

Orange County Public Schools

Lake Silver Elementary



2018-19 Schoolwide Improvement Plan

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Lake Silver Elementary

2401 N RIO GRANDE AVE, Orlando, FL 32804

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>75%</p>

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	B	B	B	B*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridaCIMS.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To lead students to success with the support and involvement of families and the community.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Muse, Alyson	Principal
Rowe, Patricia	Instructional Coach
Pinchevsky, Terri	Assistant Principal
Thompson, Carla	Instructional Coach
McCauley, Robin	Teacher, ESE
Holihan, Laura	Teacher, K-12
Charles, Nancy	Assistant Principal
Gomes, Christopher	Instructional Coach
Redding, Ebonye	Instructional Coach

Duties

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

Alyson Muse- Principal
Terri Pinchevsky - Assistant Principal/MTSS Coordinator (K-2)
Nancy Charles - Assistant Principal/MTSS Coordinator (3-5)
Christopher Gomes - CRT/Instructional Coach
Carla Thompson -- Reading Coach
Tricia Rowe – Math Coach
Laura Holihan – Gifted/Instructional Coach
Robin McCauley – Staffing Specialist
Ebonye Redding – Behavior Specialist/MTSS Behavior Coordinator
Jerome Johnson -- Dean
Andrea Hammond – Guidance Counselor
Christen Pedigo - ESE Instructional Coach
Shira Bland - PASS Coordinator

The leadership team works collaboratively to meet the diverse needs of all students at Lake Silver Elementary. They work to ensure quality instruction is happening in all

classrooms. They hold weekly meetings with the teachers to analyze lesson plans, data, and student behavior. Mrs. Muse, and Ms. Pinchevsky evaluate the teachers using the Marzano framework and provide feedback during one on one meetings to help teacher's growth. Ms. Pinchevsky will also be the MTSS Coordinator for K-2, while our other Assistant Principal coordinates MTSS for grades 3-5. They will work together to ensure that our students are growing academically, behaviorally and emotionally. In order to ensure improvement, they will use evidence-based practices, a data-driven problem solving model and a three tiered instruction/intervention model to maximize growth for the students.

Mrs. Thompson, Mrs. Rowe, Mr. Gomes, and Ms. Redding work with the teachers in the classroom and provide coaching and lead common planning in the areas of their expertise. Ms. Pedigo and Ms. Redding works with the ESE teachers and provides coaching and feedback to meet the diverse needs of our ESE student population. Ms. McCauley meets with teachers, parents, and district representatives to make sure that the needs of our students are always at the forefront and accommodations are being carried out based on the student's IEP.

Mrs. Hammond works with the community to make sure that our students have access to resources, whether getting them school supplies or food. She also holds individual and small group counseling sessions, as well as classroom and school wide character education lessons, in order to meet the needs of the whole child. Dean Johnson, Ms. Bland and Ms. Redding work with our teachers to provide resources that can be used when working with our students that struggle with behavior. They coach our teachers on how to react to misbehavior and model appropriate strategies as well as help with individual behavior plans and progress monitoring. Ms. Bland as PIE coordinator and Mr. Gomes as SAC Chair work with our parents to ensure that they play a vital role in the success of our students at Lake Silver. They notify parents about how we are meeting our school improvement goals and work with the Foundation to help meet the needs of the school, our teachers, and our students. The leadership team works together to benefit the needs of the school, staff, students, and community. Each has a significant role in the success of every student at Lake Silver. Through modeling, coaching, planning, and increasing their knowledge of the CRM's and Florida State Standards we will lead our students to success.

Early Warning Systems

Year 2017-18

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	29	15	19	16	12	10	0	0	0	0	0	0	0	101
One or more suspensions	6	6	5	21	2	13	0	0	0	0	0	0	0	53
Course failure in ELA or Math	18	19	8	6	4	1	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	49	19	23	0	0	0	0	0	0	0	91
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	10	6	3	20	6	8	0	0	0	0	0	0	0	53

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected

Thursday 7/19/2018

Year 2016-17 - As Reported

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	27	28	13	11	13	11	0	0	0	0	0	0	0	103
One or more suspensions	6	7	19	6	20	15	0	0	0	0	0	0	0	73
Course failure in ELA or Math	20	32	38	53	51	33	0	0	0	0	0	0	0	227
Level 1 on statewide assessment	0	0	0	26	33	20	0	0	0	0	0	0	0	79

