

Orange County Public Schools

Lake Weston Elementary



2017-18 Schoolwide Improvement Plan

Lake Weston Elementary

5500 MILAN DR, Orlando, FL 32810

<https://lakewestones.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	94%

School Grades History

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

**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 Weston 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 communities.

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Lake Weston Elementary School develops family and community partnerships through numerous activities and initiatives. A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to further increase family involvement. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education shows Lake Weston Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English. Lake Weston Elementary fosters an environment where cultural diversity is recognized, embraced and celebrated. School-based administration and teachers actively work to continually build culturally sensitive relationships with students and families creating an atmosphere where students and families feel welcomed. Lake Weston takes a multi-step approach in building cultural awareness by ensuring teachers possess appropriate certification credentials and receive adequate professional development while encouraging diversity in the strategic planning of parent involvement events. Teachers are expected to be actively working towards the 300 credit hours of English Speakers of Second Languages and all newly hired teachers are credited through the college preparation programs. During the lesson planning process, specific English Language Learner instructional strategies are identified that will enable students to be successful in the content areas. Additionally, Lake Weston builds parent involvement activities that consider the cultural diversity and backgrounds of the family. Included in such activities are Mustang Day as well as the celebration of both Hispanic Heritage Month and Black History Month that concludes with a performance and celebration.

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

Lake Weston Elementary works diligently to ensure students feel safe and respected during the school day as well as before and after the school day, implementing protocols and procedures that are conducive to a safe learning environment. We employ a team of trained staff members in Crisis Prevention Intervention. This training provides techniques for diffusing and preventing crisis situations. To monitor the safety of students upon arrival and dismissal, appropriate and comprehensive supervision is provided by Administration, the Instructional Leadership Team and the faculty, ensuring the school campus is adequately covered. Lake Weston has an active SAFE plan that is reviewed periodically by the administration team and throughout the year, Lake Weston conducts monthly emergency drills as scripted by Orange County Public Schools ensuring students, teachers and staff are prepared for an unexpected emergency. During the school day, Lake Weston

practices a locked campus with all classroom doors locked and has a Dean that implements and adheres to the Orange County Public School Code of Conduct, including quarterly Code of Conduct reviews and with the support of administration, supports a "zero tolerance" on bullying. The Dean also ensures appropriate protocols and procedures are adhered to for infractions of the Student Code of Conduct maintaining fairness, equality and respect throughout the process. We utilize a safe space called PASS for students who need short term opportunities to reorient their behavior. Assisting in positive behavior choices by students, Lake Weston is a Positive Behavior Systems school whereas there are school wide procedures implemented for all common areas of students. Students are also recognized with Mustang Pride tickets and rewards when a student is observed making positive behavioral choices. To celebrate academic and social success, Lake Weston invites parents and families to celebrate the child's academic and social success at the quarterly Award Ceremony program. Finally, Lake Weston also partners with the After School Program to provide extended quality care to students where students partake in academic and enrichment activities. Additional wrap-around services will be implemented to ensure that the environment at Lake Weston is one that promotes safety and respect for all students. These services include health assistance, before and after school academic assistance, and extracurricular activities (Chess Club, Running Club, National Honor Society). The Love Pantry is another service offered which provides temporary food assistance for families in need. If long-term assistance is needed, the NCF provides additional resources that will offer help on a long-term basis, such as obtaining child care, mentoring, and job finding services. These services are provided at no cost. There is also an existing relationship with Community Health Centers which provide a host of medical, dental and behavioral services at reduced costs.

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 Weston Elementary is a school that participates actively in the Positive Behavior Support program. Embedded in the culture is a Positive Behavior Support (PBS) team that meets monthly with representatives of each grade level to address behaviors and concerns and collaborate on strategies to improve positive choices among students and decrease behavior infractions. Lake Weston has adopted a behavior mission of Mustang POWER and each week all classroom based teachers identify a student who has demonstrated Mustang POWER and they are celebrated on the morning news as Mustang of the Week. Also, as part of Mustang POWER, Lake Weston has an incentive program whereas students are randomly recognized on the spot who are showing Mustang POWER with a Mustang POWER ticket or POWER Buck. Mustang POWER tickets are placed in a drawing on Friday where their names can be selected to choose a prize from our Mustang POWER incentive case. The POWER bucks can be traded in for various incentives in the school store on a monthly basis. During the 2017-2018 school year, each new teacher will receive the CHAMPS book in order to fully utilize CHAMPS in the classroom. Finally, Lake Weston consistently and fairly enforces the OCPs Student Code of Conduct and the Multi-Tiered Support System process for behaviors. The MTSS process features school-wide Tier 1 and 2 interventions including an extra-hour of instruction, small group re-teaching, individual iReady instruction, and best-practice instruction. Tier 3 interventions are implemented when students need additional support, and are implemented by classroom teachers, members of the school leadership team, and other staff members. One major initiative for the 2017-2018 school year includes the use of iReady progress monitoring for all students between the first and second diagnostics and the second and third diagnostics. These two additional data points will help tailor and define opportunities for all students, and especially for students who are struggling. Oral Reading Fluency, math fluency, and other progress monitoring is done on an as-needed, individually decided basis. The iReady and other progress monitoring can help identify students who are responding to interventions, as well as those who are not and therefore need additional support, services, and opportunities to learn.

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 Weston Elementary hosts the Neighborhood Centers for Families (NCF) program on campus. Lake Weston and NCF work collaboratively to promote healthy lifestyle programs, resiliency and self-sufficiency for students and their families. The NCF also provides food and clothing to families and assists in the referral process to outside agencies for additional services. In addition to the NCF, Lake Weston hosts the ALPHA program providing character education lessons to students in grades kindergarten through 3rd grade as well as individual counseling to said students on an individual basis. For students in the 4th and 5th grade, Lake Weston provides referrals to outside agencies, including Better Health Therapy, Aspire Health Partners, where counseling can be provided to students at school and in the home environment. Lake Weston also has a full-time Licensed Practical Nurse and a part time Nurse Practitioner who can provide physicals and prescriptions for certain medical needs. As part of Lake Weston's effort to provide comprehensive medical care, Lake Weston is host to the Dental Van during April for all 1st and 2nd grade students without dental insurance. During Dental Van month, students receive a full comprehensive dental exam including cleanings and fillings when necessary. Additionally, Lake Weston is partnering with the University of Central Florida (UCF) to institute a behavior "cool down" room. This room will be staffed with education majors from UCF that will work with children who are experiences moments of difficulty. This endeavor is a measure that is designed to prevent behavior from escalating into situations that may require disciplinary measures that are punitive in nature, and could possible result in the students missing class time. While in the cool down room, UCF students will use research-based methods to help students deescalate and return to a frame of mind that will promote success in the academic environment. Additionally through UCF's Barnett Honors College, Lake Weston students will receive mentorship and after-school tutoring. Finally, Lake Weston works collaboratively with the assigned school social worker to address truancy, homelessness and outside agency support for families in need.

3. Early Warning Systems

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

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

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

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

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

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	35	29	23	27	30	29	0	0	0	0	0	0	0	173
One or more suspensions	1	5	7	17	17	19	0	0	0	0	0	0	0	66
Course failure in ELA or Math	5	14	14	23	16	26	0	0	0	0	0	0	0	98
Level 1 on statewide assessment	0	0	0	34	56	53	0	0	0	0	0	0	0	143

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	4	6	9	26	32	35	0	0	0	0	0	0	0	112

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

Lake Weston provides a layer of support to students identified as exhibiting two or more early warning signs. The layers of support include providing academic, behavioral and attendance interventions. First, academically, students are identified and placed into the appropriate TIER based on academic data indicators. Based on the data and the TIER placement, the identified students are receiving appropriate tiered interventions and data is being collected as part of the progress monitoring process. Students are also receiving an extra hour of reading each school day as part of the state mandate for early intervention. In addition to the extra hour in reading, students are scheduled daily into the lab for supplemental math and reading instruction. After school tutoring will be offered on a weekly basis to address skill deficits in reading and math.

Secondly, behaviorally, the teachers meet with the appropriate personnel (Staffing Specialist, Dean, and District Behavior Coach) and identify specific targeted behaviors. The team decides on replacement behaviors and a plan for monitoring implementation and the process for progress monitoring an increase in replacement behaviors using data collection.

