



2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Weston Elementary
3607 DAMON RD
Orlando, FL 32703
407-296-6430

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 92%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A	2009-10 B
---------------------	---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	18
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Part III: Coordination and Integration	38
Appendix 1: Professional Development Plan to Support Goals	39
Appendix 2: Budget to Support Goals	46

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lake Weston Elementary

Principal

John Dobbs

School Advisory Council chair

Brendalee Brown

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Elizabeth Hooven	Assistant Principal
Nancy Hamby	Curriculum Resource Teacher
Irene Velez	Reading Coach
Linda Charlesworth	Math Coach
Vanessa Guillen	Instructional Coach/CCT
James Oliver	Dean
Adrian Allen	Staffing Specialist

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

- John Dobbs - Principal and Member
- Brendalee Brown - Parent and SAC Chair
- Frances Veliz - Secretary
- Kimberly Dennis - Parent
- Rosetta Shannon - Parent
- Vanessa Guillen - Teacher

Involvement of the SAC in the development of the SIP

During the course of the 2013-2014 SAC meetings, the current goals of the SIP, and the progress of such goals, will be 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 benchmark assessments and ongoing progress monitoring will be shared with community stakeholders. During the meetings that were held following the Florida Comprehensive Assessment period, the goals and barriers of the 2013-2014 SIP were shared 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 2013-2014 school goals.

Activities of the SAC for the upcoming school year

During the 2013-2014 School year, 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 Connect Ed and the school marquee. The primary focus of the SAC will be assist in the evaluation and continual improvement of the School Improvement Plan. In doing so, school administration will share the school’s historical data, benchmark data, 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 SAC will be reviewed, discussed, and decided upon by SAC.

Projected use of school improvement funds, including the amount allocated to each project

While SAC does not receive funds, SAC is involved in the decision making process for school budget.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

John Dobbs		
Principal	Years as Administrator: 9	Years at Current School: 15
Credentials	B.A.: Elementary Education M.S.: Educational Leadership Certifications: Elem. Ed. K-6 School Leadership K-12	
Performance Record	2012-2013 Grade C (408 points) 43% High Standards in Reading, 46% High Standards in Math, 41% High Standards in Writing, 28% High Standards in Science, 68% Learning Gains in Reading, 59% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 57% Lowest 25% Learning Gains in Math 2011-2012 Grade B (463 points) 42% High Standards in Reading, 52% High Standards in Math, 82% High Standards in Writing, 32% High Standards in Science, 64% Learning Gains in Reading, 68% Learning Gains in Math 55% Lowest 25% Learning Gains in Reading, 68% Lowest 25% Learning Gains in Math 2010-2011 Grade: A (529 points) 59 % High Standards in Reading, 69% High Standards in Math,91% High Standards in Writing, 47% High Standards in Science 58% Learning Gains in Reading, 71% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 75% Lowest 25% Learning Gains in Math	

Elizabeth Hooven		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	B.A.: Elementary Education M.S.: Educational Leadership Certifications: Elem. Ed. K-6 Educational Leadership K-12	
Performance Record	2012-2013 Grade C (408 points) 43% High Standards in Reading, 46% High Standards in Math, 41% High Standards in Writing, 28% High Standards in Science, 68% Learning Gains in Reading, 59% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 57% Lowest 25% Learning Gains in Math	

Instructional Coaches

of instructional coaches

6

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Nancy Hamby

Full-time / School-based

Years as Coach: 10

Years at Current School: 15

Areas

Other

Credentials

B.S. Elementary Education

Certification: Elementary Education K-5

Performance Record

2012-2013 Grade C (408 points)

43% High Standards in Reading, 46% High Standards in Math, 41% High Standards in Writing, 28% High Standards in Science, 68% Learning Gains in Reading, 59% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 57% Lowest 25% Learning Gains in Math

2011-2012 Grade B (463 points)

42% High Standards in Reading, 52% High Standards in Math, 82% High Standards in Writing, 32% High Standards in Science, 64% Learning Gains in Reading, 68% Learning Gains in Math 55% Lowest 25% Learning Gains in Reading, 68% Lowest 25% Learning Gains in Math

2010-2011 Grade: A (529 points)

59 % High Standards in Reading, 69% High Standards in Math, 91% High Standards in Writing, 47% High Standards in Science

58% Learning Gains in Reading, 71% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 75% Lowest 25% Learning Gains in Math

Irene Velez		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	B.S. Elementary Education M.S Reading Curriculum and Instruction Certification: Elementary Education K-6, Reading K-12, ESOL K-12 Endorsed	
Performance Record	2012-2013 Grade C (408 points) 43% High Standards in Reading, 46% High Standards in Math, 41% High Standards in Writing, 28% High Standards in Science, 68% Learning Gains in Reading, 59% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 57% Lowest 25% Learning Gains in Math 43% High Standards in Reading, 46% High Standards in Math, 41% High Standards in Writing, 28% High Standards in Science, 68% Learning Gains in Reading, 59% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 57% Lowest 25% Learning Gains in Math	

Vanessa Guillen		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9
Areas	Other	
Credentials	B.S. Early Childhood M.S. Reading Education Certification: Early Childhood Education PK-3, Reading Education K-12, ESOL Endorsed K-12	
Performance Record	2012-2013 Grade C (408 points) 43% High Standards in Reading, 46% High Standards in Math, 41% High Standards in Writing, 28% High Standards in Science, 68% Learning Gains in Reading, 59% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 57% Lowest 25% Learning Gains in Math	

