

Orange County Public Schools

Dream Lake Elementary



2016-17 Schoolwide Improvement Plan

Dream Lake Elementary

800 N WELLS ST, Apopka, FL 32712

<https://dreamlakees.ocps.net/>

School Demographics

School Type and Grades Served
 (per MSID File)

Elementary School
 PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate
 (as reported on Survey 3)

73%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

71%

School Grades History

Year
Grade

2017-18
 B

2014-15
 B*

2013-14
 A

2012-13
 B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at

<https://www.floridacims.org>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 5 |
| Differentiated Accountability | 7 |
| Current School Status | 8 |
| Supportive Environment | 8 |
| Family and Community Engagement | 10 |
| Effective Leadership | 11 |
| Public and Collaborative Teaching | 16 |
| Ambitious Instruction and Learning | 17 |
| 8-Step Planning and Problem Solving Implementation | 21 |
| Goals Summary | 21 |
| Goals Detail | 21 |
| Action Plan for Improvement | 25 |
| Appendix 1: Implementation Timeline | 37 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 39 |
| Professional Development Opportunities | 39 |
| Technical Assistance Items | 40 |
| Appendix 3: Budget to Support Goals | 40 |

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dream Lake Elementary

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - Diane Leinenbach | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment

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

Dream Lake Elementary (DLE) faculty and staff nurture academic relationships with students working to build foundations, knowledge, and understanding of the cultures that are served. DLE works to provide faculty and staff with professional development that focuses on culture diversity and best pedagogical practices, parents and stakeholders with stellar customer service, and students with academic relevance and district adopted strategies to ensure increased student achievement and closing of the achievement gap for all students. The cultural diversity of DLE naturally fosters our teachers, faculty, and staff to learn, understand, and respect the cultures of the students served so as to provide them with the highest quality education.

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

Maintaining a safe and orderly environment is a basic foundation for increasing student achievement for all students. Dream Lake Elementary (DLE) administration follows district policies to develop and implement the best systems of approach for their campus including a school adopted SAFE Plan. To ensure a safe working and learning environment and to provide an environment where student learning can be the center of our focus, DLE continually reviews and practices rules, routines, and procedures through school-wide quarterly Code of Conduct Reviews, participates in monthly drills and practice of emergency procedures, and has established a comprehensive schedule of adult supervision where faculty and staff have assigned duties in the morning, during the lunch schedule, and in the afternoon to ensure an environment where students feel safe and respected and parents feel their children are safe and respected.

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

The OCPS Student Code of Conduct is the official system used at Dream Lake Elementary (DLE) to govern student behavior on campus. The student code is reviewed consistently in schools throughout the school year and is the foundation for auxiliary resources and strategies such as Conversation Help Activity Movement Participation (CHAMPS), Class

Dojo, and Positive Behavior Support (PBS). It is a systems approach to discipline that starts with the teacher but depending upon the need of the student and the behavior, administration and leadership team members intervene to assist in the best interest of the student and the school. DLE has set goals to decrease discipline referrals by 10% for the 2015 - 2016 school year.

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

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

3. 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).

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

Dream Lake Elementary's (DLE) faculty and staff understand the correlation between student contact time and increased student achievement. The goal is to continue to decrease the number of lost instructional days for students during the 2016-2017 school year due to non-attendance and suspension. Attendance is monitored by administration and specific indicators trigger a school and district response to alleviate the concern. According to Enterprise Data Warehouse (EDW), DLE has a 95.2% daily attendance rate. For those students not meeting this measure, attendance conferences are held with the parent and members of an Attendance Child Study Team. If the matter of concern is not rectified, a more aggressive response is enacted that may include district and even judicial personnel.

DLE faculty and staff progress monitor student achievement through data disaggregation on a weekly, monthly, and quarterly basis. Data from formative, common, and summative assessments, interventions, enrichment, computer-based curriculum programs, and after school tutoring allows instructors to differentiate instruction for individual students by need. DLE provides a comprehensive curriculum structure of academic intervention and enrichment, common planning for CORE instruction and remediation, and rigorous instruction using high-yield strategies. Classrooms at DLE are student-centered where students are charged with taking ownership of their own learning through individual goal setting and data disaggregation. DLE utilizes a wealth of programs, resources, and strategies as proactive means to the early warning system indicator including community resources for outside counseling referrals, academic, attendance, and behavior conferences, district resource personnel and coaches, a school-wide Intervention and Enrichment period, iReady Reading and Math, ST Math, Muti-Tier Systems of Support, and an after-school Reading and Math tutoring program for students in 3rd-5th Grades.