Finally, to monitor attendance and truancy, classroom teachers, the Registrar, Assistant Principal, and Social Worker identify truant students on a weekly basis as a team using attendance data reports. As a preliminary measure, teachers call home to communicate with parents when there are initial attendance concerns. Based on the early indicators of 5-day, 10-day truancy, or 10 or more events of tardiness, and with consideration of calendar period requirements, early warning letters are sent to parents. Once notification has been sent to parents, and if truancy continues, early intervention truancy meetings are held where parents are placed on an attendance contract. A school-wide incentive program has been implemented to encourage daily attendance and punctuality.

B. Family and Community Engagement

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

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

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

Yes

1. PFEP Link

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

2. Description

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

Lake Weston Elementary School develops family and community partnerships through numerous activities and initiatives. A Parent Engagement Liaison (PEL) has been newly appointed for the 2017-18 school year and will be responsible for coordinating all community-school events. The role of the PEL is to further increase family involvement. Providing this full-time position that focuses on removing barriers that prohibit families from engaging in school events and children's education shows Lake Weston Elementary School's dedication to increasing parental involvement and community engagement. In addition to coordinating all school family events, the PEL will assist with such tasks as organizing transportation for parents unable to reach the school for events and providing language-to-English translation for families who are not yet able to communicate in English.

Lake Weston also has an established relationship with the Neighborhood Center for Families (NCF). This relation is well established as it has been in existence for a number of years. The NCF is an agency supporting the local community. Lake Weston Elementary will continue to work in a collaborative manner with the NCF to ensure that the needs of students and families are met. Services offered include food, clothing assistance, parenting classes, and employment assistance. NCF also partially funds a resource teacher who helps to increase literacy for third grade students.

A collaborative relationship has also been developed with Aspire, which is an organization who provides multiple levels of service for Lake Weston which includes in-class tutoring and therapeutic counseling services for the student population.

Through the efforts of Partners in Education / Community Involvement committee, Lake Weston has established relationships with a variety of business and service entities. This list of partners include The Maitland Rotary, Chick fil'A, Costco, The Neighborhood Center for Families and the Community Health Centers.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jackson, Charles	Principal
Logue, Kristy	Assistant Principal
Brooke, Nicole	Instructional Coach
Howard, Carl	Administrative Support
Morris , Carol	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 role of the Principal and Assistant Principal in the administrative capacity is to oversee the school and the resources within the school so as to achieve the Vision, Mission, and Strategic goals of the District Strategic Plan. As instructional leaders, the Principal and the Assistant Principal communicate the vision for academic success for students based on high standards and rigorous instruction. This involves managing members of the instructional team as intricate members of student success and high standards.

In the capacity of instructional support, the Reading and Math/Science Coach facilitate the planning process, professional development and provide model lessons for their respective areas.

Additionally, the Staffing Specialist and the Instructional coaches assists teachers in the Multi-Tier Support Systems (MTSS) process for students who are below grade level and making minimal process.

So as to create an environment that is conducive to learning and teaching, the Dean provides school-wide assistance to teachers and students who need guidance and assistance with positive behavior choices including aiding in the process of Behavior Improvement Plans as part of the MTSS-Behavior process. Additionally, an instructional coach chairs the CHAMPS committee where school wide systems are discussed, decided upon and implemented.

The Staffing Specialist works with appropriate district personnel, school-based administration, ESE resource teacher and classroom-based teachers to ensure the process of MTSS is followed. In addition they monitor that proper staffing is occurring as well as the adherence to the goals of a student's Individual Education Plan.

All members of the leadership team meet regularly to discuss implementation of school-wide procedures and initiatives.

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 Lake Weston Administration and Leadership Team play a vital and prominent role in meeting the needs of all students and maximizing outcomes. The driving force behind meeting the needs of all learners is the Multi-Tier Support Systems (MTSS) process. As a member of the Leadership Team, the Principal and Assistant Principal provide direction for the problem solving process by reviewing adherence to the process in the capacity of classroom observations, informal classroom visits, data meetings, and formal MTSS meetings with appropriate personnel. The Instructional Coaches, including the Curriculum Resource Teacher, Reading Coach, Math/Science Coach, and Instructional Coach, provide guidance through the process of coaching teachers on the implementation and use of high-yield strategies, identification of appropriate curriculum and intervention materials and resources. The Staffing Specialist provides teachers assistance and support during data meetings in the identification of students needing Tier II and III interventions. The Staffing Specialist also provides support and guidance in the construction of MTSS academic and behavior action/support plans as well as guiding and assisting teachers in the collection and analysis of data and using such to drive instruction and interventions of identified students. The assigned School Psychologist will work collaboratively with the Staffing Specialist in providing expertise and support in identifying students and selecting appropriate interventions for academics and behavior, participating in MTSS meetings and assisting in the creation of MTSS academic and behavior action/support plans. The School Psychologist will also provide guidance to the teachers in the process of collecting and analyzing data and using the data to make data-driven decisions regarding appropriate strategies and interventions for identified students. When deemed necessary, based on data, the School Psychologist will initiate and complete the required psychological and aptitude assessment.

Lake Weston's Parenting Engagement Liaison will work with Lake Weston's school administration to ensure that available school resources are appropriately disseminated to meet the needs of students and families. The PEL will maintain an open line of communication with both the families of Lake Weston and school leadership. This person will consistently report of areas of needs. As resources

are available, the PEL will ensure that they are distributed in a manner that will meet the needs of the school's families.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Charles Jackson	Principal
Esther Francois	Business/Community
Victoria Shackelford	Parent
Tonya Sparrow	Parent
Felecia Vanacore	Teacher
Sharon Lindgren	Education Support Employee
Latonya Williams	Education Support Employee
Maria Rodriguez	Teacher
Sandra Gomez	Business/Community
Dominyk Hollis	Parent
Donovan Gardner	Business/Community

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

During the course of the 2016-2017 SAC meetings, the current goals of the SIP and the progress of such goals were reviewed with the members of the SAC committee and the parents/staff/community members in attendance. As part of the review and monitoring process of such SAC meetings, performance data derived from assessments and ongoing progress monitoring was shared with community stakeholders. During the meetings that were held following this year's round of assessments, the goals and barriers of the 2016-2017 SIP were reviewed with present stakeholders. The goals and barriers were shared with the objective to maintain, revise or terminate. Recommendations discussed and revisions agreed upon were taken into advisement and consideration as part of the construction and implementation process of the 2017-2018 school goals.

b. Development of this school improvement plan

Based on the feedback throughout the course of the 2016-2017 school year in monthly School Advisory Committee Meetings and requirements of the Florida School Improvement Plan template, goals and activities have been identified to increase the levels of student achievement and decrease identified barriers posed in the 2017-2018 school year. The composed plan will be systematically monitored throughout the 2017-2018 school year within the School Advisory Committee (SAC) meetings. Additionally, the SAC will appropriately represent the ethnicity, racial and economics of the school community. SAC meetings will be scheduled for the first Tuesday of each month and families will be notified via School Messenger and through written print. The primary focus of the SAC will be to assist in the evaluation and continual improvement of the School Improvement Plan. In doing so, school administration will share the school's historical data, assessment and progress monitoring data as it relates to the School Improvement Plan. The SAC will collaborate, using such data to

identify problematic areas, identify strategies for improvement and create a plan of monitoring. The fiscal use of any additional discretionary funds that are received by the SAC will be reviewed, discussed, and decided upon by SAC.

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

We meet with our SAC Committee on a monthly basis and focus our efforts on improving the academics at our school. Prior to receiving our school budget each year we conduct discussions related to what our academic priorities are for the coming year and how to achieve them. The input that is received from this committee is used as we set priorities for our budget for the up-coming school year. Once the budget is complete we share the budgeting outcomes with the committee to garner consensus and commitment. We will continue to update SAC Committee Members and our community regarding our progress throughout the school year.

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

The SAC is involved in the decision making process for school budget during the development of the school goals and action plan. Based on the financial support needed to accomplish the activities within the action plan, financial support is allocated. \$1400.48 was allocated from the Florida School Recognition fund. These funds are used to provide all students with student planners.

