

East Lake Elementary



2014-15 School Improvement Plan

East Lake Elementary

3971 N TANNER RD, Orlando, FL 32826

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

47%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	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	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to lead students to success with the support and involvement of families and the community.

Provide the school's vision statement

Our vision 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

East Lake Elementary offers many opportunities for students, parents, and teachers to build relationships. Each year families are invited to events such as:

- *Meet the Teacher - August
- *Open House - September
- *Conference Night - school-wide in October and on-going as needed
- *PTA Family Involvement Events - ongoing throughout the year
- *Literacy Night - on campus and at the Bithlo Community Center
- *Winter/Spring Concerts
- *Arts Nights
- *Spirit Nights

Participation in these events enables the school to interactive with families and learn about students' backgrounds, cultures, and needs.

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

The environment at East Lake Elementary is one which fosters a feeling of safety and respect for all students. This year we are implementing a school-wide behavior management system called CHAMPS. This program focuses on treating each other with dignity and respect in order to maintain an orderly learning environment. In addition, our guidance counselor offers lessons in social skills, team building and anti-bullying. There is a school-wide expectation to provide stellar customer service to our students and families.

We have structured waiting areas for the mornings and afternoons. All staff members play a role in supervising the areas each day. Entry doors are secured at all times and require card readers for entry. All visitors must sign in through the main office. We also have before and after school programs, including extra curricular activities offered by outside organizations who provide services on campus.

Evacuation and safety drills are conducted on a monthly basis to prepare students for the safest options in emergency situations.

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

This year, East Lake Elementary staff received training to implement CHAMPS, a research-based practice aligned with effective classroom management. CHAMPS is a framework that guides teachers through making decisions about how to best structure their classrooms for success. Teachers determine the level of structure that is needed in their classrooms and then make decisions about how to structure the environment and develop expectations for each classroom activity and transition. Teachers establish clear expectations with logical and fair responses to misbehavior thus spending less time disciplining and more time teaching. Students are taught how to behave responsibly and treat one another with dignity and respect. School-wide training and school-wide implementation ensure consistency.

As part of our tiered system of support for behavior, individual behavior plans are utilized as needed.

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

All staff members at East Lake all play an active role in ensuring that the social-emotional needs of all students are being met. Students are referred to counseling, as needed, either with the school guidance counselor or with an outside organization. Our Guidance Counselor provides lessons in character education and Learning for Life, a program addressing social, emotional and behavioral issues and enabling students to reach their full potential.

In addition, the guidance counselor and assistant principal facilitate a group called Elite Eagles. This group focuses on social, academic, and moral education. Students participate weekly and take part and goal setting and team building activities.

Our school also supports service clubs such as student government and K-Kids.

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

Attendance below 90 percent - Attendance closely monitored by registrar and classroom teacher; Social worker, registrar and administration review EDW to identify truant students; Initial contact by teacher, Five Day Truancy Letter, Child Study Team, Social worker referral

One or more suspensions - Parent contact, Behavior Plan/Contract, Utilize alternative means to suspension; Referral to counseling for repeat offenders

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics - Closely monitored by classroom teachers, administration, and staff. Biweekly accountability meetings to monitor progress; Data room including picture board and assessment data to identify students.

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	16	7	6	5	7	6	47
One or more suspensions	3	5	1	2	3	2	16
Course failure in ELA or Math	0	0	5	10	15	6	36
Level 1 on statewide assessment	0	0	0	13	14	14	41

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	1	1	1	9	10	6	28

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

All students at East Lake Elementary participate in a school-wide intervention/enrichment block from 9:00-9:30. Teachers use the time to provide Tier II interventions to the lowest 25%, additional reading skills practice to students performing on grade level, and enrichment to students performing above grade level. Student progress during the intervention time is monitored on a weekly or biweekly basis. In addition, the leadership team conducts beginning of the year, quarterly, and end of the year fluency assessments for all grade levels.

Student progress is communicated to parents on an on-going basis via Progress Book, student planners, class newsletters, email, phone, and face-to-face conferences.

In-school tutoring is provided to grade 3-5 students in the lowest quartile. Teachers with interns work 30 minutes/day four times a week to provide direct instruction to struggling students. After-school tutoring is offered from October through March for students in the lowest 25%.