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

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 16 | 14 | 16 | 9 | 21 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 |
| One or more suspensions | 2 | 1 | 0 | 1 | 7 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| Course failure in ELA or Math | 27 | 42 | 37 | 50 | 54 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 237 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 32 | 41 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|----|----|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 5 | 5 | 7 | 28 | 37 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |

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

- Attendance Contracts with parents
- Behavior Intervention Plans (BIP)
- Community Resources (Judicial Resources and Kids Care)
- Conferences (academic, attendance and behavior)
- District Resources (Social Worker and School Psychologist)
- Intervention and Enrichment (Math and Reading)
- i-Ready (math and reading)
- Multi-Tiered System of Support (MTSS for academics and behavior)
- ST Math
- Tutoring (Math and Reading)

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Dream Lake Elementary (DLE) continues to build positive home-school relationship because all stakeholders recognize and understand that a relationship between home and school is strongly correlated with increased student achievement. The formal and

informal connections between the home and school assist in the process of developing students academically, emotionally, mentally, physically and socially into productive lifelong learners that will successfully thrive in our global community. Research supports that family involvement during the elementary school years contribute to better student achievement and attitudes throughout the student's academic career.

DLE has built a comprehensive plan for parent involvement that includes academic and social activities to foster relationships with students, families, and stakeholders. DLE works with outside partners to establish Community Based Events with Partners in Education (PIE) including events such as Family Night at our local Chick- Fil -A, McDonald's, Papa John's Family Night, and Beef O' Brady's. DLE establishes a continual line of communication with parents and stakeholders through weekly School Messenger announcements, monthly Parent and Teacher Association (PTA) meetings, monthly School Advisory Committee (SAC) meetings, quarterly school newsletter to families, Mid-Term Progress Reports, Quarterly Marking Period Conference Nights, a comprehensive school website, and Movie Night in the Fall and Spring. DLE works diligently with families to build academic relationships to ensure stakeholders understand the progression of their child's education. Professional Development opportunities are provided to families that are facilitated by district and school staff informing stakeholders of the changes, processes, resources and strategies used to increase student achievement in the core and special area curriculum with scheduled Curriculum Nights including Open House, Literacy Night, Math, Reading, Science, Technology, Engineering and Mathematics (STEM) Night, and Understanding the Florida Standards Assessment (FSA) Night. DLE practices an Open Door Policy where families and stakeholders recognize that their involvement in the education and development of their child within the confines of school is not limited to the scheduled school events. DLE encourages and welcomes the use of the ADDitions system where parents, families, and stakeholders can play a role daily in the mission and vision of DLE as a school-based volunteer.

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

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

C. 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).

1. School Leadership Team

a. Membership

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

| Name | Title |
|---------------------------|---------------------|
| Clenton-Martin, Carol-Ann | Principal |
| Biaggi, Kelli | Instructional Coach |
| Craft, Cynthia | Instructional Coach |
| Farran, Angel | Instructional Media |
| Hooven, Elizabeth | Assistant Principal |
| O'Dell, Leslie | Instructional Coach |
| Nugent, Tisome | Instructional Coach |

b. Duties

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

The leadership team at Dream Lake Elementary serves as instructional leaders with a common practice of shared decision making process. Within the leadership team there is a Principal, Assistant Principal, Curriculum Resource Teacher, MTSS Coach, Reading Coach, Staffing Specialist, Inclusion Specialist, and Media Specialist.

Within the shared decision making process, the Principal and Assistant Principal provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing rigorous instruction, monitors instruction for rigor and high yield strategies, monitors implementation of intervention and enrichment support and documentation, ensures adequate professional development to support implementation of goals and strategies, and communicates with teachers, parents, and stakeholders the direction and purpose of the school.

As part of the team of Instructional Coach the Curriculum Resource Teacher (CRT) also serves as the Multi-tiered System of Support (MTSS) Coach. In the capacity of this role, the CRT/MTSS Coach develops, leads and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches, identifies systematic patterns of student need to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervention 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.

Within the school based instructional leadership team, the Reading Coach provides guidance on the K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plan, and oversees the After School Tutoring Program.

To address all needs of the student, the Staffing Specialist and Inclusion Specialist participate in the collection, interpretation, and analysis of data within the MTSS model to determine the possible need for eligibility determination of ESE services, facilitates in the development of intervention plans, provides support for intervention fidelity and documentation, provides professional development and technical assistance for problem-

solving activities including data collection, data analysis, intervention, planning and program evaluation, and facilitates data-based decision making activities.

To support the instructional leadership team and teachers, the Media Specialist collaborates with classroom teacher in designing, implementing and evaluating instruction, establishes a media program that encourages a variety of materials and activities to stimulate learning and to develop students' skills in reading, writing listening, evaluating and communicating, promotes state and local reading contests to encourage reading such as Sunshine State Reader and Accelerated Reading, and promotes the use of technology for students and faculty.

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

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

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

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

This professional development activity relates to closing the achievement gap by directly supporting our reading and math goals found in our School Improvement Plan. Students are measured daily in specific skills on the i-Ready program and teachers use this data to

assign coursework, plan small group instruction, and make individual learning goals for students. Our goal is for this individualized instruction to increase student achievement in math and reading in grades K-5 with a focus on learning gains for the students in the Lowest 25%, Black Subgroup, and ESE Students.