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
Jackson, Charles	Principal
Dombrowski, Angela	Teacher, K-12
Krug, Maura	Teacher, K-12
	Assistant Principal
Howard, Carl	Administrative Support
Brooke, Nicole	Instructional Coach
Vanacore, Felicia	Teacher, K-12
Logue, Kristy	Assistant Principal

b. Duties

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

The Literacy Leadership Team meets monthly and is led by the Reading Coach. All information is communicated to classroom teachers via their representative on the Literacy Leadership Team (LLT), the team leader. The LLT ensures that the core reading program is used effectively as a resource and is responsible for our progress in the Orange County Public Schools K-12 Reading Plan. The Leadership Literacy Team ensures literacy needs, goals and expectations for Lake Weston are

clearly defined as determined by school data. The Literacy Leadership Team also ensures teachers, students and parents are provided with the necessary resources and support to ensure the expectations of a sound literacy program.

The Literacy Leadership Team will work to strengthen literacy across the curriculum and content areas, provide intervention and support for struggling readers, build and support a culture of literacy within the school and community and provide support and professional development to teachers to improve instruction. This year's initiative for the Literacy Leadership Team will be to continue to implement Florida Standards for English and Language Arts while using the district scope and sequence and Measure Topic Plan documents for support. Additionally, the LLT will continue to support the deliberate planning and practice of Webb's Depth of Knowledge Higher Order Thinking questions and writing in all content areas using response, process and interactive journals.

Using summative and formative assessments, teachers will formulate small groups during the 90-minute reading block and the extended school hour, instructing students at their individual performance levels. Instructional staff members, with the support and guidance of Administration and the Instructional Resource Team, will participate in the Instructional Rounds process in model classrooms to support and foster highly engaged classrooms. Data, i-Observation, and Literacy Leadership Team Meetings will provide feedback as to needed resources and professional development supporting the goals and plans of the school-wide literacy plan.

The Literacy Leadership Team will also work with the teachers, students, parents and community to instill a love of literature. The Literacy Leadership Team will host a Literacy Night for parents, students and staff in addition to the media center being open for extended time during the day.

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.

Lake Weston Elementary encourages positive working relationships between teachers, instructional leaders and administration through the structure of a hardworking and dedicated team. Lake Weston designates two 45-minute period each week to each grade level for the collaborative planning of Mathematics Florida Standards (MAFS) with the school Math Coach; similarly, this process is replicated for Language Arts Florida Standards (LAFS) with the Reading Coach. In such meetings teachers and coaches look at the scope and sequence to drive the instructional timeline and then use the framework of the Curriculum Resource Materials (CRMs) to drive their instructional lessons building learning goals, learning targets, learning scales, and common assessments. In addition to collaborative planning sessions, teacher schedules are designed in order for grade level Professional Learning Communities to occur outside their planning period. During such meetings, teams discuss students who are Tier II and Tier III and a school wide implementation of CHAMPS. Each grade level PLC is assigned an instructional team member who collaborates with the designated grade level providing support and assistance.

School administrators will sit in and participate in varied PLC groups weekly. Moreover, after every meeting, teachers will complete a minutes form which surmises the activities of each PLC and submit it to both the principal and assistant principal. This process enables the school administration to consistently monitor the events of each meeting.

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

All teachers at Lake Weston Elementary are highly qualified and certified in their subject area(s). Teachers are recruited, interviewed and hired based on the Orange County Public School recruitment,

screening and hiring procedures.

To increase teacher and leadership capacity, school-based coaches and district administrators will work daily with the Lake Weston Elementary School staff to support student learning. Coaches and district administrators provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, coaches and district administrators provide personalized support, through the utilization of the coaching cycle (e.g. coaching, modeling, observation, conferencing, etc.) that is based on the goals and identified needs of individual teachers and administrators. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need.

Teachers are provided support through district content area specialists in conjunction with the school-based instructional coaches. Lake Weston Elementary School has a content area coach in ELA and one coach that supports both mathematics and science. Coaches provide differentiated coaching support as decided by school-based leadership team, Corrective Programs Senior Administrators, and district content area specialists through use of teacher and student data. Teachers are also provided professional development through the school and district professional development. Attendance is dependent on teacher needs. School-based professional development is determined and implemented by the school-based leadership team with support from district content area specialists as needed.

Additionally, Lake Weston Elementary School will participate in Orange County's District PLC process. This is a three-year plan for system-wide improvement, whereby teacher designees and the principal attend monthly professional training that focuses on core content knowledge and best practices in pedagogy in order to deliver school-wide, rigorous instruction for students. The teachers and principal, with guidance from the Learning Community Area Superintendent and Executive Area Director, will collaborate to develop an implementation plan that includes how content knowledge and instructional strategies will be communicated and modeled to staff each month in order to ensure transfer of learning into school-wide instructional practice.

Lastly, Lake Weston Elementary provides extensive staff development opportunities as well as additional curriculum resources and materials as needed. Teacher effectiveness is observed, monitored and supported with regular classroom visits and i-Observation by school administration. Administrators and school personnel work collaboratively with district personnel departments and attend district and state sponsored recruiting fairs to recruit high quality and highly qualified teachers.

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

In addition to participation in the professional development activities that all teachers participate in, teachers new to teaching and to Lake Weston are supported by our Curriculum Resource Teacher (CRT), Literacy Coach, and Math/Science Coach who are trained in working with our school adopted reading programs. Instructional resource team members work collaboratively with school administration providing observational feedback to administration. As the leader of our teacher mentoring program, our CRT provides support to our beginning teachers and to teachers that are new to Lake Weston Elementary School. In addition, each new teacher is assigned a teacher leader as a mentor. Our teacher mentor program is also open to any teacher requesting additional assistance. Monthly meetings with mentees and mentors are held to discuss areas of concern, celebrations, and professional growth. Lake Weston is fortunate to have both a Math and Reading Coach on campus to provide subject specific assistance to our teachers. The following mentee-mentor relationships have been established:

Ms. K. Destafano (mentee) - Ms. F. Vanacore (mentor)
Ms. M. Hively (mentee) - Ms. F. Vanacore (mentor)

Ms. P. Amazol (mentee) - Ms. M. McCray (mentor)
Ms. T. Williams (mentee) - M. Rodriguez (mentor)

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.

Lake Weston Elementary uses the Orange County Public Schools Scope and Sequence for English Language Arts (ELA), Math, and Science; Social Studies has been embedded into the ELA content as prescribed by the Curriculum Resource Materials (CRM). Once the scope and sequence has been determined during common content planning sessions, the CRMs are used to determine the learning goals, learning targets essential standards, supporting standards, Depth of Knowledge Levels to build classroom scales and common assessments. Instructional planning teams include teachers, instructional coaches and administration. This team works together to identify standards based activities that meet the level of rigor that the standards dictate.

Additionally, to increase teacher and leadership capacity, school-based coaches and district administrators constantly work with teachers in supporting student learning. Coaches and district administrators provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, coaches and district administrators provide personalized support, through the utilization of the coaching cycle (e.g. coaching, modeling, observation, conferencing, etc.) that is based on the goals and identified needs of individual teachers and administrators. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need.

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.

Lake Weston Elementary uses the Multi-Tiered Support System (MTSS) process as a catalyst to promote change within the school focusing on student progress, student achievement, and school improvement. Through MTSS process, the Administrative Team provides support to the students and teachers as it relates to academic and behavioral concerns. The team will focus on CORE curriculum areas, school based curriculum, methods of instruction, school based resources and the classroom environment to continually increase student achievement and promote school improvement. The team focuses on disaggregation of student data, grade level instructional focus calendars, instructional pacing, differentiated instruction and current interventions being implemented.

Members of the MTSS school based team will meet with grade levels and individual teachers, to assess the progress of identified students who currently receive interventions and students needing the added benefits of the MTSS process. This careful monitoring of the process of evaluating and determining individual student data trends will be facilitated through this data meeting process. We will continuously monitor the effectiveness of current intervention plans and determine the need to continue or modify plans.

The Principal and Assistant principal will monitor lesson plans and classroom instruction on a weekly basis to ensure that quality CORE instruction and quality interventions are occurring within the

classroom. The Administrative Team will oversee the development and administration of summative and formative assessments, collection of data reports, data meetings and instructional plans as they align to student data. The MTSS team will assist teachers in the Florida Continuous Improvement Model as they regularly assess students using common assessments to determine if students need re-teaching and intervention based on data.

