

Spring Lake Elementary



2014-15 School Improvement Plan

Spring Lake Elementary

1105 SARAH LEE LN, Ocoee, FL 34761

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
100%

Alternative/ESE Center
No

Charter School
No

Minority
53%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 11/2/2010.

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

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 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

Family nights are conducted for parents and staff to interact with students engaged in a subject activity. Family nights consist of Literacy Night, Math Night, Science Night, and Art Night. Recognition events are held with parents invited to Honor Roll, Perfect Attendance, and 5th grade Award ceremony.

Three Music Nights are held in December - one night for 2 grade levels to perform. Students are proud to perform and parents are delighted to see their child perform.

Partner in Education sponsored Spirit Nights for students, parents and staff to have casual time at a restaurant or an activity.

We are planning additional activities such as Spaghetti Night, Spring Festival, and Oration Contest. We are encouraging our parents to participate in OCPS Parent Academy by sending out flyers and phone messages to inform them.

We communicate with parents via Connect Orange phone calls on a weekly basis to keep parents informed on school events and activities.

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

Students arrive to eat breakfast or to meet their peers prior to entering the classrooms. Some teachers ask their students to join them in the classroom to work on the computer, and have special instruction on a concept that needs reinforced.

Students are dismissed in a procedural manner to ensure each child walks home or meets up with parents. Car riders are matched up with their parents by a car sign.

Students feel safe in the school due to staff members supporting students in the cafeteria, in their classrooms, and hallways. Students know that adults are their safe source for help.

Student safety patrols assist younger students with morning breakfast and guide them to their classrooms daily.

Staff monitors hallways, greets students and encourages them to read while waiting for the entry bell. A school-wide No Bullying Policy is enforced at the school and CHAMPS program is implemented to develop student social skills.

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

Spring Lake has become a CHAMPS school which will help teachers develop the proper classroom management for student learning. Teachers will be able to attend trainings on the CHAMPS program during the school year. The school has developed a CHAMPS team that will provide training throughout the school year. The team will be able to support teachers and answer questions of concern. Each classroom teacher reviews and places all classroom rules and policies inside their rooms in order for students to know how to behave and respond. Teachers are given classroom referrals to document any problems or issues they are having. Teachers contact parents, and write in student planners to inform parents of their child's behavior.

The school's dean will review the code of conduct with each grade level every nine weeks to keep students informed and updated about behavior expectations of both the school and the district. The presentation is done by classroom discussion and role playing. Proud Blue Jay posters and "High Five" behavioral posters are displayed school-wide to reinforce positive behavior.

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

The school provides out source support for students who have concerns or issues that need to be addressed. A social worker and a counselor are on site weekly to provide assistance for our students. When concerns or issues arise for a student the social worker or counselor are contacted and then provide services or resources to address the issue. They are supportive of our students, and are proactive in resolving issues.

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 indicator: The registrar identifies potential attendance issues by a truancy report. Once a student has 5 absences the registrar sends home a 5-day letter. At 10 absences the school social worker is contacted and a warning conference is scheduled with parent. If a student continues to be absent an A.C.S.T. meeting is scheduled with parent and social worker.

Suspensions indicator: School has implemented CHAMPS behavioral system. School-wide and classroom expectations are set for students. Progressive disciplinary steps are used which focus on correcting behaviors and having kids meet expectations.

Course failure indicator: Grade level data meetings, common assessment scores, progress reports and report cards.

Level 1 indicator: Previous year's standardized assessment data.

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	4	5	
Attendance below 90 percent	0	0	1	2	0	3
One or more suspensions	1	1	4	1	2	9
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	20	25	45

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

1. Grade level data meetings, classroom performance, common assessment scores, and statewide assessment scores are used to identify students not performing on grade level. These students are then placed into intervention groups using the data. In addition, students are offered tutoring in either reading, math, or both. Students will also be offered computer based tutoring.
2. Students who are consistently performing below grade level are discussed at MTSS meetings with the staffing specialist. Tier 2 and Tier 3 students are identified and interventions are put into place. Tier 2 students are monitored monthly and Tier 3 students are monitored bi-weekly.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/172807>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Spring Lake Elementary has Family Academic Nights - Reading & FSA Night, Math & FSA Night, Science Night, and Art Night. Teachers provide activities for students to interact with a concept and parents can help their child. Parents are informed of the expectations of each grade level for ELA, Math and Science.