Individuals with Disabilities Education Act (IDEA) Funds that are provided to Dream Lake Elementary are used to support a behavior specialist and four one-to-one paraprofessionals. With Supplemental Academic Instruction (SAI) Funds Dream Lake Elementary is able to provide an after school tutoring program in Reading and Math. Ten Reading teachers and three Math teachers will work three days a week for an hour after school with small groups of third, fourth and fifth graders.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------------|----------------------------|
| Carol-Ann Clenton-Martin | Principal |
| Alvardo, Rosa | Parent |
| Corbett, Misha | Parent |
| Crisan, Jennifer | Teacher |
| Figueroa, Melanie | Parent |
| Fuchs, Gabriele | Education Support Employee |
| Grant, Marcus | Business/Community |
| Holton, Christine | Teacher |
| Sanchez, Maria | Parent |
| Stile, Laura | Teacher |
| Thevenin, Enlande | Teacher |
| Ward, Anelle | Parent |
| Garcia, Monica | Parent |
| Campbell, Candice | Parent |
| Martinez, Adriana | Parent |
| Jean, Gilles | Parent |

b. Duties

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

a. Evaluation of last year's school improvement plan

Based on the state release of the Florida Standard Assessment Quartile report, in Reading, Dream Lake Elementary had 48% of student score in the lowest two quartiles compared to 50% for the district. Fifty-two percent fell in the upper two quartiles compared to 50% for the district. In Math, Dream Lake Elementary had 44% of students score in the lowest 2 quartiles compared to 53% for the district. Fifty-six percent of the Dream Lake Elementary students fell in the upper two quartiles compared to 47% for the district. Additionally, Dream Lake Elementary improved 3% on FCAT Science 2.0.

b. Development of this school improvement plan

In the spring of 2015, AdvancEd surveys were administered to our students, parents and staff members on school effectiveness and climate conditions. The School Advisory Committee (SAC) reviewed the results in May 2015 and recommendations were made that will facilitate the 2015-2016 School Improvement Plan (SIP) planning process in a concerted effort to increase student, parent and staff satisfaction with the school. In the fall, all SAC members received copies of the School Improvement Plan and the progress of the goals and activities outlined in the plan are discussed at multiple meetings. As the school year continues, administration shares the growth and progress of Dream Lake with stakeholders communicating student school growth and progress according to assessments and progress monitoring data within SAC meetings. Additionally, within the SAC meetings, stakeholders are provided the opportunity to ask questions, seek clarification, share concerns, and make suggestions to continue the forward movement of Dream Lake.

c. Preparation of the school's annual budget and plan

The SAC assists the school leadership in the development of the SIP and is required to review the plan each year. Mr. Schadow shared the current SIP with the SAC committee in Spring 2015 soliciting input in regards to the school budget, sustained community engagement, student achievement, highly effective instruction, planning, resources, and strategies for the 2015-2016 school year. During the strategic planning sessions new ideas and suggestions are discussed with the specific intention to increase student achievement and promote a positive school environment. SAC members are also tasked with promoting and sharing the SIP with other community stakeholders in a positive and effective manner.

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

The proposed use of any school improvement funds received will be our summer tutoring program in the area of math and reading. In previous years our grade level PLCs in grades Kindergarten through fourth grade selected 120 students who were below grade level to attend summer math and reading camp during summer break for 20 days (6 hours daily) to receive extra instruction in math and reading. Our hope was to move the students closer to grade level or above in math and reading while preventing and reducing academic regression. This intervention cost ranges from \$15,000 to \$18,000 dollars to implement each summer.

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

No

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

Principal Schadow contacted former SAC members to solicit interest in joining the SAC committee for this school year. During Open House, DLE administration spoke to parents about the importance of joining the SAC. Full compliance was met at the October 13, 2015 SAC meeting.

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|---------------------------|------------------------|
| Clenton-Martin, Carol-Ann | Principal |
| Hooven, Elizabeth | Assistant Principal |
| Biaggi, Kelli | Instructional Coach |
| Craft, Cynthia | Instructional Coach |
| Farran, Angel | Instructional Media |
| Pruitt, Amy | Administrative Support |
| O'Dell, Leslie | Instructional Coach |
| Nugent, Tisome | Instructional Coach |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The three major initiatives of the Literacy Leadership Team (LLT) this year is to increase student guided reading groups in 3rd-5th grades, continue implementation of i-Ready (math and reading) while enhancing the program with teacher tool box resources and the standard mastery assessment, and common planning times for teachers in developing more rigorous lesson plans in reading and math with the support of the leadership team leading to a continued increase in student achievement and closing the achievement gap among the Black and ESE Subgroups.

D. 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).

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

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

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

Dream Lake Elementary School attempts to retain teachers by providing support in all professional areas. Teachers are supported through the use of mentors and instructional coaches who work directly with teachers to enable them to reach the high expectations of highly effective educators. The Dream Lake Leadership Team provides professional development opportunities based on the demonstrated need of the staff as they relate to the school goals defined in the annual School Improvement Plan.

Dream Lake uses the Orange County Hiring System to recruit teachers. We post openings, screen, interview, and hire from the instructional candidates pool provided by the OCPS Human Resources Department.

