systematic comprehensive program incorporated with character traits, quotes, lesson ideas, ideas for writing prompts as well as recognitions for demonstrating our character traits given out at each quarterly award ceremony. Also, Lake George scholars in grades K-5th will participate in two lessons from the Safety Matters Curriculum in order to provide preventative measures to ensure academic outcomes and decrease negative consequences for scholars. Safety Matters will meet Florida specific statute and policy requirements and is based on research and best practice.

Lake George works on identifying and providing support and services with the goal of promoting stability and academic success for scholars experiencing homelessness. Support and services include school support as well as connection to community resources and services that assist families. Services may include transportation in order to keep the scholar enrolled in their school of origin, assistance with school supplies and other resources needed for school, assistance with fees related to school participation, transportation to assist parental involvement and referrals to community resources (including medical, clothing, food, housing mental health resources).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Lake George has developed an early warning system based on identifying students who are at risk in the following areas: suspension, attendance, course failure and academic proficiency.

Leadership team reviews data from each area to monitor student progress in each of the areas. Proactive interventions are developed, implemented and monitored in order to align with the early warning system.

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	0	17	9	19	20	18	0	0	0	0	0	0	0	83
One or more suspensions	0	1	0	2	4	3	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	13	1	1	7	15	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	29	42	0	0	0	0	0	0	0	71

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	0	3	0	1	17	22	0	0	0	0	0	0	0	43

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

The MTSS process is in place for any academic and behavioral concerns with scholars. Interventions are in place as needed. MTSS meetings are held monthly to review progress monitoring data and to make decisions about changing interventions or looking at ways to provide additional support for scholars' success.

We have the services of a Behavior Specialist, Guidance Counselor, MTSS Coach, and Dean which work together to support scholars with their behaviors as well as academics in most instances. They not only support the scholars but also work closely with teachers by providing them guidance and support on effective strategies and interventions they can implement to support their scholars.

Tutoring is available for at risk students in reading and math for 3rd, 4th and 5th graders. Prior year FSA and iReady testing data will be reviewed to design any additional phase of tutoring, again based on scholars' needs.

Scholars are grouped for interventions during the reading intervention block based on their individual needs. The progress monitor data is reviewed regularly to guide any decisions on changes that may need to be made.

In addition, based on our BPIE Assessment we are using the inclusion model of support facilitation to provide our scholars who receive ESE services the opportunity to receive their specialized instruction without leaving their general education classroom.

The School Social Worker is available for additional assistance with scholars or families in crisis or in need at home or at school.

In addition, the Guidance Counselor monitors our students who are eligible for services through the McKinney-Vento Program (MVP) and provides resources or support for these families identified as homeless. Some of these services include transportation, gas cards, food, clothing, school supplies and resources for shelter.

Lake George Elementary now has a Parent Engagement Liaison who will collaborate with the Resource Team members to review data on attendance and determine proactive strategies to increase student attendance, decrease the number of discipline referrals, and increase family engagement in our school activities in order to increase school performance. The Parent Engagement

Liaison will collaborate with the School Guidance Counselor and Social Worker to increase family engagement at school in order to show improvements in all early warning system areas.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Lake George encourages parents to attend all school activities through frequent communication via the school newsletter, Connect Orange, email distribution, planners, and flyers. Parents are invited to attend Meet the Teacher, Open House, and two parent conference nights. Parents are also encouraged to attend special family events such as science and literacy nights.

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

Lake George has appointed a Partner in Education Coordinator, Yaniret Abalo, to recruit and orient potential partners. The coordinator also orients partners on how to maintain ongoing relationships that can benefit the school and the business through identification of needs and coordination of implementation.

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
Swain, Jessica	Principal
Valdes, Cynthia	School Counselor
Abalo, Yaniret	Instructional Media
Colson, Charlene	Other
Cannon, Dawn	Other
Dottavio, Carmen	Assistant Principal
Luyster, Michelle	Instructional Coach
Porcenaluk, Sarah	Instructional Coach
Van Buren, Aislinn	Instructional Coach

b. Duties

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

The members of the Leadership Team are referred to at our school as the Resource Team. They serve as instructional leaders in our building and their responsibilities are to make sure teachers and students are supported and are provided the resources they need. The team includes the following positions: Math, Science, Reading, MTSS and Instructional Coaches, Dean, Guidance Counselor, Media Specialist, ESOL Compliance Specialist, and Staffing Specialist as well as the Assistant Principal and Principal. The principal meets weekly with just the instructional resource team to discuss what is happening in the classrooms during instruction. The principal also meets weekly with the entire resource team and the school's Parent Engagement Liaison to discuss issues that impact the school as a whole and to discuss Family Engagement Activities. In the instructional support meetings the instructional resource team discusses any instructional issues such as collaborative planning, data analysis and the instructional framework. These meetings also provide the instructional team the opportunity to identify teachers into three tiers of support depending on participation during the PLC collaborative planning meetings, student achievement and observation data. During these meetings we triangulate the data and discuss trends that impact instruction and student achievement. We then make decisions about any coaching that needs to happen during the week or any Professional Development that needs to be planned as well as any additional support a scholar or family might need.

The Resource Team also provides a common vision for the use of data-based decision making. The team will participate actively in monthly MTSS data analysis meetings and will evaluate the effectiveness of the tiers of intervention. During weekly PLC meetings, the instructional leadership team will meet with grade level teams to discuss student achievement and data.

Observations are being done by the majority of the Resource Team, with feedback being given to teachers on an ongoing basis. These same coaches are providing opportunities throughout the school year for teachers to participate in Instructional Rounds, and they will help lead Element Studies (for Deliberate Practice plans).