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	9	11	16	29	40	21	0	0	0	0	0	0	0	126

Year 2016-17 - Updated

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	27	28	13	11	13	11	0	0	0	0	0	0	0	103
One or more suspensions	6	7	19	6	20	15	0	0	0	0	0	0	0	73
Course failure in ELA or Math	20	32	38	53	51	33	0	0	0	0	0	0	0	227
Level 1 on statewide assessment	0	0	0	26	33	20	0	0	0	0	0	0	0	79

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	9	11	16	29	40	21	0	0	0	0	0	0	0	126

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was the lowest 25th Percentile for both ELA (41%) and Math (48%). Last year, ELA lowest 25th percentile was also one of the lowest with a 49%.

Which data component showed the greatest decline from prior year?

The Math Lowest 25th Percentile showed the greatest decline from prior year. Last year we finished with a 65% and this year we showed a decline that resulted in a 48%.

Which data component had the biggest gap when compared to the state average?

The ELA Lowest 25th Percentile had the biggest gap when compared to the state. The state was at a 48% and we were at a 41%.

Which data component showed the most improvement? Is this a trend?

Science resulted in our most improved with a 62%. The state completed the year with a 55% and last year we resulted in a 37% Science Achievement.

Describe the actions or changes that led to the improvement in this area.

We continued to implement a structured science schedule, that allowed the grade levels to engage in the curriculum through intensive standard based activities. We also incorporated Science Common Planning time to ensure that all teachers thoroughly planned with the science coach.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	56%	56%	56%	54%	54%	55%
ELA Learning Gains	60%	55%	55%	57%	58%	57%
ELA Lowest 25th Percentile	41%	48%	48%	49%	53%	52%
Math Achievement	61%	63%	62%	64%	61%	61%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	62%	57%	59%	68%	64%	61%
Math Lowest 25th Percentile	48%	46%	47%	65%	54%	51%
Science Achievement	62%	55%	55%	37%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	29 (27)	15 (28)	19 (13)	16 (11)	12 (13)	10 (11)	101 (103)
One or more suspensions	6 (6)	6 (7)	5 (19)	21 (6)	2 (20)	13 (15)	53 (73)
Course failure in ELA or Math	18 (20)	19 (32)	8 (38)	6 (53)	4 (51)	1 (33)	56 (227)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	49 (26)	19 (33)	23 (20)	91 (79)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	55%	-10%	57%	-12%
	2017	52%	57%	-5%	58%	-6%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	57%	54%	3%	56%	1%
	2017	60%	57%	3%	56%	4%
Same Grade Comparison		-3%				
Cohort Comparison		5%				
05	2018	61%	55%	6%	55%	6%
	2017	48%	51%	-3%	53%	-5%
Same Grade Comparison		13%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	50%	61%	-11%	62%	-12%
	2017	55%	63%	-8%	62%	-7%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	65%	62%	3%	62%	3%
	2017	76%	64%	12%	64%	12%
Same Grade Comparison		-11%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	59%	8%	61%	6%
	2017	58%	56%	2%	57%	1%
Same Grade Comparison		9%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	61%	53%	8%	55%	6%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	50	47	30	71	77	19				
ELL	35	57		50	71						
BLK	35	47	39	43	57	45	31				
HSP	58	55		74	56		64				
MUL	86			73							
WHT	80	82		84	69		87				
FRL	41	52	38	50	60	42	46				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	45	29	37	72	67	20				
ELL	22	43	60	35	70	64					
BLK	29	48	48	40	61	61	18				
HSP	37	45		59	71		27				
WHT	84	71		91	75		80				
FRL	34	49	51	48	65	64	21				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title

Lake Silver Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

Rationale

In order to see an increase in academic achievement of the Lowest 25th Percentile of students, Lake Silver will focus on both ELA and Math instructional strategies. Current data indicates learning gains for students in the Lowest 25th percentile compared to 2017 FSA data decreased from 49% to 41% in ELA and from 65% to 48% Math.

Intended Outcome

ELA learning gains for the lowest 25th Percentile will increase 41% to 50%.
Math learning gains in the lowest 25% will increase from 48% to 55%.

