

# Lake Orienta Elementary School



2014-15 School Improvement Plan

## Lake Orienta Elementary School

612 NEWPORT AVE, Altamonte Springs, FL 32701

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0601>

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Elementary	Yes	74%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	69%

### 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 Seminole County School Board on 11/18/2014.

### 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of the Seminole County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

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

The vision of Lake Orienta Elementary is to provide a safe and courteous school with exciting, meaningful learning experiences for everyone.

#### School Environment

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

Lake Orienta Elementary works very closely with its students and families with the intent to educate one another on each others' cultures, with the end result being to create a well-rounded school culture embracing each others' differences and similarities. Through out the school year, we host several community events throughout the year including a book fair, parent curriculum nights, PTA events, and Title I meetings and trainings to promote family involvement and help parents understand how to support their student's academic and social/emotional growth. Every grade level also creates a "get to know me" student project and presentation which highlights the individual student, their family, and their cultural background. Working as a collaborative team, the Lake Orienta regular classroom teachers and our 3 ESOL teachers support our new students with ELL strategies to help them acclimate to their new environment while celebrating their individual family traditions and cultures. Other events, such as Teach In, also gives our students the opportunity to share their culture with peers.

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

"Penguin Pride" is the cornerstone of our behavior management program and the key in building a positive, safe culture at Lake Orienta Elementary. It is embedded within our and Positive Behavior Support program, and the students know that our cornerstone of Penguin Pride consists of Positive Work Habits, Respect, Self-Control and Good Study Skills will create a school environment of safety, trust, and support with our students and our staff. Our PBS team, made up of teacher/faculty leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success of our students, rather than negative consequences. We also gather important input from our School Advisory Council, Parent Involvement team and the Student Council as we evolve our program.

##### **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**

All staff is trained in our Lake Orienta's Penguin Pride and our Positive Behavior Support program. These programs are built on "making right choices"; excelling in behavior, sports, arts, and academics; supporting and recognizing students and staff through incentives and positive



reinforcement; and celebrating success. Clear expectations are communicated to all stake holders, incentives are put into place, and we focus on doing the right thing. We use a free program called Class Dojo to track positive points awarded to students who are following the rules and doing the right thing. Parents can check their Dojo points daily via the internet. Additionally, great emphasis is placed on engaged instruction and building relationships/trust with students. When disciplinary action is called for, the Student Code of Conduct is followed and adhered to. In the beginning of the year, administration visits classrooms to focus on leadership, excellence, and expectations.

**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 Orienta Elementary has established various counseling services for the needs of our students including anger management, peer resolution, social skills, divorce group, and one on one when needed. We have student mentor programs with our older student council students working with primary classes. We have set up a "food pantry" for those families in need. We have also set up procedures to deal with tragic incidents including the death of a family member of fellow student.

**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**

The school utilizes a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
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. Any time a student's attendance drops below 90%, the Guidance Counselors and administration are notified and Guidance will make direct contact with the parents. If attendance issues continue, the School Resource Officer and Social Worker are notified and contact parent initiating truancy procedures if called for.
2. Any time a student is suspended, the parent is notified. If the student receives multiple suspensions, they are referred to the MTSS team to be placed on a Behavior Improvement Plan. If the BIP is not successful, the student will be referred to the Student Study Team to evaluate the need of additional services.
3. Any time a student begins to fail a course or shows academic deficiencies in ELA or Math through progress monitors, the student is brought to the MTSS team. With parent input, the MTSS implements a tiered approach plan to address the students academic deficiencies and track growth through OPMs. If the student continues to struggle, he/she will be referred to the SST to evaluate the need of additional services.
4. All Level 1 students are immediately referred to the MTSS team and places in a tiered approach intervention.

The following materials are used by teachers to provided interventions:

Parent/teacher conferences, MTSS, counseling, mentor programs, Walk to Intervention, SIPPS, Making Meaning, My Sidewalks, tutorial, BIP's, OPM's, Fast ForWord.