James Oliver		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Other	
Credentials	B.S. Education Studies M.S Educational Leadership Certification: Elementary Education K-6, Educational Leadership	
Performance Record	2012-2013 Grade C (408 points) 43% High Standards in Reading, 46% High Standards in Math, 41% High Standards in Writing, 28% High Standards in Science, 68% Learning Gains in Reading, 59% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 57% Lowest 25% Learning Gains in Math 2011-2012 Grade B (463 points) 42% High Standards in Reading, 52% High Standards in Math, 82% High Standards in Writing, 32% High Standards in Science, 64% Learning Gains in Reading, 68% Learning Gains in Math 55% Lowest 25% Learning Gains in Reading, 68% Lowest 25% Learning Gains in Math	

Adrian Allen		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Rtl/MTSS	
Credentials	B.S. Special Education M.S. Special Education Ed.S. Educational Leadership Certification: Varying Exceptionalities K-12, Emotionally Handicap K-12, Educational Leadership K-12	
Performance Record	2012-2013 Grade C (408 points) 43% High Standards in Reading, 46% High Standards in Math, 41% High Standards in Writing, 28% High Standards in Science, 68% Learning Gains in Reading, 59% Learning Gains in Math 59% Lowest 25% Learning Gains in Reading, 57% Lowest 25% Learning Gains in Math	

Classroom Teachers

# of classroom teachers	47
# receiving effective rating or higher	39, 83%
# Highly Qualified Teachers	100%

certified in-field

47, 100%

ESOL endorsed

35, 74%

reading endorsed

11, 23%

with advanced degrees

, 0%

National Board Certified

, 0%

first-year teachers

10, 21%

with 1-5 years of experience

7, 15%

with 6-14 years of experience

32, 68%

with 15 or more years of experience

32, 68%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 retain highly qualified teachers, to assist in effective teacher instruction, and to monitor student progress, 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 iObservation by school administration.

Administrators and school personnel work collaboratively with district personnel department, and attend district and state sponsored recruiting fairs to recruit high quality and highly qualified teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Lake Weston Elementary has a Teacher Mentoring Program that is led by our Instructional Coach and supported by our Curriculum Resource Teacher and Literacy 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 Instructional Coach 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 a Math and Reading Coach on campus to provide subject specific assistance to our teachers. There is also a Curriculum Resource Teacher who is trained in the I-Observation System to observe instruction and provide support and feedback.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS team serves as a catalyst to promote change within the school focusing on student progress, student achievement, and school improvement. Through the delivery model of service, the team provides supports to the school and teachers as it relates to academic and behavioral concerns. Meeting on a monthly basis, 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 progress, student achievement, and school improvement. The team focuses on disaggregation of student data, grade level instructional focus calendars, instructional pacing, differentiated instruction, and prior 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. In the disaggregation of student, teacher, and school day, trends will be identified as they relate to the MTSS process of intervening. Also being evaluated within MTSS will be the effectiveness of current intervention plans determining the need to continue or modify. The principal and assistant principal will monitor lesson plans and classroom instruction on a weekly basis to ensure quality CORE instruction and quality interventions are occurring within the classroom for appropriate students. The principal and assistant principal will oversee the administration of summative and formative assessments, collection of data reports, disaggregation of student data, 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 Performance Matters mini-assessments to determine if students need reinstruction and intervention on disaggregated data. The principal and the assistant principal will assume responsibility in providing to the MTSS team, school based leadership team, curriculum coaches, and teachers data results, disaggregation of data, data trainings, and other appropriate professional development as it relates to the MTSS process and student achievement. Assisting

teachers in best practices, the reading coach and math coach will model, guide, and assist teacher with high-yield instructional strategies, skills, and techniques as it relates to increasing student achievement. Additionally, the math and reading coach will be responsible for responding to the disaggregated data specific to their curriculum focus developing and implementing professional development in their area of specialty. Assisting exceptional education teachers, resource teachers, and classroom based teacher, the staffing specialist will respond to the appropriate data proving MTSS training and 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 compliance teacher will be responsible for monitoring the progress and implementation of interventions and strategies for identified ELL students ensuring intervention plans remain ESOL compliant and necessary resources are provided.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school leadership team plays an active role in assuring academic and behavioral needs are of all Lake Weston students are met. As a member of the leadership team, the principal and assistant principal provides direction for the problem solving process reviewing adherence to the problem-solving process in the capacity of classroom observations, informal classroom visits, data meetings, child chat meetings, and formal MTSS meetings with appropriate personnel. The instructional coaches, including the Curriculum Resource Teacher, Reading Coach, Math Coach, and Instructional Coach, provide assistance and guidance from within their domain 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 to teacher assistance and support during child chat and 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 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 decision 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

An instructional focus calendar has been implemented for reading and math to ensure that all teachers are instructing and assessing the appropriate standards. The Florida Continuous Improvement Model (FCIM) is used as part of the instructional focus calendar process to ensure there is deliberate planning, instruction, assessment, and response to assessment data. To identify standard skill and standard deficiencies, Performance Matters mini-assessment are used in grades 3-5 as a formative comprehension assessment tool while easy CBM is used in grades K-2, and 3-5 when needed, to progress monitor fundamental reading skills. Also to analyze student growth and performance, district and state summative assessments are used to determine trends, commonalities, and deficiencies across grade levels and in classrooms. Based on the identified commonalities and deficiencies, appropriate, and adequate, instructional support is provided by the leadership team on the implementation of best strategies and practices in student small groups or one-to-one instruction. Data meetings are held on biweekly (every other week) on an ongoing basis with teachers and the leadership team to review student performance and monitor the fidelity of the MTSS and SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Reading: FAIR, Performance Matters Benchmark Assessments, Performance Mini-Assessments, Easy CBM, Journeys Benchmark Assessments, Accelerated Reading, STAR, Riverdeep

Math: Performance Benchmark Assessment, Go Math Programmatic scores, FASTT Math and Moby Math (K-3), STmath (4-5), FASTT Math

Science: Performance Matters Benchmark Assessment, Florida Fusion Programmatic assessments and scores.