Parent Leadership Council (PLC) events are held to inform our bilingual and ESOL parents of the different programs and services their children are provided. Parents are also informed of accommodations and standardized testing implications for ESOL students.

Spirit Nights are held at our Partners in Education (PIE) sites. Staff members and parents go to eat at our partner's restaurants or skate at a local PIE. This is an opportunity for staff to interact with students and parents in a casual atmosphere.

Partners in Ed. provide support by supplying school supplies to kids in need, gifts for students during holidays, and other classroom needs to be sure the students have the necessities and can focus on their academics. They also provide funds for field trips, food for school events, and supplies for our school. Our partners also provide items for our needy families during the holidays.

Within the classrooms, some of the teachers are doing treasure chests, recognition of compliments, recognition of student behavior or engagement, Teachers recognize and celebrate excellent student behavior or academic achievement.

School-wide we have Proud Blue Jays where the teacher selects the student and recognizes a positive aspect of the student. The students receive prizes, coupons, and bumper stickers in addition to a ribbon.

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
Pender, Nancy	Principal
Balabas, Kevin	Assistant Principal
Pierce, Kim	Instructional Coach
Lattner, Mary Ann	Teacher, ESE
Bloszinsky, Jean	Instructional Coach

Duties

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

Dr. Nancy Pender (Principal) provides a common vision for the use of data-based decision making. She will coach teachers to support student achievement.

Kevin Balabas (Assistant Principal/CCT) provides support and guidance to teachers for student achievement based on data-based decision making. He will collaborate with general education teachers through co-teaching and professional learning communities to ensure that ELL students' needs are met at all tiers of instruction.

Mary Ann Lattner (MTSS Coordinator/Staffing Coordinator) ensures implementation of MTSS, assesses its productivity and assists teachers in identifying both academic and behaviorally at-risk students. She properly matches interventions or strategies to support student improvement. In addition, she will schedule and facilitate meetings with teachers and parents. She will collaborate with a specific grade level team on data monitoring, work on lesson plans based on scope and sequence, and develop an instructional focus calendar.

Rose Rivera (School psychologist) ensures implementation of MTSS, assesses its productivity and assists teachers in identifying both academic and behaviorally at-risk students and properly matches interventions or strategies to the student. In addition, she will evaluate students to determine eligibility for ESE services.

Kimberly Pierce (Curriculum Resource Teacher) will support teachers in conducting assessments (Performance Matters (MTP Units) Benchmark, FSA). She will support teachers with curriculum resources. She will collaborate with a specific grade level team on data monitoring, work on lesson plans based on scope and sequence, and develop an instructional focus calendar. She assists the team in identifying at-risk students and developing appropriate Tier II and Tier III interventions.

Jean Bloszinsky (Resource Teacher) will collaborate with a specific grade level team on data monitoring, work on lesson plans based on scope and sequence, and develop an instructional focus calendar. She will assist the team in identifying at-risk students and developing appropriate Tier II and Tier III interventions.

Joe Cormier (Dean) will collaborate with a specific grade level team on data monitoring, work on lesson plans based on scope and sequence, and develop an instructional focus calendar. He will guide and develop students who are in need of improving their social skills.

Steven Ocasio (School Social Worker) will participate in student data collection and assist with attendance issues.

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 meet on a regular basis to discuss the academic and behavioral progress of students. The Leadership Team will provide support for teachers in order for students to achieve and for teachers to be successful and confident.