The reading and math coaches monitor and coach teachers on the use of the core reading program and reading and math interventions. The MTSS Coach along with the reading and math coaches, the principal, the assistant principal, and the school psychologist collaborate with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. Each subject area instructional coach collects the weekly data from each teacher on their common assessments. They keep teachers abreast of any curriculum issues and assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning. The ESOL CS provides information to the teachers on ELL students, assists teachers in understanding English proficiency levels, and facilitated the acquisition of Imagine Learning licenses for our ELL students who are newcomers to the United States. The CS also plans for future professional development to further their understanding of more effective ELL accommodations and strategies to ensure comprehensible instruction. The Administrative Dean and the Behavior Specialist provide support for behavioral issues and share behavior strategies and ideas as needed. Additionally, the Dean serves as our CHAMPS trainer and offers support in this area for our teachers. The Media Specialist offers support in the area of Accelerated Reader as she assists teachers in getting students to know their AR range and set goals and work towards them. She coordinates the celebration of students reaching their goal. In addition, she maintains the media center as the hub of the school. The principal and assistant principal oversee the meetings and review progress toward SIP goals. ESE teachers work with regular education teachers to provide additional support and accommodations for scholars not making adequate progress. Jessica Abrew (Principal), Carmen Dottavio (Assistant Principal), Nichelle Thomas (CRT), Nalini Clarke (Dean),

Dawn Cannon (Staffing Specialist), Aislinn Van Buren (Reading Coach), Sarah Porcenaluk (Math Coach), Amanda Hill (School Psychologist), Lorena Suter (School Social Worker), and Olivia Davey (Speech Pathologist), Kristin DeSanctis (ESE Support Facilitator), and general education teachers create the MTSS Team.

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

The MTSS Leadership Team meets every 3 weeks with PLCs to review the effectiveness of core instruction by analyzing data from formative assessments. During these meetings teachers identify strategies that have been most effective and make suggestions for instructional changes in the core curriculum. Teachers also identify those students not meeting the standards who will require additional intervention. Once a month the MTSS team meets with teachers to monitor the progress of students receiving Tier II interventions, suggest instructional changes or make recommendations for Tier III intervention. The MTSS team evaluates the need for additional intervention materials, tutoring and the structuring of intervention groups. The instructional coaches help monitor the rigor of the core curriculum and support teachers in the implementation of effective instructional strategies and practices.

In addition, every 6 weeks the principal funds 6 full day subs to cover classes while the teachers get an additional two hours of uninterrupted time to meet with the MTSS Coach to analyze the MTSS graphs for students who are being progress monitored at the Tier 2 and Tier 3 levels.

Data meetings also take place during the weekly PLC Collaborative Planning meetings as instructional decisions are made based on each teacher's standards-based achievement data (from unit assessments). Discussions revolve around how students are progressing, what to do about those that are not, what strategies are meeting with the most success, and whether or not an individual teacher needs additional assistance or not.

Lake George receives Title I funding. Funds from Title I, SAI and the school budget will be used to provide after school tutoring for our level 1 and 2 scholars and our bubble level 3s. We will also implement 9 sessions of a monthly Super Science Saturday Program to provide additional time for Science instruction to 5th grade students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jessica Abrew	Principal
Andrea Patulak	Parent
Debra Rusk	Parent
Heather Febres	Teacher
Courtney Warren	Parent
Kim Copeland	Parent
Katie Grace Miller	Teacher
Jennifer Ipina	Parent
Cindy Pritchard Valdes	Parent
Lorie Cintron	Parent
Arleyti Ortiz	Education Support Employee
Michelle McConaughay	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

The School Advisory Council reviews the most recent SIP goals and targets, determining which were met and which were not. This data, along with the school performance data is used to plan and write the new SIP.

b. Development of this school improvement plan

The School Advisory Council assists in the analysis of the school improvement surveys, gives input in priority focuses and strategies. In addition the council provides ideas and recommendations on school improvement opportunities to increase student achievement.

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

The School Advisory Council reviews the proposed budget allocation and gives input to the principal regarding the proposed budget for the upcoming school year. During the year the budget recalculations are shared and any decisions that may need to be made regarding the adjustments are shared and discussed with the council.

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

School Improvement Funds were allocated to the schools at the beginning of this school year. The amount allocated is \$7,132. The SAC will decide how these funds will be spent.

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

No

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

The school team is having the second SAC meeting on Tuesday, September 5, 2017. The membership will be determined and established at that time.

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
Van Buren, Aislinn	Instructional Coach
Swain, Jessica	Principal
Cooper, Ashley	Teacher, K-12
Mercado, Rafaelina	Teacher, K-12
Adams, Heather	Teacher, K-12
Morton, Chanelle	Teacher, K-12
DeSanctis, Kristin	Teacher, ESE
Sanders, Jessica	Teacher, K-12

b. Duties

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

The major reading initiative will be focused on our Literacy Goal: Teachers will participate in professional development to increase their capacity when choosing appropriate, content specific complex text and assign standards-aligned tasks, and model close reading strategies. As a result, our ELA achievement will increase by 5%.

The Literacy Leadership Team will be known as the DPLC (District PLC) team and will participate in the 3 year DPLC plan initiated by the district. The DPLC district-wide goals for year 1 include:

1. Teachers will choose appropriate, content specific complex texts and assign standards-aligned tasks; model close reading strategies and tools; observe peers; reflect and modify instructional practice based on student evidence and professional learning.
2. Students, independently, will use close reading strategies and tools to comprehend and persevere through content specific complex texts.

The Literacy Leadership Team / DPLC Team will attend six (6) off campus trainings along with schools from throughout the district, to achieve these goals and then come back to the school to train their peers. The on campus training will consist of six (6) PD sessions for all teachers conducted by the DPLC team on a Wednesday following the off campus training along with follow up training within the PLC during special area time. In addition, this initiative will require the DPLC members to collect samples of complex text that was used for instruction, analyze student work samples, and facilitate peer observations and reflection.

Finally, guided classroom visits will be conducted by the DPLC members along with district personnel to gauge the effectiveness of this initiative's implementation.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Grade level teams have been provided a daily common planning time. The PLC model has been implemented and teams are required to plan together and make collaborative decisions on their grade level on items such as grading, homework and use of curriculum resources with their subject area coaches, principal, and assistant principal. Each PLC has been asked to create an Instructional Focus Calendar that aligns with the district scope and sequence, as well as, assessments.