Writing: Orange Writes

Data Management Systems: Educational Data Warehouse, Florida Progress Monitoring and Reporting Network, OCPS Instructional Management System, and Performance Matters.

All teachers are required to maintain an student data matrix recording both summative and formative assessment data. Data housed in the matrix is used to identify students as Tier I, Tier II, or Tier III and all members of the leadership team have access to the student data matrix to guide and facilitate teachers in the biweekly data meetings of student tracking. The fidelity of instruction and data-decision instruction is monitored through classroom visits, formal and informal observations, coaching observations, Professional Learning Communities, and lesson plans.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based MTSS Leadership Team received training through Orange County Public Schools. The staffing specialist and school psychologist, who also serve as a member of the district MTSS team, will support the MTSS Leadership Team in administering training and staff development to teachers new to Orange County Public Schools and to veteran teachers new to OCPS who are not familiar with the MTSS process. Staff members who have had prior training will continue to receive ongoing professional development by members of the school based leadership team on MTSS updates and changes, instructional strategies, data disaggregation, and differentiated instruction. The district MTSS team will continue to be solicited on an on-needed basis to support the MTSS integration and implementation process. In previous school years, the district MTSS team provided school based support in overview training of tiered levels of support, appropriate resources for intervening, and the documentation process using data.

Lake Weston has developed a structured plan to provide grade level instruction to all students and necessary interventions for struggling students. Under such structured plan, all students will receive Tier I grade level instruction using the adopted school curriculums. Students not meeting academic standards in the Tier I level will receive additional Tier II services during the 30-minute intervention block occurring outside the additional 90-minute reading block using scientifically based research materials. Students, including exceptional education students, who continue to show minimal academic gains, as measured by ongoing progress monitoring, will receive additional Tier III instruction using comprehensive core intervention materials. Teachers will receive appropriate professional development on the supplemental resources and the tools being used to assist them in the process of documenting the data of implemented interventions. Additional and ongoing support will continue to occur as it relates to the process of implementing MTSS. Administrative team members, under the guidance of the principal and assistance principal, assigned to the individual grade level teams will monitor the implementation of MTSS at each level and determine the need for support. Teams are required to submit weekly updates from their Professional Learning Communities, including information of targeted students.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,920

Through the weekly after school program that is scheduled for identified students twice a week, September through May, students are provided with an additional 240 minutes per week in Reading, Language, and Math. During such time, instruction will be provided using research-based resources and instructional materials in conjunction with computer-assisted instruction. Identified programs are used to assist students in the mastery of Common Core State Standards (CCSS) and Next Generation of Sunshine State Standards (NGSS) assessed on the Florida Comprehensive Assessment Test (FCAT). During the after school program students will engage in brain-based strategies and rigorous activities to create meaningful learning experiences.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

All students participating in the after school program will be assessed using the programmatic assessments. The programmatic assessment data will be maintained in a student data matrices and monitored by the after school teachers and the principal, who is serving as the tutoring coordinator. The data matrices will track not only programmatic assessments but also the benchmark assessments administered during the regular school day. The data collected will be analyzed to determine progression or regression and make necessary adjustments to instruction and interventions during the after school program as needed.

Who is responsible for monitoring implementation of this strategy?

The principal will be responsible for monitoring the implementation of the after school program. The principal will perform periodic classroom visits of the after school program to determine fidelity, effectiveness, rigor, relevance, and student engagement.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
John Dobbs	Principal
Elizabeth Hooven	Assistant Principal
Irene Velez	Reading Coach
Nancy Hamby	Curriculum Resource Teacher
Vanessa Guillen	Instructional Coach/CCT
Denyse Pool	Kindergarten Team Leader
Maura Krug	First Grade Team Leader
Michael Angel	Second Grade Team Leader
Nicole Brooke	Third Grade Team Leader

Name	Title
Shari Brinkley	Fourth Grade Team Leader
Danielle Amick	Fifth Grade Team Leader
Adrian Allen	Staffing Specialist

How the school-based LLT functions

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 LLT, the team leader. The LLT insures that the core reading program is used effectively as a resource and is responsible for our progress in the OCPS 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.

Major initiatives of the LLT

This year, a major initiative of the Literacy Leadership Team will be to implement Common Core ELA standards, the new programmatic reading series, Journey, and continue the fidelity of the Florida Continuous Improvement Model through the Instructional Focus Calendar. Additionally, an initiative will be to implement deliberate planning of Webb's Depth of Knowledge Higher Order Thinking questions and writing in all content areas using response, process, and interactive journals. Using Performance Matters benchmark assessments, teachers will formulate small groups during the 90-minute reading block instructing students at their assessed levels. Data, I-Observation, and Literacy Leadership Team Meetings will provide feedback as to needed resources and professional development supporting the goals and plan 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 weekly Media Night that will occur twice a week. Additionally, instructional staff members, with the support and guidance of administration and the instructional resource team, will participate in book study and lesson study in reading regarding the highly engaged classroom, and there will also be an incentive program for students who reach their individual goals each quarter in Accelerated Reader.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

In May of each school year, the Lake Weston Pre-K class and the Orange County Head Start students housed on campus tour 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 provided and 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 preplanning week as well as participate in Kindergarten Open House during school-wide Open House occurring in