Members of the Leadership Team will meet with each grade level on a weekly basis to provide support or direction on academics - data analysis or instructional planning. Data analysis will be based on Performance Matters data, and curriculum assessments. Technology resource instruction data (i-Ready, Reading Plus, AR, STAR, Fast Math, Xtra Math) will also guide instructional support to students.

The Leadership Team and classroom teachers will identify students who are at moderate risk or at high risk for not meeting grade level expectations. After identifying at-risk students in data meetings teachers will meet individually with parents and the MTSS team to: define the problem, analyze the data, develop a student action plan, implement the intervention, and monitor student progress. The team will reconvene in 3-4 weeks to evaluate the effectiveness of the Student Action Plan.

Title I - Funds are used to hire instructional support teachers. Additionally, funds are used for supplemental intervention materials, parent involvement activities, and professional development. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

SAI funds - At the present time funds are placed in a supply account to enable remediation materials to be purchased. This school year the SAI funds purchased AR and STAR to support student reading.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Nancy Pender	Principal
Joe Cormier	Teacher
Kim Pierce	Teacher
Jean Bloszinsky	Teacher
Cindy Schaefer	Parent
Shalonda Demonia	Parent
Heriberb Soto	Parent
Melissa Mohney	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

Based on last year, teachers were informed of Marzano's strategies, DOK strategies, and eight mathematical practices of the common core curriculum to support student learning. PLCs were

conducted for teams to discuss discuss data to plan their instruction and plan to implement the common core and DOK strategies. Teachers were provided professional development in the implementation of new curriculum resources in both math and reading. The SAC reviewed the SIP monthly and determined if the goals were being met by completion of the SIP's strategies.

Development of this school improvement plan

School data and standardized test results were shared with the SAC. The development of this year's school improvement plan will be based on students improving their ELA and Mathematics skills. SAC members shared their concerns of their student's achievement and how it could be addressed. Parent involvement in SAC is to attended monthly meetings, have input into what the school is doing and how it is progressing. We have a parent that is the co-chair of the SAC. The involvement of the parent is asking questions on how the school/students are doing with the states new standards. Parents inquired about the status of the tutoring program upon returning to our new school on our old campus. Bring up idea for new technology, and help developing new ideas or strategies to support the school in ways to make it achieve high levels of learning. PLCs were conducted to discuss data and to plan instruction to support student achievement. Since our students did not maintain their level of achievement and some of our students did not make learning gains in Reading and Mathematics, the goals for the SIP were developed to focus on student achievement in ELA and Mathematics. The strategies were developed to assist teachers with more rigorous instruction and facilitative teaching. The strategies were developed to provide instructional support to students.

Preparation of the school's annual budget and plan

School budget information is shared at SAC meetings. Funds are spent to hire staff and curriculum which are used to support the SIP's goals.

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

Last year's funds provided instructional staff with DOK resource books to support student comprehension and depth of knowledge. The cost to purchase this resource was \$1,000.

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
Pender, Nancy	Principal
Balabas, Kevin	Assistant Principal
Pierce, Kim	Instructional Coach
Bloszinsky, Jean	Instructional Coach
Lattner, Mary Ann	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

Kimberly Pierce (Curriculum Resource Teacher), Jean Bloszinsky (Resource Teacher), Joe Cormier (Dean), Mary Ann Lattner (ESE Coordinator) will support teachers in conducting assessments (Benchmark, FSA). Each member will support teachers with curriculum resources.

Each member will collaborate with a specific grade level team on data monitoring, work on daily lesson plans based on scope and sequence, learning goals and scales, and develop an instructional focus calendar.

Each member assists the team in identifying at-risk students and developing appropriate Tier II and Tier III interventions.

Teachers will have opportunities to meet and discuss strategies to support student learning. Opportunities include; Curriculum Tuesdays and Professional Development/Planning Wednesdays. The focus of these are lesson plan development, instructional focus calendars, strategies to support student learning.

Upon arrival, students are encouraged to read in the hallways while waiting to enter their classrooms. Accelerated Reader is promoted and provide rewards for classes/students attaining certain goals.