## 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/51040>.

#### **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**

Teachers and administrators use multiple strategies to contact families, including but not limited to,

- (1) contacting families prior to the start of school to welcome the students to the new school year,
- (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum,
- (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS' Skyward student information system.,
- (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable,
- (5) inviting families to participate in SAC and PTA Boards,
- (6) inviting families to attend PTA meetings and participate in school related events,
- (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis,
- (8) advertising events on school marquees,

(9) and numerous other out-reach strategies developed by school staff. Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

**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
Weaver, Donna	Principal
Walters-Clark, Mary	Assistant Principal

**Duties**

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

Administrators: Principal and Assistant Principal:  
 Administrators provide instructional leadership, a common vision, support, set expectations and ensure that the school-based team implements MTSS. The administrators conduct assessment of MTSS skills of school staff, guarantee implementation of intervention support and documentation, make certain that adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

ELA Literacy and Math & Science Coaches:  
 Develops, leads, and evaluates school core content standards/programs and identifies/analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. At Lake Orienta the Reading Coach is also the person with expertise (Data Mentor) in collecting, organizing, displaying, analyzing and interpreting data and who assists teachers in understanding and using data. Classroom Teachers Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 and Tier 3 activities.

Intervention Teachers:  
 Provide guidance on the reading and math plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

ESE Teachers:  
 ESE Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 supplemental instruction, and collaborate with general education teachers through such

activities as support facilitation. Guidance Counselors and Student Services Personnel such as School Psychologist (Social Workers and Occupational Therapist). These members of the MTSS team provide quality services and expertise on program design, assessment and intervention with individual students. School social workers assist in linking child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Speech/Language Teacher:

Speech/Language teacher educate the team in the role that language plays in curriculum, assessment, and instruction and help identify systemic patterns of student need relating to language skills.

**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 school utilizes a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Lake Orienta Elementary School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Kim Ornberg, Chair	Student
Donna M. Weaver, Principal	Student
Michele Holmes, Staff	Student
Lucas Henderson, Staff	Student
Cynthia Campagnellie, Staff	Student
Noelle Gatling, Paraprofessional	Student
Mary Stratton, Parent	Student
Brian Giddens, Parent	Student
Larissa Hardesty, Parent	Student
Kelly Holley, Parent	Student
Shawnette Pankey	Student

**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/Parent Involvement Team met in September and reviewed our 2013-14 FCAT scores as they correlated with the School Improvement Plan Reading, Math, Science, and Writing in various subgroups were focused on in regards to growth or regression, and if we achieved our SIP goals. Handouts and reports were distributed and discussed. All information was published in newsletter, website, and other communication venues.

*Development of this school improvement plan*

SAC/PIT is involved with the SIP beginning during the prior year (2013-14). SAC/PIT works with the principal and assistant principals to break down FCAT data and other student performance data to identify strengths, areas of focus, and the development of the action plan. After we received our 2013-14 FCAT data, the findings were presented to SAC. Areas identified as significant need of support were Writing Proficiency in 4th grade and 3rd grade reading learning gains for all students. SAC also wanted to keep focused on our other areas of accountability measurements even though we met our objectives. These areas were Reading Proficiency, Math Proficiency, Science Proficiency, and Learning Gains in Reading and Math. Our SAC/PIT is fully focused on the implementation of the new Florida Standards and the FSA that will be administered in spring that takes the place of FCAT. As the format and evaluation of this test will be quite different, SAC/PIT focused on ensuring we made the transition to the new standards and assessment.

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

The SAC/PIT met in September to discuss and pass the School Improvement budget. Funds were allocated to supplies that will directly correlate with the instructional goals of the SIP. Other school budgets were discussed as well including operating budget, internal accounts, Capital Outlay, human resources/allocation, various categories, such as tutorial. Describe the use of school improvement funds allocated last year, including the amount budgeted for additional supplies to support instruction.

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

School Improvement funds have been allocated to purchase supplies to support activities related to the SIP goal. Approximately \$700 was spent on student recognition for high academic achievement.

