



## Dream Lake Elementary

500 N PARK AVE, Apopka, FL 32712

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
69%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
66%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### 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.

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, 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 Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School Environment

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

Dream Lake Elementary (DLE) faculty and staff nurture academic relationships with students that provide foundations to build knowledge and understanding of the cultures (students) that are served. Professional development focusing on culture diversity, providing stellar customer service and academic relevance are district adopted strategies used in schools to ensure increased student achievement and close the achievement gap for all students. Orange County Public Schools (OCPS) is the tenth largest school district in the nation, serving over 187,000 students, originating from 212 countries, speaking 163 dialects and languages. The facts stated previously demands our urban district understand and learn about the cultures of the students served to better educate them.

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

Maintaining a safe and orderly campus is a basic foundation for increasing student achievement for all students. Dream Lake administration follows district policies to develop and implement the best systems of approach for their campus. Reviewed rules, drill and practice of emergency procedures and adult supervision allow for students to focus on learning at Dream Lake. Faculty and staff have morning and afternoon duties to facilitate the smooth instructional day of students. Parents and students play an important role in creating a school environment where students are safe and respected.

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

The OCPS Student Code of Conduct is the official document/ program used to govern student behavior on campus. The student code is reviewed consistently in schools throughout the school year and is the foundation for auxiliary resources and strategies such as Conversation Help Activity Movement Participation (CHAMPS), Class Dojo and Positive Behavior Support (PBS). It is a systems approach to discipline that starts with the teacher but depending upon the severity of the incident, administration may need to be involved. Dream Lake has set goals to decrease discipline referrals by 25% for the 2014 – 2015 school year.

##### **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**

In order to increase student achievement at Dream Lake the faculty and staff believes in the whole child approach. The emotional, mental, physical and spiritual growth of a student are just as important as their academic growth and successes. Students at Dream Lake have access to school, district and community resources as needed. Dream Lake offers a mentor program for targeted students and counseling needs are met by school and district personnel. To attend to a student's basic social and emotional growth is an ethical and moral charge that all Dream Lake educators aspire to do well.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Dream Lake's faculty and staff understand the correlation between student contact time and increased student achievement. The goal is to continue to decrease the number of lost instructional days for students during the 2014 – 2015 school year due to attendance and suspension. Attendance is monitored by administration and certain concerns trigger different district and school responses to correct the concern. According to Enterprise Data Warehouse (EDW), Dream Lake has a 95.53% daily attendance rate. For those students not meeting this measure, attendance conferences are held with the parent. If the situation is not rectified, a more aggressive response is enacted that may include district and even judicial personnel.

Dream Lake faculty and staff frequently, progress monitor student achievement through data disaggregation. Data from assignments, assessments (formal and informal) and project based learning allow instructors to differentiate instruction for individual students by need. Academic intervention and enrichment, planning and instruction are important but in this transition to a student centered classroom students are charged with taking ownership of their own learning through individual goal setting and data disaggregation. The following are resources and strategies that serve as the early warning system to allow the smooth transition to the aforementioned:

- Community Resources (Judicial Resources and Kids Care)
- Conferences (academic, attendance and behavior)
- District Resources (District Facilitators, School Psychologist and Social Worker)
- Intervention and Enrichment (math and reading)
- i-Ready (math and reading)
- Multi-Tiered System of Support (MTSS for academics and behavior)
- ST Math
- Summer Tutoring (math and reading for grades Kindergarten through fourth)
- Tutoring (Afternoon - math and reading for third through fifth grades)
- Tutoring (Morning and afternoon - reading for first and second grades)

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	12	12	9	9	10	61
One or more suspensions	2	0	1	0	6	2	11
Course failure in ELA or Math	3	9	1	9	2	1	25
Level 1 on statewide assessment	0	0	0	38	24	44	106

*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	
Students exhibiting two or more indicators	3	4	1	4	2	1	15

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

- Attendance Contracts with parents
- Behavior Intervention Plans (BIP)
- Community Resources (Judicial Resources and Kids Care)
- Conferences (academic, attendance and behavior)
- District Resources (Social Worker and School Psychologist)
- Intervention and Enrichment (math and reading)
- i-Ready (math and reading)
- Multi-Tiered System of Support (MTSS for academics and behavior)
- ST Math
- Summer Tutoring (math and reading for grades Kindergarten through fourth)
- Tutoring (Afternoon - math and reading for third through fifth grades)
- Tutoring (Morning and afternoon - reading for first and second grades)

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Dream Lake Elementary continues to build the home school relationship because stakeholders understand that this relationship is strongly correlated with increased student achievement. These formal and informal connections between the home and school assist in the process of developing the students we serve academically, emotionally, mentally, physically and socially into productive lifelong learners that will successfully thrive in our global community. Research supports that family involvement during the elementary school years contribute to better student achievement and attitudes throughout the student's K – 12 academic years. At Dream Lake home participation is welcomed and encouraged with the following resources and strategies:

Community Based Events – Dream Lake promotes the business of our Partners in Education (PIE) (Chick- Fil –A and McDonald's) by hosting different events on location for school stakeholders.

Conference Nights – Dream Lake faculty and staff host scheduled conference (progress report and report card) nights to update parents on their child's academic progress after the first, second and third nine weeks.

Connect Ed Messenger - This automated system allows for district and school staff to communicate important information to school stakeholders efficiently and in a timely manner as needed.

Curriculum Nights – Math, Reading, Science, Technology, Engineering and Mathematics (STEM) and Writing profession developments are facilitated by district and school staff to inform stakeholders of the changes, processes, resources and strategies used to increase student achievement in the core

and special area curriculums using academic rigor and relevance.

Dream Lake Elementary Website – School stakeholders can review the school’s website for pertinent information as needed.

Movie Nights – A fall and spring movie night is held for DLE stakeholders.

Parent Teacher Association (PTA) – The PTA offers support to the DLE faculty and staff by assisting with school events, positively promoting the school and offering necessary feedback to the school principal to assist in the decision - making process when asked to do so by the principal.

School Advisory Committee (SAC) - The SAC offers support to the DLE faculty and staff by positively promoting the school and offering necessary feedback to the school principal to assist in the decision - making process when asked to do so by the principal.