Students are held responsible for their learning, therefore they have to explain, defend, and find text to support their answers. Students reflect on their learning, revise their thinking, and examine their reasoning.

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

Curriculum Tuesday's are held each week. During the planning time grade levels meet along with a resource teacher and an administrator. Topics for discussion and development are: data monitoring of students, lesson plan development, intervention strategies, Instructional Focus Calendar and curriculum. Each grade level also uses common planning time throughout the week to develop strategies for student learning.

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

Candidates are selected by being highly-qualified and being certified in-field. Candidates that do not have ESOL certification take professional development training in ESOL. Teachers that have an ESOL student in their class are required to become certified and are supported by the administration and fellow peers.

Teachers are supported through the professional development provided both by the school and the district. The administration's focus is collaboration of teachers both vertically (across grade levels) and horizontally (on grade level). Resource teachers and administration are coaches to the teachers to develop the skills needed to support student achievement. Beginning teachers are supported by their mentor teacher, who has experience and expertise of teaching. Curriculum Tuesday PLCs are held each week to support the teachers on the team. Team Planning, data sharing or Professional Development reflection is conducted on Curriculum Tuesdays.

When teachers are interviewed, they are expected to share how they teach each subject (reading, math, writing and science). They are asked how they monitor their students and set learning goals. They are asked how they communicate with parents and develop relationships with both students and parents. Teachers are recruited due to their ability and passion for teaching. Teachers have a commitment to teach the students at Spring Lake. Teachers at Spring Lake are dedicated, and feel they make a difference in student learning. Teachers are rewarded because they "touch the lives of students".

Dr. Nancy Pender (principal) and Kevin Balabas (assistant principal) are responsible for recruiting and retaining teachers to the school.

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

Planned activities for the mentees is for the Mentors to meet with their mentee bi-weekly or as needed to discuss school-wide and grade level procedures, benchmarks, creating lesson plans, opportunities for professional development, and provide additional support as needed. CRT or different resource teachers will be meeting monthly with beginning teachers and mentors to discuss their progress and concerns. Mentors and mentees were matched up by their grade level, teaching style, experience of teaching, curriculum strengths, and new to Spring Lake.

This Year

Mentor Mentee (new teacher)

Heather Colburn Megan Bass

John Fleming Valerie Powell

Crystal Castillo Erin Lansberry

Shauna Bromby Akela Edwards

Tabia Powell Mark Beusse

Stacy Huntzinger Kayleigh Arsenault

Jessica Schmitt Erica Bodie (experienced teacher/new to OCPS)

Valerie Campbell Karen Colon (experienced teacher/new to OCPS)

Jean Blozinsky Valerie Hunt (experienced teacher/new to OCPS)

Mentor Mentee (new to school)

Mahassan Harb Shelley Adams

Nicole Eck Amanda Catron

Nicole Eck Leslie DaSilva

Joe Cormier Cathy Miller

Vicky Storey Kristen Lovewell

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily 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

Teachers and administration analyze data on the benchmarks that are being taught. If students do not achieve what is considered a Level 3, then teachers reteach the benchmark to improve student knowledge of a benchmark. Students are being monitored on the unit assessments for each standard. Students have the opportunity to retest after the standard is retaught. Student achievement progress is also monitored by comparing the end of quarter assessment for each marking period.

During the instructional time of both math and reading, an extra 15 minutes of direct instruction is given to students who struggle with a benchmark.

Intervention is conducted each day for 30 minutes. Grade levels differentiate instruction based on student needs. Instructional centers along with small group direct instruction is conducted during intervention time.

Teachers implement a variety of resources: technology instructional websites are used, a reteach of the common core lesson is conducted, enrichment instruction/activities are provided, FCRR activities are used and other instructional resources/websites are used to support, reinforce and challenge student learning.

Common assessments are created and all grade levels are being evaluated using assessments. Results from assessments are being used to place students in intervention groups and tutoring sessions. Students who continually score below grade level on common assessments are being discussed at MTSS meetings. The MTSS process has begun for these students and the collection of data and graphing is occurring.