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

Teacher candidates are carefully screened for backgrounds and degrees in elementary education and experience. Only teachers who meet highly qualified standards are interviewed and considered for vacant positions. The interview team consists of members of the leadership team. Beginning teachers are provided mentors and support through Professional Learning Communities. Beginning teachers are provided opportunities for leadership, professional development and time for planning and collaboration. Ongoing professional development and selection of Deliberate Practice is provided to support all teachers.

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

The mentor and mentee will meet on a regular basis to discuss research based strategies, observe experienced teachers implementing strategies, create and review lesson plans, and discuss training opportunities for best practices. The mentee will complete the Beginning Teacher Portfolio which is part of the OCPS induction program. Lake George Elementary School has one first year teacher, Aimee Halpin, and her mentor is Aislinn Van Buren.

Lake George Elementary School's second year teachers include Shannon Gonzalez (mentor: Nichelle Thomas); Cailynn Coble (mentor: Jackie McCarthy); Deborah Samuel (mentor: Michelle Luyster); Marianne Webb (mentor: Sarah Porcenaluk); Sharika Joyce (mentor: Rafaelina Mercado), and Joseph Scott (mentor: Nalini Clarke).

In addition to the school's regularly scheduled professional development opportunities, new teachers will be given the opportunity to participate in Kagan Cooperative Learning and Instructional Rounds. New teachers will receive additional training in the Marzano Instructional Framework and assistance with their own deliberate practice growth plan.

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.

School leaders communicate to the instructional staff the need to implement the Florida Standards at the beginning of the year during pre-planning. We stress the importance of understanding the Florida Standards and the use of research-based, standards-based materials as resources for them to use in their instruction. During the PLC's weekly collaborative planning meetings, teachers, with the support of their subject area coach, use a Planning Alignment Tool (PAT) created by our school to discuss the learning target, instructional strategies, activities, questions and formative assessment / student evidence. They then take this PTA to create the Flipchart or Power Point presentation that becomes

their guided lesson plan.

The principal has communicated the expectations of what components need to be part of the lesson plan:

List of Florida standards for the unit (include DOK Level next to each standard)

Unit evidence-based scale

Daily learning targets

Academic vocabulary for the unit

Daily Lesson Sequence with elements from the Marzano Instructional Framework and activities, questions, and resources.

Each grade level's lesson plans is reviewed by the subject area coaches and during observations on a regular basis. The Resource Team gives feedback to teachers on the alignment of the standards with their instruction.

b. Instructional Strategies

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

The school uses data to drive instructional decisions about the core materials for all scholars. Data is monitored and discussed during data meetings with the grade level teachers and resource team every three (3) weeks. Differentiated instruction occurs for each lesson to meet the needs of our gifted, exceptional education, and English Language Learners. We continue to work with our teachers to provide a variety of differentiation from adapting assessments and practice work, to reading complex texts in the content areas, to the extension of time for completion of assignments and assessments. Any scholar whose data is showing a deficiency is targeted for extra reading and math intervention support and monitored via the Multi-Tier System of Support (MTSS) process. MTSS provides these students with additional time and support in a smaller group setting. After school tutoring is provided for 3rd, 4th, and 5th graders in reading and in math. We are exploring the possibility of having a tutoring program for our at-risk 2nd graders.

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

The use of the iReady Diagnostic Assessment is used to guide our decisions on students in third, fourth and fifth grades and their participation in after school tutoring for 2 hours a week over 20 weeks on Mondays and Tuesdays or Tuesdays and Thursdays. The focus of the instruction is reading and math and includes small group instruction and practice delivered by classroom teachers.

Strategy Rationale

The purpose of the after school tutoring is to provide additional learning opportunities for scholars who may be at risk for retention. These scholars require additional time to increase the skills that they are lacking to meet grade level expectations.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dottavio, Carmen, carmen.dottavio@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 a pre-assessment and post-assessment. There will also be a mid point assessment to monitor the students' direction of movement. This data will be further analyzed at the end of the year to see if a correlation exists between tutoring and learning gains on the FSA.

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 Roundup is held each spring, during which families and their preschool children are offered tours of the school and the kindergarten classrooms. The families are also provided pamphlets (in English and Spanish) on how to get their child ready for Kindergarten throughout the summer. Teachers discuss the kindergarten program and provide information to parents about school policies and how to have a successful start to the school year. Parents and Kindergarten scholars tour the school and visit their classroom. Another strategy that helps the transition from preschool to kindergarten is the development of procedures and routines the first weeks of school. Teachers also use FLKRS to observe and assess each scholars' readiness for kindergarten. In late September, kindergarten parents are invited to an Open House where they learn about classroom curriculum and instruction, assessments, grading, and procedures and routines which help their child transition smoothly into elementary school.

Scholars in the 5th grade transitioning to middle school are provided with multiple exposures to the process and expectations to support their successful transition. The school guidance counselor works closely with the middle school guidance counselors to provide an orientation and visit to the receiving school. The guidance counselors from the middle school visit Lake George Elementary to share

information with the scholars about their new school and start the process of choosing elective classes and allows the scholars the time to ask questions they may have about the school and the procedures they will follow. The scholars are also provided with the opportunity to visit the middle school campus. The scholars are transported to the middle school for a tour and visit of classes to help familiarize them with the layout of the campus. Middle school orientation nights, planned by the middle school, are communicated to our families for the opportunity to attend evening events. We also invite the middle school principal to join the 5th grade end of year celebration to speak to the scholar and welcome them to their new school.

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.