Assisting teachers in best practices, the Reading Coach and Math/Science Coach will model, guide, and assist teachers with high-yield instructional strategies and techniques as it relates to increasing student achievement. Additionally both the Math/Science and Reading Coach will be responsible for responding to the disaggregated data specific to their curriculum focus by developing and implementing professional development to support improvement in their area of specialty. Assisting exceptional education teachers, resource teachers, and classroom based teachers, the Staffing Specialist will respond to the appropriate data providing MTSS training and support of data tracking of exceptional education students and students involved in the MTSS process. Strategies, resources and materials will be provided as needed to assist in the instruction of exceptional education students and students making minimal learning gains within the MTSS process. The Staffing Specialist will be responsible for supporting the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain English for Speakers of Other Languages (ESOL) compliant and the necessary resources are provided.

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: Extended School Day

Minutes added to school year: 10,800

Students will receive an extra hour of intensive reading instruction for a period of 180 school days by teachers who are deemed effective in reading instruction. The students will take a placement assessment using a iReady. Based on student results, students will be placed in fluid groups that will be continually monitor and adjusted based on the collected data from iReady and Scholastic Guided Reading Assessments. During the additional 60 minutes of reading instruction, students will engage in daily interactive read aloud, systematic teacher led small groups based on grade level standards. Students will rotate through the iReady computer program and independent reading and writing task.

Strategy Rationale

Based on the Florida Legislature mandate in 2012, students in schools ranked as lowest performing in reading according to the Florida Standard Assessment are to receive an additional hour of reading instruction in addition to the regular school day. According to historical legislature research, the additional hour of reading has helped students who are struggling with the fundamental components of reading increase their reading ability and reading scores, therefore increasing the overall performance of reading in schools as measured by standardized assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson, Charles, charles.jackson@ocps.net

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

Data that will be used to determine the effectiveness of the extended learning strategy will be the iReady growth monitoring and diagnostic reports, common assessments and progress monitoring of the extra hour curriculum.. We will monitor the data to review individual student performance in an effort to determine the success of academic interventions through increased student academic performance.

Strategy: Weekend Program

Minutes added to school year: 3,420

Students will participate in Saturday School Tutoring

Strategy Rationale

Saturday School is a venue that provides Lake Weston with an opportunity to provide students with common skill deficits targeted instruction that needed to help them overcome the said deficits. Students are able to have content presented in a different format, thereby providing them with differentiated instruction which will help close gaps in their academic repertoire.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson, Charles, charles.jackson@ocps.net

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

Data that will be used to determine the effectiveness of the extended learning strategy will be the iReady growth monitoring and diagnostic reports, common assessments and progress monitoring of the extra hour curriculum.. We will monitor the data to review individual student performance in an effort to determine the success of academic interventions through increased student academic performance.

Strategy: After School Program

Minutes added to school year: 5,400

The after-school tutoring program is designed to provide students with additional instruction that is targeted to specific areas of skill deficit.

Strategy Rationale

The rationale for after-school tutoring is to provide students with common skill deficits targeted instruction that needed to help them overcome the said deficits. Students are able to have content presented in a different format, thereby providing them with differentiated instruction which will help close gaps in their academic repertoire.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Logue, Kristy, kristy.logue@ocps.net

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

Data that will be used to determine the effectiveness of the extended learning strategy will be the iReady growth monitoring and diagnostic reports, common assessments and progress monitoring of the extra hour curriculum. We will monitor the data to review individual student performance in an effort to determine the success of academic interventions through increased student academic performance.

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.

Lake Weston Elementary is cognizant of the importance of preparing students for transition from one school level to another. At the elementary level there is the transition from Pre-K to Kindergarten and from elementary school to middle school. In May of each school year, the Lake Weston Pre-K class tours the Kindergarten classrooms of Lake Weston Elementary. The objective of the tour is to provide students with an opportunity to interact with Kindergarten teachers and the Kindergarten classroom setting as they prepare to soon transition to the regular elementary school setting. When registering a child for Pre-Kindergarten and Kindergarten at Lake Weston Elementary, parents are welcomed with the opportunity to schedule a visit to the Pre-Kindergarten and Kindergarten classrooms to observe teacher instruction, participate in classroom activities, and engage in a question and answer session with the highly qualified Pre-Kindergarten and Kindergarten teachers. Parents are also encouraged to bring their child to "Meet Your Teacher" during teacher pre-planning week as well as participate in Kindergarten Open House during the school-wide Open House occurring in September. Additionally, throughout the school year, 5th grade students are exposed to activities that prepare them for the transition to middle school. Finally, each spring, the school partners with the feeder school invite the 6th grade administrators and deans to the school campus for an informal orientation. After such orientation, students are then scheduled for visits at their feeder pattern middle 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.

Lake Weston participates in Teach-in and Junior Achievement. During Teach-In, Lake Weston brings in outside businesses, partners and civic organizations to expose students in a meaningful and engaging environment to careers in the business and technical fields and how endeavors can be reached through academic studies. As part of Junior Achievement, University of Central Florida students volunteer in the school to deliver developmentally appropriate lessons in order to support college readiness. In support of college and career readiness, Lake Weston hosts College Spirit Day the first Friday of each month as well as posting a public display of university diplomas.

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

In order to expose students at the elementary level to career and technical education programs, Lake Weston participates with Teach In, Junior Achievement, and integrates Science Technology Engineering and Mathematics (STEM) into the learning day. As part of Teach-In, several career and technical industry employers and employees are invited into the classroom to expose their profession to students and the steps necessary to work in that career or technical field. Junior Achievement is similar to Teach-In but is done so through developmentally appropriate lessons. We expose students to college and career with College Spirit Days and the posting of college diplomas and degree certifications. Finally, students investigate the natural world through the implementation of the practices of STEM exploring technology, engineering and mathematics to solve real world problems, issues or challenges.

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 Weston supports career and technical education through the use of interactive notebooks, which support student note taking and organizational skills. These skills are foundation in building career and technical education awareness. S.T.E.M. activities and concepts are integrated into the grade level scope and sequence to prepare our students in science, technology, engineering, and math fields. Lastly, Project Lead the Way is a STEM program that is being implemented on the 2nd grade level.

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.

Lake Weston Elementary works diligently to ensure all students are reading on grade level before entering the 3rd Grade. In order to determine reading deficiency prior to promotion in grades Kindergarten, 1st, and 2nd, Lake Weston uses the iReady Diagnostic and STAR Reading scores to determine grade level proficiency. Students considered deficient are identified as TIER II or TIER III according to Multi-Tiered Support System and students receive proper interventions and frequent progress monitoring. Additionally, parents of students not considered proficient are notified at the mid-point of the school year if their child is deficient in reading, at risk for retention, and the interventions taking place to address the deficiency. In the spring of each year, Lake Weston holds retention meetings with families to determine retention or promotion for children previously identified as below grade level. Students who are identified for retention are invited to summer school so as to close the gap between deficiency and proficiency.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Lake Weston Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).
- G2.** Lake Weston Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)
- G3.** Lake Weston Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)
- G4.** Provide a safe and empowering learning and working environment (Invest in Human Capital; Provide Empowering Environments).

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. Lake Weston Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1a

G095954

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- There is limited time for providing support for instructional planning.
- Students have limited access to instructional technology.
- Students lack experiences which would contribute to background knowledge that would aid them in understanding ideas and concepts that contribute to academic proficiency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Funding, Write Score training, iReady training, Reading Plus training, instructional coaches, additional hour of reading instruction.

Plan to Monitor Progress Toward G1. 8

iReady data, iObservation data, and teacher made common assessment data will be monitored.

Person Responsible

Charles Jackson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student data from iReady, Standard Mastery, Growth Monitoring, district progress monitoring activities, STAR, and FSA data.

G2. Lake Weston Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1a

G095955

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	57.0

Targeted Barriers to Achieving the Goal 3

- There is limited time for providing support for instructional planning.
- Many students in the low 25% of our student population come from lower socio-economic homes, and often lack traditional supports and resources in their home environments.

Resources Available to Help Reduce or Eliminate the Barriers 2

•

Plan to Monitor Progress Toward G2. 8

Bi-weekly data meetings will be conducted to review various student performance measures.