Motivational strategies such as CHAMPS, Elite Eagles, and incentive programs are used to keep all students engaged in learning.

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

East Lake Elementary and East Lake PTA stand out as a nationwide leader in developing strong family-school partnerships, and have been recognized for our hard work and achievements with the National PTA School of Excellence designation. Our home/school connection plays a key role in building positive relationships, increasing involvement, and keeping parents informed of their child's progress. Tools such as School Messenger, OCPS App/School link, and the school newsletter are used on a regular basis to communicate important school-wide information such as family involvement events, curriculum nights, and meeting dates and times for our parent involvement organizations such as PTA and SAC. Progress Book, student planners, and parent/teacher conferences are used to communicate academic progress.

Administration maintains an open door policy and is available to address any parent concerns. The expectation of stellar customer service is clearly outlined for all staff members.

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

East Lake Elementary promotes participation in ADDitions, our school volunteer program. Parents, family members, and community members are encouraged to take an active role by volunteering for PTA, SAC, Teach-In, family involvement events, and tutoring or assistance in the classroom. We also have partnerships with local businesses through our Partners in Education program. Many of our Partners in Ed support our student initiatives by providing resources such as incentives or materials to help improve student achievement. Our school has partnered with several organizations offering after-school programs at our site. These programs support student achievement in social and academic areas.

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
Rizzo, Richard	Principal
Willibey, Nancy	Assistant Principal
Gruler, Jaimi	Instructional Coach
Meadows, Jill	Teacher, ESE
Rohr, Kellyann	Guidance Counselor

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing MTSS, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation of MTSS, and communicates with parents regarding school-based plans and activities for MTSS.

Assistant Principal: supports teachers and students who may need assistance with behavioral structures, plans and interventions; conducts observations and provides coaching to instructional staff; assists in the design and implementation for progress monitoring, data collection, and data analysis; actively involved in data meetings and MTSS meetings.

CRT: identifies and analyzes all CORE and intervention program curriculum; participates in the design and delivery of professional development; conducts observation and coaching to instructional staff; assists teachers in providing supplemental activities, interventions and support to students who are not showing adequate growth based on progress monitoring data.

Staffing Specialist: Identifies systematic patterns of student need while working with district personnel 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 all monthly MTSS meetings; and provides support for assessment and intervention monitoring.

Guidance Counselor: supports teachers and students who may need assistance with behavioral structures; participates in monthly data and MTSS meetings; links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist: Participates in collection, interpretation, and analysis of data; 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 and will also be part of the grade level support team that is handling ongoing progress monitoring of ESE students.

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.

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

All leadership team members are assigned to be a grade level support person and assist in monitoring grade level reading fluency on a quarterly basis.

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

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team meets once per month to engage in the following activities: Review feedback from teachers, reports from grade level support team, review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify student needs and recommend intervention adjustments and additional resources. Grade level data, classroom data and individual student data will be analyzed and compared in an effort to align appropriate interventions and supports required for the bottom 30% of each grade level. The team will 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.

East Lake is not eligible to receive Title I funds.

East Lake is utilizing the Supplemental Academic Instruction (SAI) allocation to fund afternoon tutoring for the lowest 25% in grades 3-5. Reading and math materials will be purchased to support direct instruction for tutoring. In addition, we will fund after-school transportation for bus riders who need to attend. Morning and afternoon tutoring sessions start in October. Materials purchased include Florida Ready Common Core Reading materials for grade 3-5 small groups and Florida Ready Common Core Math materials for grade 3-5 small group.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Debbie Poole	Parent
Glenda Benitez	Parent
Rick Rizzo	Principal
Stuart Grayson	Parent
Jennifer Geno	Parent
Randy Rogers	Parent
Mercedes Kesler	Teacher
Myriam Owens	Teacher

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

Data is shared at the first SAC meeting regarding evaluation of last year's school improvement plan. We review all of our final assessment data and analyze the results. Below is the data reviewed:

Reading Math Writing Science
 2013/2014 2013/2014 2013/2014 2013/2014
 % Meeting Standards 78/ 77 79/ 77 62/ 75 81/ 74
 % Making Learn Gains 70/71 71/77
 Lowest 25% LG 55/61 55/76
 Total Grade Points Earned: 2013=566
 Total Grade Points Earned: 2014=608: 42 Point Increase!
 School Grade: A

Development of this school improvement plan

The SAC provides suggestions and feedback for the development of the school improvement plan. A draft of the plan is shared with the committee at the first/second meetings and the committee provides feedback to help finalize the plan. Progression of the plan and SIP activities are reviewed with members at each SAC meeting and the committee provides feedback regarding our progress.