Independent learning and leadership is fostered to prepare scholars for college and career readiness through the implementation of the following extra curricular activities:

Student council - 3rd - 5th grade

Safety Patrols - 5th grade

Lake George Jammers - This is our school's chorus for interested 3rd - 5th graders

Chess Club - 2nd - 5th grade

Math Olympiad - 4th and 5th graders

Science Club - 4th and 5th graders

Girls on the Run - 3rd - 5th grade

STEM Club - 3rd and 4th grades

Garden Club - 1st grade

SAFE Ambassadors/Character Ed Club - 4th and 5th graders

Battle of the Books - 4th and 5th graders

Sunshine State Book Club - 4th and 5th graders

National Elementary Honor Society - 4th and 5th graders

Mechanics - 3rd - 5th graders

Art - 2nd - 4th graders

Yoga - K-5th graders

Robotics - 5th graders

SSYRA Club K-2nd graders

SSYRA and Battle of the Books Club - 3rd - 5th graders

Peer Leaders and Mentors - K-2nd Graders

MAGIC program - Orange County Sheriff's Office Drug and Gang Resistance Program for all 5th graders

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

To prepare our students for 21st century careers with technology and industry, Lake George has increased access to digital curriculum and access through the use of Accelerated Reader, iReady Reading / Math, Imagine Learning for newcomer ELLs, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Promethean Boards are in each classroom and incorporated to prepare 21st century learners for careers involving computers, and virtual manipulatives. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fourth and fifth grade scholars with the opportunity to learn and experience the multimedia production process.

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

Lake George Elementary provides fifth grade students with weekly STEM program in which 5th grade scholars visit our science lab for hands-on science instruction. Lake George also participates in the annual Teach In event where various community members come in to discuss their careers and jobs with students.

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.

The strategies implemented at Lake George for improving scholars' readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through iReady Reading/Math will be used to identify deficiencies. Teachers, with the support of the MTSS Coach, will form fluid and strategic intervention groups to provide remediation and enrichment support starting in August and continuing throughout the school year to increase reading and math proficiency. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate goal setting. The quarterly award ceremonies recognize scholars that have earned Straight A's or A/B Honor Roll as well as Citizenship, Perfect Attendance, and met their Accelerated Reader goals. The 5th grade End of Year Ceremony recognizes scholars' accomplishments in elementary school and prepares them for their middle school experience by honoring these scholars and creating a vision of learning for future years in front of their families at the middle school campus.

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.** Teachers will participate in collaborative planning on a weekly basis to increase their capacity to implement appropriate math instructional strategies to enhance math instruction, thus increasing Math achievement by 3%.

- G2.** Teachers will participate in professional development to increase their capacity when choosing appropriate, content specific complex text and assign standards-aligned tasks, and model close reading strategies so that students can use these strategies independently by the end of the year. As a result, ELA achievement will increase by 5%.

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. Teachers will participate in collaborative planning on a weekly basis to increase their capacity to implement appropriate math instructional strategies to enhance math instruction, thus increasing Math achievement by 3%. 1a

G095656

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	65.0
Math Lowest 25% Gains	59.0
Math Gains	67.0

Targeted Barriers to Achieving the Goal 3

- There are still some misconceptions regarding the meaning of each standard and what it means to teach the standard at the required level of rigor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Subject area coach for Math facilitates collaborative planning.
- Common planning times and location for meeting to plan collaboratively.
- Provided resources to facilitate understanding of the standards.
- Math trade books.
- Math centers.
- In-school math literacy enhancement.
- MTSS Coach.

Plan to Monitor Progress Toward G1. 8

Student math data will be monitored for increased performance.

Person Responsible

Sarah Porcenaluk

Schedule

Every 3 Weeks, from 9/22/2017 to 5/11/2018

Evidence of Completion

Student data collected, charted, and displayed in our coaches' office. Minutes from MTSS data meetings conducted every 3 weeks will be collected.

G2. Teachers will participate in professional development to increase their capacity when choosing appropriate, content specific complex text and assign standards-aligned tasks, and model close reading strategies so that students can use these strategies independently by the end of the year. As a result, ELA achievement will increase by 5%. 1a

G095657

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Lowest 25% Gains	59.0
ELA/Reading Gains	56.0
Statewide Science Assessment Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and understanding about close reading strategies, choosing appropriate complex text, and assigning standards-aligned tasks.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Subject area coach for ELA is available.
- A prescribed interventions plan monitored by the MTSS coach will be implemented.
- A representative from each grade level 1st-5 and ESE plus the Reading Coach and Principal (DPLC team) will attend the DPLC trainings provided by the district once every 2 months.
- Collaborative planning time for the DPLC team to come back and teach the rest of the teachers what they learned at the training.

Plan to Monitor Progress Toward G2. 8

Individual data meetings will be held with each teacher to discuss student performance and guidance on instructional decisions in response to the data.

Person Responsible

Jessica Swain

Schedule

Monthly, from 9/6/2017 to 5/11/2018

Evidence of Completion

Agenda and data charts from data meetings. The data reports that will be analyzed will come from the common end of unit assessments and iReady Reading/Math data.

Plan to Monitor Progress Toward G2. 8

Data chat at the beginning of each PLC Reading collaborative planning meeting. During this portion of the PLC meeting, the subject area coaches will lead a discussion regarding formative data for the prior weeks of instruction so that instructional decisions can be made when planning for remediation and enrichment.

Person Responsible

Aislinn Van Buren

Schedule

Weekly, from 10/3/2017 to 5/22/2018

Evidence of Completion

Data charts developed for the PLC collaborative meetings by the subject area coach will be collected as evidence. Notes taken by the subject area coach in regards to next steps will also be collected as evidence.

Plan to Monitor Progress Toward G2. 8

MTSS data meetings to discuss reading intervention data as well as reading common assessment data.

Person Responsible

Aislinn Van Buren

Schedule

Every 3 Weeks, from 9/22/2017 to 5/11/2018

Evidence of Completion

Minutes from the MTSS meetings will be collected. In addition, data charts in the coaches' office, and individual students' intervention data graphs will be collected as evidence.

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. Teachers will participate in collaborative planning on a weekly basis to increase their capacity to implement appropriate math instructional strategies to enhance math instruction, thus increasing Math achievement by 3%. 1

G095656

G1.B3 There are still some misconceptions regarding the meaning of each standard and what it means to teach the standard at the required level of rigor. 2

B257563

G1.B3.S1 Provide grade level PLCs one (1) day each week for collaborative planning with a focus on standards-based instruction. Math Coach will monitor and provide feedback on the alignment of grade level standards, learning goals and learning targets. 4

S272532

Strategy Rationale

PLCs is a research-based model for planning and analyzing the effectiveness of instruction. Having an assigned coach for each subject area will allow the teachers to have continuity in their planning and instruction.