September. Lake Weston also hosts the "First Day of School Event". During this event, parents are invited to visit their child's Kindergarten classroom and participate in a welcome activity. Shortly after the classroom visits, parents are invited to the welcome activity where Lake Weston staff members share information on resources available to parents and students. All students entering Kindergarten at Lake Weston Elementary are screened at the beginning of the year with FLKRS.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	43%	No	53%
American Indian				
Asian				
Black/African American	47%	39%	No	52%
Hispanic	44%	40%	No	50%
White	47%	53%	Yes	52%
English language learners	42%	37%	No	48%
Students with disabilities	20%	6%	No	28%
Economically disadvantaged	48%	43%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	23%	26%
Students scoring at or above Achievement Level 4	43	20%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	86	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	23	68%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	55	52%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	28	28%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	29	23%	26%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	42	41%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	54%	46%	No	59%
American Indian				
Asian				
Black/African American	52%	39%	No	57%
Hispanic	54%	50%	No	59%
White	58%	68%	Yes	63%
English language learners	52%	44%	No	57%
Students with disabilities	27%	13%	No	34%
Economically disadvantaged	54%	46%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	28%	31%
Students scoring at or above Achievement Level 4	40	19%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	78	59%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	57%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	18%	
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		2
Participation in STEM-related experiences provided for students	109	55%	58%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	280	48%	45%
Students retained, pursuant to s. 1008.25, F.S.	34	6%	3%
Students who are not proficient in reading by third grade	50	54%	51%
Students who receive two or more behavior referrals	66	11%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	114	19%	16%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Lake Weston Elementary Strives to increase parental involvement in the activities scheduled for Lake Weston families. Parent Involvement Activities occur at lake Weston on an ongoing basis and include monthly Parent and Teacher Organization meetings, monthly School Advisory Committee meetings,

quarterly Multilingual Parent Leadership meetings, Meet Your Teacher, First Day of School, Open House, Quarterly Award Ceremonies, Literacy Night, Magic Math Nigh, Hispanic Heritage Month and Hispanic Heritage Program, Holiday Program, Black History Month and Black History Program, Science Night for 4th and 5th Grade, ALPHA Night, parent/teacher conference night, and extended media hours. The Lake Weston PIP will also be linked to from the FLDOE when it is uploaded.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Meet Your Teacher	376	66%	69%
First Days of School	48	8%	11%
Open House	256	43%	46%
Literacy Night	175	29%	32%
Magic Math Night	218	37%	40%
Science Night	109	55%	58%
Hispanic Heritage Night	141	24%	27%
Black History Program	162	27%	30%
ALPHA Family Fun Night	162	27%	30%
PTO and SAC Meetings	62	10%	13%
Multilingual Parent Leadership Council	31	17%	20%
Report Card Conference Night	350	59%	62%

Goals Summary

- G1.** Administrative, leadership, and instructional staff members will increase their understanding and knowledge of instructional strategies and practices that are relevant and rigorous leading to an increase in student achievement and performance.

Goals Detail

G1. Administrative, leadership, and instructional staff members will increase their understanding and knowledge of instructional strategies and practices that are relevant and rigorous leading to an increase in student achievement and performance.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Common Core Standards, Next Generation of Sunshine State Standards, Marzano's Instructional Framework model, Marzano's "Becoming a Reflective Teacher", Marzano's "Creating a Highly Engaged Classroom", Webb's Depth of Knowledge Question Stems, progress monitoring and assessment data

Targeted Barriers to Achieving the Goal

- The need to find adequate time for teachers to locate, develop, and implement multiple resources from the new curriculum programs that support whole and small group instruction.
- The need to increase parental involvement as it relates to student development and performance.
- The lack of positive roles models exposure for our student population and limited exposure to College and Career Readiness.
- The financial cost of continued implementation of Lesson Study.
- The lack of deliberate planning among teachers and grade levels for the use of Webb's Depth of Knowledge and Higher Orders Thinking questions during instruction.
- Providing training and support for teachers to assimilate intervention strategies into their instruction.
- Planning and developing the instructional focus calendar as part of the Florida Continuous Improvement Model while incorporating the resources of the new curriculum program.
- Student deliberate use of writing to explain their reasoning and thought process.

Plan to Monitor Progress Toward the Goal

Team data meetings will be held bimonthly and individual data meetings will be held quarterly to review and analyze students assessment data, data trends, and teacher observation trends.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Math Coach, Curriculum Resource Teacher

Target Dates or Schedule:

September - May

Evidence of Completion:

Formative and summative data will be collected and maintained in individual teacher data matrices and used during data meetings as a means for tracking individual student progress and grade level progress towards the school wide Annual Measurement Objectives.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Administrative, leadership, and instructional staff members will increase their understanding and knowledge of instructional strategies and practices that are relevant and rigorous leading to an increase in student achievement and performance.

G1.B1 The need to find adequate time for teachers to locate, develop, and implement multiple resources from the new curriculum programs that support whole and small group instruction.

G1.B1.S1 Implement Journey's as the CORE reading program and Go Math as the CORE math program while building upon the ability of teachers to draw from multiple resources.