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

Dream Lake Elementary School has a mentoring program for beginning teachers and teachers new to Dream Lake for the current school year. Each beginning or new staff member is paired with a mentor from their same grade level that is both experienced with the grade and is considered a master teacher. Both sets of teachers are assigned mentors who work with administrators to provide needed support in transitioning to Dream Lake. The beginning and new teachers are provided the opportunity to tour the campus, prepare their assigned classrooms, and work with assigned mentors to obtain pertinent information related to Dream Lake Elementary. The teachers are continually supported by administration and the leadership as they are provided the opportunity to ask questions or seek clarification when the need arises.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Dream Lake faculty and staff use the latest district approved resources and strategies that are aligned to the Florida Standards to maximize student achievement and close the achievement gap for all students, specifically among the Black, ELL, and ESE subgroups. Additionally the DLE faculty and staff will implement strategies and resources in order to address the English Language Development Standards for ELL students. School and district professional development is offered to administrators, instructors, and resource personnel to gather information on 21st Century instructional best practices utilization in reading, math, science, and writing. DLE administration and district personnel coordinate and monitor the use of appropriate instructional material used in DLE classrooms with the Marzano iObservation assessment tool.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

It is the expectation of the DLE administration that teachers differentiate instruction for reading and math utilizing small guided skill groups, Marzano High Yield strategies, and the Gradual Release Instructional Model. Teachers are expected to differentiate instruction within the classrooms based on student need as determined by assessments, assignments, and other anecdotal informational resources. Resources used to support teachers in their instructional practices to meeting student individual needs include data disaggregation meetings, professional development in instructional best practices, lesson planning meetings, i-Ready Instructional Program, ST Math Instructional Program, PLC meetings, Learning Celebration meetings, and tutoring.

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

Strategy: Extended School Day

Minutes added to school year: 4,680

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Craft, Cynthia, cynthia.craft@ocps.net

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

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

2. Student Transition and Readiness

a. 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).

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

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

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

In the spring current grade level instructors meet with upper grade level instructors to form tentative upper grade classrooms for the upcoming school year. Academic levels, behavior, ELL needs, ESE needs, gender, learning styles, personality, and race are considered when classroom rosters are being built. Each year the DLE principal communicates with the receiving middle school principal the needs of the rising sixth grade students.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Dream Lake Elementary has determined a need exists for improvement in Reading grades 3rd - 5th.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Dream Lake Elementary has determined the root causes for the area of needs identified by the data are a result of a language and vocabulary among the English Language Learners and Exceptional Education Learners.

Overall Language proficiency (4.9 or higher) based on Access 2.0 data for 2016:

K= 1.25%
1= 0.00%
2= 4.38%
3= 11.25%
4= 10.00%
5=3.13%

With 70% of ELL students below language proficiency, being able to demonstrate proficiency for Reading, Mathematics and Science has been challenge for this population.

FSA ELA:

In 3rd grade 47% of DLE students, 54% of OCPS students and 55% of Florida students scored level 3/above.

In 4th grade 53% of DLE students, 51% of OCPS students and 52% of Florida students scored level 3/above.

In 5th grade 46% of DLE students, 53% of OCPS students and 52% of Florida students scored level 3/above.

FSA MATH:

In 3rd grade 63% of DLE students, 58% of OCPS students and 61% of Florida students scored level 3/above.

In 4th grade 68% of DLE students, 55% of OCPS students and 58% of Florida students scored level 3/above.

In 5th grade 68% of DLE students, 55% of OCPS students and 56% of Florida students scored level 3/above.

NGSS

In 5th grade 32% of DLE students, 50% of OCPS students and 51% of Florida students scored level 3/above.

C. Strategic Goals

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.** Dream Lake Elementary will effectively deliver rigorous instruction of the Next Generation Science Standards and increase proficiency for all students. (Intense Focus on Student Achievement - Accelerate Student Performance)

- G2.** Dream Lake Elementary will effectively deliver rigorous instruction of the Language Arts Florida Standards and increase reading proficiency for all students by building staff to capacity through routine job-embedded professional development. (Intense Focus on Student Achievement - Narrow Achievement Gap)

Strategic Goals Detail

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

G1. Dream Lake Elementary will effectively deliver rigorous instruction of the Next Generation Science Standards and increase proficiency for all students. (Intense Focus on Student Achievement - Accelerate Student Performance) 1a

G084835

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------|---------------|
| FCAT 2.0 Science Level 3 | 36.0 |

Targeted Barriers to Achieving the Goal 3

- Teacher lack instructional time within the student school day to expose and teach Science standards with depth and rigor.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common planning periods with administration and curriculum coaches
- Orange County Public Schools Scope and Sequence and Measurement Topic Plans

Plan to Monitor Progress Toward G1. 8

Data that will be collected and reviewed throughout the year will be common assessments.

Person Responsible

Leslie O'Dell

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Common assessment will be collected and disaggregated to monitor for student increase in performance.