Action Step 1 5

Create collaborative planning meeting schedule and inform PLC's during pre-planning of the schedule.

Person Responsible

Jessica Swain

Schedule

On 8/7/2017

Evidence of Completion

Collaborative planning meeting schedule has been disseminated.

Action Step 2 5

Weekly collaborative planning meetings with each PLC will be held.

Person Responsible

Sarah Porcenaluk

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Grade level lesson plan uploaded to each grade level's Google Drive

Action Step 3 5

Lesson planning resources will be disseminated.

Person Responsible

Sarah Porcenaluk

Schedule

On 8/7/2017

Evidence of Completion

Each PLC brings their resources with them to the collaborative planning meeting.

Action Step 4 5

Identify common elements from the Marzano Instructional Framework that will help us determine if standards-based instruction is being provided.

Person Responsible

Jessica Swain

Schedule

Weekly, from 9/11/2017 to 5/21/2018

Evidence of Completion

iObservation reports showing ratings for Domain 1 elements as well as the comments provided.

Action Step 5 5

Collaborative planning days for additional planning time will be scheduled as needed, not to exceed 1 per quarter.

Person Responsible

Sarah Porcenaluk

Schedule

On 3/16/2018

Evidence of Completion

Schedule of sub coverage for each PLC; Agenda for Planning days; Minutes from Planning Days meetings for each PLC; Planning Alignment Tools for lessons taking place in the 2nd quarter of the year will be developed and uploaded to the Google Drive.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review lesson plans that are completed after each collaborative planning meeting.

Person Responsible

Sarah Porcenaluk

Schedule

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

Evidence of Completion

Lesson plan guides uploaded to each PLC's Google Drive. Lesson plan feedback from subject area coaches will be noted in the PLC meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Discuss updates at weekly instructional resource team meeting.

Person Responsible

Jessica Swain

Schedule

Weekly, from 9/11/2017 to 5/21/2018

Evidence of Completion

Weekly instructional resource team meeting agenda and minutes. Teacher observation data will be discussed at the weekly instructional resource team meetings.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Data Meetings to discuss summative (end of unit) data.

Person Responsible

Sarah Porcenaluk

Schedule

Every 3 Weeks, from 9/22/2017 to 5/11/2018

Evidence of Completion

Data will be charted by student as well as by teacher. The data that will be charted will include individual student performance data from the end of unit assessments by standard for grades 3-5 and classroom overall standards mastery data from the end of unit assessments for each teacher in grades K-5.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data will be collected from common end of unit assessments.

Person Responsible

Sarah Porcenaluk

Schedule

Weekly, from 9/14/2017 to 5/24/2018

Evidence of Completion

Common end of unit assessment data will be charted by standard and displayed in our data room. Data discussions will be led by our subject area coaches during the weekly instructional leadership team meetings. Agendas and minutes from these meetings will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data from daily formative assessments will be discussed during subject area PLC collaborative planning meetings.

Person Responsible

Sarah Porcenaluk

Schedule

Weekly, from 9/14/2017 to 5/24/2018

Evidence of Completion

Minutes from the PLC meetings documenting the discussion of formative assessment data and the changes in instruction as a response to the data. The subject area coaches will take care of typing and collecting these minutes.

G2. Teachers will participate in professional development to increase their capacity when choosing appropriate, content specific complex text and assign standards-aligned tasks, and model close reading strategies so that students can use these strategies independently by the end of the year. As a result, ELA achievement will increase by 5%. **1**

 G095657

G2.B2 Lack of knowledge and understanding about close reading strategies, choosing appropriate complex text, and assigning standards-aligned tasks. **2**

 B257567

G2.B2.S1 DPLC team members will provide teachers with professional development in the areas of choosing appropriate complex texts, assigning standards-aligned tasks, and close reading strategies throughout the year. **4**

 S272534

Strategy Rationale

Research supports that close reading is a strategy that positively impacts student achievement in reading. Therefore, increasing teachers' pedagogy in the area of close reading will positively impact our students' achievement in Reading and Science.

Action Step 1 **5**

In house orientation meeting for DPLC Team members will be conducted.

Person Responsible

Jessica Swain

Schedule

Evidence of Completion

DPLC binders with DPLC information. Agenda and minutes from meeting showing discussion of the 3-year DPLC plan will be collected as evidence.

Action Step 2 5

DPLC Team will attend district training every 2 months to learn about close reading strategies, selecting appropriate complex text, and assigning standards-aligned tasks to then train the staff.

Person Responsible

Jessica Swain

Schedule

Every 2 Months, from 9/15/2017 to 5/8/2018

Evidence of Completion

Lesson plans, observation data, and results of students' end of unit assessments. In addition, we will collect agendas, Power Point presentations, resources provided, sign in sheet, and exit slips from the participants.

Action Step 3 5

Professional development will be provided to increase teacher pedagogy in the areas of choosing appropriate complex text, assigning standards-aligned tasks, and close reading strategies.

Person Responsible

Sarah Porcenaluk

Schedule

Every 2 Months, from 9/20/2017 to 5/16/2018

Evidence of Completion

Lesson plans, observation data, and results of students' end of unit assessments. In addition, we will collect agendas, Power Point presentations, resources provided, sign in sheets, and exit slips from the participants. Samples of complex texts as well as samples of students work will be collected. A guided walkthrough will also serve as evidence of implementation.

Action Step 4 5

During our weekly collaborative planning meetings, the subject area coaches will ensure that close reading strategies, appropriate complex text, and standards-aligned tasks are selected and documented in the lesson plan.

Person Responsible

Aislinn Van Buren

Schedule

Weekly, from 9/26/2017 to 5/22/2018

Evidence of Completion

Lesson plans and classroom observations.

Action Step 5 5

Regular teacher observations will be conducted to monitor implementation of the close reading strategies and the lesson plan created during collaborative planning.