Action Step 1

Provide ongoing professional development and support on how to implement new programmatic series, Journey's and Go Math, as they align to the Common Core State Standards and the ELA and Mathematical instructional shifts involved in the teaching of the standards.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Math Coach, Curriculum Resource Teacher

Target Dates or Schedule

September - May

Evidence of Completion

Sign in sheets, lesson plans, Professional Learning Communities notes, planning agendas, resource materials

Facilitator:

Principal, Assistant Principal, Reading Coach, Math Coach, Curriculum Resource Teacher

Participants:

Instructional Staff

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

Administration will conduct informal and formal observations and appropriate instructional coaches will conduct classroom walk-through, model lessons, and provide feedback

Person or Persons Responsible

Principal , Assistant Principal, Reading Coach, Math Coach, and Curriculum Resource Teacher

Target Dates or Schedule

September - May, ongoing

Evidence of Completion

iObservation formal and informal observational data reports, informal observation feedback from coaches

Plan to Monitor Effectiveness of G1.B1.S1

Administer programmatic formative and summative assessments, benchmark formative and summative assessments, and FAIR

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Math Coach, and Curriculum Resource Teacher

Target Dates or Schedule

September - May

Evidence of Completion

Assessment data derived from the various assessments administered to students.

G1.B2 The need to increase parental involvement as it relates to student development and performance.

G1.B2.S1 The school will plan and implement parent involvement activities that support student learning and achievement.

Action Step 1

The school will participate in Title I Parent Involvement Modules and host Literacy Night, Magic Math Nigh, Annual Science Fair, Open House, parent teacher report card conferences, Hispanic Heritage Nigh, Black History Program, ALPHA Family Fun Night, and monthly Parent Teacher Organization meetings, monthly School Advisory Council Meetings, and quarterly Multi-Cultural Parent Leadership Council meetings.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team

Target Dates or Schedule

September - May

Evidence of Completion

Parental involvement and attendance data for events will be monitored by reviewing sign-in sheets from important academic events as well as monitoring data School Messenger reports to ensure effective communication.

Facilitator:

Assistant Principal, Title I Departments

Participants:

Instructional Staff

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

The school-based leadership team will plan parent involvement events so as to ensure events are scheduled with the occurrence of at least one per month

Person or Persons Responsible

Principal, Assistance Principal, School Leadership Team

Target Dates or Schedule

September - May

Evidence of Completion

School Master Calendar

Plan to Monitor Effectiveness of G1.B2.S1

School administration will monitor parental attendance and will actively inform and advertise school events using school marquee, informational flyers, and School Messenger

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

September - May

Evidence of Completion

Parent sign in sheets

G1.B3 The lack of positive role models exposure for our student population and limited exposure to College and Career Readiness.

G1.B3.S1 The AVID College and Career Readiness Program will be implemented in Grades 4 and 5, College spirit day the First Friday of every month, and partnership with Junior Achievement.

Action Step 1

Teachers in grades 4 and 5 will participate in AVID training so to be able to implement AVID strategies and encourage students to envision beyond school to create students who are College and Career Ready through the deliberate planning of AVID lessons, Junior Achievement lesson, and College Spirit Days.

Person or Persons Responsible

Teachers in grades 4 and 5, AVID Leadership Liaison, Principal, Assistant Principal, School Leadership Team

Target Dates or Schedule

September - May

Evidence of Completion

Student AVID binders will be monitored by teachers and AVID Liaison to ensure students are incorporating writing and reading as means of increasing their learning through organization, inquiry, and collaboration with classmates and teachers

Facilitator:

AVID Academy, AVID Liaison, Principal, Assistant Principal

Participants:

Teachers in Grades 4 and 5

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

Teachers will implement Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR) in the AVID 4th and 5th grade classrooms and promote a culture of college and career readiness

Person or Persons Responsible

Principal, Assistant Principal, AVID Liaison, 4th and 5th Grade Teachers

Target Dates or Schedule

September - May

Evidence of Completion

AVID lesson plans, student binders

Plan to Monitor Effectiveness of G1.B3.S1

Increase in schoolwide learning and student performance.

Person or Persons Responsible

Principal, Assistant Principal, AVID Liaison, 4th and 5th Grade Teachers

Target Dates or Schedule

September - May

Evidence of Completion

AVID binders, assessment data

G1.B4 The financial cost of continued implementation of Lesson Study.

G1.B4.S1 Use of Title II funds, supplemented by Title I, for the continued implementation of Lesson Study.

Action Step 1

Title II funds, supplemented by Title I funds, will be used for all instructional staff, Kindergarten through 5th Grade, to participate in two cycles of Lesson Study whereas one cycle will focus on Reading while the other cycle will focus on Math.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team, Instructional Coaches

Target Dates or Schedule

November and April

Evidence of Completion

Comparison of iObservation Data and student achievement data

Facilitator:

Principal, Assistant Principal, School Leadership Team

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Each grade level, or department, will collaboratively plan a 2 standards based lessons, one reading and one math, and implement the lesson in a classroom.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team, Teachers Kindergarten through 5th Grade

Target Dates or Schedule

November, April

Evidence of Completion

Lesson Plan, Scheduled Lesson Implementation

Plan to Monitor Effectiveness of G1.B4.S1

Teachers, and school based leadership, will observe the planned lesson and collect observational data of student responses and reconvene for reflection and analysis of the data and lesson to define next steps.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team, Teachers Kindergarten through 5th Grade

Target Dates or Schedule

November, April

Evidence of Completion

Data from lesson plan instruction, post observation meetings notes

G1.B5 The lack of deliberate planning among teachers and grade levels for the use of Webb's Depth of Knowledge and Higher Orders Thinking questions during instruction.

G1.B5.S1 Deliberate planning of Higher Order Thinking Questions, in alignment with Webb's Depth of Knowledge, to support the instructional process.