Parents are always welcomed at Dream Lake Elementary, providing stakeholders with stellar customer service should ensure that the home – school connection strengthens and continues to positively effect student achievement for all the students we serve.

**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**

It is the goal of Dream Lake faculty and staff to promote and nourish the school - community relationship. A real partnership is established when school stakeholders involve community members in school business when applicable. Dream Lake Partners In Education (PIE) are visible at school nights and the school is able to attend and host events at the PIE organizations to promote unity and generate resources for both. Community and school stakeholders are able to clearly view the school- community relationship that provides students with needed benefits and resources. A broad based community - school relationship is beneficial and necessary for the continued success at Dream Lake.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Schadow, Gary	Principal
Bellamy, Rodney	Assistant Principal
Biaggi, Kelli	Other
Craft, Cynthia	Other
Farran, Angel	Instructional Media
Floyd, Jill	Other
Pruitt, Amy	Other
Tindle, Brittany	Other

**Duties**

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

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate

professional development to support implementation and communicates with parents regarding school-based MTSS plans and activities.

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

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Instructional Coach (es) Curriculum Resource Teacher (CRT)/ Multitiered System of Support (MTSS) Manager: Develops, leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation and analysis of data, to determine eligibility (ESE); facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention, planning and program evaluation; facilitates data-based decision making activities.

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

Student Services Personnel: provides interventions to link child-serving and community agencies to the schools and families to support the child's academic, behavior, emotional, mental, physical and social growth.

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

We have a school-based MTSS Leadership Team. This team consists of Principal, Assistant Principal, General Education Teachers, Exceptional Student Education Teachers, Instructional Coaches, Reading Instructional Specialist, School Psychologist, Speech Language Pathologist and Student Service Personnel.

The team meets as needed or at least two times per month to engage in the following activities: Review universal screening data and link it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and to identify those students who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and assign resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation school-wide. Each team within the school systematically works towards the common goal stated above. All teams are coordinated through the central school leadership team, which works

to integrate the work of each of the other teams. Dream Lake teams are: grade level team leaders, literacy team, ESE resource team and grade level Professional Learning Communities (PLC).

Title II Funds:

Teachers at Dream Lake Elementary will be able to participate in professional development in i-Ready (math and reading) and ST Math. The purpose of the professional development is to provide teachers the opportunity to understand the program, read and analyze the reports and change their instruction based on the individual students' diagnostic and current data. Data will be gathered daily by teachers as students work throughout the year. Administration, math and reading resource teachers will be collecting school wide data weekly and teachers will meet with administrators on their data monthly. The desired outcome is that the use of i-Ready and ST Math will facilitate the increased proficiency of students in both math and reading in every Annual Measurable Objectives (AMO) for all subgroups.

This professional development activity relates to closing the achievement gap by directly supporting our reading goals found in our School Improvement Plan. Students are measured daily in specific skills on the i-Ready program and teachers need to use this data to assign coursework, plan small group instruction and make individual learning goals for students. Our goal is for this individualized instruction to increase student achievement in math and reading in grades K-5 with a focus on learning gains for the students in the 'Lowest 25%'.

Individuals with Disabilities Education Act (IDEA) Funds:

These funds are used to support a behavior specialist.

Supplemental Academic Instruction (SAI) Funds:

Funds are used for after school tutoring. Thirteen reading teachers and three math teachers will be hired to work three days a week for an hour after school with small groups of third, fourth and fifth graders.

Free/Reduced Lunch (FRL) Funds:

70%+ qualify for free/reduced lunch and/or breakfast at Dream Lake.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Gary Schadow	Principal

#### Duties

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

##### *Evaluation of last year's school improvement plan*

The implementation of last year's School Improvement Plan (SIP) resulted in Dream Lake's improving the school's letter grade by 35 points to 540 points. That 35 point increase allowed Dream Lake to regain the State designation of an 'A' rated school. Activities such as adding additional resources in math and reading allowed the faculty and staff to provide additional support to the DLE students in the lowest 25% of the student population, resulting in significant gains. The implementation of the newest version of Success Maker 6 and the consistent progress monitoring of the data, produced grade level gains in reading that had not been met in three years. Growth was made in Science at DLE but not to the district or State levels or DLE's faculty and staff's satisfaction. Writing scores declined but are well above district and State proficiency levels.

##### *Development of this school improvement plan*

In the spring, a survey is done of our students, parents and staff members on school effectiveness and climate conditions. The School Advisory Committee (SAC) reviews the results and makes recommendations that are put into the next year's School Improvement Plan (SIP), to increase student, parent and staff satisfaction with the school. In the fall, all SAC members receive copies of the School Improvement Plan and the plan is discussed at one or more meetings. As the school year continues results of benchmark testing and other progress monitoring data is shared, questions answered and suggestions are solicited from Dream Lake stakeholders.

*Preparation of the school's annual budget and plan*

The SAC assists the school leadership in the development of the SIP and is required to review the plan each year. Mr. Schadow shares the current SIP with the SAC committee so they can offer input regarding the school in but not limited to the following areas: budget, community engagement, instruction, planning, resources and strategies for the upcoming school year. During these strategy sessions new ideas are discussed to increase student achievement and promote the school in a positive manner. SAC members also promote and share the SIP with other community stakeholders in a positive and correct way.

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

The proposed use of school improvement funds will be to ear mark any funds that we receive for our summer tutoring program in the area of math and reading. This past summer our grade level PLCs in grades Kindergarten through fourth grade selected 12 students who were below grade level to attend summer math and reading camp during summer break for 20 days (6 hours daily) to receive extra instruction in math and reading. Our hope was to move the students closer to grade level or above in math and reading while preventing and reducing academic regression. This intervention cost ranges from \$15,000 to \$18,000 dollars to implement each summer.