Person Responsible

Charles Jackson

Schedule

Biweekly, from 8/30/2017 to 6/1/2018

Evidence of Completion

Growth Monitoring and Standard Mastery data, Florida Standards Assessment, PLC meeting notes, formative assessments.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. Lake Weston Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1a

G095956

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	57.0
Math Lowest 25% Gains	53.0
Math Gains	57.0
FSA ELA Achievement	42.0
FSA Mathematics Achievement	48.0
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- There is limited time for providing support for instructional planning.
- Teachers are unfamiliar with how to interpret data and use it to drive classroom core and differentiated instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Funding, Write Score training, iReady training, Reading Plus training, instructional coaches, additional hour of reading instruction.

Plan to Monitor Progress Toward G3. 8

Administration will monitor student achievement data and student growth data and continuously monitor implementation of standards-based instruction. Additionally, Lake Weston will participate in monthly district walk-throughs and data chats designed to identify trends and determine specific areas of need.

Person Responsible

Charles Jackson

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

District walk-through data and action plan, iReady, Growth Monitoring and Standard Mastery data, Florida Standards Assessment

G4. Provide a safe and empowering learning and working environment (Invest in Human Capital; Provide Empowering Environments). 1a

G095957

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	53.0
Attendance rate	95.0
Students exhibiting two or more EWS indicators (Total)	15.0

Targeted Barriers to Achieving the Goal 3

- Lack of proactive strategies to maintain appropriate behaviors.
- The lack of community support as it relates to student development and discipline.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS Books, Kagan Strategies, Burnett Honor's College Students, Junior Achievement

Plan to Monitor Progress Toward G4. 8

Administration and the Dean will monitor discipline infractions.

Person Responsible

Kristy Logue

Schedule

Monthly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Educational Data Warehouse referral data, PBS monitoring, AdvancED Survey 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. Lake Weston Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). **1**

 **G095954**

G1.B1 There is limited time for providing support for instructional planning. **2**

 **B258324**

G1.B1.S1 Lake Weston will departmentalize 4th and 5th grades. **4**

 **S273438**

Strategy Rationale

Teachers will be afforded more planning time by only having to focus on specific subject areas.

Action Step 1 **5**

To reduce the number of subjects that teachers have to plan for, we will build our master schedule with 4th and 5th grades departmentalized.

Person Responsible

Kristy Logue

Schedule

On 6/1/2018

Evidence of Completion

Completed master schedule which reflects sufficient time allotted for departmentalized math, science and reading subject areas.

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

Student progress based upon i-Ready diagnostic scores will be evaluated to measure effectiveness of strategy.

Person Responsible

Charles Jackson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

District walk-through data and action plan, iReady, Growth Monitoring and Standard Mastery data, Florida Standards Assessment

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

Master Schedule will be evaluated to ensure that 4th and 5th grade classes have been departmentalized, and that they are in compliance with class size requirements.

Person Responsible

Charles Jackson

Schedule

On 6/1/2018

Evidence of Completion

District walk-through data and action plan, iReady, Growth Monitoring and Standard Mastery data, Florida Standards Assessment

G1.B1.S2 P-Sell Science Program will be adopted. 4

 S273439

Strategy Rationale

This structured resource will provide teachers with a host of resources which will enable them to teach standards more effectively without having to spend as much time searching for science resources.

Action Step 1 5

P-Sell Science Program

Person Responsible

Kristy Logue

Schedule

On 6/1/2018

Evidence of Completion

P-Sell Lesson Plans

Action Step 2 5

Purchase science leveled readers

Person Responsible

Charles Jackson

Schedule

On 10/13/2017

Evidence of Completion

Students P-Sell assessment scores, i-Ready Diagnostic data and FSA scores will increase.

Action Step 3 **5**

Science In-Class Lab Activities with Mad Scientist

Person Responsible

Charles Jackson

Schedule

Biweekly, from 3/5/2018 to 3/5/2018

Evidence of Completion

Students P-Sell assessment scores, i-Ready Diagnostic data and FSA scores will increase.

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

Administration will participate in PLC meetings and conduct classroom walk-throughs to monitor implementation of program with fidelity.

Person Responsible

Kristy Logue

Schedule

Monthly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Student data will show that students are on track to increased proficiency on FCAT 2.0.

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

Monitor student data for increase on science assessments during bi-weekly data meetings and during PLC meetings. Data-based instructional adjustments will be made as necessary.

Person Responsible

Kristy Logue

Schedule

Monthly, from 10/9/2017 to 4/27/2018

Evidence of Completion

Student assessments and diagnostic information will show student growth.

G1.B2 Students have limited access to instructional technology. 2

 B258325

G1.B2.S1 Purchase instructional technology that can be utilized to compensate for students' lack of access to instructional technology in their home environments. 4

 S273440

Strategy Rationale

Providing students with increased access to instructional technology tools while in school will help to off-set their lack of resources in their home environments.

Action Step 1 5

Purchase computers and other instructional technology to be used in the classroom environments.

Person Responsible

Charles Jackson

Schedule

On 6/1/2018

Evidence of Completion

Added technology into school's inventory.

G1.B3 Students lack experiences which would contribute to background knowledge that would aid them in understanding ideas and concepts that contribute to academic proficiency. **2**

 B258326

G1.B3.S1 Expose students to supplemental educational experiences. **4**

 S273441

Strategy Rationale

Provide students with educational experiences which will broaden their understanding of common concepts and ideas.

Action Step 1 **5**

Provide students with curriculum related field trip opportunities that are tied to specific learning outcomes.

Person Responsible

Kristy Logue

Schedule

Annually, from 10/2/2017 to 6/1/2018

Evidence of Completion

Students formative assessments, i-Ready Diagnostic data and FSA scores will increase.

Action Step 2 **5**

Conduct Kindergarten Jump Start Summer Program

Person Responsible

Charles Jackson

Schedule

On 6/22/2018

Evidence of Completion

Students i-Ready Diagnostic data scores will increase from beginning of year assessment to the end of year assessment.

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

i-Ready Diagnostic Data will be monitored.

Person Responsible

Charles Jackson

Schedule

Biweekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

I-Ready data and P-Sell data.

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

Data will be monitored through bi-weekly data meetings.

Person Responsible

Charles Jackson


Schedule

Biweekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

i-Ready, P-Sell data, and teacher observations.

G2. Lake Weston Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1

 G095955

G2.B1 There is limited time for providing support for instructional planning. 2

 B258327

G2.B1.S1 Lake Weston will departmentalize 4th and 5th grades. 4

 S273442

Strategy Rationale

Teachers will be afforded more planning time by only having to focus on specific subject areas.

Action Step 1 5

Build master schedule with 4th and 5th grades departmentalized.

Person Responsible

Kristy Logue

Schedule

On 6/1/2018

Evidence of Completion

Student formative assessment scores, i-Ready Diagnostic data and FSA scores will increase.

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

Master Schedule will be reviewed to ensure that 4th and 5th grade classes have been departmentalized, and that they are in compliance with class size requirements.

Person Responsible

Charles Jackson

Schedule

On 6/1/2018

Evidence of Completion

Master schedule

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

Student progress will be evaluated to measure effectiveness of strategy.

Person Responsible

Charles Jackson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

i-Ready data; formative assessments; WriteScore data

G2.B2 Many students in the low 25% of our student population come from lower socio-economic homes, and often lack traditional supports and resources in their home environments. **2**

 B258328

G2.B2.S1 Lake Weston will employ a Parenting Engagement Liaison. **4**

 S273443

Strategy Rationale

The Parenting Engagement Liaison will work in the capacity of being a bridge between the school and the community. This person will help to increase parent engagement, community involvement and participation in various school initiatives.

Action Step 1 **5**

Hire Parenting Engagement Liaison and create a Parent Resource Room

Person Responsible

Charles Jackson

Schedule

On 7/11/2017

Evidence of Completion

Students assessment scores, i-Ready Diagnostic data and FSA scores will increase and truancy rate will decrease as a result of increased parental involvement.

Action Step 2 **5**

Systematically call parents during after-hours to maintain an open line of communication with parents of students who are in the low 25% of our student population, and parents of students who may be exhibiting multiple early warning indicators.

Person Responsible

Charles Jackson

Schedule

Monthly, from 10/16/2017 to 6/8/2018

Evidence of Completion

Students assessment scores, i-Ready Diagnostic data and FSA scores will increase and truancy rate will decrease as a result of increased parental involvement.

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

Parent participation in ADDitions, PTO and SAC.

