



## Lake George Elementary

4101 GATLIN AVE, Orlando, FL 32812

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
70%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
72%

### 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>26</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>27</b>
Professional Development Opportunities	28
Technical Assistance Items	30
<b>Appendix 3: Budget to Support Goals</b>	<b>31</b>

## 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 the community

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

To be the top producers 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**

Our teachers are expected to develop relationships with our students. This involves knowing the background and culture of the students in their classrooms. Additionally, all teachers will be trained in Kagan Cooperative Strategies and will be expected to use these strategies to help build community within the classroom. Class meetings are encouraged within classrooms to continue building relationships between the students and teachers,

As an outreach to families, the PTA works with the school to promote Family Nights where students and their parents are invited as well as the staff. These activities help us to extend the positive relationships from the classroom to the community.

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

As the day begins, Lake George's staff members are highly visible throughout the building as they greet both students and parents in a positive manner. The staff members who are on duty are placed in positions that help to eliminate danger and make students and parents feel safe. The school has communicated to all the proper arrival and dismissal procedures to help facilitate a safe environment. Cindy Valdes, school guidance counselor, also holds anger management groups for students. Mrs. Valdes and Mr. Unger (Dean) have been to every classroom to hold a bullying prevention meeting. A school wide Behavior Leadership team has been developed for this school year. The school has implemented a school wide behavior model, CHAMPS. Under the direction of the district Lake George has also developed a safe school plan.

##### **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 Lake George has implemented the behavior module, CHAMPS. This model has been backed by research on its effectiveness for both teachers and schools. By bringing CHAMPS to Lake George we feel we are putting a behavior management system (CHAMPS) in place for the following reasons:

- Improves classroom behavior (on-task, work completion, cooperation)
- Establishes clear classroom behavior expectations with logical and fair responses to misbehavior
- Motivates students to put forth their best efforts (perseverance, pride in work)
- Reduces misbehavior (disruptions, disrespect, non-compliance)
- Increases academic engagement, resulting in improved test scores

- Spend less time disciplining students and more time teaching them
- Teaches students to behave respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior
- Develops a common language about behaviors among all staff

We are providing professional development in our CHAMPS program over the course of the year to help our teachers be successful in their classrooms. During the staff development sessions, teachers will learn how to:

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

The school wide behavioral system will be monitored throughout the year by both the Behavior Leadership Team and the schools administration.

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

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

Bully Prevention presentations are conducted at the beginning of the school year for all classrooms K-5th grade. The presentation informs students of the policy for bullying, identifying different types of bullying (including cyberbullying), as well as teaches students what to do if they are being bullied, witness bullying or have concerns about the way they are being treated in school. In addition, the school counselor provides Character Development to all teachers and students monthly with the purpose of providing a developmental and systematic comprehensive program incorporated with character traits, quotes, lesson ideas, ideas for writing prompts as well as Celebratory Character luncheon held monthly to reward students who demonstrate outstanding character within the classroom and school. Also, Lake George students will participate in two trainings from Safety Matters Curriculum in order to provide preventative measures to ensure academic outcomes and decrease negative consequences for students. Safety Matters will meet Florida specific statute and policy requirements and is based on research and best practice.

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

### **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**

Lake George has developed an early warning system based on identifying students who are at risk in the following areas: suspension, attendance, course failure and academic proficiency. Leadership reviews data from each area to monitor student progress in each of the areas. Proactive interventions are developed, implemented and monitored in order to align with the early warning system.

**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	19	13	12	8	7	7	66
One or more suspensions	3	2	1	1	0	0	7
Course failure in ELA or Math	0	0	7	8	15	17	47
Level 1 on statewide assessment	0	0	0	27	14	18	59

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	4	7	8	11	30

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

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

Tutoring is availalbe for at risk students in reading for 3rd, 4th and 5th graders at this time. After Benchmark testing data will be reviewed to design an additional phase of tutoring, again based on student needs.

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

The School Social Worker is available for additional assistance with families in crisis or in need in some way.