Preparation of the school's annual budget and plan

In collaboration with the leadership team, the SAC committee assesses areas of need and assists as required to allocate funds for implementing the SIP activities. Budget allocations and expenditures are reviewed with the committee periodically.

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

Last year, \$2600 of SAC was used to fund substitutes for Common Core Planning Days and professional development.

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Rizzo, Richard	Principal
Willibey, Nancy	Assistant Principal
Rohr, Kellyann	Guidance Counselor
Gruher, Jaimi	Instructional Coach
Meadows, Jill	Teacher, ESE
Adkins, Danielle	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team promotes literacy within the school by:

- Providing planning support for implementation of enrichment/intervention curriculum
- Conducting quarterly fluency timings and graphing student progress
- Participating in student meetings to discuss results, progress and goal setting
- Participating in monthly data and MTSS meetings
- Monitoring the Accelerated Reader Program and increasing student participation with non-fiction reading
- Promoting reading through Accelerated Reader and Sunshine State Books (Battle of the Books Club)
- Implementing school-wide literacy events such as Literacy Night and AR monthly recognition events

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

Teachers participate in team planning sessions two times per week. These planning sessions include our Curriculum Resource Teacher who coaches teachers through the collaborative planning process. PLCs focusing on best practices and collaborative instructional planning are held monthly.

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

Strategies to recruit and retain highly qualified, certified-in-field, and effective teachers include:

1. Maintaining the components of OCPS Great Beginnings Training - CRT
2. Providing a Teacher Mentoring program - Principal, Assistant Principal, CRT, Team Leader
3. Continuing Data Meetings - Principal, Assistant Principal, CRT, Staffing Specialist, Guidance Counselor, Teachers
4. Professional Development Opportunities- Principal, Assistant Principal, CRT, Teacher Leaders
5. Providing support in implementing Superintendent's Non-Negotiables - Leadership Team
6. Utilizing E-Recruiting - Principal, Secretary
7. Continuing academic excellence and community involvement to maintain and recruit highly qualified candidates - Principal, Faculty, Staff

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

New and beginning teachers are provided guidance and support via our teacher mentoring program. Teachers are paired based on grade level experience, success with student achievement, expertise in grade level curriculum and planning, and an understanding of state, district, and school expectations. Planned mentoring activities include: New teacher orientations, weekly mentor/mentee meetings, mentor/mentee observations, classroom walk through and support, and review of the ABCs of East Lake document outlining school procedures. Teachers are also provided support via the online Teacher Portfolio course.

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

Our teachers participate in collaborative team planning sessions which include deconstructing the standards and aligning our resources to the Florida standards. Teachers utilize district resources such as the scope and sequence available on IMS for each content area and the OCPS lesson plan template. Administration uses informal and formal observations to monitor the teaching of the standards with rigor and fidelity.

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

Leadership team meets with teachers at monthly data meetings and MTSS meetings to engage in the following activities:

- *Review universal screening data and link to instructional decisions
- *Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, are at moderate risk or at high risk for not meeting benchmarks.
- *Work collaboratively with teachers to identify student needs and recommend intervention adjustments and additional resources
- *Analyze grade level data, classroom data and individual student data
- *Analyze AMO data
- *Align appropriate interventions and supports required for the bottom 30% of each grade level.
- *Collaborate to problem solve, share effective practices, evaluate implementation, and make decisions

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: 1,800

Students who have scored a level 1 or 2 on FCAT reading, or are at risk of scoring a level 1 or 2, are invited to participate in a before-school tutoring program as well as an after-school tutoring program focusing on reading and math skills. Students utilize iStation and direct instruction programs.

Strategy Rationale

Students' progress will improve given additional instructional minutes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rizzo, Richard, richard.rizzo@ocps.net

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

Data collection is on-going. Students keep track of their daily scores on the reading and math programs and record them on a tracking sheet. Data and student progress are analyzed by the classroom teacher.