Person Responsible

Charles Jackson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Increase in parental participation in school initiatives including SAC, ADDitions, and PTO.

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

Administration will monitor impact of contributions from parents, community, and outside organizations.

Person Responsible

Charles Jackson

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Parental and community engagement will increase as evident by contributions to the school, volunteer hours, and parent participation in school initiatives.

G3. Lake Weston Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1

G095956

G3.B1 There is limited time for providing support for instructional planning. 2

B258330

G3.B1.S1 Conduct two 45-minute planning periods per week; create collaborative planning sessions with the presence of Instructional Coaches and Administration; ongoing training in use of district Curriculum Resource Materials and lesson plan template. 4

S273444

Strategy Rationale

To increase the deliberate planning and strategic use of rigorous questions by teachers to enable students to reach a Level 3 or 4 on the learning scale as defined by the Curriculum Resource Materials.

Action Step 1 5

School based administration will create a framework and schedule for common planning that will provide a comprehensive level of support by Instructional Coaches and Administration.

Person Responsible

Charles Jackson

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Copy of class schedules, agendas and handouts

Action Step 2 5

Instructional Coaches will facilitate the common planning based on the expectations from the framework and schedule.

Person Responsible

Kristy Logue

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Meeting notes, agendas, and lesson plans

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

Instructional Coaches will upload agenda and meeting notes and Administration will monitor planning sessions and provide feedback.

Person Responsible

Charles Jackson

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Weekly lesson plans will include the planned standards based activities and classroom observations will monitor teachers' strategic implementation of the planned lessons.

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

Administration will provide targeted feedback on planning sessions and conduct classroom walk-throughs to monitor implementation of lesson.

Person Responsible

Charles Jackson

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Lesson plans, observational data, common assessment data, Florida Standards Assessment

G3.B1.S2 Each semester each grade level team will be supplied with a temporary duty day to help facilitate common planning, data analysis and the development of common assessments. 4

S273445

Strategy Rationale

To address the lack of time within the school week to adequately plan meaningful lessons that meet the rigor of the standards.

Action Step 1 5

Temporary duty day to plan standards based instruction activities for reading and math.

Person Responsible

Charles Jackson

Schedule

Quarterly, from 7/31/2017 to 4/2/2018

Evidence of Completion

Teacher lesson plans

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

Administration will monitor lesson plans and common assessments

Person Responsible

Charles Jackson

Schedule

On 5/30/2018

Evidence of Completion

Lesson plans that contain standards-based activities that engage students at the appropriate level of rigor; and common assessments that measure student understanding and knowledge of assessed standards.

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

We will monitor the effectiveness of the lesson plans implemented through classroom observations. We will monitor the effectiveness of their assessments through student assessment data.

Person Responsible

Charles Jackson

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

We will monitor iReady data, iObservation data, and teacher made common assessment data.

G3.B2 Teachers are unfamiliar with how to interpret data and use it to drive classroom core and differentiated instruction. **2**

 B258331

G3.B2.S1 Provide professional development in data analysis of current reading, math, and science (5th grade) data. Conduct individual/group data meetings with teachers. **4**

 S273446

Strategy Rationale

To use data to drive instruction and differentiate for specific student needs.

Action Step 1 **5**

Administration will develop and facilitate professional development in data analysis of current reading, math, and science (5th grade) data.

Person Responsible

Charles Jackson

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Teacher data notebooks, professional development reflection forms, agendas

Action Step 2 **5**

Administration will conduct individual/group data meetings with teachers. School leaders will monitor data presented in data meetings and use it to guide professional development and instructional decisions.

Person Responsible

Charles Jackson

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Flexible groups, Data charts on Sharepoints, agendas/notes

Action Step 3 5

Provide students with after-school tutoring in math instruction.

Person Responsible

Charles Jackson

Schedule

Weekly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Students formative assessment scores, i-Ready Diagnostic data and FSA scores will increase.

Action Step 4 5

School leadership will attend ASCD Empower Conference: The Conference for Every Educator

Person Responsible

Charles Jackson

Schedule

On 3/26/2019

Evidence of Completion

Leadership team will gain insight on strategies to teach the whole child. Strategies will guide school improvement initiatives.

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

Administrative walk-throughs and monitoring lesson plans for evidence of differentiated instruction.

Person Responsible

Charles Jackson

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Lesson plans, observations of differentiated instruction

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

Progress will be monitored through biweekly data meetings.

Person Responsible

Charles Jackson

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Student data from; iReady, Standard Mastery, district progress monitoring activities, STAR, and FSA data.

G4. Provide a safe and empowering learning and working environment (Invest in Human Capital; Provide Empowering Environments). 1

G095957

G4.B1 Lack of proactive strategies to maintain appropriate behaviors. 2

B258334

G4.B1.S1 Implementation of CHAMPS in all grade levels. 4

S273448

Strategy Rationale

This will provide teachers with school wide procedures to enhance structure throughout the campus.

Action Step 1 5

Entire staff was trained in CHAMPS on August 9, 2017

Person Responsible

Charles Jackson

Schedule

On 6/1/2018

Evidence of Completion

Sign-in sheets from CHAMPS Training

Action Step 2 5

CHAMPS implementation will be monitored throughout the campus.

Person Responsible

Charles Jackson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Feedback to teachers and staff members

Action Step 3 5

Implement a school-wide token economy to promote positive student behavior.

Person Responsible

Charles Jackson

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration will do classroom walkthroughs to determine the use of CHAMPS procedure in the classrooms and common areas.

Person Responsible

Charles Jackson

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

CHAMPS pocket chart and observation feedback

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration and the Dean will monitor the amount of referrals.

Person Responsible

Kristy Logue

Schedule

Monthly, from 8/21/2017 to 5/30/2018

Evidence of Completion

EDW referral data

G4.B4 The lack of community support as it relates to student development and discipline. **2**

 B258337

G4.B4.S1 We will conduct Parent Report Card Conference Nights, Curriculum Fairs, Cultural Events, Quarterly Award Ceremonies and other activities in an effort to involve parents in their child's education.

4

 S273451

Strategy Rationale

To involve families in the ongoing development of their child and to create a layer of support between school and home.

Action Step 1 **5**

The school will partner with families through the strategic development and scheduling of parent involvement events, and establishing a parenting resource center.

Person Responsible

Charles Jackson

Schedule

Monthly, from 8/7/2017 to 5/30/2018

Evidence of Completion

School calendar of scheduled parent events, Parent sign-in sheets

Action Step 2 **5**

Conduct monthly activities to increase staff morale and promote a healthy working environment.

Person Responsible

Charles Jackson

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

The administration team will review the school calendar for planned events and notify parents using school messenger, fliers, and school marquee.

Person Responsible

Charles Jackson

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

School Messenger reports, school event sign-in sheets

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Administration will monitor student learning progress, school discipline data, and track parent attendance at school events.

Person Responsible

Charles Jackson

Schedule

Monthly, from 8/14/2017 to 5/30/2018


















Evidence of Completion

Reports from Performance Matters, Educational Data Warehouse, Title 1 documentation