Action Step 1

Teachers will engage in professional development and guidance in both whole group and grade level, or department, Professional Learning Communities, where teachers will use the Webb's Depth of Knowledge chart and question stems to plan questions that are Level 2, 3, or 4, as defined by Webb's Depth of Knowledge, that correlate to content, as facilitated by a member of the school leadership team.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team

Target Dates or Schedule

September - May

Evidence of Completion

iObservation, FAIR, Performance Matters summative and formative assessments, programmatic assessments, student samples, Professional Learning Community agendas, lesson plans

Facilitator:

Principal, Assistant Principal, School Leadership Team

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Grade levels, or departments, will deliberately plan Higher Order Thinking Question, in alignment with Webb's Depth of Knowledge Level 2,3, and 4 question stems, that correlate to the curriculum content that will be embedded into instruction.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team, Teachers in grades Kindergarten through 5th Grade

Target Dates or Schedule

September - May

Evidence of Completion

Lesson Plans, Professional Learning Community notes, informal and formal observations, classroom walk-throughs

Plan to Monitor Effectiveness of G1.B5.S1

Students will participate in formative and summative assessments to measure the increase of student performance as result of higher order questioning.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team, Teachers in grades Kindergarten through 5th Grade

Target Dates or Schedule

September - May

Evidence of Completion

Assessment data derived from programmatic assessment, Performance Matters formative and summative assessments, and common assessments

G1.B6 Providing training and support for teachers to assimilate intervention strategies into their instruction.

G1.B6.S1 Professional development and leadership support on the Multi-Tiered Support System and the implementation of rigorous and differentiated small-group activities with lessons that target specific needs of students.

Action Step 1

Through Professional Development, instructional staff will develop a deeper understanding through of the Multi-Tiered Support System process so as to implement the process with fidelity to ensure all students are effectively progress monitored and provided with timely interventions and support for both academic and behavioral needs.

Person or Persons Responsible

Principal, Assistant Principal, Staffing Specialist, ESE Resource Teacher, Reading Coach, Math Coach, Dean, and School Psychologist

Target Dates or Schedule

September - May

Evidence of Completion

Data matrix of student progress monitoring, data graphs, child chat notes, professional development sign in sheets, FAIR, Performance Matters formative and summative data

Facilitator:

Principal, Assistant Principal, Staffing Specialist, ESE Resource Teacher, Reading Coach, Math Coach, Dean, and School Psychologist

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Teachers will participate with the school-based leadership team in bimonthly data meetings to discuss the implementation of interventions and ongoing progress monitoring data of students.

Person or Persons Responsible

Principal, Assistant Principal, Staffing Specialist, Reading Coach, and Curriculum Resource Teacher

Target Dates or Schedule

September - May

Evidence of Completion

Progress monitoring data

Plan to Monitor Effectiveness of G1.B6.S1

Administer ongoing progress monitoring assessments to include Easy CBM, Performance Matters formative and summative assessments, and FAIR

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Math Coach, and Curriculum Resource Teacher

Target Dates or Schedule

September - May

Evidence of Completion

Assessment data derived from the various assessments.

G1.B7 Planning and developing the instructional focus calendar as part of the Florida Continuous Improvement Model while incorporating the resources of the new curriculum program.

G1.B7.S1 Develop an instructional focus calendar that correlates to the Florida Continuous Improvement Model and the curriculum programs for Reading and Math.

Action Step 1

An instructional focus calendar will be developed as part of the Florida Continuous Improvement Model that is driven by disaggregated data of benchmark and programmatic assessments while correlating to the scope and sequence of curriculum programs while providing for the inclusion of flexible grouping.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team

Target Dates or Schedule

September - May

Evidence of Completion

iObservation, FAIR, Performance Matters formative and summative assessment, programmatic assessments, Professional Learning Communities agenda, data meeting documentation, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Teachers in grades 3 through 5 will collaborate during Professional Learning Communities to identify skill performance based on formative assessment, gather multiple resources supporting the skills identified in the instructional focus calendars.

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Math Coach, and Curriculum Resource Team

Target Dates or Schedule

September - May

Evidence of Completion

Classroom walk-throughs, Professional Learning Communities agendas, lesson plans, instructional focus calendar, formative and common assessment data

Plan to Monitor Effectiveness of G1.B7.S1

Teachers in grades 3 through 5 will participate in bimonthly data meetings to discuss the formative and summative data gathered from Performance Matters, Florida Achieves, and Common Assessments

Person or Persons Responsible

Principal, Assistant Principal, Reading Coach, Math Coach, and Curriculum Resource Team

Target Dates or Schedule

September - May

Evidence of Completion

Progress monitoring data, student data matrix, data meetings notes, and instructional focus calendar

G1.B8 Student deliberate use of writing to explain their reasoning and thought process.

G1.B8.S1 Teachers will engage students in writing response journals.

Action Step 1

Teachers will engage in professional development opportunities, where they will apply the learned knowledge from Webb's Depth of Knowledge, to engage students in writing response journal with students responding to a deliberately planned Higher Order Thinking question, as aligned to Webb's Depth of Knowledge, so as to explain their thought process or problem solving process.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team, Teachers

Target Dates or Schedule

September - May

Evidence of Completion

Performance Matters formative and summative data, programmatic assessments, student writing response journals, lesson plans

Facilitator:

Principal, Assistant Principal, School Leadership Team

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B8.S1

During grade level, or department, Professional Learning Communities, teachers will use the questions stems derived from Webb's Depth of Knowledge to plan a Higher Order Thinking Question for students to respond to in their writing response journals.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team

Target Dates or Schedule

September - May

Evidence of Completion

Professional Learning Community agendas, lesson plans, student use of writing response journals

Plan to Monitor Effectiveness of G1.B8.S1

Weekly programmatic, or formative assessments, will have students provide a written reflection or response that provides an explanation to their thought process or problem solving process.