G2. Dream Lake Elementary will effectively deliver rigorous instruction of the Language Arts Florida Standards and increase reading proficiency for all students by building staff to capacity through routine job-embedded professional development. (Intense Focus on Student Achievement - Narrow Achievement Gap) 1a

G084836

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 54.0 |

Targeted Barriers to Achieving the Goal 3

- There is a lack of deliberate structured small guided reading groups where student deficiencies are addressed in isolation using high yield strategies.
- Limited resources are being used to provide differentiated instruction in teacher led guided reading and application activities and experiences in literacy stations.
- There is a limited understanding of the new English Language Development Standards (ELD) and Access 2.0 assessment for English Language Learners.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common planning periods with administration and curriculum coaches
- Common, Programmatic, and iReady Reading assessments
- Computer Lab Scheduled Time with 100 minutes devoted to Reading
- Orange County Public Schools Scope and Sequence and Measurement Topic Plans
- After-School Tutoring
- Professional development on Reading frameworks
- Intervention and Enrichment
- i-Ready Reading Teacher Tool Box
- Orange County Public Schools training and resources on the ELD Standards and Access 2.0 Assessment

Plan to Monitor Progress Toward G2. 8

Administration and the leadership team will collect, monitor, and review throughout the year the data from iReady Reading and the formative and summative assessments to monitor the progress of student growth in relation to the established goals.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Every 3 Weeks, from 9/6/2016 to 6/6/2017

Evidence of Completion

Evidence that will be collected to measure progress toward the goal of increasing reading proficiency includes student ongoing progress monitoring data, iReady Reading diagnostic data, and formative and summative assessment data on a 3-week rotational schedule.

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. Dream Lake Elementary will effectively deliver rigorous instruction of the Next Generation Science Standards and increase proficiency for all students. (Intense Focus on Student Achievement - Accelerate Student Performance) 1

G084835

G1.B1 Teacher lack instructional time within the student school day to expose and teach Science standards with depth and rigor. 2

B225588

G1.B1.S1 Teacher will increase student exposure to Science standards. 4

S237980

Strategy Rationale

Providing rigorous and structured exposure to science standards and content across grade-levels will increase opportunities for mastery.

Action Step 1 5

Teachers will use the allocated Science time within the master schedule to expose students to Science standards.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Weekly, from 8/29/2016 to 6/6/2017

Evidence of Completion

Evidence of completion will be monitored by lesson plans and classroom observational data.

Action Step 2 5

Teachers will incorporate inquiry based Science activities as part of the Science block.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Weekly, from 8/29/2016 to 6/6/2017

Evidence of Completion

Evidence of completion will be monitored by lesson plans and classroom observational data.

Action Step 3 5

Teachers will incorporate Science content within the ELA block using non-fiction literature.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Weekly, from 8/29/2016 to 6/6/2017

Evidence of Completion

Evidence of completion will be monitored by lesson plans and classroom observational data.

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

The fidelity of implementation will be monitored by Science Common Assessments and Science Assessments that are aligned to the 5th Grade FCAT 2.0.

Person Responsible

Leslie O'Dell

Schedule

Monthly, from 8/22/2016 to 5/30/2017

Evidence of Completion

Evidence that will be collected will be lesson plans and data assessment tracking charts.

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

Implementation will be monitored by classroom observations.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Every 3 Weeks, from 9/19/2016 to 5/30/2017

Evidence of Completion

Evidence that will be used for will be the master schedule alignment to classroom visits.

G2. Dream Lake Elementary will effectively deliver rigorous instruction of the Language Arts Florida Standards and increase reading proficiency for all students by building staff to capacity through routine job-embedded professional development. (Intense Focus on Student Achievement - Narrow Achievement Gap) 1

G084836

G2.B1 There is a lack of deliberate structured small guided reading groups where student deficiencies are addressed in isolation using high yield strategies. 2

B225589

G2.B1.S1 Teachers will strategically plan small guided reading groups and supporting literacy centers as part of the 90-minute ELA block. Teacher instruction within the 90-minute reading block will provide prescriptive and differentiated instruction with literacy activities that support the standards and related strands for Reading, Writing, Speaking and Listening. 4

S237981

Strategy Rationale

Small guided reading groups within the 90-minute reading block will provide students with differentiated instruction on student's instructional level in reading comprehension and phonics. Additionally further differentiation by allowing students to practice independently with text on their instructional level and provided with guided instruction using grade level text.

Action Step 1 5

Master schedule will allow for a two-hour continuous ELA block to increase time for homogeneous guided reading groups that are prescriptive and differentiated based on student needs.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Biweekly, from 8/29/2016 to 6/6/2017

Evidence of Completion

Evidence of completion will be monitored using iObservation data and classroom checklists.

Action Step 2 5

Teachers will homogeneously group students based on data and provide prescriptive and differentiated instruction during designated intervention and enrichment periods for 45 minutes.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

On 6/6/2017

Evidence of Completion

Evidence of completion will be monitored in data meetings with review of student performance on identified data points as collected in school wide data matrices

Action Step 3 5

Teachers will be participate in instructional rounds as part of a school wide Professional Learning Community and observe model lessons and strategically incorporate high-yield strategies

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Monthly, from 8/29/2016 to 6/6/2017

Evidence of Completion

Evidence of completion will be monitored using Observational Data and classroom checklists

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

The fidelity of implementation of small guided reading groups during the 90-minute reading block will be monitored by classroom walk through procedures, informal and formal observational feedback, and the regular participation in data meetings with administration and the leadership team.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Every 3 Weeks, from 8/29/2016 to 6/6/2017

Evidence of Completion

Evidence collected to monitor the fidelity of implementation of small guided reading groups will include observational data, teacher data collection documents from informal observations every three weeks using a checklist created by the leadership team.