Person Responsible

Jessica Swain

Schedule

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

Evidence of Completion

Observation data and notes

Action Step 6 5

Instructional resource team meetings will be held to discuss lesson plan feedback, teacher observation data, coaching support plan for teachers, and student achievement data results from end of unit assessments.

Person Responsible

Jessica Swain

Schedule

Weekly, from 9/11/2017 to 5/21/2018

Evidence of Completion

Agenda and minutes will be collected. We will also use teacher observation data and student achievement data in our discussions.

Action Step 7 5

Teachers will conduct Peer Observations.

Person Responsible

Aislinn Van Buren

Schedule

Monthly, from 1/29/2018 to 5/25/2018

Evidence of Completion

Notes on peer observation protocol guides. Reflection logs and minutes from debriefing meeting.

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

Professional Development calendar will be monitored to ensure PD sessions are being conducted.

Person Responsible

Jessica Swain

Schedule

Weekly, from 9/20/2017 to 5/23/2018

Evidence of Completion

Agendas, Power Point presentations, resources, sign in sheets, and exit slips the participants fill out.

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

Lesson plans will be reviewed for evidence of collaborative planning and to ensure teachers have selected appropriate complex text, standards-aligned tasks, and close reading strategies.

Person Responsible

Aislinn Van Buren

Schedule

Weekly, from 9/12/2017 to 5/22/2018

Evidence of Completion

Lesson plan feedback provided by the Reading coach to teachers during collaborative planning meetings will be recorded in the PLC meeting minutes.

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

Observations will be conducted to monitor implementation of literacy strategies (close reading, complex text, standards-aligned tasks).

Person Responsible

Jessica Swain

Schedule

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

Evidence of Completion

Observation data and observation feedback comments. Samples of complex text and student work will also be collected.

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

Instructional resource team meetings will be conducted weekly. There will be a recurring calendar invite for this meeting to remind members of the meetings and minutes will be taken during the meeting.

Person Responsible

Jessica Swain

Schedule

Weekly, from 9/25/2017 to 5/21/2018

Evidence of Completion

Agendas and minutes from the instructional resource team meetings will be collected.

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

Guided walkthroughs by district personnel will be implemented - led by the DPLC team

Person Responsible

Jessica Swain

Schedule

Monthly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Samples of student work will be collected. Walkthrough

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

Peer observations will be conducted and opportunity for reflection and discussion provided after the observations.

Person Responsible

Aislinn Van Buren

Schedule

Monthly, from 1/29/2018 to 5/25/2018

Evidence of Completion

Notes on Peer Observation Protocol guides will be taken. Notes from the reflection and discussion meetings conducted after the Peer Observations are conducted.

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

Review and discussion of observation data.

Person Responsible

Jessica Swain

Schedule

Weekly, from 10/2/2017 to 5/21/2018

Evidence of Completion

Observation data will be reviewed to monitor effectiveness of this strategy.

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

Review of student achievement data

Person Responsible

Jessica Swain

Schedule

Weekly, from 10/2/2017 to 5/21/2018

Evidence of Completion

Common end of unit assessments, iReady Reading/Math data will be reviewed to monitor the effectiveness of this strategy.