Person or Persons Responsible

Principal, Assistant Principal, School Leadership Team, Classroom Teachers

Target Dates or Schedule

September - May

Evidence of Completion

Student response journals, formative or programmatic assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Lake Weston Elementary is a Title I school providing additional federal funding to assist in the instruction of high-needs students. Lake Weston Elementary has a Voluntary Pre-Kindergarten unit (VPK) onsite. Additionally, there are two Head Start units housed at Lake Weston. Title I funds are used to fund a reading coach, math coach, and paraprofessionals as well as additional curriculum materials and instructional resources. Staff members, resource teachers, curriculum programs, and additional resources purchased using Title I funds are used directly for the benefit of the varying needs of students identified as at-risk using FAIR, FCAT, Performance Matters Benchmark assessments, and the Multi-Tiered Support System. Support and instruction is provided to the identified students on a daily basis. A portion of our Title I funds are allocated towards the cost of staff development and parental involvement activities.

Funding from Title I will be designated for instructional and curriculum resources and professional development opportunities that will be utilized to increase student achievement. The Neighborhood Center for Families (NCF) is also located on the campus of Lake Weston Elementary. The NCF is a family-friendly community agency that provides children and families with a multitude of valuable services within their communities and is provided by the Citizens' Commission for Children. Additionally, Lake Weston has the ALPHA program, which is a grant-funded program, providing character education to students in grades K-3. For Title II (State grants improving teacher quality), the U.S. Department of Education developed non-regulatory guidance to explain how State educational agencies, local educational agencies, and State agencies for higher education can effectively use Title II, Part A funds to ensure that all teachers are highly qualified and effective.

Title II funds are also used to obtain substitute teachers, allowing classroom instructors professional development opportunities during the school day. During the 2013-2014 school year, Lake Weston instructional staff will participate in two rounds of Lesson Study, one reading and one math. These funds will allow us to provide substitutes for teachers to collaborate on the development of highly effective instructional strategies and lessons.

Title III funds are used to provide support for the English Language Learner population. Services such as materials, resources, and support are provided through the district office to insure equal opportunities to all students.

School-based personnel, with the support of the district, participate in the referral process for homeless to assist in meeting the needs of the students. Donations from the community include food, clothing, and school supplies helping insure that students have available resources needed to be successful in school. We are fortunate to have the Neighborhood Center for Families on-site to provide additional resources for our families in need.

Supplemental Academic Instruction funds are used to pay certified teachers for additional tutoring instruction outside the teacher's contracted time and outside the curriculum block schedule. Teachers work with students who are identified as at risk students, bubble students, or as a member of one or more of identified subgroups.

Currently, there are no students/families participating in the Migrant Education program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Administrative, leadership, and instructional staff members will increase their understanding and knowledge of instructional strategies and practices that are relevant and rigorous leading to an increase in student achievement and performance.

G1.B1 The need to find adequate time for teachers to locate, develop, and implement multiple resources from the new curriculum programs that support whole and small group instruction.

G1.B1.S1 Implement Journey's as the CORE reading program and Go Math as the CORE math program while building upon the ability of teachers to draw from multiple resources.

PD Opportunity 1

Provide ongoing professional development and support on how to implement new programmatic series, Journey's and Go Math, as they align to the Common Core State Standards and the ELA and Mathematical instructional shifts involved in the teaching of the standards.

Facilitator

Principal, Assistant Principal, Reading Coach, Math Coach, Curriculum Resource Teacher

Participants

Instructional Staff

Target Dates or Schedule

September - May

Evidence of Completion

Sign in sheets, lesson plans, Professional Learning Communities notes, planning agendas, resource materials

G1.B2 The need to increase parental involvement as it relates to student development and performance.

G1.B2.S1 The school will plan and implement parent involvement activities that support student learning and achievement.

PD Opportunity 1

The school will participate in Title I Parent Involvement Modules and host Literacy Night, Magic Math Nigh, Annual Science Fair, Open House, parent teacher report card conferences, Hispanic Heritage Nigh, Black History Program, ALPHA Family Fun Night, and monthly Parent Teacher Organization meetings, monthly School Advisory Council Meetings, and quarterly Multi-Cultural Parent Leadership Council meetings.

Facilitator

Assistant Principal, Title I Departments

Participants

Instructional Staff

Target Dates or Schedule

September - May

Evidence of Completion

Parental involvement and attendance data for events will be monitored by reviewing sign-in sheets from important academic events as well as monitoring data School Messenger reports to ensure effective communication.

G1.B3 The lack of positive roles models exposure for our student population and limited exposure to College and Career Readiness.

G1.B3.S1 The AVID College and Career Readiness Program will be implemented in Grades 4 and 5, College spirit day the First Friday of every monthly, and partnership with Junior Achievement.

PD Opportunity 1

Teachers in grades 4 and 5 will participate in AVID training so to be able to implement AVID strategies and encourage students to envision beyond school to create students who are College and Career Ready through the deliberate planning of AVID lessons, Junior Achievement lesson, and College Spirit Days.

Facilitator

AVID Academy, AVID Liaison, Principal, Assistant Principal

Participants

Teachers in Grades 4 and 5

Target Dates or Schedule

September - May

Evidence of Completion

Student AVID binders will be monitored by teachers and AVID Liaison to ensure students are incorporating writing and reading as means of increasing their learning through organization, inquiry, and collaboration with classmates and teachers

G1.B4 The financial cost of continued implementation of Lesson Study.

G1.B4.S1 Use of Title II funds, supplemented by Title I, for the continued implementation of Lesson Study.

