

Orange County Public Schools

Lake Silver Elementary



2017-18 Schoolwide Improvement Plan

Lake Silver Elementary

2401 N RIO GRANDE AVE, Orlando, FL 32804

<https://lakesilveres.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)

100%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

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

68%

School Grades History

Year
Grade

2016-17
 B

2015-16
 B

2014-15
 B*

2013-14
 C

**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 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.

Orange - 0521 - Lake Silver Elementary - 2017-18 SIP

Lake Silver Elementary

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Lake Silver Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	- 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 students to success with the support and involvement of families and the community.

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.

The school learns about students' cultures and builds relationships through various school wide events. Prior to the first day of school, students are invited to "Meet the Teacher" where families are encouraged to come and meet their students' new teacher and familiarize themselves with the school and other members that they may encounter throughout their day here. Teachers engage families by getting to know them and celebrating the family unit before the school year even begins. Additional outreach takes place in the neighborhood at local businesses to meet families closer to home who may not have a means of transportation to get to school. For example, during the week before school begins, faculty and administration go to Burger King to meet families and children prior to the beginning of school. Open House takes place early in the school year as well, and families learn about their child's classroom and curriculum, while the teachers use it as an opportunity to strengthen their connection with the families. Curriculum nights are also offered at school and in the community for families to come and participate in various activities and learning opportunities as faculty and staff deepen their relationships with these families. In classrooms, teachers regularly invite students to share information about themselves through activities, lessons, and classroom meetings.

Additionally, the school registrar is often the first point of contact with a family. Once she is introduced to a family, she often connects them with the school counselor who spends time getting to know families' unique situations. Through deepening these relationships, the school counselor and other school personnel can address families' distinct needs, e.g. providing uniforms for someone who can't afford them, placing qualifying families in the McKinney Vento program, or providing counseling for a student who suffers from test anxiety. Through various classroom guidance lessons, small groups, and individual sessions, students are frequently invited to share about themselves and describe their own strengths, challenges, and unique characteristics. Teachers, administration, and faculty frequently have lunch with the students and interact with them outside of the classroom learning environment. The faculty and staff are consistently informed of the various resources available for our families, and who the point of contact is for our various resources. If a student and/or family needs additional support in an area, someone is readily available to assist.

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

Lake Silver promotes positive, safe behavior and has developed a structured plan for school wide positive behavior. There are clear and concise procedures for arrival and dismissal. There is a strong staff presence during these transition times and they are assigned to specific locations in order to maintain a safe and consistent transition. Students are greeted and walked to the cafeteria. This maintains a highly structured environment to prevent negative behaviors and to keep students safe. This structure is carried over during lunch times, where there is high staff presence and where behavior expectations have been established and are plainly visible. The Code of Conduct and Guidelines for Success (positive character traits) are reviewed with each grade level during an assembly facilitated by the Behavior Specialist and Dean. The Dean and Behavior Specialist review the students' rights and responsibilities. The students' rights are that all students should feel respected and safe on the school campus. The students' responsibilities include following school rules and behavior expectations. These actions set the precedence for behavior expectations from the first school day. They also establish an environment of mutual respect between students and staff.

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.

Lake Silver will be using Conscious Discipline as their school wide behavior expectation. Conscious Discipline is a classroom management program and a social-emotional curriculum. It is a research-based program that improves the quality of student-teacher interactions. Additionally, Conscious Discipline improves the social and emotional behavior of students which greatly reduces aggression in classrooms. It is a way of organizing classrooms around the concept of a school family. Each member of the family - both adult and child - learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' and getting along with others. Conscious Discipline empowers teachers and other adults with the Seven Powers for Self-Control and the Seven Basic Skills of Discipline. This program models how to become conscious of the intent behind each of your interactions and how your intent is more powerful than any words.

Lake Silver Elementary has also implemented the C.H.A.M.P.S. approach throughout the school and in classrooms. C.H.A.M.P.S. will be used as another resource in order to promote a safe and positive environment. The C.H.A.M.P.S. approach outlines specific behavioral expectations for general procedures, transitions, and learning activities. Supplemental materials have also been created to use alongside with C.H.A.M.P.S. These resources correlate with the expectations for voice level outlined in the C.H.A.M.P.S. approach.

To ensure successful implementation, Lake Silver Elementary has a behavior team. The team is composed of a representative from each grade level, Exceptional Education, and special areas. This team meets regularly throughout the school year to plan and share strategies, create model classrooms, and to facilitate professional development meetings and trainings on specific elements and strategies from the Conscious Discipline or C.H.A.M.P.S. approach.

The main components of this system include a proactive and educative approach to

prevent and reteach behaviors, a reinforcement-based system to reward positive behaviors, and consequences for negative behaviors. The proactive measures include Conscious Discipline, the C.H.A.M.P.S. approach and school-wide rules to establish procedures and expectations throughout the campus. When establishing the procedures, school staff models and teaches the expected behaviors to the students. Consequences are still enforced for negative behavior; however the focus is on changing the negative behavior and teaching positive replacement behaviors.