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

Review of lesson plans

Person Responsible

Aislinn Van Buren

Schedule

Weekly, from 10/3/2017 to 5/22/2018

Evidence of Completion

Evidence of the use of standards-aligned tasks, complex text, and close reading strategies will increase as lesson plans are reviewed throughout the year.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B2.S1.A1 A365755	In house orientation meeting for DPLC Team members will be conducted.	Swain, Jessica	9/7/2017	DPLC binders with DPLC information. Agenda and minutes from meeting showing discussion of the 3-year DPLC plan will be collected as evidence.	No End Date one-time
G1.B3.S1.A1 A365749	Create collaborative planning meeting schedule and inform PLC's during pre-planning of the schedule.	Swain, Jessica	8/7/2017	Collaborative planning meeting schedule has been disseminated.	8/7/2017 one-time
G1.B3.S1.A3 A365751	Lesson planning resources will be disseminated.	Porcenaluk, Sarah	8/7/2017	Each PLC brings their resources with them to the collaborative planning meeting.	8/7/2017 one-time
G1.B3.S1.A5 A365753	Collaborative planning days for additional planning time will be scheduled as needed, not to exceed...	Porcenaluk, Sarah	11/7/2017	Schedule of sub coverage for each PLC; Agenda for Planning days; Minutes from Planning Days meetings for each PLC; Planning Alignment Tools for lessons taking place in the 2nd quarter of the year will be developed and uploaded to the Google Drive.	3/16/2018 one-time
G2.B2.S1.A2 A365756	DPLC Team will attend district training every 2 months to learn about close reading strategies,...	Swain, Jessica	9/15/2017	Lesson plans, observation data, and results of students' end of unit assessments. In addition, we will collect agendas, Power Point presentations, resources provided, sign in sheet, and exit slips from the participants.	5/8/2018 every-2-months
G1.MA1 M391623	Student math data will be monitored for increased performance.	Porcenaluk, Sarah	9/22/2017	Student data collected, charted, and displayed in our coaches' office. Minutes from MTSS data meetings conducted every 3 weeks will be collected.	5/11/2018 every-3-weeks
G2.MA1 M391635	Individual data meetings will be held with each teacher to discuss student performance and guidance...	Swain, Jessica	9/6/2017	Agenda and data charts from data meetings. The data reports that will be analyzed will come from the common end of unit assessments and iReady Reading/Math data.	5/11/2018 monthly
G2.MA3 M391637	MTSS data meetings to discuss reading intervention data as well as reading common assessment data.	Van Buren, Aislinn	9/22/2017	Minutes from the MTSS meetings will be collected. In addition, data charts in the coaches' office, and individual students' intervention data graphs will be collected as evidence.	5/11/2018 every-3-weeks
G1.B3.S1.MA5 M391622	Data Meetings to discuss summative (end of unit) data.	Porcenaluk, Sarah	9/22/2017	Data will be charted by student as well as by teacher. The data that will be charted will include individual student performance data from the end of unit assessments by standard for grades 3-5 and classroom overall standards mastery data from the end of unit assessments for each teacher in grades K-5.	5/11/2018 every-3-weeks
G2.B2.S1.A3 A365757	Professional development will be provided to increase teacher pedagogy in the areas of choosing...	Porcenaluk, Sarah	9/20/2017	Lesson plans, observation data, and results of students' end of unit assessments. In addition, we will collect agendas, Power Point presentations, resources provided, sign in sheets, and exit slips from the participants. Samples of complex texts as well as samples of students work will be collected. A guided walkthrough	5/16/2018 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				will also serve as evidence of implementation.	
G1.B3.S1.MA1 M391621	Discuss updates at weekly instructional resource team meeting.	Swain, Jessica	9/11/2017	Weekly instructional resource team meeting agenda and minutes. Teacher observation data will be discussed at the weekly instructional resource team meetings.	5/21/2018 weekly
G1.B3.S1.A4 A365752	Identify common elements from the Marzano Instructional Framework that will help us determine if...	Swain, Jessica	9/11/2017	iObservation reports showing ratings for Domain 1 elements as well as the comments provided.	5/21/2018 weekly
G2.B2.S1.MA1 M391626	Review and discussion of observation data.	Swain, Jessica	10/2/2017	Observation data will be reviewed to monitor effectiveness of this strategy.	5/21/2018 weekly
G2.B2.S1.MA6 M391627	Review of student achievement data	Swain, Jessica	10/2/2017	Common end of unit assessments, iReady Reading/Math data will be reviewed to monitor the effectiveness of this strategy.	5/21/2018 weekly
G2.B2.S1.MA4 M391632	Instructional resource team meetings will be conducted weekly. There will be a recurring calendar...	Swain, Jessica	9/25/2017	Agendas and minutes from the instructional resource team meetings will be collected.	5/21/2018 weekly
G2.B2.S1.A6 A365760	Instructional resource team meetings will be held to discuss lesson plan feedback, teacher...	Swain, Jessica	9/11/2017	Agenda and minutes will be collected. We will also use teacher observation data and student achievement data in our discussions.	5/21/2018 weekly
G2.MA2 M391636	Data chat at the beginning of each PLC Reading collaborative planning meeting. During this portion...	Van Buren, Aislinn	10/3/2017	Data charts developed for the PLC collaborative meetings by the subject area coach will be collected as evidence. Notes taken by the subject area coach in regards to next steps will also be collected as evidence.	5/22/2018 weekly
G2.B2.S1.MA7 M391628	Review of lesson plans	Van Buren, Aislinn	10/3/2017	Evidence of the use of standards-aligned tasks, complex text, and close reading strategies will increase as lesson plans are reviewed throughout the year.	5/22/2018 weekly
G2.B2.S1.MA2 M391630	Lesson plans will be reviewed for evidence of collaborative planning and to ensure teachers have...	Van Buren, Aislinn	9/12/2017	Lesson plan feedback provided by the Reading coach to teachers during collaborative planning meetings will be recorded in the PLC meeting minutes.	5/22/2018 weekly
G2.B2.S1.A4 A365758	During our weekly collaborative planning meetings, the subject area coaches will ensure that close...	Van Buren, Aislinn	9/26/2017	Lesson plans and classroom observations.	5/22/2018 weekly
G2.B2.S1.MA1 M391629	Professional Development calendar will be monitored to ensure PD sessions are being conducted.	Swain, Jessica	9/20/2017	Agendas, Power Point presentations, resources, sign in sheets, and exit slips the participants fill out.	5/23/2018 weekly
G1.B3.S1.MA1 M391618	Data will be collected from common end of unit assessments.	Porcenaluk, Sarah	9/14/2017	Common end of unit assessment data will be charted by standard and displayed in our data room. Data discussions will be led by our subject area coaches during the weekly instructional leadership team meetings. Agendas and minutes from these meetings will be collected.	5/24/2018 weekly
G1.B3.S1.MA4 M391619	Data from daily formative assessments will be discussed during subject area PLC collaborative...	Porcenaluk, Sarah	9/14/2017	Minutes from the PLC meetings documenting the discussion of formative assessment data and the changes in instruction as a response to the data. The subject area coaches will take care of typing and collecting these minutes.	5/24/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1  M391620	Review lesson plans that are completed after each collaborative planning meeting.	Porcenaluk, Sarah	9/5/2017	Lesson plan guides uploaded to each PLC's Google Drive. Lesson plan feedback from subject area coaches will be noted in the PLC meeting notes.	5/24/2018 weekly
G1.B3.S1.A2  A365750	Weekly collaborative planning meetings with each PLC will be held.	Porcenaluk, Sarah	8/14/2017	Grade level lesson plan uploaded to each grade level's Google Drive	5/24/2018 weekly
G2.B2.S1.MA3  M391631	Observations will be conducted to monitor implementation of literacy strategies (close reading,...	Swain, Jessica	9/25/2017	Observation data and observation feedback comments. Samples of complex text and student work will also be collected.	5/25/2018 daily
G2.B2.S1.MA5  M391633	Guided walkthroughs by district personnel will be implemented - led by the DPLC team	Swain, Jessica	10/2/2017	Samples of student work will be collected. Walkthrough	5/25/2018 monthly
G2.B2.S1.MA9  M391634	Peer observations will be conducted and opportunity for reflection and discussion provided after...	Van Buren, Aislinn	1/29/2018	Notes on Peer Observation Protocol guides will be taken. Notes from the reflection and discussion meetings conducted after the Peer Observations are conducted.	5/25/2018 monthly
G2.B2.S1.A5  A365759	Regular teacher observations will be conducted to monitor implementation of the close reading...	Swain, Jessica	9/25/2017	Observation data and notes	5/25/2018 daily
G2.B2.S1.A7  A365761	Teachers will conduct Peer Observations.	Van Buren, Aislinn	1/29/2018	Notes on peer observation protocol guides. Reflection logs and minutes from debriefing meeting.	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. Teachers will participate in collaborative planning on a weekly basis to increase their capacity to implement appropriate math instructional strategies to enhance math instruction, thus increasing Math achievement by 3%.