Point Person

Alyson Muse (alyson.muse@ocps.net)

Action Step

Ensure the planning for and implementation of Tier 1 core reading and math instruction, and Tier 2, and Tier 3, based on the components of standards-based instruction (Thompson & Rowe).

Refine process and provide designated time for Tier 2 and Tier 3 interventions in the master schedule (Alyson Muse)

Provide professional development on Tier 1 core reading and math instruction (small group guided reading and math), and how to provide responsive instruction for Tier 2, and Tier 3 students (Thompson & Rowe).

Implement skill based Tier 2 and Tier 3 interventions utilizing research-based instructional resources and strategies (Alyson Muse). Tier 2 Interventions will include in ELA the use of Voyager, Write in Readers, Great Books, and developing fluency. Tier 3 Interventions for ELA will include the use of Focus, Sadler Phonics, and developing sight word fluency. For math, Tier 2 interventions will occur daily during small group instruction, response to i-Ready data using the Teacher ToolBox, GoMath, and MAO Accelerated Tutoring, Tier 3 Interventions will include the use very small group pull out instruction using Precision Teaching probes (computational fluency) and individualized i-Ready lessons (concepts).

Description

Administer to students the i-Ready reading diagnostic three times annually to determine the intervention groupings (flexible and differentiated). Groups will be created using multiple data sources (Alyson Muse, Christopher Gomes).

There will also be a representative from each grade level that will attend every DPLC session. After each district meeting, the DPLC team will meet with the other teachers to discuss the information that was presented at the DPLC and then train the teachers. This will be monitored through walkthrough observations and discussed at DPLC meetings.

Hold MTSS meetings after the collection of 3 progress monitoring data points to evaluate student progress and adjust instructional groupings for interventions (Terri Pinchevsky/Nancy Charles).

Implement the Culturally Responsive school plan to facilitate a change in

mindset and belief systems of high expectations as well as instructional strategies to assure differentiation (Terri Pinchevsky/Nancy Charles).

Person Responsible Alyson Muse (alyson.muse@ocps.net)

Plan to Monitor Effectiveness

Description Progress will be monitored through the use of classroom walkthroughs data as well as student achievement data based on formative assessments and iReady data analysis . Individual data meetings will occur once per quin. Leadership team members will meet weekly to discuss findings and trends that they have observed within their classroom walkthroughs, PLC discussions, and students' formative/summative assessments and other data.

Person Responsible Alyson Muse (alyson.muse@ocps.net)

Activity #2

Title	Lake Silver Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)
Rationale	In order to see an increase in subject proficiency in all subgroups, Lake Silver will focus on student achievement in ELA, Math and Science. Current data indicates a disparity amongst the subgroups. 80% of the white students were proficient as compared to the proficiency of our black students (25%), hispanic students (58%), SWD (25%) and FRL (41%).
Intended Outcome	Student proficiency will increase within the subgroups as reflected by a 20% decrease in the achievement gap when compared to the white students in ELA, Math and Science. Students proficiency will increase for our black students from 25% to 35%, Hispanic students from 58% to 65%, white students from 80% to 83%, SWD from 25% to 35%, and FRL from 41% to 50%.
Point Person	Alyson Muse (alyson.muse@ocps.net)

Action Step

Description	Utilize District CRMs to ensure rigor and guide the PLC meetings (Alyson Muse). Collaboratively plan lessons are aligned to the standards, while providing effective and differentiated instruction based on demonstrated student needs. (Thompson/Rowe, Pinchevsky/Charles). Observe and monitor instruction and provide feedback to teachers (Alyson Muse). Implement coaching cycle as needed (Alyson Muse). Ensure teacher-student data chats on a monthly basis (Instructional Staff & Coaches) Implement the Culturally Responsive school plan to facilitate a change in mindset and belief systems of high expectations and differentiated instruction for all students (Pinchevsky/Charles).
Person Responsible	Alyson Muse (alyson.muse@ocps.net)

Plan to Monitor Effectiveness

Description	Collect and review data from both common and formative assessments; discuss trends and needs identified by the data at weekly PLC meetings. Utilize data to inform instruction including such strategies as reteaching, acceleration, scaffolding and responsive differentiation, Successful implementation will produce learning gains as evidenced in increased percentage of scholars scoring at 70% or above on each common assessments. We will celebrate successful implementation by identifying model classrooms. Poor implementation will produce a decrease in scores, and teachers will need
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to reteach whole group (if 50% or less of the scholars are on target) or reteach small group (if 60% or more of the scholars are on target).