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

**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**

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

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

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

**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
Babb, Karen	Principal
Key, Kristy	Assistant Principal
Tinkey, Linda	Instructional Coach
Wieckowski, Mark	Instructional Coach
Unger, Eric	Instructional Coach
Valdes, Cynthia	Guidance Counselor
Abalo, Yaniret	Instructional Media

**Duties**

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

The Leadership Team serves as instructional leaders in our building. The team meets weekly with the administrators to discuss a variety of issues that are important to the success of our students and our school. In our weekly meetings we bring up any student issues with behavior, safety concerns, academic concerns, and curriculum issues. Additionally we are reviewing observation data and discussing any areas that we see as trends, to guide us in our professional development. The Leadership Team also provides a common vision for the use of data-based decision making. The team will participate actively in monthly MTSS data analysis meetings and will evaluate the effectiveness of the tiers of intervention. During weekly data meetings with each grade level PLC the leadership team will meet with grade level teams to discuss student achievement and data. Observations are being done by the majority of the Leadership Team, with feedback being given to

teachers on an ongoing basis of a 2 week cycle. These same coaches are providing opportunities throughout the school year for teachers to participate in Instructional Rounds, and they will help lead Element Study.

The reading coach monitors and coaches teachers on the use of the core reading program and reading interventions. The staffing specialist along with the reading coach and school psychologist collaborate with grade level teams and individual teachers to monitor student progress, graphs and make recommendations for instructional changes. The CRT collects the weekly data and provides the benchmark tests for the teachers. He keeps teachers abreast of any curriculum issues and assists them with understanding the IMS Tool Kit and any other resources available to them in their planning. The CCT/Dean provides information to the teachers on ELL students, assists teachers in understanding English proficiency levels, and is planning for future professional development to further their understanding of more effective ELL accommodations and strategies to ensure comprehensible instruction. As the Dean he also provides support for behavioral issues and shares behavior strategies and ideas as needed. Additionally he serves as our CHAMPS trainer and offers support in this area for our teachers. The Media Specialist offers support in the area of Accelerated Reader as she assists teachers in getting students to know their AR range and set goals and work towards them. She coordinates the celebration of students reaching their goal. In addition, she keeps the media center the hub of the school. The principal and assistant principal oversee the meetings and review progress toward SIP goals. ESE teachers work with regular education teachers to provide additional support and accommodations for students not making adequate progress. Karen Babb(Principal), Kristy Key(Assistant Principal), Mark Wieckowski (CRT), Eric Unger (Instructional Resource), Cindy Valdes (Staffing Specialist), Linda Tinkey (Reading Coach), Becki Paulson (ESE), Lavonia Ward (School Psychologist), Ashley Haber (Speech Pathologist), and general education teachers create the MTSS Leadership Team.

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

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

The Leadership Team meets with the grade level PLCs weekly to review student progress on the Florida Standards. Discussions revolve around how students are progressing, what to do about those that are not, what strategies are meeting with the most success, and whether or not an individual teacher needs additional assistance or not.

Lake George is not eligible for Title I or Title III funding. Funds from SAC, SAI and the school budget will focus on providing after school tutoring for our level 1 and 2 students.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Karen Babb	Principal
Andrea Patulak	Parent
Sueheidi Torres	Parent
Jennifer Patxot	Parent
Tiffany Ruiz	Parent
Alison Patino	Teacher
Ramon Rovira	Parent
Rachel Castillo	Teacher
Kristin Hall	Teacher
Shellie Gaither	Business/Community
Debra Rusk	Parent
Samantha McElderry	Parent

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

*Development of this school improvement plan*

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

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

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

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

School Improvement Funds were allocated to the schools at the end of the last school year. This money was not spent last year and was carried over to this school year. The amount allocated was \$3644. These funds will be used to help support the after school tutoring program.

**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
Tinkey, Linda	Other
Abalo, Yaniret	Instructional Media
Franklin, Laurie	Teacher, K-12
Dant, Nicole	Teacher, K-12
Bechel, Analyse	Teacher, K-12
Davis, Alina	Teacher, K-12
Hall, Kristin	Teacher, K-12
Haber, Ashley	Other
Babb, Karen	Principal

## Duties

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

The major reading initiative will be the continued focus and implementation of the Florida Standards and the professional development on the instructional shifts for reading and the Marzano framework for teaching. The shifts for reading include more informational texts, increased text complexity, text-dependent questions, evidence-based writing, and a greater emphasis on academic vocabulary. Another initiative will be to have a Family Literacy Night for our students and their families. During this event, we will promote literacy knowledge as it relates to these instructional shifts in reading, and how we can better implement them with all students, including our growing ELL population. The Literacy Committee will continue its focus on the core reading program, Houghton Mifflin Journeys and the implementation of the new Core Connections writing program.