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

The effectiveness of small guided reading groups during the 90-minute Reading block will be monitored using student diagnostic, formative, and summative assessments in comparison to the established goals.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Monthly, from 10/1/2016 to 6/6/2017

Evidence of Completion

Evidences that will be used to measure the effectiveness of the small guided reading groups will include student progress monitoring data, iReady reading diagnostic reports, and formative and summative assessment results on the first school day of each calendar month.

G2.B2 Limited resources are being used to provide differentiated instruction in teacher led guided reading and application activities and experiences in literacy stations. 2

B225590

G2.B2.S1 Teachers will increase the implementation of literacy centers during the 90-minute Reading block aligning literacy activities to learning standards, strands and goals. 4

S237982

Strategy Rationale

Providing students with deliberate practice with rigorous content in the manner in which they will be expected to demonstrate mastery.

Action Step 1 5

Teachers will use Professional Learning Communities to strategically plan literacy centers that are aligned to learning standards.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Biweekly, from 8/29/2016 to 6/6/2017

Evidence of Completion

Evidence of completion will be monitored by lesson plans and classroom observational data.

Action Step 2 5

Teachers will implement standards-based literacy centers that are rigorous and differentiated based on student needs and ability.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Weekly, from 8/29/2016 to 6/6/2017

Evidence of Completion

Evidence of completion will be monitored by lesson plans and classroom observational data.

Action Step 3 5

Teachers will use fluid grouping for guided reading and literacy centers.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Weekly, from 8/29/2016 to 6/6/2017

Evidence of Completion

Evidence of completion will be monitored by student data points.

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

The fidelity of implementation will be monitored and supported by classroom walk through procedures, informal and formal observational feedback, and the regular participation in data meetings with administration and the leadership team.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Every 3 Weeks, from 9/1/2015 to 6/2/2017

Evidence of Completion

Evidence collected to monitor the fidelity of implementation of literacy centers will include observational data, student performance data, and data collection documents from informal observations every three weeks using a checklist created by the leadership team.

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

The effectiveness of literacy centers will be monitored using student diagnostic, formative, and summative assessments in comparison to the established goals.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Biweekly, from 9/8/2015 to 9/8/2015

Evidence of Completion

Evidences that will be used to measure the effectiveness of the small guided reading groups will include student progress monitoring data, iReady reading diagnostic reports, and formative and summative assessment results on the first school day of each calendar month.

G2.B3 There is a limited understanding of the new English Language Development Standards (ELD) and Access 2.0 assessment for English Language Learners. 2

B225591

G2.B3.S1 Teachers will be provided with school-based professional development on the ELD standards and the WIDA Access assessment, in order to target both content and language objectives during instruction. 4

S237983

Strategy Rationale

In Spring 2016, the FLDOE was the first Access 2.0 assessment for the English Language Development standards. Providing training on how to synthesize the ELD and LAFS will allow seamless and meaningful instruction for all students

Action Step 1 5

Teachers will participate in professional development on the ELD standards and the WIDA Access assessment

Person Responsible

Tisome Nugent

Schedule

Monthly, from 9/6/2016 to 6/6/2017

Evidence of Completion

Meeting sign in sheets.

Action Step 2 5

Teachers will be provided with pre-populated grade level WIDA Can-Do descriptors to assist in grouping and differentiating instruction for ELLs. These will be updated to include new students, as needed.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Quarterly, from 9/6/2016 to 6/6/2017

Evidence of Completion

Teachers will sign for grade level copies of descriptors provided or when updated.

Action Step 3 5

Incorporate Language proficiency data in scheduled data chat to maintain focus on language, as well as content acquisition and mastery.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Biweekly, from 9/6/2016 to 6/6/2017

Evidence of Completion

Evidence of completion will be monitored in data meetings with review of ELL student performance on identified data points as collected in school wide data matrices

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The fidelity of implementation of the new ELD standards will be monitored by classroom walk through procedures, informal and formal observational feedback, and the regular participation in data meetings with administration and the leadership team.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Every 3 Weeks, from 9/6/2016 to 6/2/2017

Evidence of Completion

Evidence collected to monitor the fidelity of implementation of small guided reading groups will include observational data.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The effectiveness of the implementation of the new English Language Development Standards will be monitored using student diagnostic, formative, and summative assessments in comparison to the established goals.