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.

The social-emotional needs of all students are met through a comprehensive school counseling program which includes the following:

Individual Counseling: Crisis or short term counseling is consistently available with School Counselor Laura Weckerle. 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.

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. Mentors and students consistently meet weekly.

Transition: New student orientations are ongoing to ensure new students' adjustment to the Lake Silver community and school wide expectations.

Character Education: "Tiger Traits" are monthly character traits focused on positive aspects of a child's character, and students can earn Tiger Tickets by demonstrating these Tiger Traits. Students of the month are chosen in each classroom for being the shining examples of the Tiger Trait in their classrooms, and they are recognized on Tiger TV morning announcements and receive special rewards. Tiger Traits include character traits such as responsibility, respect, caring, citizenship, and cooperation. Families are consistently urged to discuss and incorporate Tiger Traits at home as a family.

Resources: If a family is unable to purchase school supplies or uniforms, the School Counselor collects and distributes school supplies, backpacks, and gently used uniforms

available as well as uniform scholarships. A Love Pantry is also available, stocked with food for the students to bring home weekly or in emergencies.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Lake Silver closely monitors student attendance, school wide and student discipline reports, as well as student achievement. The school registrar provides the principal weekly reports of students who have been absent more than one day that week. Phone calls are made to parents and attendance is encouraged. The behavior specialist provides weekly reports of referral and suspension data. Student academic progress is monitored by teachers and the instructional leadership team. Progress Book is used to track student course grades. Students below grade level based upon ongoing progress monitoring data in either reading or math are provided daily interventions and mentors, and they are invited to tutoring and Saturday School.

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	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

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

Student attendance and tardiness are reviewed regularly by the attendance team. This team includes the principal, assistant principals, social worker and registrar. When student attendance becomes an issue, the parent is notified and a meeting with the principal, teacher, and registrar is set up. Suspensions are tracked on a continual basis through EDW. We have a behavior team that meets monthly to discuss student behavior and helps create behavior plans for students that are repeat offenders. Students failing in ELA or math, as well as students who have scored a level one in those content areas, are monitored through the MTSS process. Teachers meet frequently with administration to review classroom data and to create a plan to best meet the needs of the student. We also have a mentoring program for students who are in the bottom 25 percent according

to ongoing progress monitoring data. The mentors work to encourage students who are at risk. We have a Tutoring Club for students who are in the bottom 25 percent that meets on Monday and Tuesday for extra math and reading support.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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. On a daily basis, teachers ensure that students fill out their planners and put all necessary paperwork into their Communication Folder. Teachers communicate daily with families through their students' planners. Parents are asked to sign the planner each day. We have hired a Parent Engagement Liaison who will be focusing on parental engagement by hosting a variety of events in the College Park and Pine Hills community. He will also be hosting different events on school property that caters to all families in order to see an improvement in parental involvement.

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.

Lake Silver is a Five Star School, receiving recognition from the state of Florida for our collaboration with the community in pursuit of educational excellence for the past nine years. Lake Silver works closely with our Partners-in-Education (PIE). The Partners in Education program links businesses and organizations with schools in relationships that enhance student learning and promote community engagement. Business and organizations register to become a PIE online. Lake Silver’s PIE coordinator posts opportunities, or partnership activities, which potential partnerships can attach their business to. Once a business has signed up for an opportunity, they must be approved by the PIE coordinator.

The Partners-in-Education program is designed so that Lake Silver can reach out to local businesses with needs and the business provides resources of various design. Lake Silver’s goal for the 2017-2018 school year is to develop partnerships with many College Park and Pine Hills businesses, specifically those with STEM related professionals in hopes that they may be able to offer expertise and to assist with implementation support.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Muse, Alyson	Principal
LeRoy, Erin	Instructional Coach
Rowe, Patricia	Instructional Coach
Pinchevsky, Terri	Assistant Principal
Thompson, Carla	Instructional Coach
Weckerle, Laura	Guidance Counselor
Glisson, Erica	Instructional Coach
McCauley, Robin	Other
Holihan, Laura	Teacher, K-12
Gomes, Christopher	Dean
Redding, Ebonye	Guidance Counselor
Brown, Sanjay	Assistant Principal

b. Duties

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

- Alyson Muse- Principal
- Sanjay Brown – Assistant Principal
- Terri Pinchevsky -- Assistant Principal, ESE
- Erin LeRoy - CRT
- Carla Thompson -- Reading Coach

Tricia Rowe – Math Coach
Laura Holihan – Gifted
Robin McCauley – Staffing Specialist
Ebonye Redding – Behavior Specialist
Christopher Gomes -- Dean
Laura Weckerle – Guidance Counselor
Erica Glisson – MTSS Coach

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, Mr. Brown, and Ms. Pinchevsky evaluate the teachers using the Marzano framework and provide feedback during one on one meetings to help teacher's growth. Mrs. Thompson, Mrs. Rowe, Mrs. LeRoy, and Mrs. Glisson work with the teachers in the classroom and provide coaching and lead common planning in the areas of their expertise. Mrs. Pinchevsky 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. Weckerle 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 Gomes and Ms. Redding work with our teachers to provide resources that can be used when working with our students that struggle with behavior. They both coach our teachers on how to react to misbehavior and model appropriate strategies as well as help with individual behavior plans and progress monitoring. Mrs. LeRoy 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.