## 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**

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

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

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

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

The mentor and mentee will meet on a regular basis to discuss research based strategies, observe experienced teachers implementing strategies, create and review lesson plans, and discuss training opportunities for best practices. The mentee will complete the Beginning Teacher Portfolio which is part of the OCSP induction program. First year teachers and their mentors are as follows:

In Kindergarten, new teacher Ashley Cooper is being mentored by Rachel Castillo. Also in Kindergarten, Leslie Morrison is being mentored by Michelle Luyster. New first grade teacher, Ashley French-Scott is being mentored by Laurie Franklin. Also in First Grade, Sarah Gaudette is being mentored by Kaitlyn Mielke. In our intermediate grades, Maggie Collins, a third grade teacher, is being mentored by Lisa Hall, third grade teacher. Fifth grade teacher, Chanelle Morton is being mentored by Kristen Hall, also a fifth grade teacher.

Lake George Elementary School's second year teachers are Annalyse Bechel, a second grade teacher, is being mentored by Michelle Luyster. Jill Nicholson, a fifth grade teacher, is being mentored by Kathleen Gorman.

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

## **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***

School leaders communicate to the instructional staff the need to implement the Florida Standards through the use of the resources provided by our district. We stress the importance of understanding the Florida Standards and the use of the county adopted textbooks as resources for them to use in their instruction. A school lesson plan template has been implemented and lesson plans are reviewed during observations on a regular basis. The Leadership Team gives feedback to teachers on the alignment of the standards with their instruction.

#### **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***

The school uses data to drive instructional decisions about the core materials for all students. Data is monitored and discussed during weekly data meetings with the grade level teachers and leadership team. Differentiated instruction occurs for each lesson to meet the needs of our gifted, exceptional education, and English language learners. Teachers provide a wide variety of differentiation from adapting assessments and practice work, from reading when appropriate various pieces of text in content areas, to the extension of time for completion of assignments and assessments. Any student whose data is showing a deficiency is placed in our Multi-Tier System of Support (MTSS) process. MTSS provides these students with additional time and support in a smaller group setting. After school tutoring is provided for 3rd, 4th, and 5th graders in reading and in math.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 2,160

FCAT Level 1 and 2 retained third, fourth and fifth grade students participate in after school tutoring for 2 hours a week over 18 weeks on Tuesdays and Thursdays. The focus of the instruction is reading and includes small group instruction and practice delivered by classroom teachers.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Unger, Eric, eric.unger@ocps.net

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

Data will be collected through a pre-assessment and post-assessment. There will also be a mid point assessment to monitor the students' direction of movement.

**Strategy:** Extended School Day

**Minutes added to school year:**

High performing 4th and 5th grade students will be invited to participate in an enrichment opportunity after school.

**Strategy Rationale**

We want to provide additional opportunities for our high performers to have cognitively complex math and science experiences.

**Strategy Purpose(s)**

- Enrichment

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

Unger, Eric, eric.unger@ocps.net

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

There will be a pre-assessment and post-assessment to measure the students understanding of the standards.

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

**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***

To advance college and career awareness, Lake George provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. The first exposure is a featured college bulletin board that highlights a staff member's previous college or university. Lake George also has a college shirt day monthly where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness. In addition independent learning and leadership is fostered to prepare students for college and career readiness through the implementation of teacher assistants, safety patrols, and the MAGIC program.

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

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

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

Lake George Elementary provides fifth grade students with a weekly STEM club opportunity. Lake George also participates in the annual Teach In event where various community members come in to discuss their careers and jobs with students.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

The strategies implemented at Lake George for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare

students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. The Sunshine State Reader sleepover is held for students who read all of the Sunshine State books and earn high scores on the Accelerated Reader assessment for each book motivating students to set independent reading goals. The Bridging Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years in front of their families at the middle school campus.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

**G1.** Developing effective instructional strategies driven by data to increase student achievement.

## 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. Developing effective instructional strategies driven by data to increase student achievement.** 1a

G038000

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - ELL	59.0

**Resources Available to Support the Goal** 2

- MTPs, Scope and Sequence, focus calendars, and pacing guides are available on IMS.
- Marzano Coaching through the use of administration and leadership team.
- District Marzano, PLC and Writing Coaches
- Kagan Training on the use of cooperative learning.

**Targeted Barriers to Achieving the Goal** 3

- Limited Professional Development of ELL instructional strategies and the Instructional Framework

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

Weekly data meetings will be used to analyze formative and summative data from benchmarks and classroom assessments to determine student progress. Students should show progressively higher achievement on benchmarks, mini-assessment and classroom tests. If results are poor, revisit core instruction for rigor and alignment with standards. Change intervention strategies and or resources to address students not making progress. Additionally, informal observations will be done on a 2-3 week cycle by the leadership team. Observation data will be reviewed to determine if any additional professional development is needed or if there are any trends across a grade level. Data should indicate if teachers are understanding the elements.