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: 180

Fifth grade students will be tutored after school on Tuesdays and Thursdays with the focus being on mathematics. The focus of the lessons will be to give prior knowledge of a concept that is to be taught by the classroom teacher.

Strategy Rationale

This program is being supported by the Minority Achievement Office (MAO) to fill the student achievement gap that exists for minorities

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pender, Nancy, nancy.pender@ocps.net

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

Students were selected by their fourth grade mathematics FCAT scores.

Strategy: After School Program

Minutes added to school year: 180

Third grade students will be tutored after school on Tuesdays and Thursdays with the focus being on ELA/Reading. The focus of the lessons will be to give prior knowledge of a concept that is to be taught by the classroom teacher.

Strategy Rationale

This program is being supported by the Minority Achievement Office (MAO) to fill the student achievement gap that exists for minorities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pender, Nancy, nancy.pender@ocps.net

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

Students were selected by their FAIR scores, with criteria given by the MAO.

Strategy: After School Program

Minutes added to school year: 30

Students will be tutored after school for 30 minutes, 4 days a week based on student needs. Both math and reading instruction will be provided either by a paraprofessional or an instructional staff member. If a student needs only support in one subject area, the student would attend 2 days for 30 minutes of instruction each day in the area needed.

Strategy Rationale

Giving students extra time and exposure to an area of weakness, and providing extra support for student learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pender, Nancy, nancy.pender@ocps.net

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

Students being able to demonstrate their knowledge of a concept. A pre/post assessment given to the student to determine student ability of a benchmark/concept.

Strategy: Before School Program

Minutes added to school year: 30

Students will have computer access to develop their reading or math skills.

Strategy Rationale

Students will have another opportunity to be exposed to a math or reading concept. The computer program is based on student performance and differentiates the concept based on ability.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pender, Nancy, nancy.pender@ocps.net

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

A program progress report will be printed and shared with 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

Kindergarten students and new Spring Lake students are given tours to acclimate them to their new learning environment. Students are assigned a fellow classmate which helps them adjust to the rules and procedures of Spring Lake. Kindergarten students are given a paraprofessional to guide them on how to travel throughout the building and how to function in the classroom and cafeteria. Resource teachers and paraprofessionals also work with the Kindergarten students teaching them arrival and dismissal procedures.

Fifth grade students attend orientation at Ocoee Middle School, and tour the facility. This orientation provides them with important details on the procedures and protocols at Ocoee Middle School. Students are provided with Id's and are informed of electives available to them as 6th grade students.

College and Career Readiness

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

Spring Lake has College Days where students wear college shirts and if the opportunity is available, we have students from high schools to discuss their opportunity of going to a college. Teach In informs students of the opportunities to have a career and the education needed to obtain the career position. The label on the classroom door of a teacher has their name and logo of the college the teacher attended to obtain their different degrees.

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

Does not apply to elementary

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

Does not apply to elementary

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

Does not apply to elementary

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.** Student achievement will increase in all content areas with a focus on standards based instruction.

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. Student achievement will increase in all content areas with a focus on standards based instruction. 1a

G038470

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	75.0

Resources Available to Support the Goal 2

- Resource Teachers - Parental Involvement Resource, Reading Resource, Instructional Resource Teachers; Resource Materials - Marzano, Scope and Sequence, Instructional Focus Calendar, Webb's Depth of Knowledge, Curriculum Tuesdays - Resource Teachers & grade level teams, planning lessons & analyzing data to monitor student achievement, common planning times, scheduled PLCs. Supplemental curriculum: I-Ready, Reading Plus, Accelerated Reader, Star, Safari Montage. Tutoring programs and intervention groups.