Person Responsible

Carol-Ann Clenton-Martin

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Evidences that will be used to measure the effectiveness of the implementation of the of English Language Development Standards include student progress monitoring data, iReady reading diagnostic reports, and formative and summative assessment results on the first school day of each calendar month.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|---------------------------|-------------------------------|---|----------------------------|
| 2017 | | | | | |
| G2.B2.S1.MA1  M314295 | The effectiveness of literacy centers will be monitored using student diagnostic, formative, and... | Clenton-Martin, Carol-Ann | 9/8/2015 | Evidences that will be used to measure the effectiveness of the small guided reading groups will include student progress monitoring data, iReady reading diagnostic reports, and formative and summative assessment results on the first school day of each calendar month. | 9/8/2015 biweekly |
| G1.B1.S1.MA1  M314290 | Implementation will be monitored by classroom observations. | Clenton-Martin, Carol-Ann | 9/19/2016 | Evidence that will be used for will be the master schedule alignment to classroom visits. | 5/30/2017 every-3-weeks |
| G1.B1.S1.MA1  M314291 | The fidelity of implementation will be monitored by Science Common Assessments and Science... | O'Dell, Leslie | 8/22/2016 | Evidence that will be collected will be lesson plans and data assessment tracking charts. | 5/30/2017 monthly |
| G1.MA1  M314292 | Data that will be collected and reviewed throughout the year will be common assessments. | O'Dell, Leslie | 9/6/2016 | Common assessment will be collected and disaggregated to monitor for student increase in performance. | 6/2/2017 biweekly |
| G2.B2.S1.MA1  M314296 | The fidelity of implementation will be monitored and supported by classroom walk through... | Clenton-Martin, Carol-Ann | 9/1/2015 | Evidence collected to monitor the fidelity of implementation of literacy centers will include observational data, student performance data, and data collection documents from informal observations every three weeks using a checklist created by the leadership team. | 6/2/2017 every-3-weeks |
| G2.B3.S1.MA1  M314297 | The effectiveness of the implementation of the new English Language Development Standards will be... | Clenton-Martin, Carol-Ann | 9/6/2016 | Evidences that will be used to measure the effectiveness of the implementation of the of English Language Development Standards include student progress monitoring data, iReady reading diagnostic reports, and formative and summative assessment results on the first school day of each calendar month. | 6/2/2017 biweekly |
| G2.B3.S1.MA1  M314298 | The fidelity of implementation of the new ELD standards will be monitored by classroom walk through... | Clenton-Martin, Carol-Ann | 9/6/2016 | Evidence collected to monitor the fidelity of implementation of small guided reading groups will include observational data. | 6/2/2017 every-3-weeks |
| G2.MA1  M314299 | Administration and the leadership team will collect, monitor, and review throughout the year the... | Clenton-Martin, Carol-Ann | 9/6/2016 | Evidence that will be collected to measure progress toward the goal of increasing reading proficiency includes student ongoing progress monitoring data, iReady Reading diagnostic data, and formative and summative assessment data on a 3-week rotational schedule. | 6/6/2017 every-3-weeks |
| G1.B1.S1.A1  A307910 | Teachers will use the allocated Science time within the master schedule to expose students to... | Clenton-Martin, Carol-Ann | 8/29/2016 | Evidence of completion will be monitored by lesson plans and classroom observational data. | 6/6/2017 weekly |
| G1.B1.S1.A2  A307911 | Teachers will incorporate inquiry based Science activities as part of the Science block. | Clenton-Martin, Carol-Ann | 8/29/2016 | Evidence of completion will be monitored by lesson plans and classroom observational data. | 6/6/2017 weekly |

Orange - 0541 - Dream Lake Elementary - 2016-17 SIP
Dream Lake Elementary

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|---------------------------|-------------------------------|--|------------------------|
| G1.B1.S1.A3 A307912 | Teachers will incorporate Science content within the ELA block using non-fiction literature. | Clenton-Martin, Carol-Ann | 8/29/2016 | Evidence of completion will be monitored by lesson plans and classroom observational data. | 6/6/2017 weekly |
| G2.B1.S1.MA1 M314293 | The effectiveness of small guided reading groups during the 90-minute Reading block will be... | Clenton-Martin, Carol-Ann | 10/1/2016 | Evidences that will be used to measure the effectiveness of the small guided reading groups will include student progress monitoring data, iReady reading diagnostic reports, and formative and summative assessment results on the first school day of each calendar month. | 6/6/2017 monthly |
| G2.B1.S1.MA1 M314294 | The fidelity of implementation of small guided reading groups during the 90-minute reading block... | Clenton-Martin, Carol-Ann | 8/29/2016 | Evidence collected to monitor the fidelity of implementation of small guided reading groups will include observational data, teacher data collection documents from informal observations every three weeks using a checklist created by the leadership team. | 6/6/2017 every-3-weeks |
| G2.B1.S1.A1 A307913 | Master schedule will allow for a two-hour continuous ELA block to increase time for homogeneous... | Clenton-Martin, Carol-Ann | 8/29/2016 | Evidence of completion will be monitored using iObservation data and classroom checklists. | 6/6/2017 biweekly |
| G2.B1.S1.A2 A307914 | Teachers will homogeneously group students based on data and provide prescriptive and... | Clenton-Martin, Carol-Ann | 8/29/2016 | Evidence of completion will be monitored in data meetings with review of student performance on identified data points as collected in school wide data matrices | 6/6/2017 one-time |
| G2.B1.S1.A3 A307915 | Teachers will be participate in instructional rounds as part of a school wide Professional Learning... | Clenton-Martin, Carol-Ann | 8/29/2016 | Evidence of completion will be monitored using Observational Data and classroom checklists | 6/6/2017 monthly |
| G2.B2.S1.A1 A307916 | Teachers will use Professional Learning Communities to strategically plan literacy centers that are... | Clenton-Martin, Carol-Ann | 8/29/2016 | Evidence of completion will be monitored by lesson plans and classroom observational data. | 6/6/2017 biweekly |
| G2.B2.S1.A2 A307917 | Teachers will implement standards-based literacy centers that are rigorous and differentiated based... | Clenton-Martin, Carol-Ann | 8/29/2016 | Evidence of completion will be monitored by lesson plans and classroom observational data. | 6/6/2017 weekly |
| G2.B2.S1.A3 A307918 | Teachers will use fluid grouping for guided reading and literacy centers. | Clenton-Martin, Carol-Ann | 8/29/2016 | Evidence of completion will be monitored by student data points. | 6/6/2017 weekly |
| G2.B3.S1.A1 A307919 | Teachers will participate in professional development on the ELD standards and the WIDA Access... | Nugent, Tisome | 9/6/2016 | Meeting sign in sheets. | 6/6/2017 monthly |
| G2.B3.S1.A2 A307920 | Teachers will be provided with pre-populated grade level WIDA Can-Do descriptors to assist in... | Clenton-Martin, Carol-Ann | 9/6/2016 | Teachers will sign for grade level copies of descriptors provided or when updated. | 6/6/2017 quarterly |
| G2.B3.S1.A3 A307921 | Incorporate Language proficiency data in scheduled data chat to maintain focus on language, as well... | Clenton-Martin, Carol-Ann | 9/6/2016 | Evidence of completion will be monitored in data meetings with review of ELL student performance on identified data points as collected in school wide data matrices | 6/6/2017 biweekly |