**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
Weaver, Donna	Principal
Walters-Clark, Mary	Assistant Principal

## Duties

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

Supports implementation of Reading Street, interventions, differentiated instruction, Accelerated Reader, and acceleration. Other initiatives and continued initiatives include:

- To promote the love of reading for ALL students, parents and staff.
- To implement an Accelerated Reader (AR) continuum for all grades.
- To assist with scheduling for assessments (DE, SRI, PSI, PASI, FLKRS).
- To provide materials and resources needed for monitoring student's progress such as Ongoing Progress Monitoring (OPM) assessments.
- To promote reading through the use of technology (Fast ForWord, iReady, Reading Eggs, and Accelerated Reader Program).
- To support intervention for students in the lowest quartile for reading or writing.
- To support intervention for students needing an accelerated focus in reading or writing.
- To communicate to the staff school initiatives and/ or concerns in relation to reading and writing.
- To initiate a summer reading program as outlined by Seminole County Public School District.
- To develop incentives for promoting reading.
- To create and monitor a Literacy web site to be used as a resource for teachers and parents.
- To keep the staff up to date on the latest trends and updates in literacy education.

## 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**

Lake Orienta utilizes Professional Learning Communities to address collaborative planning and instruction in order to implement district curriculum plans aligned with the Florida Standards. Teachers have a common plan time and specific scheduled Wednesday afternoons for which to collaboratively plan their instruction.

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

The principal and assistant principal of the school are responsible for hiring decisions at Lake Orienta Elementary. Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our

new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

## **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***

Lake Orienta follows the Reading, Math, Science, Writing, and Social Studies SCPS instructional plans for K-12. All SCPS instructional plans are aligned to Florida Standards and specific to grade level.

#### **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***

Lake Orienta uses various data to provide and differentiate instruction to meet the diverse needs of our students. Assessments are used as diagnostics and "ongoing progress monitors" to determine student needs and to track student growth. Determined by the data, various differentiated instructional practices are implemented, including intervention and acceleration, dependent on the student's needs. Students are looked at on an individual basis and their data is used to create student based services. Various assessments used include Discovery Education, FSA, SRI, DRA, DAR, PASI, PSI, STAR, curriculum based assessments, and fluency reads.

***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:** Before School Program

**Minutes added to school year:** 6,000

The Intermediate and Primary Labs will be open in the mornings from 7:05-8:05 AM. 1st through 5th grade students will be invited based upon performance on Discovery Education tests (Levels 1 and 2) and, later in the school year, as determined by the amount of hours reported by the iReady program the students need to be successful. Two teachers a day will be hired to open the labs and monitor student progress and performance. This will cover 100 school days during the 2014-2015 school year.

**Strategy Rationale**

Lake Orienta will strategically focus on identified academic deficiencies of our Lower Quartile and struggling students in ELA and Math. This will assist us in reaching our proficiency goals and also helping our lower quartile students to make learning gains.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Walters-Clark, Mary, mary\_walters-clark@scps.k12.fl.us

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

The iReady program collects data on each students as they work through the program. The Discovery Education web-based program also collects data on students as they take progress monitoring assessments throughout the year. Data from these sources is analyzed by classroom teachers and members of the Leadership team.

**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**

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready, Set, Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

**College and Career Readiness**

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

N/A

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

N/A



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

N/A

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

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the Florida Standards.

## 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.** Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the Florida Standards. **1a**

G053296

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	70.0

**Resources Available to Support the Goal** **2**

- ELA Literacy Coach
- Math and Science Coach
- Intervention Specialists and Intervention Team
- Reading Street Materials
- Go Math! Materials
- iReady Program, Reading Eggs
- Computer Labs- Intermediate, Primary, and SuccessMaker
- Science Fusion Materials
- Fast Forward
- IXL Math
- SIPPS
- Fast Track Phonics
- Leadership Team
- School Created Database
- EdInsight
- SRI
- Discovery Education
- Marzano's Art and Science of Teaching Instructional Model
- Accelerated Reader Program
- Professional Development Funds
- PLC's
- SAI Tutorial Funds
- Para-Professionals
- ETF's
- Writing Prompts and Rubrics
- The Daily 5 and CAFE by Gail Boushey and Joan Moser
- Science Lab

**Targeted Barriers to Achieving the Goal** **3**

- time for fully understanding and implementing SCPS Instructional Plans
- limited time for training in all areas
- providing timely and actionable feedback for teachers on instructional practice and deliberate practice plans
- time devoted to understanding and unpacking the Florida Standards
- teacher's understanding of the MTSS process and procedures
- time to focus on implementing differentiated instruction

### Plan to Monitor Progress Toward G1. 8

Progress toward the goal will be monitored by analyzing relevant data from sources that have generated measurable ways of looking at the use of district school provided resources, effective instruction, differentiated instruction, and the progress towards mastering the Florida Standards.