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

Yes

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

The school is in the process of establishing the School Advisory Committee (SAC) for the 2014 – 2015 school year. Principal Schadow will contact former SAC members to solicit interest in joining the SAC committee for this school year. During Open House, DLE administration will speak to parents about the importance of joining the SAC. Full compliance is expected to be met by the October 2014 SAC meeting.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Schadow, Gary	Principal
Bellamy, Rodney	Assistant Principal
Biaggi, Kelli	Other
Craft, Cynthia	Other
Farran, Angel	Instructional Media
Floyd, Jill	Other
Pruitt, Amy	Other
Tindle, Brittany	Other

## Duties

### ***Describe how the LLT promotes literacy within the school***

The three major initiatives of the Literacy Leadership Team (LLT) this year is to implement the new Florida Standards in grades K-5, implement i-Ready (math and reading) and support teachers in developing lesson plans that increase rigor in math, reading, science and writing to increase student achievement and close the achievement gap for all DLE students.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

All instructional faculty and staff are required to meet each Wednesday after the instructional day with grade level PLCs. The PLC agenda may include various topics such as curriculum (Go! Math and Journeys), deconstructing the new Florida Standards, differentiated instruction, formative and summative assessment development, Intervention and Enrichment (I and E) calibration, planning and instruction, resources and strategies and other topics as needed. The PLC follows group norms and provides the CRT with weekly minutes of the meeting. Monthly learning celebrations are held to disseminate pertinent information, conduct professional development and recognize stakeholder achievement. The instructional faculty and staff at Dream Lake are not assigned external duties beyond the classroom so they can maximize their planning and instructional time to increase student achievement.

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

Dream Lake Elementary School attempts to retain teachers by providing support in all professional areas. Teachers are supported through the use of mentors, support instructional staff and with PLC teams who work directly with teachers to enable them to reach the high expectations of highly effective educators. The Dream Lake Leadership Team provides professional development opportunities based on the demonstrated need of the staff as defined in the annual School Improvement Plan. Dream Lake uses the Orange County Hiring System to recruit teachers. We post openings, screen and hire from the instructional candidates pool provided by the OCPS Human Resources Department.

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

Dream Lake Elementary School has a mentoring program for beginning teachers and new teachers to Dream Lake for the current school year. Both sets of teachers are brought in a week before pre-planning to spend the day with their assigned mentor and administrators. On this day the teachers learn about

Dream Lake, take tours, prepare their assigned classrooms and work with their assigned mentors. Any questions the teachers have are answered at this time. Each new staff member is paired with a mentor from their same grade level that is both experienced with the grade and is considered a master teacher.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Dream Lake faculty and staff use the latest district approved resources and strategies that are aligned to the Florida Standards to maximize student achievement and close the achievement gap for all students. School and district professional development is offered to administrators, instructors and resource personnel to share 21st Century instructional best practices are utilized in math, reading, science and writing. DLE administration and district personnel coordinate and monitor the use of appropriate instructional material used in DLE classrooms.

#### Instructional Strategies

***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***

It is the expectation of the DLE administration that teachers differentiate instruction for math and reading utilizing guided math and reading groups using the gradual release model (I Do, We Do, You Do) guiding the process. Utilizing assignments, assessments and other resources teachers should be able to differentiate instruction for each student in their classrooms. Data disaggregation meetings, instructional best practices, i-Ready, literacy and math rotations, PLC meetings, ST Math and tutoring are some of the resources and strategies used to meet individual student needs while increasing student achievement.

***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:** 4,680

Dream Lake Elementary runs an after school tutoring program three days a week for an additional hour. Students in third, fourth and fifth grades participate based on teacher recommendation and assessment scores that show a need for math or reading intervention. Teachers facilitate the program in their classrooms after school with small groups of five to 10 students on the same math or reading level. These students then participate in a guided reading group with non-fiction high interest leveled books.

### ***Strategy Rationale***

The rationale for the afternoon tutoring program is to increase math and reading proficiency in all AMO subgroups at Dream Lake while increasing student achievement and closing the achievement gap for all the students.

### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Schadow, Gary, gary.schadow@ocps.net

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

Each quarter all students are tested using the STAR program. Their small guided reading group is based on their lexile number after each STAR test is assessed. Each quarter student groups are calibrated to align students with the appropriate instructional levels. In addition students take an independent reading test each Friday consisting of a grade level passage and five comprehension questions. At the end of the assessment, students then graph their percentage correct. Data is recorded weekly to progress monitor and show student growth.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### ***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

Currently Dream Lake runs two Volunteer Pre-Kindergarten (VPK) programs on our campus. DLE is a cluster site for students who are identified as being Developmentally Delayed (DD). Children as young as three years old can be serviced in our program. We have five students with us all day in our Exceptional Student Education (ESE) VPK program.

Our VPK classes are held in the morning and afternoon. Each session services 20 students, who do not always live in our attendance zone. In the spring, local VPK programs can visit our school with their children and tour the campus. We have done this for the last three years to prepare students for starting Kindergarten in the fall. Incoming Kindergartners are screened with the Florida Kindergarten Readiness Screener (FLKRS) / Early Child Hood Observation System (ECHOS) within the first 30 days of school.

In the spring current grade level instructors met with upper grade level instructors to form tentative upper grade classrooms for the upcoming school year. Academic levels, behavior, ELL needs, ESE

needs, gender, learning styles, personality and race are considered when classroom rosters are being built. Each year the DLE principal communicates with the receiving middle school principal the needs of the rising sixth grade students.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

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

N/A

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

N/A

***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***

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Writing Goal: Our goal is to increase student achievement in writing for fourth and fifth grade students by establishing school wide writing expectations and implementing the District's Core Connections Writing Program.
- G2.** Math Goal: Our goal is to increase student achievement in math for all students (K-5).
- G3.** Reading Goal: Our goal is to increase student achievement in reading for all students (K-5).

## Strategic Goals Detail

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

**G1. Writing Goal:** Our goal is to increase student achievement in writing for fourth and fifth grade students by establishing school wide writing expectations and implementing the District's Core Connections Writing Program. 1a

G035759

**Targets Supported** 1b

Indicator	Annual Target
CELLA Writing Proficiency	75.0

**Resources Available to Support the Goal** 2

- Core Connections
- DLE Writing Expectations

**Targeted Barriers to Achieving the Goal** 3

- Familiarity and fidelity of using new DLE writing expectations and the District's Core Connections writing program for school stakeholders.
- DLE faculty and staff will work towards mastery with professional development and the gift of 'time' utilizing the school wide expectations and Core Connections professional development.
- Access to technology and a typing program that allows fourth and fifth grade students to master writing techniques that will increase student achievement and provide practice for yearly formative and summative assessments.