PD Opportunity 1

Title II funds, supplemented by Title I funds, will be used for all instructional staff, Kindergarten through 5th Grade, to participate in two cycles of Lesson Study whereas one cycle will focus on Reading while the other cycle will focus on Math.

Facilitator

Principal, Assistant Principal, School Leadership Team

Participants

Instructional Staff

Target Dates or Schedule

November and April

Evidence of Completion

Comparison of iObservation Data and student achievement data

G1.B5 The lack of deliberate planning among teachers and grade levels for the use of Webb's Depth of Knowledge and Higher Orders Thinking questions during instruction.

G1.B5.S1 Deliberate planning of Higher Order Thinking Questions, in alignment with Webb's Depth of Knowledge, to support the instructional process.

PD Opportunity 1

Teachers will engage in professional development and guidance in both whole group and grade level, or department, Professional Learning Communities, where teachers will use the Webb's Depth of Knowledge chart and question stems to plan questions that are Level 2, 3, or 4, as defined by Webb's Depth of Knowledge, that correlate to content, as facilitated by a member of the school leadership team.

Facilitator

Principal, Assistant Principal, School Leadership Team

Participants

Instructional Staff

Target Dates or Schedule

September - May

Evidence of Completion

iObservation, FAIR, Performance Matters summative and formative assessments, programmatic assessments, student samples, Professional Learning Community agendas, lesson plans

G1.B6 Providing training and support for teachers to assimilate intervention strategies into their instruction.

G1.B6.S1 Professional development and leadership support on the Multi-Tiered Support System and the implementation of rigorous and differentiated small-group activities with lessons that target specific needs of students.

PD Opportunity 1

Through Professional Development, instructional staff will develop a deeper understanding through of the Multi-Tiered Support System process so as to implement the process with fidelity to ensure all students are effectively progress monitored and provided with timely interventions and support for both academic and behavioral needs.

Facilitator

Principal, Assistant Principal, Staffing Specialist, ESE Resource Teacher, Reading Coach, Math Coach, Dean, and School Psychologist

Participants

Instructional Staff

Target Dates or Schedule

September - May

Evidence of Completion

Data matrix of student progress monitoring, data graphs, child chat notes, professional development sign in sheets, FAIR, Performance Matters formative and summative data

G1.B8 Student deliberate use of writing to explain their reasoning and thought process.

G1.B8.S1 Teachers will engage students in writing response journals.

PD Opportunity 1

Teachers will engage in professional development opportunities, where they will apply the learned knowledge from Webb's Depth of Knowledge, to engage students in writing response journal with students responding to a deliberately planned Higher Order Thinking question, as aligned to Webb's Depth of Knowledge, so as to explain their thought process or problem solving process.

Facilitator

Principal, Assistant Principal, School Leadership Team

Participants

Instructional Staff

Target Dates or Schedule

September - May

Evidence of Completion

Performance Matters formative and summative data, programmatic assessments, student writing response journals, lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Administrative, leadership, and instructional staff members will increase their understanding and knowledge of instructional strategies and practices that are relevant and rigorous leading to an increase in student achievement and performance.	\$901
Total		\$901

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Evidence-Based Materials	Total
Paid for by the district; additional payment for Assistant Principal to attend	\$600	\$0	\$0	\$600
Title II NLC Staff Development	\$0	\$1	\$0	\$1
Title I Fund S91	\$0	\$0	\$300	\$300
Total	\$600	\$1	\$300	\$901

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Administrative, leadership, and instructional staff members will increase their understanding and knowledge of instructional strategies and practices that are relevant and rigorous leading to an increase in student achievement and performance.

G1.B3 The lack of positive role models exposure for our student population and limited exposure to College and Career Readiness.

G1.B3.S1 The AVID College and Career Readiness Program will be implemented in Grades 4 and 5, College spirit day the First Friday of every month, and partnership with Junior Achievement.

Action Step 1

Teachers in grades 4 and 5 will participate in AVID training so to be able to implement AVID strategies and encourage students to envision beyond school to create students who are College and Career Ready through the deliberate planning of AVID lessons, Junior Achievement lesson, and College Spirit Days.

Resource Type

Evidence-Based Program

Resource

Attendance at Summer 2013 AVID Training

Funding Source

Paid for by the district; additional payment for Assistant Principal to attend

Amount Needed

\$600

G1.B4 The financial cost of continued implementation of Lesson Study.

G1.B4.S1 Use of Title II funds, supplemented by Title I, for the continued implementation of Lesson Study.

Action Step 1

Title II funds, supplemented by Title I funds, will be used for all instructional staff, Kindergarten through 5th Grade, to participate in two cycles of Lesson Study whereas one cycle will focus on Reading while the other cycle will focus on Math.

Resource Type

Professional Development

Resource

Substitutes for completion of Lesson Study cycles

Funding Source

Title II NLC Staff Development

Amount Needed

\$1

G1.B5 The lack of deliberate planning among teachers and grade levels for the use of Webb's Depth of Knowledge and Higher Orders Thinking questions during instruction.

G1.B5.S1 Deliberate planning of Higher Order Thinking Questions, in alignment with Webb's Depth of Knowledge, to support the instructional process.

Action Step 1

Teachers will engage in professional development and guidance in both whole group and grade level, or department, Professional Learning Communities, where teachers will use the Webb's Depth of Knowledge chart and question stems to plan questions that are Level 2, 3, or 4, as defined by Webb's Depth of Knowledge, that correlate to content, as facilitated by a member of the school leadership team.

Resource Type

Evidence-Based Materials

Resource

A Guide for Using Webb's Dept of Knowledge and Webb's Depth of Knowledge Flip Charts

Funding Source

Title I Fund S91

Amount Needed

\$300