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

A Kindergarten Orientation Night is held for incoming kindergarten families. Students and their families are invited to attend an evening which includes a school tour, visiting with the kindergarten team, and walking through the lunch line. The registrar is also available at the event to assist with school registrations. Upon registration, students are invited to a kindergarten round up event where teachers assess all incoming kindergarten students.

In the spring the Principal, the Assistant Principal, and a Kindergarten Teacher facilitate an informational session at the local community center for families of upcoming kindergarten students. The Principal, Registrar and a Kindergarten Teacher follow up with an August visit to the center for last minute registrations.

In addition, students participating in the local Head Start program are invited to participate in a school visit. Students tour kindergarten classrooms and participate in a brief activity with our kindergarten students and teachers.

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

We utilize several strategies to promote college and career awareness. Some of these activities include:

- Monthly college spirit day
- Use of Florida Choices Interest Profiler - A career and college planning system (Fifth grade students)

- Guest speakers from local tech schools and local colleges and universities
- Participation in Teach-In
- Guidance lessons on career awareness
- Guidance lessons on post secondary education

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the number of AMO targets met in the area of math
- G2.** Increase the number of AMO targets met in the area of reading

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. Increase the number of AMO targets met in the area of math 1a

G036511

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	83.0

Resources Available to Support the Goal 2

- Go Math! curriculum
- IMS - Scope and Sequence, Measurement Topic Plans

Targeted Barriers to Achieving the Goal 3

- Limited teacher experience with the high rigor of the new lesson plan template
- Uncertainty of new state assessment

Plan to Monitor Progress Toward G1. 8

Student progress

Person Responsible

Nancy Willibey

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Analysis of student growth at monthly data meetings and monthly MTSS meetings

G2. Increase the number of AMO targets met in the area of reading 1a

G036513

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	83.0

Resources Available to Support the Goal 2

- Journey's Reading Curriculum
- Voyager
- IMS- scope and sequence - Measurement Topic Plans
- Safari Montage
- iStation
- District Unit Plan

Targeted Barriers to Achieving the Goal 3

- Limited time for planning and implementing small group instruction in reading
- Uncertainty of new state assessment

Plan to Monitor Progress Toward G2. 8

Student progress

Person Responsible

Richard Rizzo

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Reading series assessments; benchmark data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the number of AMO targets met in the area of math **1**

 G036511

G1.B1 Limited teacher experience with the high rigor of the new lesson plan template **2**

 B087420

G1.B1.S1 Provide staff development focusing on unit plans and utilization of the unit plan template. **4**

 S098145

Strategy Rationale

Training on the new lesson plan template will provide teachers the necessary tools to complete plans with high rigor lessons

Action Step 1 **5**

Staff development on utilizing the new lesson plan template will be provided.

Person Responsible

Jaimi Gruler

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Participation in staff development; sign in sheet

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

Lesson plans utilizing the new lesson template will be reviewed.

Person Responsible

Richard Rizzo

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans; observation of lessons in classrooms

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

Lesson plan review

Person Responsible

Richard Rizzo

Schedule

On 6/5/2015

Evidence of Completion

Implementation of rigorous lessons

G1.B1.S2 Provide structured time for team planning sessions focusing on unit plans 4

 S126209

Strategy Rationale

Collaboration will allow teachers to assist one another and build on each other's strengths

Action Step 1 5

Teachers will meet 2x/week for team planning.

Person Responsible

Richard Rizzo

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Attendance at team planning sessions.

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

Curriculum Resource Teacher will support team planning sessions.

Person Responsible

Jaimi Gruler

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Unit lesson plans

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

Review unit lesson plans for effectiveness

Person Responsible

Richard Rizzo

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson plans; iObservation Domain 2 data

G1.B3 Uncertainty of new state assessment **2**

 B105631

G1.B3.S1 Attend district assessment training and informational sessions **4**

 S116925

Strategy Rationale

Remain informed about the new district and state assessments

Action Step 1 **5**

School staff will attend OCPS training regarding new district and state assessments.

Person Responsible

Jaimi Gruler

Schedule

On 4/30/2015

Evidence of Completion

District provided assessment resources; Staff attendance at training

Action Step 2 **5**

Assessment Information Night will be provided for families.