V. Professional Development Opportunities

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

G2. Dream Lake Elementary will effectively deliver rigorous instruction of the Language Arts Florida Standards and increase reading proficiency for all students by building staff to capacity through routine job-embedded professional development. (Intense Focus on Student Achievement - Narrow Achievement Gap)

G2.B3 There is a limited understanding of the new English Language Development Standards (ELD) and Access 2.0 assessment for English Language Learners.

G2.B3.S1 Teachers will be provided with school-based professional development on the ELD standards and the WIDA Access assessment, in order to target both content and language objectives during instruction.

PD Opportunity 1

Teachers will participate in professional development on the ELD standards and the WIDA Access assessment

Facilitator

Tisome Nugent

Participants

DLE staff and teachers K-5

Schedule

Monthly, from 9/6/2016 to 6/6/2017

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|----|-------------|--|--|----------------|-----|------------|
| 1 | G1.B1.S1.A1 | Teachers will use the allocated Science time within the master schedule to expose students to Science standards. | | | | \$0.00 |
| 2 | G1.B1.S1.A2 | Teachers will incorporate inquiry based Science activities as part of the Science block. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Teachers will incorporate Science content within the ELA block using non-fiction literature. | | | | \$0.00 |
| 4 | G2.B1.S1.A1 | Master schedule will allow for a two-hour continuous ELA block to increase time for homogeneous guided reading groups that are prescriptive and differentiated based on student needs. | | | | \$4,400.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 0541 - Dream Lake Elementary | General Fund | | \$4,400.00 |
| | | | Notes: A percentage of the combined salaries of Assistant Principal and Curriculum Resource Teacher who facilitate the process | | | |
| 5 | G2.B1.S1.A2 | Teachers will homogeneously group students based on data and provide prescriptive and differentiated instruction during designated intervention and enrichment periods for 45 minutes. | | | | \$0.00 |
| 6 | G2.B1.S1.A3 | Teachers will be participate in instructional rounds as part of a school wide Professional Learning Community and observe model lessons and strategically incorporate high-yield strategies | | | | \$0.00 |
| 7 | G2.B2.S1.A1 | Teachers will use Professional Learning Communities to strategically plan literacy centers that are aligned to learning standards. | | | | \$0.00 |
| 8 | G2.B2.S1.A2 | Teachers will implement standards-based literacy centers that are rigorous and differentiated based on student needs and ability. | | | | \$0.00 |
| 9 | G2.B2.S1.A3 | Teachers will use fluid grouping for guided reading and literacy centers. | | | | \$0.00 |
| 10 | G2.B3.S1.A1 | Teachers will participate in professional development on the ELD standards and the WIDA Access assessment | | | | \$0.00 |
| 11 | G2.B3.S1.A2 | Teachers will be provided with pre-populated grade level WIDA Can-Do descriptors to assist in grouping and differentiating instruction for ELLs. These will be updated to include new students, as needed. | | | | \$0.00 |
| 12 | G2.B3.S1.A3 | Incorporate Language proficiency data in scheduled data chat to maintain focus on language, as well as content acquisition and mastery. | | | | \$0.00 |

Orange - 0541 - Dream Lake Elementary - 2016-17 SIP
Dream Lake Elementary

| | |
|--|---------------------------------|
| | Total: \$4,400.00 |
|--|---------------------------------|