#### **Person Responsible**

Donna Weaver

#### **Schedule**

Weekly, from 8/11/2014 to 5/27/2015

#### **Evidence of Completion**

iObservation data DE Student Scores (PMA's) EdInsight data Teacher evaluation ratings

## 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.** Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the Florida Standards. **1**

 G053296

**G1.B1** time for fully understanding and implementing SCPS Instructional Plans **2**

 B134392

**G1.B1.S1** Teachers will be provided in-house training with their grade level and the ELA Literacy Coach to review SCPS Instructional Plans. **4**

 S146240

### Strategy Rationale

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

Teachers received 2 days of planning during the summer to review SCPS instructional plans.

#### Person Responsible

Donna Weaver

#### Schedule

On 8/1/2014

#### Evidence of Completion

Administration monitor the use of SCPS Instructional plans during walk-throughs and checking posted lesson plans on the shared drive. Learning logs will be completed by the teachers and assigned by ELA Literacy Coach. An agenda for the day will be kept for record of completion.

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

This will be monitored by looking at agendas kept for records, classroom walkthroughs, weekly monitoring of lesson plans posted on shared drive.

**Person Responsible**

Donna Weaver

**Schedule**

Weekly, from 8/11/2014 to 5/27/2015

***Evidence of Completion***

Agendas Learning logs Lesson plans Observations during walkthroughs

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

This will be monitored for effectiveness looking at data generated from iObservation walkthroughs and students' progress monitoring data..

**Person Responsible**

Donna Weaver

**Schedule**

Weekly, from 8/11/2014 to 5/27/2015

***Evidence of Completion***

Discovery Education growth reports iObservation data

**G1.B1.S2** Teachers will participate in regular scheduled PLC sessions with the ELA Literacy Coach to for review of plans and pacing. 4

S146241

### Strategy Rationale

#### Action Step 1 5

The ELA Literacy Coach will hold PLC sessions with grade level teams to go over Reading Street components.

#### **Person Responsible**

Mary Walters-Clark

#### **Schedule**

Biweekly, from 8/11/2014 to 5/27/2015

#### ***Evidence of Completion***

Agendas Lesson Plans

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

This will be monitored for fidelity by having administration sit in on selected PLC sessions and collect copies of all agendas.

#### **Person Responsible**

Donna Weaver

#### **Schedule**

Biweekly, from 8/11/2014 to 5/27/2015

#### ***Evidence of Completion***

Agendas/summaries Lesson plans

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

This will be monitored for effectiveness by analyzing Discovery Education PMA scores and Reading Street assessment scores.

**Person Responsible**

Mary Walters-Clark


**Schedule**

Monthly, from 8/11/2014 to 5/27/2015


**Evidence of Completion**

Discovery Education growth reports School created data sheets

**G1.B2 limited time for training in all areas** 2

 B134393

**G1.B2.S1** Leadership team will create and share with the faculty a professional development calendar that highlights PLC's, Wednesday afternoon professional development inservices, and other various trainings. 4

 S146242

**Strategy Rationale**

**Action Step 1** 5

Coordination of training opportunities from the school site, the Department of Teaching and Learning, and outside sources

**Person Responsible**

Donna Weaver

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

**Evidence of Completion**

Calendar created and Professional Development plan submitted.



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

This will be monitored for fidelity of implementation by keeping the calendar as a fluid document. Discussion and edits will occur on a regular basis.

**Person Responsible**

Donna Weaver

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

***Evidence of Completion***

Calendar Schedule Agendas from the Leadership Team meetings

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

This will be monitored for effectiveness by checking the attendance records for the opportunities placed on the calendar.

**Person Responsible**

Donna Weaver


**Schedule**

Monthly, from 8/11/2014 to 5/27/2015


***Evidence of Completion***

Professional development plan Attendance/sign-in sheets

**G1.B3** providing timely and actionable feedback for teachers on instructional practice and deliberate practice plans **2**

 B134394

**G1.B3.S1** Administrators will provide regular feedback to classroom teachers K-5 documented through iObservation. **4**

 S146243

### Strategy Rationale

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

Administration will provide regular feedback to classroom teachers K-5 documented through iObservation.