**Plan to Monitor Progress Toward G1.** 8

The DLE writing expectations and the District's Core Connections writing program will be monitored for fidelity, implementation and increased student achievement throughout the 2014 – 2015 school year. Student data, instructional implementation, OCPS Benchmark Testing and fidelity will be progressed monitor consistently via classroom visits and instructional coaching and feedback.

**Person Responsible**

Gary Schadow

**Schedule**

On 6/5/2015

**Evidence of Completion**

Administration inspecting what is expected academically daily. Assessments (FSA- Writing, OC Writes and school based formative assessments) Coaching and feedback via the Art and Science of Teaching (Formal and Informal)

**G2. Math Goal: Our goal is to increase student achievement in math for all students (K-5).** 1a

G035760

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	75.0

**Resources Available to Support the Goal** 2

- Assessments (Benchmark, FSA-math, Go! Math, i-Ready- math and ST Math)
- Computer Lab (Schedule and Time)
- Florida Standards
- Go Math! Curriculum
- Intervention and Enrichment
- Scope and Sequence (Calibration of DLE and OCPS (scope and sequence) and Florida Standards)
- ST Math Lab (morning)
- Tutoring

**Targeted Barriers to Achieving the Goal** 3

- Familiarity and fidelity of using Go! Math, i-Ready (math), ST Math and the Florida Standards for instructional faculty and staff.
- Instructional faculty and staff will need professional development and time implementing Florida Standards, Go! Math, i-Ready (math).

**Plan to Monitor Progress Toward G2.** 8

Students not meeting the Annual Measurable Objectives (AMO) will be targeted for close monitoring for the 2014- 2015 school year. DLE administration and instructional faculty and staff will discuss these students and their progress regularly in data meetings.

**Person Responsible**

Rodney Bellamy

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Administration inspecting what is expected academically daily. Assessments (FSA- math, i-Ready (math) and ST Math) Coaching and feedback via the Art and Science of Teaching (Formal and Informal) PLC Notes

**G3. Reading Goal: Our goal is to increase student achievement in reading for all students (K-5).** 1a

G035761

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	70.0

**Resources Available to Support the Goal** 2

- Daily Schedule
- DLE Instructional Faculty and Staff
- Florida Standards
- Intervention and Enrichment
- i-Ready (reading)
- Journeys
- OCPS Facilitators
- Tutoring

**Targeted Barriers to Achieving the Goal** 3

- The daily schedule does not allow flexibility to increase instructional time in reading (90 minutes).
- It has been a limited amount of time for teachers to study and understand the Florida Standards to create formative and summative assessments that can accurately prepare and predict student success on the FSA.

**Plan to Monitor Progress Toward G3.** 8

Students not meeting the Annual Measurable Objectives (AMO) will be targeted for close monitoring for the 2014- 2015 school year. DLE administration and instructional faculty and staff will discuss these students and their progress regularly in data meetings.

**Person Responsible**

Gary Schadow

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Regular data disaggregation meetings will be held between the students and teachers and teachers and DLE administration to discuss student achievement (graphing) using i-Ready (reading).

## 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.** Writing Goal: Our goal is to increase student achievement in writing for fourth and fifth grade students by establishing school wide writing expectations and implementing the District's Core Connections Writing Program. **1**

 G035759

**G1.B1** Familiarity and fidelity of using new DLE writing expectations and the District's Core Connections writing program for school stakeholders. **2**

 B085694

**G1.B1.S1** Train instructional faculty and staff (K- 5) to implement and use the DLE writing expectations and the district's Core Connections writing program with fidelity and to the level of mastery. **4**

 S096381

### Strategy Rationale

To increase student achievement in writing for all DLE students utilizing DLE writing expectations and the District's Core Connections writing program.

### Action Step 1 **5**

To ensure the (K-5) instructional faculty and staff understand the writing program and school wide writing expectations, professional development opportunities will be scheduled consistently throughout the 2014 – 2015 school year for both. During the 2014 – 2015 school year DLE stakeholders will gain familiarity with the programs while increasing writing achievement.

### Person Responsible

Gary Schadow

### Schedule

Quarterly, from 8/18/2014 to 6/5/2015

### Evidence of Completion

DLE administration will monitor professional development attendance, PLC notes and sign in sheets. Consistent administrative visits to classrooms (K-5) to inspect the academic expectations during the ELA writing block will verify the usage of both resources with fidelity and mastery.

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

Dream Lake's instructional faculty and staff (K-5) will participate in professional development regarding Core Connections and the school wide writing expectations throughout the 2014 – 2015 school year. Student growth will be tracked via FSA- Writing, OC Writes and school based assessments (formative and summative).

**Person Responsible**

Gary Schadow

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Assessments (FSA and OC Writes) Administration inspecting what is expected academically daily. Lesson Plans

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

Instructional faculty and staff will use DLE writing expectations and the District's Core Connections resources during the ELA- writing block daily. During PLC meetings instructors can calibrate, discuss and plan activities, utilizing the resources to increase student writing achievement through instructional best practices. Students' article of evidences will be recorded and monitored for individual growth in writing.

**Person Responsible**

Gary Schadow

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Administration inspecting what is expected academically daily. Assessments (FSA- Writing, OC Writes and school based formative assessments) Coaching and feedback via the Art and Science of Teaching (Formal and Informal)

**G2. Math Goal:** Our goal is to increase student achievement in math for all students (K-5). 1

G035760

**G2.B1** Familiarity and fidelity of using Go! Math, i-Ready (math), ST Math and the Florida Standards for instructional faculty and staff. 2

B085696

**G2.B1.S1** The math resource teacher will continue to provide interventions for students (2-5) who need Tier II and Tier III intervention (MTSS). 4

S096383

### Strategy Rationale

To use the MTSS process to close learning gaps and increase student achievement for students.

### Action Step 1 5

Dream Lake's PLCs (K-5) will calibrate the math curriculum to maximize Go! Math, Florida Standards and assessment timelines to increase student achievement for all students.