G1.B3 There are still some misconceptions regarding the meaning of each standard and what it means to teach the standard at the required level of rigor.

G1.B3.S1 Provide grade level PLCs one (1) day each week for collaborative planning with a focus on standards-based instruction. Math Coach will monitor and provide feedback on the alignment of grade level standards, learning goals and learning targets.

PD Opportunity 1

Weekly collaborative planning meetings with each PLC will be held.

Facilitator

Porcenaluk, Sarah

Participants

K-5 Teachers

Schedule

Weekly, from 8/14/2017 to 5/24/2018

G2. Teachers will participate in professional development to increase their capacity when choosing appropriate, content specific complex text and assign standards-aligned tasks, and model close reading strategies so that students can use these strategies independently by the end of the year. As a result, ELA achievement will increase by 5%.

G2.B2 Lack of knowledge and understanding about close reading strategies, choosing appropriate complex text, and assigning standards-aligned tasks.

G2.B2.S1 DPLC team members will provide teachers with professional development in the areas of choosing appropriate complex texts, assigning standards-aligned tasks, and close reading strategies throughout the year.

PD Opportunity 1

In house orientation meeting for DPLC Team members will be conducted.

Facilitator

Jessica Swain

Participants

DPLC Team / Literacy Leadership Team - Aislinn Van Buren, Krstin DeSanctis, Ashley Cooper, Rafaelina Mercado, Chanelle Morton, Jessica Sanders, Heather Adams, and Jessica Swain

Schedule

PD Opportunity 2

DPLC Team will attend district training every 2 months to learn about close reading strategies, selecting appropriate complex text, and assigning standards-aligned tasks to then train the staff.

Facilitator

District

Participants

DPLC Team / Literacy Leadership Team - Aislinn Van Buren, Krstin DeSanctis, Ashley Cooper, Rafaelina Mercado, Chanelle Morton, Jessica Sanders, Heather Adams, and Jessica Swain

Schedule

Every 2 Months, from 9/15/2017 to 5/8/2018

PD Opportunity 3

Professional development will be provided to increase teacher pedagogy in the areas of choosing appropriate complex text, assigning standards-aligned tasks, and close reading strategies.

Facilitator

DPLC Team / Literacy Leadership Team - Aislinn Van Buren, Krstin DeSanctis, Ashley Cooper, Rafaelina Mercado, Chanelle Morton, Jessica Sanders, Heather Adams, and Jessica Swain

Participants

Instructional Staff

Schedule

Every 2 Months, from 9/20/2017 to 5/16/2018

PD Opportunity 4

Teachers will conduct Peer Observations.

Facilitator

Jessica Swain and Aislinn Van Buren

Participants

Instructional Staff

Schedule

Monthly, from 1/29/2018 to 5/25/2018

VI. Technical Assistance Items

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

G1. Teachers will participate in collaborative planning on a weekly basis to increase their capacity to implement appropriate math instructional strategies to enhance math instruction, thus increasing Math achievement by 3%.

G1.B3 There are still some misconceptions regarding the meaning of each standard and what it means to teach the standard at the required level of rigor.

G1.B3.S1 Provide grade level PLCs one (1) day each week for collaborative planning with a focus on standards-based instruction. Math Coach will monitor and provide feedback on the alignment of grade level standards, learning goals and learning targets.

TA Opportunity 1

Collaborative planning days for additional planning time will be scheduled as needed, not to exceed 1 per quarter.

Facilitator

Sarah Porcenaluk

Participants

K-5 PLCs

Schedule

On 3/16/2018

VII. Budget

1	G1.B3.S1.A1	Create collaborative planning meeting schedule and inform PLC's during pre-planning of the schedule.				\$0.00
2	G1.B3.S1.A2	Weekly collaborative planning meetings with each PLC will be held.				\$0.00
3	G1.B3.S1.A3	Lesson planning resources will be disseminated.				\$0.00
4	G1.B3.S1.A4	Identify common elements from the Marzano Instructional Framework that will help us determine if standards-based instruction is being provided.				\$0.00
5	G1.B3.S1.A5	Collaborative planning days for additional planning time will be scheduled as needed, not to exceed 1 per quarter.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	120-Classroom Teachers	0301 - Lake George Elementary	General Fund		\$3,500.00
<i>Notes: I will budget to provide each classroom teachers with 6 hours of paid planning time. We received feedback from our teachers and all grade levels have agreed they would like to use the money to pay for subs to cover them to plan for the 3rd marking period. Approximately \$3500 will be spent for this project.</i>						

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6	G2.B2.S1.A1	In house orientation meeting for DPLC Team members will be conducted.				\$0.00
7	G2.B2.S1.A2	DPLC Team will attend district training every 2 months to learn about close reading strategies, selecting appropriate complex text, and assigning standards-aligned tasks to then train the staff.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	500-Materials and Supplies	0301 - Lake George Elementary	Title I, Part A		\$0.00
8	G2.B2.S1.A3	Professional development will be provided to increase teacher pedagogy in the areas of choosing appropriate complex text, assigning standards-aligned tasks, and close reading strategies.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	140-Substitute Teachers	0301 - Lake George Elementary	Title I, Part A		\$0.00
9	G2.B2.S1.A4	During our weekly collaborative planning meetings, the subject area coaches will ensure that close reading strategies, appropriate complex text, and standards-aligned tasks are selected and documented in the lesson plan.				\$0.00
10	G2.B2.S1.A5	Regular teacher observations will be conducted to monitor implementation of the close reading strategies and the lesson plan created during collaborative planning.				\$0.00
11	G2.B2.S1.A6	Instructional resource team meetings will be held to discuss lesson plan feedback, teacher observation data, coaching support plan for teachers, and student achievement data results from end of unit assessments.				\$0.00
12	G2.B2.S1.A7	Teachers will conduct Peer Observations.				\$0.00
					Total:	\$3,500.00