#### **Person Responsible**

Donna Weaver

#### **Schedule**

Biweekly, from 8/11/2014 to 5/27/2015

#### **Evidence of Completion**

Administrators will have increased the amount of time spent in classroom observation as documented through the use of iObservation.

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

Administration will meet on a regular basis to discuss our walk-through's, create and monitor to insure that all classroom teachers are receiving regular visits.

#### **Person Responsible**

Mary Walters-Clark

#### **Schedule**

Weekly, from 8/11/2014 to 5/27/2015

#### **Evidence of Completion**

Time spent in classrooms is recorded in iObservation.

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

Administrators will review observations weekly.

**Person Responsible**

Mary Walters-Clark

**Schedule**

Weekly, from 8/11/2014 to 5/27/2015

**Evidence of Completion**

Evidences will be kept in IObservation.

**G1.B5** time devoted to understanding and unpacking the Florida Standards 2

 B134396

**G1.B5.S1** Regularly schedule PLC's and various Wednesday afternoon professional development sessions will be scheduled addressing the Florida Standards. 4

 S146245

**Strategy Rationale**

**Action Step 1** 5

Wednesday afternoon PD opportunities and PLC's addressing the Florida Standards

**Person Responsible**

Donna Weaver

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

**Evidence of Completion**

PLC and PD Agendas Sign-in sheets PLC logs PD reflections logs

**Plan to Monitor Fidelity of Implementation of G1.B5.S1 6**

This will be monitored for fidelity by having administration sit in on selected PLC meeting and attend PD.

Administration will also collect PLC agendas for records and maintain PD reflection logs.

**Person Responsible**

Mary Walters-Clark

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

***Evidence of Completion***

PLC Agendas Sign-in sheets from PD sessions

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7**

This will be monitored for effectiveness by analyzing Discovery Education progress monitor assessments and iReady score reports. Because the levels for performance on the new Florida Standard Assessment have not yet been determined, it will be difficult to use our students' scores in the spring to measure our level of performance.

**Person Responsible**


Donna Weaver

**Schedule**


***Evidence of Completion***

DE growth reports iReady reports Student classroom performance maintained by teachers and reviewed by administration.

**G1.B6** teacher's understanding of the MTSS process and procedures **2**

 B134397

**G1.B6.S1** Teachers will be provided PLC's/PD on the procedures for problem-solving and decision-making for Multi-tiered system of supports. **4**

 S146246

**Strategy Rationale**

Teachers should be responsible for monitoring student progress and adjusting instruction to meet the identified needs of their students.

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

Providing PLC's and PD on the MTSS process and utilization of EdInsight, our student data system.

**Person Responsible**

Donna Weaver

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

**Evidence of Completion**

PLC logs. PD sign in sheets and reflection logs. Monitoring teacher use of EdInsight. School student data tracking sheets created by Coaches.

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** **6**

Administration and coaches will monitor the MTSS process for students along with the Guidance counselors.

**Person Responsible**

Mary Walters-Clark

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

**Evidence of Completion**

Data collected on students' progress in EdInsight.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Administration and coaches will monitor the MTSS process for students along with the Guidance counselors.

**Person Responsible**

Donna Weaver

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015


**Evidence of Completion**

Data collected on students' progress in EdInsight.

**G1.B7** time to focus on implementing differentiated instruction 2

 B134398

**G1.B7.S1** Schedule regular meetings to discuss on-going progress monitoring results and data from intervention on all students to plan for differentiation. 4

 S146247

**Strategy Rationale**

Teachers need time to plan for differentiated instruction.

**Action Step 1** 5

Administration and coaches will plan meetings to discuss data and how to differentiate instruction.

**Person Responsible**

Donna Weaver

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

**Evidence of Completion**

MTSS meeting summaries PLC agenda's and logs EdInsight student data

**Plan to Monitor Fidelity of Implementation of G1.B7.S1 6**

Student data will be monitored for progress.

**Person Responsible**

Mary Walters-Clark

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

**Evidence of Completion**

Student data/progress monitoring in EdInsight.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Student data will be monitored for progress.