#### Person Responsible

Rodney Bellamy

#### Schedule

Quarterly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Assessments (benchmark, formative and summative) Lesson Plans PLC Notes

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

Dream Lake's instructional faculty and staff (K-5) will participate in professional development regarding Go! Math, i-Ready (math) and the Florida Standards throughout the 2014 – 2015 school year. Student growth will be tracked via assessments (benchmark, formative and summative).

#### Person Responsible

Rodney Bellamy

#### Schedule

Quarterly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

DLE administration will monitor professional development attendance, MTSS process, PLC meeting notes and sign in sheets. Consistent administrative visits to classrooms (K-5) to inspect the academic expectations during the math block will verify the usage of both resources with fidelity and mastery.

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

Instructional faculty and staff will use the Go! Math, the Florida Standards, i-Ready and ST Math during the math block daily. During PLC instructors can calibrate, discuss and plan activities, utilizing the resources to increase student achievement in math through instructional best practices. Student progress will be recorded and monitored throughout the 2014 – 2015 school year. The data (summative assessments) will be entered into the Performance Matters (PM) system on a bi-weekly basis by teachers. DLE Administration and other district personnel will monitor the information consistently.

**Person Responsible**

Rodney Bellamy

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Administration inspecting what is expected academically daily. Assessments (FSA- math, i-Ready (math) and ST Math) Coaching and feedback via the Art and Science of Teaching (Formal and Informal)

**G2.B2** Instructional faculty and staff will need professional development and time implementing Florida Standards, Go! Math, i-Ready (math). 2

B085697

**G2.B2.S1** Continue to utilize PLC Wednesdays (DLE Non-negotiable) to analyze data from assessments (benchmark, formative and summative) to plan instruction, calibrate intervention and enrichment groups and the Florida Standards, curriculum and resources/strategies in a professional cooperative environment as a PLC. 4

S096384

### Strategy Rationale

Planning through the PLC will increase fidelity and mastery of resources and strategies used at DLE to increase student achievement for all DLE students.

### Action Step 1 5

Dream Lake's PLCs (K-5) will calibrate the math curriculum to maximize Go! Math, Florida Standards and assessment timelines. PLCs will continue to develop both formative and summative assessments, disaggregate data to drive instruction and reteach and retest opportunities for students and follow the MTSS process for students needing intervention and enrichment in math.

#### Person Responsible

Rodney Bellamy

#### Schedule

Quarterly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Assessments (benchmark, formative and summative) Lesson Plans PLC Notes

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

Teacher focus calendars, lesson plans, formative assessments, benchmark/minibenchmark assessments will be monitored and reviewed for both data and implementation.

#### Person Responsible

Rodney Bellamy

#### Schedule

Quarterly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

PLC Notes, Focus Calendars, Lesson Plans, Formative Assessment Results, Benchmark Assessment Results

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

Review the focus calendars, formative assessments, and benchmark assessments for student growth.

**Person Responsible**

Rodney Bellamy

**Schedule**

On 6/5/2015

**Evidence of Completion**

PLC Notes, Focus Calendars, Benchmark and Formative Assessment Data

**G2.B2.S2** To ensure fidelity and increased mastery for all Dream Lake's faculty and staff continuous professional development will be offered and monitored (DLE Administration) regarding the Florida Standards, Go! Math, i-Ready and ST Math. 4

 S096385

**Strategy Rationale**

To increase student achievement in math for all DLE students because instructional faculty and staff utilize Florida Standards, Go! Math, i-Ready and ST Math with fidelity and mastery.

**Action Step 1 5**

Dream Lake's PLCs (K-5) will calibrate the math curriculum to maximize Go! Math, Florida Standards and assessment timelines to increase student achievement for all students.

**Person Responsible**

Rodney Bellamy

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Assessments (benchmark, formative and summative) Lesson Plans PLC Notes

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Dream Lake's instructional faculty and staff (K-5) will participate in professional development regarding Go! Math, i-Ready (math) and the Florida Standards throughout the 2014 – 2015 school year. Student growth will be tracked via assessments (benchmark, formative and summative).

**Person Responsible**

Rodney Bellamy

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

DLE administration will monitor professional development attendance and PLC notes and sign in sheets. Consistent administrative visits to classrooms (K-5) to inspect the academic expectations during the math block will verify the usage of both resources with fidelity and mastery.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Instructional faculty and staff will use the Go! Math, the Florida Standards and i-Ready during the math block daily. During PLC instructors can calibrate, discuss and plan activities, utilizing the resources to increase student achievement in math through instructional best practices. Student progress will be recorded and monitored throughout the 2014 – 2015 school year.

**Person Responsible**

Rodney Bellamy

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Administration inspecting what is expected academically daily. Assessments (FSA- math, i-Ready (math) and ST Math) Coaching and feedback via the Art and Science of Teaching (Formal and Informal)

**G3. Reading Goal:** Our goal is to increase student achievement in reading for all students (K-5). 1

G035761

**G3.B1** The daily schedule does not allow flexibility to increase instructional time in reading (90 minutes). 2

B085698

**G3.B1.S1** The daily schedule reflects students (K-5) time in the computer labs to participate in i-Ready (reading). 4

S096386

### Strategy Rationale

To use researched based resources/strategies (i-Ready) to assist in teaching and raising student achievement.

### Action Step 1 5

Make a comprehensive schedule for grades K-5 to use the computer lab daily for 20 minutes on i-Ready. Create student folders for all students in grades k-5 to graph their i-Ready data daily.

#### Person Responsible

Gary Schadow

#### Schedule

On 8/15/2014

#### Evidence of Completion

A completed schedule that teachers can begin using the by the second week of school. Folders and graphs will be ready for students to use in the lab by the second week of school.

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

With the input of the Leadership Team and a teacher from each grade level the lab schedule will be completed and approved along with the graphs that are included in the student folders.

#### Person Responsible

Gary Schadow

#### Schedule

Quarterly, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

The evidence will be the schedule posted for all teachers and included on the school collaboration website. The graphing folders will be in the assigned lab for every student to complete daily.

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

Data from the i-Ready (reading) program will be monitored for student growth. Students have a goal of 70% or higher everyday they go into the lab.