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge of new Florida Standards
- Lack of systematic monitoring of standards-based instruction

Plan to Monitor Progress Toward G1. 8

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments, Performance Matters benchmark tests, and teacher observations/ Classroom Walk Throughs

Person Responsible

Nancy Pender

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Monitor progress toward meeting the goal will be evidenced by lesson plans, common formative assessments, Performance Matters benchmark tests, and observations/Classroom Walk Throughs

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. Student achievement will increase in all content areas with a focus on standards based instruction. **1**

 G038470

G1.B1 Lack of knowledge of new Florida Standards **2**

 B092364

G1.B1.S1 Teachers will successfully take part in professional development activities focusing on standards-based instruction. **4**

 S152901

Strategy Rationale

Teachers need to learn the new Florida standards and how to implement the new standards in order for students to improve their achievement.

Action Step 1 **5**

Leadership team will develop a comprehensive Professional Development Plan

Person Responsible

Nancy Pender

Schedule

On 12/17/2014

Evidence of Completion

Evidence for the professional development plan will be a list of professional development sessions and sign sheets

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

We will monitor by having a completed plan for professional development.

Person Responsible

Kim Pierce

Schedule

Weekly, from 8/11/2014 to 12/17/2014

Evidence of Completion

Data collected will be sign in sheets, handouts

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

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments and teacher observations/Classroom Walk Throughs

Person Responsible

Nancy Pender

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Evidenced by lesson plans, common formative assessments and teacher observations/ Classroom Walk Throughs

G1.B1.S2 Teachers will be provided extended PLC opportunities in order to improve standards-based instruction. **4**

 S152903

Strategy Rationale

Teachers need to learn the new Florida standards and how to implement the new standards in order for students to improve their achievement.

Action Step 1 **5**

Leadership team will provide a specific lesson planning framework for PLC opportunities.

Person Responsible

Nancy Pender

Schedule

Weekly, from 8/11/2014 to 11/21/2014

Evidence of Completion

Agenda for lesson planning, deconstruction of standards and leaning activities for lesson planning framework sessions

Action Step 2 **5**

Leadership team will provide teachers with standards-based tools.

Person Responsible

Nancy Pender

Schedule

Weekly, from 8/11/2014 to 11/21/2014

Evidence of Completion

Teachers will receive standards, item specifications, instructional calendar, scope and sequence, and deconstruction standard guide.

Action Step 3 5

Leadership team will provide teachers with periodic full day collaboration time.

Person Responsible

Nancy Pender

Schedule

Weekly, from 8/11/2014 to 11/21/2014

Evidence of Completion

Evidenced by teachers developing lesson plans, Temporary duty Leave of Absence

Action Step 4 5

Leadership team will provide early release planning collaboration time.

Person Responsible

Nancy Pender

Schedule

Weekly, from 8/11/2014 to 11/21/2014

Evidence of Completion

Evidenced by teachers developing/adjusting lesson plans and instructional focus calendars,

Action Step 5 5

Leadership team will provide weekly collaboratively team planning.

Person Responsible

Nancy Pender

Schedule

Weekly, from 8/11/2014 to 11/21/2014

Evidence of Completion

Evidenced by grade level agendas and minutes from the meeting

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

We will monitor the teachers collaborating in developing standards-based instruction by having calendar planning days, a copy of standards-based tools.

Person Responsible

Nancy Pender

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Evidenced by having calendar planning days, a copy of standards-based tools

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

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments and teacher observations/CWT

Person Responsible

Kevin Balabas

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Evidenced by lesson plans, common formative assessments and teacher observations/CWT

G1.B1.S3 Teachers will successfully take part in instructional rounds in order to improve standards based instruction. 4

 S152904

Strategy Rationale

Teachers need to learn the new Florida standards and how to implement the new standards in order for students to improve their achievement.

Action Step 1 5

Leadership team will organize and conduct instructional rounds for all instructional staff.

Person Responsible

Kim Pierce

Schedule

On 4/15/2015

Evidence of Completion

Evidenced by completed instructional rounds framework

Action Step 2 5

Leadership team will systematically debrief with instructional rounds team after each session.

Person Responsible

Kim Pierce

Schedule

On 4/15/2015

Evidence of Completion

Evidenced by completed instructional rounds framework

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

We will monitor by having completed instructional rounds framework.