**Person Responsible**

Mary Walters-Clark

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

**Evidence of Completion**

Student data/progress monitoring in EdInsight.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers received 2 days of planning during the summer to review SCPS instructional plans.	Weaver, Donna	7/31/2014	Administration monitor the use of SCPS Instructional plans during walk-throughs and checking posted lesson plans on the shared drive. Learning logs will be completed by the teachers and assigned by ELA Literacy Coach. An agenda for the day will be kept for record of completion.	8/1/2014 one-time
G1.B1.S2.A1	The ELA Literacy Coach will hold PLC sessions with grade level teams to go over Reading Street components.	Walters-Clark, Mary	8/11/2014	Agendas Lesson Plans	5/27/2015 biweekly
G1.B2.S1.A1	Coordination of training opportunities from the school site, the Department of Teaching and Learning, and outside sources	Weaver, Donna	8/11/2014	Calendar created and Professional Development plan submitted.	5/27/2015 monthly

**Seminole - 0601 - Lake Orienta Elementary School - 2014-15 SIP**

*Lake Orienta Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Administration will provide regular feedback to classroom teachers K-5 documented through iObservation.	Weaver, Donna	8/11/2014	Administrators will have increased the amount of time spent in classroom observation as documented through the use of iObservation.	5/27/2015 biweekly
G1.B5.S1.A1	Wednesday afternoon PD opportunities and PLC's addressing the Florida Standards	Weaver, Donna	8/11/2014	PLC and PD Agendas Sign-in sheets PLC logs PD reflections logs	5/27/2015 monthly
G1.B6.S1.A1	Providing PLC's and PD on the MTSS process and utilization of EdInsight, our student data system.	Weaver, Donna	8/11/2014	PLC logs. PD sign in sheets and reflection logs. Monitoring teacher use of EdInsight. School student data tracking sheets created by Coaches.	5/27/2015 monthly
G1.B7.S1.A1	Administration and coaches will plan meetings to discuss data and how to differentiate instruction.	Weaver, Donna	8/11/2014	MTSS meeting summaries PLC agenda's and logs EdInsight student data	5/27/2015 monthly
G1.MA1	Progress toward the goal will be monitored by analyzing relevant data from sources that have generated measurable ways of looking at the use of district school provided resources, effective instruction, differentiated instruction, and the progress towards mastering the Florida Standards.	Weaver, Donna	8/11/2014	iObservation data DE Student Scores (PMA's) EdInsight data Teacher evaluation ratings	5/27/2015 weekly
G1.B1.S1.MA1	This will be monitored for effectiveness looking at data generated from iObservation walkthroughs and students' progress monitoring data..	Weaver, Donna	8/11/2014	Discovery Education growth reports iObservation data	5/27/2015 weekly
G1.B1.S1.MA1	This will be monitored by looking at agendas kept for records, classroom walkthroughs, weekly monitoring of lesson plans posted on shared drive.	Weaver, Donna	8/11/2014	Agendas Learning logs Lesson plans Observations during walkthroughs	5/27/2015 weekly
G1.B2.S1.MA1	This will be monitored for effectiveness by checking the attendance records for the opportunities placed on the calendar.	Weaver, Donna	8/11/2014	Professional development plan Attendance/sign-in sheets	5/27/2015 monthly
G1.B2.S1.MA1	This will monitored for fidelity of implementation by keeping the calendar as a fluid document. Discussion and edits will occur on a regular basis.	Weaver, Donna	8/11/2014	Calendar Schedule Agendas from the Leadership Team meetings	5/27/2015 monthly
G1.B3.S1.MA1	Administrators will review observations weekly.	Walters-Clark, Mary	8/11/2014	Evidences will be kept in IObservation.	5/27/2015 weekly
G1.B3.S1.MA1	Administration will meet on a regular basis to discuss our walk-through's, create and monitor to insure that all classroom teachers are receiving regular visits.	Walters-Clark, Mary	8/11/2014	Time spent in classrooms is recorded in iObservation.	5/27/2015 weekly
G1.B5.S1.MA1	This will be monitored for effectiveness by analyzing Discovery Education progress monitor assessments and iReady score reports. Because the levels for performance on the new Florida Standard Assessment have not yet been determined, it will be difficult to use our students' scores in the spring to measure our level of performance.	Weaver, Donna	DE growth reports iReady reports Student classroom performance maintained by teachers and reviewed by administration.	5/27/2015 annually	
G1.B5.S1.MA1	This will be monitored for fidelity by having administration sit in on selected PLC meeting and attend PD. Administration will also collect PLC agendas for records and maintain PD reflection logs.	Walters-Clark, Mary	8/11/2014	PLC Agendas Sign-in sheets from PD sessions	5/27/2015 monthly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA1	Administration and coaches will monitor the MTSS process for students along with the Guidance counselors.	Weaver, Donna	8/11/2014	Data collected on students' progress in EdInsight.	5/27/2015 monthly
G1.B6.S1.MA1	Administration and coaches will monitor the MTSS process for students along with the Guidance counselors.	Walters-Clark, Mary	8/11/2014	Data collected on students' progress in EdInsight.	5/27/2015 monthly
G1.B7.S1.MA1	Student data will be monitored for progress.	Walters-Clark, Mary	8/11/2014	Student data/progress monitoring in EdInsight.	5/27/2015 monthly
G1.B7.S1.MA1	Student data will be monitored for progress.	Walters-Clark, Mary	8/11/2014	Student data/progress monitoring in EdInsight.	5/27/2015 monthly
G1.B1.S2.MA1	This will be monitored for effectiveness by analyzing Discovery Education PMA scores and Reading Street assessment scores.	Walters-Clark, Mary	8/11/2014	Discovery Education growth reports School created data sheets	5/27/2015 monthly
G1.B1.S2.MA1	This will be monitored for fidelity by having administration sit in on selected PLC sessions and collect copies of all agendas.	Weaver, Donna	8/11/2014	Agendas/summaries Lesson plans	5/27/2015 biweekly