**Person Responsible**

Gary Schadow

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Evidence of completion will be monitored by the classroom teachers as the students fill out their graphs daily. Daily and Weekly reports will be evidence of the classroom teachers and reading resource teachers monitoring, and the monthly reports will be the evidence of the administrators monitoring. All these reports are printed and housed in a data binder.

**G3.B2** It has been a limited amount of time for teachers to study and understand the Florida Standards to create formative and summative assessments that can accurately prepare and predict student success on the FSA. 2

 B085699

**G3.B2.S1** Continue to utilize PLC Wednesdays (DLE Non-negotiable) to analyze data from assessments (benchmark, formative and summative) to plan instruction, calibrate intervention and enrichment groups and the new Florida Standards, curriculum and resources/strategies in a professional cooperative environment as a PLC. 4

 S096389

**Strategy Rationale**

Planning through the PLC will increase fidelity and mastery of resources and strategies used at DLE to increase student achievement for all DLE students.

**Action Step 1 5**

Dream Lake's PLCs (K-5) will calibrate the reading curriculum to maximize Journeys, Florida Standards and assessment timelines to increase student achievement for all students.

**Person Responsible**

Gary Schadow

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Assessments (benchmark, formative and summative) Lesson Plans PLC Notes Scope and Sequence

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

Dream Lake’s instructional faculty and staff (K-5) will participate in professional development regarding Journeys, i-Ready (reading) and the Florida Standards throughout the 2014 – 2015 school year. Student growth will be tracked via assessments (benchmark, formative and summative).

**Person Responsible**

Gary Schadow

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

DLE administration will monitor professional development attendance and PLC notes and sign in sheets. Consistent administrative visits to classrooms (K-5) to inspect the academic expectations during the ELA reading block will verify the usage of both resources with fidelity and mastery. Data (summative assessments) will be entered into the Performance Matters (PM) system on a bi-weekly basis by teachers. DLE Administration and other district personnel will monitor the information consistently.

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

To continuously progress monitor the effectiveness of assessments (benchmark, formative and summative), instructional resources and curriculum and the OCPS scope and sequence to increase student achievement.

**Person Responsible**

Gary Schadow

**Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Administration inspecting what is expected academically daily. Assessments (FSA- math, i-Ready (math) and ST Math) Coaching and feedback via the Art and Science of Teaching (Formal and Informal) PLC Notes Scope and Sequence

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school’s goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	To ensure the (K-5) instructional faculty and staff understand the writing	Schadow, Gary	8/18/2014	DLE administration will monitor professional development attendance,	6/5/2015 quarterly

**Orange - 0541 - Dream Lake Elementary - 2014-15 SIP**  
*Dream Lake Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	program and school wide writing expectations, professional development opportunities will be scheduled consistently throughout the 2014 – 2015 school year for both. During the 2014 – 2015 school year DLE stakeholders will gain familiarity with the programs while increasing writing achievement.			PLC notes and sign in sheets. Consistent administrative visits to classrooms (K-5) to inspect the academic expectations during the ELA writing block will verify the usage of both resources with fidelity and mastery.	
G2.B2.S1.A1	Dream Lake's PLCs (K-5) will calibrate the math curriculum to maximize Go! Math, Florida Standards and assessment timelines. PLCs will continue to develop both formative and summative assessments, disaggregate data to drive instruction and reteach and retest opportunities for students and follow the MTSS process for students needing intervention and enrichment in math.	Bellamy, Rodney	8/18/2014	Assessments (benchmark, formative and summative) Lesson Plans PLC Notes	6/5/2015 quarterly
G3.B1.S1.A1	Make a comprehensive schedule for grades K-5 to use the computer lab daily for 20 minutes on i-Ready. Create student folders for all students in grades k-5 to graph their i-Ready data daily.	Schadow, Gary	8/14/2014	A completed schedule that teachers can begin using the by the second week of school. Folders and graphs will be ready for students to use in the lab by the second week of school.	8/15/2014 one-time
G3.B2.S1.A1	Dream Lake's PLCs (K-5) will calibrate the reading curriculum to maximize Journeys, Florida Standards and assessment timelines to increase student achievement for all students.	Schadow, Gary	8/18/2014	Assessments (benchmark, formative and summative) Lesson Plans PLC Notes Scope and Sequence	6/5/2015 quarterly
G2.B2.S2.A1	Dream Lake's PLCs (K-5) will calibrate the math curriculum to maximize Go! Math, Florida Standards and assessment timelines to increase student achievement for all students.	Bellamy, Rodney	8/18/2014	Assessments (benchmark, formative and summative) Lesson Plans PLC Notes	6/5/2015 quarterly
G2.B1.S1.A1	Dream Lake's PLCs (K-5) will calibrate the math curriculum to maximize Go! Math, Florida Standards and assessment timelines to increase student achievement for all students.	Bellamy, Rodney	8/18/2014	Assessments (benchmark, formative and summative) Lesson Plans PLC Notes	6/5/2015 quarterly
G1.MA1	The DLE writing expectations and the District's Core Connections writing program will be monitored for fidelity, implementation and increased student achievement throughout the 2014 – 2015 school year. Student data, instructional implementation, OCPS Benchmark Testing and fidelity will be progressed monitor consistently via classroom visits and instructional coaching and feedback.	Schadow, Gary	8/18/2014	Administration inspecting what is expected academically daily. Assessments (FSA- Writing, OC Writes and school based formative assessments) Coaching and feedback via the Art and Science of Teaching (Formal and Informal)	6/5/2015 one-time
G1.B1.S1.MA1	Instructional faculty and staff will use DLE writing expectations and the District's Core Connections resources during the ELA- writing block daily. During PLC meetings instructors can calibrate, discuss and plan activities, utilizing the resources to increase student writing achievement through instructional best practices. Students' article of evidences will be recorded and monitored for individual growth in writing.	Schadow, Gary	8/18/2014	Administration inspecting what is expected academically daily. Assessments (FSA- Writing, OC Writes and school based formative assessments) Coaching and feedback via the Art and Science of Teaching (Formal and Informal)	6/5/2015 quarterly
G1.B1.S1.MA1	Dream Lake's instructional faculty and staff (K-5) will participate in professional	Schadow, Gary	8/18/2014	Assessments (FSA and OC Writes) Administration inspecting what is	6/5/2015 quarterly