Person Responsible

Kim Pierce

Schedule

On 4/15/2015

Evidence of Completion

Evidenced by having instructional rounds framework.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments and teacher observations/CWT

Person Responsible

Kim Pierce

Schedule

Biweekly, from 9/1/2014 to 4/15/2015

Evidence of Completion

Evidenced by lesson plans, common formative assessments and teacher observations/CWT

G1.B2 Lack of systematic monitoring of standards-based instruction **2**

 B103248

G1.B2.S1 Spring Lake will use the North Learning Community planning process in order to monitor successful use of standards-based instruction. **4**

 S152902

Strategy Rationale

Teachers need to implement the new Florida standards in order for students to improve their academic achievement.

Action Step 1 **5**

Teachers will use OCPS Scope and Sequence with fidelity.

Person Responsible

Nancy Pender

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.

Action Step 2 **5**

Teachers will use OCPS MTPs as a framework for unit planning.

Person Responsible

Kevin Balabas

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.

Action Step 3 5

Teachers will collaboratively deconstruct standards.

Person Responsible

Nancy Pender

Schedule

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

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.

Action Step 4 5

Teachers will build common formative assessments.

Person Responsible

Kevin Balabas

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.

Action Step 5 5

Teachers will identify daily learning targets/goals.

Person Responsible

Nancy Pender

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.

Action Step 6 5

Teachers will collaboratively plan learning activities/tasks.

Person Responsible

Kevin Balabas

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.

Action Step 7 5

Teachers will track student progress using Performance Matters (PM).

Person Responsible

Kim Pierce

Schedule

Quarterly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.

Action Step 8 5

Teachers will collaboratively reflect on Performance Matters (PM) results

Person Responsible

Nancy Pender

Schedule

Quarterly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.

Action Step 9 5

Teachers will reteach using original lesson plans

Person Responsible

Kevin Balabas

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.

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

We will monitor by reviewing lesson plans and common assessments and analyzing Performance Matters benchmark assessment data.

Person Responsible

Nancy Pender

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments, Performance Matters benchmark assessment, and teacher observations/Classroom Walk Throughs (CWT).

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

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments, Performance Matters benchmark assessment and teacher observations/CWT.

Person Responsible

Kevin Balabas

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Evidenced by lesson plans, common formative assessments, Performance Matters assessment, and teacher observations/CWT