**Person Responsible**

Karen Babb

**Schedule**

Weekly, from 8/25/2014 to 5/29/2015

**Evidence of Completion**

Classroom tests, benchmarks and progress monitoring data. iObservation 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.** Developing effective instructional strategies driven by data to increase student achievement. **1**

 G038000

**G1.B2** Limited Professional Development of ELL instructional strategies and the Instructional Framework

**2**

 B123836

**G1.B2.S1** Provide opportunities for teachers to participate in an Element Study based on their Deliberate Practice Element. **4**

 S135844

### Strategy Rationale

To increase teacher understanding of the strategies and their use within the element to increase student performance.

### Action Step 1 **5**

Element Study

#### Person Responsible

Mark Wieckowski

#### Schedule

Quarterly, from 9/19/2014 to 4/15/2015

#### Evidence of Completion

Observation data, lesson plans

**Action Step 2** 5

Instructional Rounds

**Person Responsible**

Linda Tinkey

**Schedule**

Monthly, from 12/1/2014 to 5/29/2015

***Evidence of Completion***

Instructional Rounds Worksheets/Implementation Reflections

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Monitor the Deliberate Practice Plans

**Person Responsible**

Kristy Key

**Schedule**

Quarterly, from 10/10/2014 to 4/30/2015

***Evidence of Completion***

Classroom Observations and Teacher Reflections

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Monitor Deliberate Practice Plans

**Person Responsible**

Karen Babb

**Schedule**

Quarterly, from 10/10/2014 to 4/30/2015

***Evidence of Completion***

Classroom Observations and Teacher Reflections

**G1.B2.S2** Leadership Team and District Marzano Coach will provide teachers with specific feedback on the use of the elements within the high yield Marzano strategies on a continuous cycle. 4

 S135845

### Strategy Rationale

To increase teacher proficiency and pedagogy on the most effective strategies to incorporate the necessary rigor to meet the standards being taught.

### Action Step 1 5

Actionable feedback on Marzano Elements

#### Person Responsible

Karen Babb

#### Schedule

Weekly, from 9/8/2014 to 5/29/2015

#### Evidence of Completion

Observation Data

### Action Step 2 5

Professional development on the Super Seven elements in the Instructional Framework

#### Person Responsible

Mark Wieckowski

#### Schedule

Monthly, from 1/5/2015 to 5/1/2015

#### Evidence of Completion

Observation Data

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Review of Observation Schedule and Observation Data

**Person Responsible**

Kristy Key

**Schedule**

On 6/3/2015

***Evidence of Completion***

Observation Data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Review of observation data

**Person Responsible**

Karen Babb

**Schedule**

On 5/29/2015

***Evidence of Completion***

Observation data

**G1.B2.S3** Provide the teachers with strategies designed for ELL students **4**

 S138965

**Strategy Rationale**

To make the instruction for ELL students comprehensible for their level of English proficiency

**Action Step 1** **5**

Provide teachers with Professional Development that will give them information on effective ELL strategies.

**Person Responsible**

Eric Unger

**Schedule**

Semiannually, from 10/22/2014 to 3/27/2015

**Evidence of Completion**

Lesson Plan Accommodations and iObservation data of Design Question 5

**Action Step 2** **5**

Leaders will be trained on the SIOP model to train instructional staff on the SIOP model.

**Person Responsible**

Eric Unger

**Schedule**

Quarterly, from 12/1/2014 to 4/30/2015

**Evidence of Completion**

Domain 2 Planning and Preparing Data for Element 6 Needs of English Language Learners

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** **6**

Monitor the use of appropriate ELL strategies in the classroom.