Person Responsible

Nancy Willibey

Schedule

On 4/30/2015

Evidence of Completion

Parent attendance at assessment information night

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

Implementation of Staff Training and Assessment Information Night

Person Responsible

Richard Rizzo

Schedule

On 3/27/2015

Evidence of Completion

Attendance at training and information sessions

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

Participation in assessment information night for families

Person Responsible

Richard Rizzo

Schedule

On 3/31/2015

Evidence of Completion

Copy of presentation for families

G2. Increase the number of AMO targets met in the area of reading 1

 G036513

G2.B1 Limited time for planning and implementing small group instruction in reading 2

 B087427

G2.B1.S1 Provide staff development focusing on small group instruction in reading 4

 S116217

Strategy Rationale

Training on effective small group instruction in reading will improve student learning.

Action Step 1 5

Staff development on implementing small group instruction will be provided.

Person Responsible

Jaimi Gruler

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson plans and observations

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

Training on small group instruction will be provided.

Person Responsible

Richard Rizzo

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Attendance at staff development sessions; observation of small group instruction in reading

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

Teachers will make data driven decisions to group students fro small group instruction in reading.

Person Responsible

Richard Rizzo

Schedule

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

Evidence of Completion

Observation; data meeting discussions

G2.B2 Uncertainty of new state assessment 2

 B114679

G2.B2.S1 Attend district assessment training and informational sessions 4

 S126208

Strategy Rationale

Remain informed about the new district and state assessments

Action Step 1 5

School staff will attend OCPS training regarding new district and state assessments.

Person Responsible

Jaimi Gruler

Schedule

On 4/30/2015

Evidence of Completion

District provided assessment resources; Staff attendance at training

Action Step 2 5

Assessment Information Night will be provided for families.

Person Responsible

Nancy Willibey

Schedule

On 4/30/2015

Evidence of Completion

Parent attendance at assessment information night

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

Implementation of Staff Training and Assessment Information Night

Person Responsible

Richard Rizzo

Schedule

On 3/27/2015

Evidence of Completion

Attendance at training and information sessions

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

Participation in assessment information night for families

Person Responsible

Richard Rizzo

Schedule

On 3/31/2015

Evidence of Completion

Copy of presentation for families

Appendix 1: Implementation Timeline

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

Orange - 0259 - East Lake Elementary - 2014-15 SIP
East Lake Elementary

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	Staff development on utilizing the new lesson plan template will be provided.	Gruler, Jaimi	8/11/2014	Participation in staff development; sign in sheet	6/5/2015 weekly
G2.B1.S1.A1	Staff development on implementing small group instruction will be provided.	Gruler, Jaimi	8/11/2014	Lesson plans and observations	6/5/2015 weekly
G1.B3.S1.A1	School staff will attend OCPS training regarding new district and state assessments.	Gruler, Jaimi	8/11/2014	District provided assessment resources; Staff attendance at training	4/30/2015 one-time
G2.B2.S1.A1	School staff will attend OCPS training regarding new district and state assessments.	Gruler, Jaimi	8/11/2014	District provided assessment resources; Staff attendance at training	4/30/2015 one-time
G1.B1.S2.A1	Teachers will meet 2x/week for team planning.	Rizzo, Richard	8/11/2014	Attendance at team planning sessions.	6/5/2015 weekly
G1.B3.S1.A2	Assessment Information Night will be provided for families.	Willibey, Nancy	8/11/2014	Parent attendance at assessment information night	4/30/2015 one-time
G2.B2.S1.A2	Assessment Information Night will be provided for families.	Willibey, Nancy	8/11/2014	Parent attendance at assessment information night	4/30/2015 one-time
G1.MA1	Student progress	Willibey, Nancy	9/2/2014	Analysis of student growth at monthly data meetings and monthly MTSS meetings	6/4/2015 biweekly
G1.B1.S1.MA1	Lesson plan review	Rizzo, Richard	8/18/2014	Implementation of rigorous lessons	6/5/2015 one-time
G1.B1.S1.MA1	Lesson plans utilizing the new lesson template will be reviewed.	Rizzo, Richard	8/11/2014	Lesson plans; observation of lessons in classrooms	6/5/2015 one-time
G1.B3.S1.MA1	Participation in assessment information night for families	Rizzo, Richard	10/1/2014	Copy of presentation for families	3/31/2015 one-time
G1.B3.S1.MA1	Implementation of Staff Training and Assessment Information Night	Rizzo, Richard	10/1/2014	Attendance at training and information sessions	3/27/2015 one-time
G1.B1.S2.MA1	Review unit lesson plans for effectiveness	Rizzo, Richard	8/11/2014	Lesson plans; iObservation Domain 2 data	6/5/2015 weekly
G1.B1.S2.MA1	Curriculum Resource Teacher will support team planning sessions.	Gruler, Jaimi	8/11/2014	Unit lesson plans	6/5/2015 weekly
G2.MA1	Student progress	Rizzo, Richard	9/1/2014	Reading series assessments; benchmark data	6/5/2015 monthly
G2.B1.S1.MA1	Teachers will make data driven decisions to group students fro small group instruction in reading.	Rizzo, Richard	8/18/2014	Observation; data meeting discussions	6/5/2015 weekly
G2.B1.S1.MA1	Training on small group instruction will be provided.	Rizzo, Richard	8/11/2014	Attendance at staff development sessions; observation of small group instruction in reading	6/5/2015 weekly
G2.B2.S1.MA1	Participation in assessment information night for families	Rizzo, Richard	10/1/2014	Copy of presentation for families	3/31/2015 one-time
G2.B2.S1.MA1	Implementation of Staff Training and Assessment Information Night	Rizzo, Richard	10/1/2014	Attendance at training and information sessions	3/27/2015 one-time