**Orange - 0541 - Dream Lake Elementary - 2014-15 SIP**  
*Dream Lake Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	development regarding Core Connections and the school wide writing expectations throughout the 2014 – 2015 school year. Student growth will be tracked via FSA- Writing, OC Writes and school based assessments (formative and summative).			expected academically daily. Lesson Plans	
G2.MA1	Students not meeting the Annual Measurable Objectives (AMO) will be targeted for close monitoring for the 2014- 2015 school year. DLE administration and instructional faculty and staff will discuss these students and their progress regularly in data meetings.	Bellamy, Rodney	8/18/2014	Administration inspecting what is expected academically daily. Assessments (FSA- math, i-Ready (math) and ST Math) Coaching and feedback via the Art and Science of Teaching (Formal and Informal) PLC Notes	6/5/2015 quarterly
G2.B1.S1.MA1	Instructional faculty and staff will use the Go! Math, the Florida Standards, i-Ready and ST Math during the math block daily. During PLC instructors can calibrate, discuss and plan activities, utilizing the resources to increase student achievement in math through instructional best practices. Student progress will be recorded and monitored throughout the 2014 – 2015 school year. The data (summative assessments) will be entered into the Performance Matters (PM) system on a bi-weekly basis by teachers. DLE Administration and other district personnel will monitor the information consistently.	Bellamy, Rodney	8/18/2014	Administration inspecting what is expected academically daily. Assessments (FSA- math, i-Ready (math) and ST Math) Coaching and feedback via the Art and Science of Teaching (Formal and Informal)	6/5/2015 quarterly
G2.B1.S1.MA1	Dream Lake’s instructional faculty and staff (K-5) will participate in professional development regarding Go! Math, i-Ready (math) and the Florida Standards throughout the 2014 – 2015 school year. Student growth will be tracked via assessments (benchmark, formative and summative).	Bellamy, Rodney	8/18/2014	DLE administration will monitor professional development attendance, MTSS process, PLC meeting notes and sign in sheets. Consistent administrative visits to classrooms (K-5) to inspect the academic expectations during the math block will verify the usage of both resources with fidelity and mastery.	6/5/2015 quarterly
G2.B2.S1.MA1	Review the focus calendars, formative assessments, and benchmark assessments for student growth.	Bellamy, Rodney	8/18/2014	PLC Notes, Focus Calendars, Benchmark and Formative Assessment Data	6/5/2015 one-time
G2.B2.S1.MA1	Teacher focus calendars, lesson plans, formative assessments, benchmark/ minibenchmark assessments will be monitored and reviewed for both data and implementation.	Bellamy, Rodney	8/18/2014	PLC Notes, Focus Calendars, Lesson Plans, Formative Assessment Results, Benchmark Assessment Results	6/5/2015 quarterly
G2.B2.S2.MA1	Instructional faculty and staff will use the Go! Math, the Florida Standards and i-Ready during the math block daily. During PLC instructors can calibrate, discuss and plan activities, utilizing the resources to increase student achievement in math through instructional best practices. Student progress will be recorded and monitored throughout the 2014 – 2015 school year.	Bellamy, Rodney	8/18/2014	Administration inspecting what is expected academically daily. Assessments (FSA- math, i-Ready (math) and ST Math) Coaching and feedback via the Art and Science of Teaching (Formal and Informal)	6/5/2015 quarterly
G2.B2.S2.MA1	Dream Lake’s instructional faculty and staff (K-5) will participate in professional development regarding Go! Math, i-Ready (math) and the Florida Standards throughout the 2014 – 2015 school year. Student growth will be tracked via	Bellamy, Rodney	8/18/2014	DLE administration will monitor professional development attendance and PLC notes and sign in sheets. Consistent administrative visits to classrooms (K-5) to inspect the academic expectations during the math	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	assessments (benchmark, formative and summative).			block will verify the usage of both resources with fidelity and mastery.	
G3.MA1	Students not meeting the Annual Measurable Objectives (AMO) will be targeted for close monitoring for the 2014- 2015 school year. DLE administration and instructional faculty and staff will discuss these students and their progress regularly in data meetings.	Schadow, Gary	8/18/2014	Regular data disaggregation meetings will be held between the students and teachers and teachers and DLE administration to discuss student achievement (graphing) using i-Ready (reading).	6/5/2015 quarterly
G3.B1.S1.MA1	Data from the i-Ready (reading) program will be monitored for student growth. Students have a goal of 70% or higher everyday they go into the lab.	Schadow, Gary	8/18/2014	Evidence of completion will be monitored by the classroom teachers as the students fill out their graphs daily. Daily and Weekly reports will be evidence of the classroom teachers and reading resource teachers monitoring, and the monthly reports will be the evidence of the administrators monitoring. All these reports are printed and housed in a data binder.	6/5/2015 quarterly
G3.B1.S1.MA1	With the input of the Leadership Team and a teacher from each grade level the lab schedule will be completed and approved along with the graphs that are included in the student folders.	Schadow, Gary	8/18/2014	The evidence will be the schedule posted for all teachers and included on the school collaboration website. The graphing folders will be in the assigned lab for every student to complete daily.	6/5/2015 quarterly
G3.B2.S1.MA1	To continuously progress monitor the effectiveness of assessments (benchmark, formative and summative), instructional resources and curriculum and the OCPS scope and sequence to increase student achievement.	Schadow, Gary	8/18/2014	Administration inspecting what is expected academically daily. Assessments (FSA- math, i-Ready (math) and ST Math) Coaching and feedback via the Art and Science of Teaching (Formal and Informal) PLC Notes Scope and Sequence	6/5/2015 quarterly
G3.B2.S1.MA1	Dream Lake's instructional faculty and staff (K-5) will participate in professional development regarding Journeys, i-Ready (reading) and the Florida Standards throughout the 2014 – 2015 school year. Student growth will be tracked via assessments (benchmark, formative and summative).	Schadow, Gary	8/18/2014	DLE administration will monitor professional development attendance and PLC notes and sign in sheets. Consistent administrative visits to classrooms (K-5) to inspect the academic expectations during the ELA reading block will verify the usage of both resources with fidelity and mastery. Data (summative assessments) will be entered into the Performance Matters (PM) system on a bi-weekly basis by teachers. DLE Administration and other district personnel will monitor the information consistently.	6/5/2015 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Writing Goal: Our goal is to increase student achievement in writing for fourth and fifth grade students by establishing school wide writing expectations and implementing the District's Core Connections Writing Program.