Person Responsible Alyson Muse (alyson.muse@ocps.net)

Activity #3

Title Lake Silver Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).

Rationale In order to see an increase in the achievement of the students who score in the top 25% instruction must be differentiated to meet the needs of their instructional level for both reading and math.

Intended Outcome While focusing on enrichment and career and college readiness, these students will demonstrate learning gains by an increase of five percentage points.

Point Person Alyson Muse (alyson.muse@ocps.net)

Action Step

During FBS/Tiger time, students will receive ELA enrichment using through the implementation of book studies and literacy circles (Laura Holihan).

Incorporate the workshop model in the intermediate grades during math instruction (Tricia Rowe).

Description Conduct individual student data chats on a monthly basis.

Grades 1-5 will have a Gifted Cluster Class that will focus on enriching the students through Florida State Standards and enrichment strategies (Laura Holihan).

Person Responsible Alyson Muse (alyson.muse@ocps.net)

Plan to Monitor Effectiveness

Description Effectiveness will be monitored through classroom walkthroughs and progress monitoring data. Review data from both common and formative assessments; discuss trends and needs identified by the data at weekly PLC meetings, as well as with individual teacher data chats once per quinn.

Person Responsible Alyson Muse (alyson.muse@ocps.net)

Activity #4	
Title	Lake Silver Elementary will implement PBIS and continue to integrate Conscious Discipline and CHAMPS as a school-wide system to promote positive behavior and MTSS-Behavior for specified students.
Rationale	In order to see academic achievement increase, we must foster a safe and positive learning environment which ensures that our students are in school, learning; however, during the 2017-2018 school year, there were 53 out of school suspensions.
Intended Outcome	The number of out-of-school suspensions for the 2018-2019 school year will decrease from 53 to 40 incidents.
Point Person	Alyson Muse (alyson.muse@ocps.net)

Action Step	
Description	<p>Behavior team will monitor school wide implementation of CHAMPS and Conscious Discipline as a positive behavior system (Dean Johnson, Ebonye Redding).</p> <p>MTSS coach and Behavior coach will Implement MTSS-Behavior for students in need of Tier II and Tier III interventions for behavior (Terri Pinchevsky, Ebonye Redding).</p> <p>Leadership team will provide job-embedded professional development and on the spot coaching (All Leadership Team Members).</p> <p>Training involving Trauma is scheduled throughout the year in order to ensure that teachers have a full understanding of how to support our students dealing with trauma (Christopher Gomes, Alyson Muse).</p> <p>Provide professional development and ensure implementation of the Culturally Responsive school plan to facilitate a change in mindset and belief systems of relationships, high expectations and differentiated behavioral/instructional strategies (Terri Pinchevsky/Nancy Charles).</p>
Person Responsible	Alyson Muse (alyson.muse@ocps.net)

Plan to Monitor Effectiveness	
Description	Referral data will be monitored to measure the effectiveness of PBIS, CHAMPS and Conscious Discipline implementation. There will also be documented MTSS Meetings involving behavior. The behavior specialist, dean and other instructional coaches will collect data to track trends and form specific plans to meet the students' needs. The behavior specialist will meet once every two months to discuss MTSS -B in regards to specific students and their needs.
Person Responsible	Alyson Muse (alyson.muse@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Lake Silver hosts monthly Curriculum Nights where families are invited to join faculty and staff in an effort to foster relationships and inform families about curriculum being taught. During these monthly curriculum nights, parents will have an opportunity to learn more about Lake Silver's ELA, Science and Math programs. They will also learn about our Physical Education, Music, Art, and Science Lab curriculum. Another curriculum night will be devoted to informing families about state assessments such as Florida Standards Assessment and Florida Alternate Assessment and one curriculum night will be dedicated to offering parent resources. Our goal is to inform families and to build relationships so that school and home are working collaboratively to ensure optimal student academic success. Events are held both on school campus, as well as off campus in the Pine Hills and College Park communities.

In an effort to communicate the school's mission and vision, our principal sends out a weekly ConnectEd message called Tiger Bites. The Sunday night messages inform parents about details of the upcoming week and announce celebrations from the previous week. This helps families to feel informed and valued as part of our school community. A weekly email provided by Light Bulb PR working in collaboration with administration team will be sent on Sunday afternoons containing information pertaining to all things Lake Silver and OCPS.