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.MA1 M393748	[no content entered]		No Start Date		No End Date one-time
G2.B2.S1.A1 A367124	Hire Parenting Engagement Liaison and create a Parent Resource Room	Jackson, Charles	7/11/2017	Students assessment scores, i-Ready Diagnostic data and FSA scores will increase and truancy rate will decrease as a result of increased parental involvement.	7/11/2017 one-time
G1.B1.S2.A2 A367118	Purchase science leveled readers	Jackson, Charles	10/9/2017	Students P-Sell assessment scores, i-Ready Diagnostic data and FSA scores will increase.	10/13/2017 one-time
G1.B1.S2.A3 A367119	Science In-Class Lab Activities with Mad Scientist	Jackson, Charles	3/5/2018	Students P-Sell assessment scores, i-Ready Diagnostic data and FSA scores will increase.	3/5/2018 biweekly
G3.B1.S2.A1 A367128	Temporary duty day to plan standards based instruction activities for reading and math.	Jackson, Charles	7/31/2017	Teacher lesson plans	4/2/2018 quarterly
G3.B2.S1.A3 A367131	Provide students with after-school tutoring in math instruction.	Jackson, Charles	10/2/2017	Students formative assessment scores, i-Ready Diagnostic data and FSA scores will increase.	4/27/2018 weekly
G1.B1.S2.MA1 M393738	Monitor student data for increase on science assessments during bi-weekly data meetings and during...	Logue, Kristy	10/9/2017	Student assessments and diagnostic information will show student growth.	4/27/2018 monthly
G1.B1.S2.MA1 M393739	Administration will participate in PLC meetings and conduct classroom walk-throughs to monitor...	Logue, Kristy	10/2/2017	Student data will show that students are on track to increased proficiency on FCAT 2.0.	4/27/2018 monthly
G4.MA1 M393767	Administration and the Dean will monitor discipline infractions.	Logue, Kristy	8/21/2017	Educational Data Warehouse referral data, PBS monitoring, AdvancED Survey Data	5/30/2018 monthly
G3.B2.S1.MA1 M393753	Progress will be monitored through biweekly data meetings.	Jackson, Charles	8/14/2017	Student data from; iReady, Standard Mastery, district progress monitoring activities, STAR, and FSA data.	5/30/2018 biweekly
G4.B1.S1.MA1 M393759	Administration and the Dean will monitor the amount of referrals.	Logue, Kristy	8/21/2017	EDW referral data	5/30/2018 monthly
G4.B4.S1.MA1 M393765	Administration will monitor student learning progress, school discipline data, and track parent...	Jackson, Charles	8/14/2017	Reports from Performance Matters, Educational Data Warehouse, Title 1 documentation	5/30/2018 monthly
G4.B4.S1.MA1 M393766	The administration team will review the school calendar for planned events and notify parents...	Jackson, Charles	8/7/2017	School Messenger reports, school event sign-in sheets	5/30/2018 weekly
G4.B4.S1.A1 A367140	The school will partner with families through the strategic development and scheduling of parent...	Jackson, Charles	8/7/2017	School calendar of scheduled parent events, Parent sign-in sheets	5/30/2018 monthly
G3.B1.S2.MA1 M393751	We will monitor the effectiveness of the lesson plans implemented through classroom observations....	Jackson, Charles	8/14/2017	We will monitor iReady data, iObservation data, and teacher made common assessment data.	5/30/2018 monthly
G3.B1.S2.MA1 M393752	Administration will monitor lesson plans and common assessments	Jackson, Charles	8/14/2017	Lesson plans that contain standards-based activities that engage students at the appropriate level of rigor; and common assessments that measure student understanding and knowledge of assessed standards.	5/30/2018 one-time
G1.MA1 M393742	iReady data, iObservation data, and teacher made common assessment data will be monitored.	Jackson, Charles	8/14/2017	Student data from iReady, Standard Mastery, Growth Monitoring, district progress monitoring activities, STAR, and FSA data.	6/1/2018 monthly

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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
G2.MA1  M393747	Bi-weekly data meetings will be conducted to review various student performance measures.	Jackson, Charles	8/30/2017	Growth Monitoring and Standard Mastery data, Florida Standards Assessment, PLC meeting notes, formative assessments.	6/1/2018 biweekly
G3.MA1  M393758	Administration will monitor student achievement data and student growth data and continuously...	Jackson, Charles	8/7/2017	District walk-through data and action plan, iReady, Growth Monitoring and Standard Mastery data, Florida Standards Assessment	6/1/2018 monthly
G1.B1.S1.MA1  M393736	Master Schedule will be evaluated to ensure that 4th and 5th grade classes have been...	Jackson, Charles	8/14/2017	District walk-through data and action plan, iReady, Growth Monitoring and Standard Mastery data, Florida Standards Assessment	6/1/2018 one-time
G1.B1.S1.MA1  M393737	Student progress based upon i-Ready diagnostic scores will be evaluated to measure effectiveness of...	Jackson, Charles	8/14/2017	District walk-through data and action plan, iReady, Growth Monitoring and Standard Mastery data, Florida Standards Assessment	6/1/2018 monthly
G1.B1.S1.A1  A367116	To reduce the number of subjects that teachers have to plan for, we will build our master schedule...	Logue, Kristy	8/14/2017	Completed master schedule which reflects sufficient time allotted for departmentalized math, science and reading subject areas.	6/1/2018 one-time
G1.B2.S1.A1  A367120	Purchase computers and other instructional technology to be used in the classroom environments.	Jackson, Charles	10/2/2017	Added technology into school's inventory.	6/1/2018 one-time
G1.B3.S1.MA1  M393740	Data will be monitored through bi-weekly data meetings.	Jackson, Charles	10/2/2017	i-Ready, P-Sell data, and teacher observations.	6/1/2018 biweekly
G1.B3.S1.MA1  M393741	i-Ready Diagnostic Data will be monitored.	Jackson, Charles	10/2/2017	I-Ready data and P-Sell data.	6/1/2018 biweekly
G1.B3.S1.A1  A367121	Provide students with curriculum related field trip opportunities that are tied to specific...	Logue, Kristy	10/2/2017	Students formative assessments, i-Ready Diagnostic data and FSA scores will increase.	6/1/2018 annually
G2.B1.S1.MA1  M393743	Student progress will be evaluated to measure effectiveness of strategy.	Jackson, Charles	8/14/2017	i-Ready data; formative assessments; WriteScore data	6/1/2018 monthly
G2.B1.S1.MA1  M393744	Master Schedule will be reviewed to ensure that 4th and 5th grade classes have been...	Jackson, Charles	8/14/2017	Master schedule	6/1/2018 one-time
G2.B1.S1.A1  A367123	Build master schedule with 4th and 5th grades departmentalized.	Logue, Kristy	8/14/2017	Student formative assessment scores, i-Ready Diagnostic data and FSA scores will increase.	6/1/2018 one-time
G2.B2.S1.MA1  M393745	Administration will monitor impact of contributions from parents, community, and outside...	Jackson, Charles	8/14/2017	Parental and community engagement will increase as evident by contributions to the school, volunteer hours, and parent participation in school initiatives.	6/1/2018 quarterly
G2.B2.S1.MA1  M393746	Parent participation in ADDitions, PTO and SAC.	Jackson, Charles	8/14/2017	Increase in parental participation in school initiatives including SAC, ADDitions, and PTO.	6/1/2018 monthly
G3.B1.S1.MA1  M393749	Administration will provide targeted feedback on planning sessions and conduct classroom...	Jackson, Charles	8/7/2017	Lesson plans, observational data, common assessment data, Florida Standards Assessment	6/1/2018 weekly
G3.B1.S1.MA1  M393750	Instructional Coaches will upload agenda and meeting notes and Administration will monitor planning...	Jackson, Charles	8/7/2017	Weekly lesson plans will include the planned standards based activities and classroom observations will monitor teachers' strategic implementation of the planned lessons.	6/1/2018 weekly
G3.B1.S1.A1  A367126	School based administration will create a framework and schedule for common planning that will...	Jackson, Charles	8/7/2017	Copy of class schedules, agendas and handouts	6/1/2018 weekly
G3.B1.S1.A2 A367127	Instructional Coaches will facilitate the common planning based on the expectations from the...	Logue, Kristy	8/7/2017	Meeting notes, agendas, and lesson plans	6/1/2018 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
G3.B2.S1.MA1  M393754	Administrative walk-throughs and monitoring lesson plans for evidence of differentiated...	Jackson, Charles	8/7/2017	Lesson plans, observations of differentiated instruction	6/1/2018 weekly
G3.B2.S1.A1  A367129	Administration will develop and facilitate professional development in data analysis of current...	Jackson, Charles	8/7/2017	Teacher data notebooks, professional development reflection forms, agendas	6/1/2018 quarterly
G3.B2.S1.A2  A367130	Administration will conduct individual/ group data meetings with teachers. School leaders will...	Jackson, Charles	8/14/2017	Flexible groups, Data charts on Sharepoints, agendas/notes	6/1/2018 biweekly
G4.B1.S1.MA1  M393760	Administration will do classroom walkthroughs to determine the use of CHAMPS procedure in the...	Jackson, Charles	8/7/2017	CHAMPS pocket chart and observation feedback	6/1/2018 weekly
G4.B1.S1.A1  A367135	Entire staff was trained in CHAMPS on August 9, 2017	Jackson, Charles	8/9/2017	Sign-in sheets from CHAMPS Training	6/1/2018 one-time
G4.B1.S1.A2  A367136	CHAMPS implementation will be monitored throughout the campus.	Jackson, Charles	8/14/2017	Feedback to teachers and staff members	6/1/2018 daily
G4.B1.S1.A3  A367137	Implement a school-wide token economy to promote positive student behavior.	Jackson, Charles	8/14/2017		6/1/2018 daily
G4.B4.S1.A2  A367141	Conduct monthly activities to increase staff morale and promote a healthy working environment.	Jackson, Charles	8/7/2017		6/1/2018 monthly
G1.B1.S2.A1  A367117	P-Sell Science Program	Logue, Kristy	10/9/2017	P-Sell Lesson Plans	6/1/2018 one-time
G2.B2.S1.A2  A367125	Systematically call parents during after-hours to maintain an open line of communication with...	Jackson, Charles	10/16/2017	Students assessment scores, i-Ready Diagnostic data and FSA scores will increase and truancy rate will decrease as a result of increased parental involvement.	6/8/2018 monthly
G1.B3.S1.A2  A367122	Conduct Kindergarten Jump Start Summer Program	Jackson, Charles	6/18/2018	Students i-Ready Diagnostic data scores will increase from beginning of year assessment to the end of year assessment.	6/22/2018 one-time
G3.B2.S1.A4  A367132	School leadership will attend ASCD Empower Conference: The Conference for Every Educator	Jackson, Charles	3/24/2018	Leadership team will gain insight on strategies to teach the whole child. Strategies will guide school improvement initiatives.	3/26/2019 one-time