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. Increase the number of AMO targets met in the area of math

G1.B1 Limited teacher experience with the high rigor of the new lesson plan template

G1.B1.S1 Provide staff development focusing on unit plans and utilization of the unit plan template.

PD Opportunity 1

Staff development on utilizing the new lesson plan template will be provided.

Facilitator

Jaimi Gruler

Participants

K-5 Teachers

Schedule

Weekly, from 8/11/2014 to 6/5/2015

G1.B3 Uncertainty of new state assessment

G1.B3.S1 Attend district assessment training and informational sessions

PD Opportunity 1

School staff will attend OCPS training regarding new district and state assessments.

Facilitator

Jaimi Gruler

Participants

Teachers and staff

Schedule

On 4/30/2015

PD Opportunity 2

Assessment Information Night will be provided for families.

Facilitator

Rick Rizzo/Nancy Willibey/Jaimi Gruler

Participants

East Lake families

Schedule

On 4/30/2015

G2. Increase the number of AMO targets met in the area of reading

G2.B1 Limited time for planning and implementing small group instruction in reading

G2.B1.S1 Provide staff development focusing on small group instruction in reading

PD Opportunity 1

Staff development on implementing small group instruction will be provided.

Facilitator

Jaimi Gruler

Participants

K-5 Teachers

Schedule

Weekly, from 8/11/2014 to 6/5/2015

G2.B2 Uncertainty of new state assessment

G2.B2.S1 Attend district assessment training and informational sessions

PD Opportunity 1

School staff will attend OCPS training regarding new district and state assessments.

Facilitator

Jaimi Gruler

Participants

Teachers and staff

Schedule

On 4/30/2015

Technical Assistance Items

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

G2. Increase the number of AMO targets met in the area of reading

G2.B2 Uncertainty of new state assessment

G2.B2.S1 Attend district assessment training and informational sessions

PD Opportunity 1

Assessment Information Night will be provided for families.

Facilitator

Rick Rizzo/Nancy Willibey/Jaimi Gruler

Participants

East Lake families

Schedule

On 4/30/2015

Budget Rollup

Summary	
Description	Total
Goal 1: Increase the number of AMO targets met in the area of math	500
Goal 2: Increase the number of AMO targets met in the area of reading	500
Grand Total	1,000

Goal 1: Increase the number of AMO targets met in the area of math		
Description	Source	Total
B3.S1.A2	School Improvement Funds	500
Total Goal 1		500

Goal 2: Increase the number of AMO targets met in the area of reading		
Description	Source	Total
B2.S1.A2	School Improvement Funds	500
Total Goal 2		500