Lake Silver has two set Report Card Conference Nights where parents meet with teachers to discuss student progress. Parents have access to ProgressBook where they can view their child's grades in all subjects. If a concern arises, teachers, resource and/or administration will meet with parents to ensure that every child's needs are being met.

PFEP Link

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

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.

Individual Counseling: Crisis or short term counseling is consistently available with School Counselor Andrea Hammond. Requests for individual or small group counseling may be made by a teacher, student, parent/guardian, or administration. If a student's needs warrant additional long-term counseling, a referral to a partner (SEDNET) is made, where long-term counseling is set up and students, as well as their families, receive long term support inside and outside of the school setting.

Trauma Sensitive Schools Support: Mr. Gomes will serve as the Trauma Lead in order to support teachers and students who have experienced trauma. Training involving Trauma is scheduled throughout the year in order to ensure that teachers have a full understanding of how to support our students dealing with trauma.

Group Counseling: Small group counseling is offered throughout the year, focused on topics such as, but not limited to, academic skills, family transitions, peer relationships, and retention. Groups are formed based on students' needs.

Classroom Guidance: Every classroom receives several guidance lessons largely focused on character education, including discussion of the monthly Tiger Traits, as well as bullying prevention, safety, drug awareness, and test taking skills.

Referrals: Referrals are consistently made for additional mental health services, parenting services, community agencies who assist with financial hardship, and other resources for families and their children.

Mentoring program: Many students receive faculty mentors, as well as mentors from the community, to provide support throughout the school year. Students who are in the lowest 25% academically, who are behavior challenges, and who need additional adult attention are paired with mentors.

Resources: If a family is unable to purchase school supplies or uniforms, the School Counselor collects and distributes school supplies, backpacks, and uniforms. A Love Pantry is also available, stocked with food for the students to bring home weekly or in emergencies.

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

In May of each year, a Tiger Tot tour is offered to parents and students to become familiar with the campus and visit classrooms and school facilities. In August, Kindergarten teachers conduct school orientation sessions for students. All Kindergarten students are screened with FLKRS. Interventions are put in place based on FLKRS, CORE, PAST, and the KG checklist data.

Lake Silver 5th grade students participate in many activities that prepare them for the transition to middle school. They visit their assigned middle school in the spring. Our guidance counselor communicates consistently with those at College Park Middle School, in order to ensure that our students arrive fully prepared for their secondary education experience.

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.

To maximize student outcomes the leadership team analyzes data to make student centered decisions. For example, when analyzing the discipline referral data for the 2017-18 school year it was decided that the school should continue to adopt Conscious Discipline, while also implementing PBIS to foster a positive learning environment and meet the needs of the whole child. After reviewing our data, we saw that our math lowest 25th percentile were lower than the previous year. As a result, greater emphasis will be placed on small group learning in math, and differentiated instruction for all subjects. We will also be focusing on text complexity and close reading. Science will be an additional focus. The leadership team and Ms. Rougeux will be monitoring science to ensure that we see an improvement in the overall scores. We will also develop a plan to support the teachers in

science. This plan will include strategies from Promoting Science Among English Language Learners (PSELL) as well as Progress Monitoring Activities provided by the district. When the data shows a need, the leadership team works collaboratively to develop a plan to meet those needs. They meet on a weekly basis to discuss the events of the week and to problem solve. Ms. Muse heads the leadership team and has the final say on how funds are used to address all academic needs. The team works to accomplish the desired effect of maximizing student learning. Ms. Rowe, math coach, and Ms. Thompson, ELA coach, meet with grade-level teams weekly to discuss CRMs, create and analyze summative assessments and to ensure student tasks are aligned with the complexity of the standards. Each quarter grade-levels are provided collaborative planning days with the instructional coaches.

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

Lake Silver is making a push to secure Partners in Education that can contribute to the school with a focus on STEM. Additionally, most businesses or community organizations that work with Lake Silver are doing so to promote instruction aligned with the Florida Standards. These businesses support our Curriculum Nights which are specifically designed to strengthen and extend what is being taught in the classroom.

Part V: Budget	
Total:	\$13,500.00