**G1.B1** Familiarity and fidelity of using new DLE writing expectations and the District's Core Connections writing program for school stakeholders.

**G1.B1.S1** Train instructional faculty and staff (K- 5) to implement and use the DLE writing expectations and the district's Core Connections writing program with fidelity and to the level of mastery.

### **PD Opportunity 1**

To ensure the (K-5) instructional faculty and staff understand the writing program and school wide writing expectations, professional development opportunities will be scheduled consistently throughout the 2014 – 2015 school year for both. During the 2014 – 2015 school year DLE stakeholders will gain familiarity with the programs while increasing writing achievement.

#### **Facilitator**

Core Connections Facilitator(s) DLE Administration OCPS Writing Facilitator(s)

#### **Participants**

Dream Lake Instructional Faculty and Staff

#### **Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**G2.** Math Goal: Our goal is to increase student achievement in math for all students (K-5).

**G2.B2** Instructional faculty and staff will need professional development and time implementing Florida Standards, Go! Math, i-Ready (math).

**G2.B2.S1** Continue to utilize PLC Wednesdays (DLE Non-negotiable) to analyze data from assessments (benchmark, formative and summative) to plan instruction, calibrate intervention and enrichment groups and the Florida Standards, curriculum and resources/strategies in a professional cooperative environment as a PLC.

### **PD Opportunity 1**

Dream Lake's PLCs (K-5) will calibrate the math curriculum to maximize Go! Math, Florida Standards and assessment timelines. PLCs will continue to develop both formative and summative assessments, disaggregate data to drive instruction and reteach and retest opportunities for students and follow the MTSS process for students needing intervention and enrichment in math.

#### **Facilitator**

Administrators, DLE Faculty and Staff, i-Ready Facilitator(s), OCPS Math Facilitator(s)

#### **Participants**

DLE Instructional Faculty and Staff

#### **Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**G2.B2.S2** To ensure fidelity and increased mastery for all Dream Lake's faculty and staff continuous professional development will be offered and monitored (DLE Administration) regarding the Florida Standards, Go! Math, i-Ready and ST Math.

### **PD Opportunity 1**

Dream Lake's PLCs (K-5) will calibrate the math curriculum to maximize Go! Math, Florida Standards and assessment timelines to increase student achievement for all students.

#### **Facilitator**

DLE Faculty and Staff i-Ready Facilitator(s) OCPS Math Facilitator(s)

#### **Participants**

DLE Instructional Faculty and Staff

#### **Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

**G3.** Reading Goal: Our goal is to increase student achievement in reading for all students (K-5).

**G3.B1** The daily schedule does not allow flexibility to increase instructional time in reading (90 minutes).

**G3.B1.S1** The daily schedule reflects students (K-5) time in the computer labs to participate in i-Ready (reading).

### **PD Opportunity 1**

Make a comprehensive schedule for grades K-5 to use the computer lab daily for 20 minutes on i-Ready. Create student folders for all students in grades k-5 to graph their i-Ready data daily.

#### **Facilitator**

Kate Galindo – i-Ready Facilitator

#### **Participants**

DLE Instructional Faculty and Staff

#### **Schedule**

On 8/15/2014

**G3.B2** It has been a limited amount of time for teachers to study and understand the Florida Standards to create formative and summative assessments that can accurately prepare and predict student success on the FSA.

**G3.B2.S1** Continue to utilize PLC Wednesdays (DLE Non-negotiable) to analyze data from assessments (benchmark, formative and summative) to plan instruction, calibrate intervention and enrichment groups and the new Florida Standards, curriculum and resources/strategies in a professional cooperative environment as a PLC.

### **PD Opportunity 1**

Dream Lake's PLCs (K-5) will calibrate the reading curriculum to maximize Journeys, Florida Standards and assessment timelines to increase student achievement for all students.

#### **Facilitator**

DLE Faculty and Staff i-Ready Facilitator OCPS Reading Facilitator

#### **Participants**

DLE Instructional Faculty and Staff

#### **Schedule**

Quarterly, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1: Writing Goal:</b> Our goal is to increase student achievement in writing for fourth and fifth grade students by establishing school wide writing expectations and implementing the District's Core Connections Writing Program.	0
<b>Goal 2: Math Goal:</b> Our goal is to increase student achievement in math for all students (K-5).	13,404
<b>Goal 3: Reading Goal:</b> Our goal is to increase student achievement in reading for all students (K-5).	9,605
<b>Grand Total</b>	<b>23,009</b>

#### Goal 1: Writing Goal: Our goal is to increase student achievement in writing for fourth and fifth grade students by establishing school wide writing expectations and implementing the District's Core Connections Writing Program.

Description	Source	Total
<b>B1.S1.A1</b> - OCPS Budget Item	Other	0
<b>Total Goal 1</b>		<b>0</b>

#### Goal 2: Math Goal: Our goal is to increase student achievement in math for all students (K-5).

Description	Source	Total
<b>B2.S1.A1</b> - i-Ready (math) – \$9,605.00 Note- i-Ready was paid for from two school funds: General Fund (001) and School Improve Fund (145).	General Fund	9,605
<b>B2.S1.A1</b> - ST Math - \$3,799.05 (Text Book Fund - 115)	Other	3,799
<b>Total Goal 2</b>		<b>13,404</b>

#### Goal 3: Reading Goal: Our goal is to increase student achievement in reading for all students (K-5).

Description	Source	Total
<b>B1.S1.A1</b> - i-Ready (reading) – \$9,605.00 Note - i - Ready was paid for from two school funds: General (001) School Improvement (145)	General Fund	9,605
<b>Total Goal 3</b>		<b>9,605</b>