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	Teachers will use OCPS Scope and Sequence with fidelity.	Pender, Nancy	8/11/2014	Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.	6/3/2015 biweekly
G1.B1.S1.A1	Leadership team will develop a comprehensive Professional Development Plan	Pender, Nancy	8/11/2014	Evidence for the professional development plan will be a list of professional development sessions and sign sheets	12/17/2014 one-time
G1.B1.S2.A1	Leadership team will provide a specific lesson planning framework for PLC opportunities.	Pender, Nancy	8/11/2014	Agenda for lesson planning, deconstruction of standards and leaning activities for lesson planning framework sessions	11/21/2014 weekly
G1.B1.S3.A1	Leadership team will organize and conduct instructional rounds for all instructional staff.	Pierce, Kim	9/1/2014	Evidenced by completed instructional rounds framework	4/15/2015 one-time
G1.B2.S1.A2	Teachers will use OCPS MTPs as a framework for unit planning.	Balabas, Kevin	8/11/2014	Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.	6/3/2015 biweekly
G1.B1.S2.A2	Leadership team will provide teachers with standards-based tools.	Pender, Nancy	8/11/2014	Teachers will receive standards, item specifications, instructional calendar, scope and sequence, and deconstruction standard guide.	11/21/2014 weekly
G1.B1.S3.A2	Leadership team will systematically debrief with instructional rounds team after each session.	Pierce, Kim	9/8/2014	Evidenced by completed instructional rounds framework	4/15/2015 one-time
G1.B2.S1.A3	Teachers will collaboratively deconstruct standards.	Pender, Nancy	8/11/2014	Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.	6/5/2015 biweekly
G1.B1.S2.A3	Leadership team will provide teachers with periodic full day collaboration time.	Pender, Nancy	8/11/2014	Evidenced by teachers developing lesson plans, Temporary duty Leave of Absence	11/21/2014 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A4	Teachers will build common formative assessments.	Balabas, Kevin	8/11/2014	Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.	6/3/2015 biweekly
G1.B1.S2.A4	Leadership team will provide early release planning collaboration time.	Pender, Nancy	8/11/2014	Evidenced by teachers developing/ adjusting lesson plans and instructional focus calendars,	11/21/2014 weekly
G1.B2.S1.A5	Teachers will identify daily learning targets/goals.	Pender, Nancy	8/11/2014	Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.	6/3/2015 biweekly
G1.B1.S2.A5	Leadership team will provide weekly collaboratively team planning.	Pender, Nancy	8/11/2014	Evidenced by grade level agendas and minutes from the meeting	11/21/2014 weekly
G1.B2.S1.A6	Teachers will collaboratively plan learning activities/tasks.	Balabas, Kevin	8/11/2014	Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.	6/3/2015 biweekly
G1.B2.S1.A7	Teachers will track student progress using Performance Matters (PM).	Pierce, Kim	8/11/2014	Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.	6/3/2015 quarterly
G1.B2.S1.A8	Teachers will collaboratively reflect on Performance Matters (PM) results	Pender, Nancy	8/11/2014	Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.	6/3/2015 quarterly
G1.B2.S1.A9	Teachers will reteach using original lesson plans	Balabas, Kevin	8/11/2014	Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.	6/3/2015 biweekly
G1.MA1	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments, Performance Matters benchmark tests, and teacher observations/Classroom Walk Throughs	Pender, Nancy	8/11/2014	Monitor progress toward meeting the goal will be evidenced by lesson plans, common formative assessments, Performance Matters benchmark tests, and observations/Classroom Walk Throughs	6/3/2015 weekly
G1.B1.S1.MA1	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments and teacher observations/Classroom Walk Throughs	Pender, Nancy	8/11/2014	Evidenced by lesson plans, common formative assessments and teacher observations/Classroom Walk Throughs	6/3/2015 biweekly
G1.B1.S1.MA1	We will monitor by having a completed plan for professional development.	Pierce, Kim	8/11/2014	Data collected will be sign in sheets, handouts	12/17/2014 weekly
G1.B2.S1.MA1	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments, Performance Matters benchmark assessment and teacher observations/ CWT.	Balabas, Kevin	8/11/2014	Evidenced by lesson plans, common formative assessments, Performance Matters assessment, and teacher observations/CWT	6/3/2015 biweekly
G1.B2.S1.MA1	We will monitor by reviewing lesson plans and common assessments and analyzing Performance Matters benchmark assessment data.	Pender, Nancy	8/11/2014	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments, Performance Matters benchmark assessment, and teacher observations/ Classroom Walk Throughs (CWT).	6/3/2015 biweekly
G1.B1.S2.MA1	Data collected which shows improvement in standards-based instruction as evidenced by lesson	Balabas, Kevin	8/11/2014	Evidenced by lesson plans, common formative assessments and teacher observations/CWT	6/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	plans, common formative assessments and teacher observations/CWT				
G1.B1.S2.MA1	We will monitor the teachers collaborating in developing standards-based instruction by having calendar planning days, a copy of standards-based tools.	Pender, Nancy	8/11/2014	Evidenced by having calendar planning days, a copy of standards-based tools	6/3/2015 biweekly
G1.B1.S3.MA1	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments and teacher observations/CWT	Pierce, Kim	9/1/2014	Evidenced by lesson plans, common formative assessments and teacher observations/CWT	4/15/2015 biweekly
G1.B1.S3.MA1	We will monitor by having completed instructional rounds framework.	Pierce, Kim	9/1/2014	Evidenced by having instructional rounds framework.	4/15/2015 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.

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0