V. Professional Development Opportunities

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

G1. Lake Weston Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).

G1.B1 There is limited time for providing support for instructional planning.

G1.B1.S2 P-Sell Science Program will be adopted.

PD Opportunity 1

P-Sell Science Program

Facilitator

P-Sell Program Specialist

Participants

5th Grade Science Teachers

Schedule

On 6/1/2018

G3. Lake Weston Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

G3.B1 There is limited time for providing support for instructional planning.

G3.B1.S1 Conduct two 45-minute planning periods per week; create collaborative planning sessions with the presence of Instructional Coaches and Administration; ongoing training in use of district Curriculum Resource Materials and lesson plan template.

PD Opportunity 1

School based administration will create a framework and schedule for common planning that will provide a comprehensive level of support by Instructional Coaches and Administration.

Facilitator

Principal, Assistant Principal

Participants

Classroom Teachers, Instructional Coaches

Schedule

Weekly, from 8/7/2017 to 6/1/2018

PD Opportunity 2

Instructional Coaches will facilitate the common planning based on the expectations from the framework and schedule.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

Weekly, from 8/7/2017 to 6/1/2018

G3.B1.S2 Each semester each grade level team will be supplied with a temporary duty day to help facilitate common planning, data analysis and the development of common assessments.

PD Opportunity 1

Temporary duty day to plan standards based instruction activities for reading and math.

Facilitator

Instructional Coaches

Participants

Grade Level Teams

Schedule

Quarterly, from 7/31/2017 to 4/2/2018

G3.B2 Teachers are unfamiliar with how to interpret data and use it to drive classroom core and differentiated instruction.

G3.B2.S1 Provide professional development in data analysis of current reading, math, and science (5th grade) data. Conduct individual/group data meetings with teachers.

PD Opportunity 1

Administration will develop and facilitate professional development in data analysis of current reading, math, and science (5th grade) data.

Facilitator

Administration

Participants

Classroom Teachers, Instructional Coaches

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

PD Opportunity 2

School leadership will attend ASCD Empower Conference: The Conference for Every Educator

Facilitator

ASCD

Participants

Lake Weston leadership team

Schedule

On 3/26/2019

G4. Provide a safe and empowering learning and working environment (Invest in Human Capital; Provide Empowering Environments).

G4.B1 Lack of proactive strategies to maintain appropriate behaviors.

G4.B1.S1 Implementation of CHAMPS in all grade levels.

PD Opportunity 1

Entire staff was trained in CHAMPS on August 9, 2017

Facilitator

CHAMPS Team

Participants

School Wide

Schedule

On 6/1/2018

PD Opportunity 2

CHAMPS implementation will be monitored throughout the campus.

Facilitator

Administration

Participants

School Wide

Schedule

Daily, from 8/14/2017 to 6/1/2018

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	To reduce the number of subjects that teachers have to plan for, we will build our master schedule with 4th and 5th grades departmentalized.				\$0.00
2	G1.B1.S2.A1	P-Sell Science Program				\$4,405.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	UniSIG		\$4,405.00
Notes: Materials and training						
3	G1.B1.S2.A2	Purchase science leveled readers				\$5,763.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	Title, I Part A		\$5,763.00
4	G1.B1.S2.A3	Science In-Class Lab Activities with Mad Scientist				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	Title, I Part A		\$7,000.00
5	G1.B2.S1.A1	Purchase computers and other instructional technology to be used in the classroom environments.				\$80,896.80
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	UniSIG		\$80,896.80
Notes: Includes 7196.00 for laptop carts.						
6	G1.B3.S1.A1	Provide students with curriculum related field trip opportunities that are tied to specific learning outcomes.				\$10,890.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	UniSIG		\$10,890.00
Notes: Kindergarten field trip to Green Meadows Farm - 85 students Kennedy Space Center Field trip for 100 students. Field Trip to St. Augustine for 75 students. Budget item also includes \$3390 for field trip transportation costs.						
7	G1.B3.S1.A2	Conduct Kindergarten Jump Start Summer Program				\$5,758.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0651 - Lake Weston Elementary	UniSIG		\$5,758.50
8	G2.B1.S1.A1	Build master schedule with 4th and 5th grades departmentalized.				\$0.00
9	G2.B2.S1.A1	Hire Parenting Engagement Liaison and create a Parent Resource Room				\$54,391.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	Title, I Part A		\$54,391.40
10	G2.B2.S1.A2	Systematically call parents during after-hours to maintain an open line of communication with parents of students who are in the low 25% of our student population, and parents of students who may be exhibiting multiple early warning indicators.				\$5,758.50
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	UniSIG		\$5,758.50
			Notes: Salary costs associated with after hour calling.			
11	G3.B1.S1.A1	School based administration will create a framework and schedule for common planning that will provide a comprehensive level of support by Instructional Coaches and Administration.				\$0.00
12	G3.B1.S1.A2	Instructional Coaches will facilitate the common planning based on the expectations from the framework and schedule.				\$0.00
13	G3.B1.S2.A1	Temporary duty day to plan standards based instruction activities for reading and math.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0651 - Lake Weston Elementary	General Fund		\$7,000.00
14	G3.B2.S1.A1	Administration will develop and facilitate professional development in data analysis of current reading, math, and science (5th grade) data.				\$43,286.80
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	UniSIG		\$43,286.80
			Notes: Funds will be partly utilized for 3 days of professional development that will be provided during summer. Subjects will include guided reading, differentiated instruction, classroom management, and math instruction.			
15	G3.B2.S1.A2	Administration will conduct individual/group data meetings with teachers. School leaders will monitor data presented in data meetings and use it to guide professional development and instructional decisions.				\$0.00
16	G3.B2.S1.A3	Provide students with after-school tutoring in math instruction.				\$34,278.95
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0651 - Lake Weston Elementary	UniSIG		\$34,278.95
17	G3.B2.S1.A4	School leadership will attend ASCD Empower Conference: The Conference for Every Educator				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	UniSIG		\$12,000.00
18	G4.B1.S1.A1	Entire staff was trained in CHAMPS on August 9, 2017				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	Title I, Part A		\$5,000.00
			Notes: CHAMPS materials			
19	G4.B1.S1.A2	CHAMPS implementation will be monitored throughout the campus.				\$0.00
20	G4.B1.S1.A3	Implement a school-wide token economy to promote positive student behavior.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141		0651 - Lake Weston Elementary	General Fund		\$2,000.00
21	G4.B4.S1.A1	The school will partner with families through the strategic development and scheduling of parent involvement events, and establishing a parenting resource center.				\$11,874.41
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0651 - Lake Weston Elementary	UniSIG		\$11,874.41
			Notes: Includes \$2000 for computer desks, tables, and misc. furniture.			
22	G4.B4.S1.A2	Conduct monthly activities to increase staff morale and promote a healthy working environment.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141		0651 - Lake Weston Elementary	General Fund		\$2,000.00
					Total:	\$292,303.36