## 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.** Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the Florida Standards.

**G1.B1** time for fully understanding and implementing SCPS Instructional Plans

**G1.B1.S1** Teachers will be provided in-house training with their grade level and the ELA Literacy Coach to review SCPS Instructional Plans.

### PD Opportunity 1

Teachers received 2 days of planning during the summer to review SCPS instructional plans.

#### Facilitator

ELA Literacy Coach: Amber McKenna

#### Participants

Grade level teachers K-5

#### Schedule

On 8/1/2014

**G1.B1.S2** Teachers will participate in regulary scheduled PLC sessions with the ELA Literacy Coach to for review of plans and pacing.

### PD Opportunity 1

The ELA Literacy Coach will hold PLC sessions with grade level teams to go over Reading Street components.

#### Facilitator

Amber McKenna, ELA Coach

#### Participants

Teachers K-5

#### Schedule

Biweekly, from 8/11/2014 to 5/27/2015

**G1.B5** time devoted to understanding and unpacking the Florida Standards

**G1.B5.S1** Regularly schedule PLC's and various Wednesday afternoon professional development sessions will be scheduled addressing the Florida Standards.

**PD Opportunity 1**

Wednesday afternoon PD opportunities and PLC's addressing the Florida Standards

**Facilitator**

Krista Neeb, Math Coach Amber McKenna, Reading Coach

**Participants**

Administration and Faculty

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

**G1.B6** teacher's understanding of the MTSS process and procedures

**G1.B6.S1** Teachers will be provided PLC's/PD on the procedures for problem-solving and decision-making for Multi-tiered system of supports.

**PD Opportunity 1**

Providing PLC's and PD on the MTSS process and utilization of EdInsight, our student data system.

**Facilitator**

Amber McKenna, Reading Coach, Krista Need, Math Coach, Mary Walters-Clark, Assistant Principal

**Participants**

Administration and teachers.

**Schedule**

Monthly, from 8/11/2014 to 5/27/2015

## Technical Assistance Items

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

**Budget Rollup**

<b>Summary</b>	
<b>Description</b>	<b>Total</b>
<b>Goal 1:</b> Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the Florida Standards.	4,000
<b>Grand Total</b>	<b>4,000</b>

<b>Goal 1: Teachers will use district/school provided resources and the indicators of effective instruction to help improve the differentiated instruction of the Florida Standards.</b>		
<b>Description</b>	<b>Source</b>	<b>Total</b>
<b>B1.S1.A1</b> - Notes: Title I funds were used to pay stipends for Teachers for 2 days of planning. Approx. \$4,000.	Title I Part A	4,000
<b>Total Goal 1</b>		<b>4,000</b>