**Person Responsible**

Kristy Key

**Schedule**

On 6/3/2015

**Evidence of Completion**

Lesson plan and observations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

Increased academic performance of the ELL population

**Person Responsible**

Karen Babb

**Schedule**

Monthly, from 10/8/2014 to 6/3/2015

**Evidence of Completion**

Student performance data, progress monitoring assessments

**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.B2.S1.A1	Element Study	Wieckowski, Mark	9/19/2014	Observation data, lesson plans	4/15/2015 quarterly
G1.B2.S2.A1	Actionable feedback on Marzano Elements	Babb, Karen	9/8/2014	Observation Data	5/29/2015 weekly
G1.B2.S3.A1	Provide teachers with Professional Development that will give them information on effective ELL strategies.	Unger, Eric	10/22/2014	Lesson Plan Accommodations and iObservation data of Design Question 5	3/27/2015 semiannually
G1.B2.S1.A2	Instructional Rounds	Tinkey, Linda	12/1/2014	Instructional Rounds Worksheets/ Implementation Reflections	5/29/2015 monthly
G1.B2.S3.A2	Leaders will be trained on the SIOF model to train instructional staff on the SIOF model.	Unger, Eric	12/1/2014	Domain 2 Planning and Preparing Data for Element 6 Needs of English Language Learners	4/30/2015 quarterly
G1.B2.S2.A2	Professional development on the Super Seven elements in the Instructional Framework	Wieckowski, Mark	1/5/2015	Observation Data	5/1/2015 monthly
G1.MA1	Weekly data meetings will be used to analyze formative and summative data from benchmarks and classroom assessments to determine student progress. Students should show progressively higher achievement on benchmarks, mini-assessment and classroom tests. If results are poor, revisit core instruction for rigor and alignment with standards. Change intervention strategies and or resources to address students not making progress. Additionally, informal observations will be done on a 2-3 week cycle by the leadership team. Observation data will be reviewed to determine if any additional professional development is needed or if there are any trends across a grade level. Data should indicate if teachers are understanding the elements.	Babb, Karen	8/25/2014	Classroom tests, benchmarks and progress monitoring data. iObservation data	5/29/2015 weekly

**Orange - 0301 - Lake George Elementary - 2014-15 SIP**  
*Lake George Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Monitor Deliberate Practice Plans	Babb, Karen	10/10/2014	Classroom Observations and Teacher Reflections	4/30/2015 quarterly
G1.B2.S1.MA1	Monitor the Deliberate Practice Plans	Key, Kristy	10/10/2014	Classroom Observations and Teacher Reflections	4/30/2015 quarterly
G1.B2.S2.MA1	Review of observation data	Babb, Karen	9/8/2014	Observation data	5/29/2015 one-time
G1.B2.S2.MA1	Review of Observation Schedule and Observation Data	Key, Kristy	10/8/2014	Observation Data	6/3/2015 one-time
G1.B2.S3.MA1	Increased academic performance of the ELL population	Babb, Karen	10/8/2014	Student performance data, progress monitoring assessments	6/3/2015 monthly
G1.B2.S3.MA1	Monitor the use of appropriate ELL strategies in the classroom.	Key, Kristy	10/8/2014	Lesson plan and observations	6/3/2015 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. Developing effective instructional strategies driven by data to increase student achievement.

#### G1.B2 Limited Professional Development of ELL instructional strategies and the Instructional Framework

**G1.B2.S1** Provide opportunities for teachers to participate in an Element Study based on their Deliberate Practice Element.

##### PD Opportunity 1

Element Study

###### Facilitator

Karen Babb, Kristy Key, Mark Wieckowski, Eric Unger, Linda Tinkey,

###### Participants

Instructional Staff

###### Schedule

Quarterly, from 9/19/2014 to 4/15/2015

##### PD Opportunity 2

Instructional Rounds

###### Facilitator

Linda Tinkey and Mark Wieckowski

###### Participants

Instructional Staff

###### Schedule

Monthly, from 12/1/2014 to 5/29/2015

**G1.B2.S3** Provide the teachers with strategies designed for ELL students

**PD Opportunity 1**

Provide teachers with Professional Development that will give them information on effective ELL strategies.

**Facilitator**

Eric Unger

**Participants**

Instructional Staff

**Schedule**

Semiannually, from 10/22/2014 to 3/27/2015

**PD Opportunity 2**

Leaders will be trained on the SIOP model to train instructional staff on the SIOP model.

**Facilitator**

Trained SIOP Trainers

**Participants**

Instructional staff not familiar with the SIOP model

**Schedule**

Quarterly, from 12/1/2014 to 4/30/2015

## 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:</b> Developing effective instructional strategies driven by data to increase student achievement.	2,000
<b>Grand Total</b>	<b>2,000</b>

**Goal 1: Developing effective instructional strategies driven by data to increase student achievement.**

Description	Source	Total
<b>B2.S1.A2</b> - 20 substitutes for each teacher to attend half day professional development of instructional rounds.	General Fund	2,000
<b>Total Goal 1</b>		<b>2,000</b>