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.

To maximize student outcomes the leadership team analyzes data to make student centered decisions. For example, when analyzing the discipline referral data for the 2016-17 school year it was decided that the school should fully adopt Conscious Discipline to foster a positive learning environment and meet the needs of the whole child. After reviewing our data, we saw that our reading gains were lower than our math gains. As a result, greater emphasis will be placed on small group learning in reading, 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alyson Muse	Principal
Meghan Warrick	Business/Community
Colleen Tenney	Parent
Patricia Rapp	Parent
Nichole McDonald-Wilkerson	Parent
Antonio Perez	Education Support Employee
Christopher Gomes	Teacher
Rachel Smith	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The principal and the SAC Chair informed the SAC of the school performance data from the 2017-2018 school year. The problem solving meetings and trainings that were held in July and August with the staff were discussed as well as community concerning the school data from the previous year, the professional development, action plan, and monitoring strategies that the staff will have for the 2017-2018 school year.

b. Development of this school improvement plan

SAC was actively involved in the preparation of the School Improvement Plan during meetings held in August and September with input from school administration, teachers, classified staff, parents and the community. The SAC studied the performance data and the results from the AdvancEd stakeholder surveys from 2016-2017 school year and used the data to write the School Improvement Plan for 2017-2018. Community member, Meghan Warrick, will coordinate fundraising as it relates to problem solving activities. Funds raised will go toward teacher grants, technology, and the Good Samaritan Fund to assist students with school supplies, uniforms, and nutrition. Christopher Gomes will

work with the Parent Engagement Liaison to coordinate parent involvement, attendance, and discipline. PTA President, Betty Mittleman, will be the liaison between the SAC and the PTA.

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

SAC was involved in the 2017-2018 annual budget during SAC meetings held in the Spring of 2016. The administration informed the SAC about new staff positions that are a part of the 2017-2018 school budget. The SAC voted on and approved spending SAC funds for Lake Silver's technology initiative and staff professional development.

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

School improvement funds will go towards Lake Silver's technology initiative or towards professional development.

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

Yes

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

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
Thompson, Carla	Instructional Coach
Muse, Alyson	Principal
Kosobucki, Kaley	Teacher, K-12
Hall, Melody	Teacher, K-12
Messenger, Emily	Teacher, K-12
Verschelden, Rebekah	Teacher, K-12
Warner, Jacqueline	Teacher, K-12

b. Duties

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

The LLT meets monthly and will attend the DPLC meetings. The group is facilitated by the Reading Instructional Coach. Meetings and agendas are planned collaboratively and placed on the school calendar. The mission of the team is based on the District PLC structure, and aims to monitor the progress of reading and writing proficiency, to ensure that reading and writing are addressed in all content areas, and to provide teachers with the support and tools needed to successfully teach reading and writing skills in the classroom. This group works to ensure that professional development offerings are supportive of our school's needs and that funding is secured for initiatives. The Reading Instructional Coach gathers information from the monthly Instructional Coach Staff Development meetings in order to keep the team updated. The team focuses on

ensuring that the needs of all learners are met using all tiers of instruction.

This school-wide plan was created by our LLT and is made available to all teachers. This plan outlines the expectations for reading and language arts instruction across our campus. During whole group, teachers are expected to provide rigorous instruction based on the Florida Standards (LAFS). Teachers are also encouraged to model reading strategies through think alouds. Teachers should also provide opportunities for students to demonstrate note taking strategies and respond to text (written and orally).

Differentiated small group instruction is an opportunity for teachers to meet with students based on reading level and skill needs. Teachers will continue standards based instruction on current or trailing standards throughout this instruction. Two days per week will be designated for teachers to re-mediate or enrich students based on the work demonstrated on the previous week's CRM data. Additionally, teachers will use flexible grouping to provide guided practice with feedback daily to students using reading materials on their independent level.

During small group instruction, other students are actively engaged in differentiated centers. Students are expected to work independently or collaboratively on current or trailing skills or standards. Center activities will be rigorous. Work will be differentiated and students will be heterogeneously grouped. Activities should also require the students to think, listen and speak. Students can be offered menus for variety and engagement but will be held accountable for work completed. Teacher feedback is also suggested for student improvement.

Increase Rigor using Language Arts Florida Standards

We continue implementation of LAFS (Florida's revised Common Core State Standards), seeking to deepen our understanding and effectiveness as instructors. It is critical to continue to build teachers' understanding of the depth and complexity of the standards as well as teachers' capacity to teach them to the level of rigor required by the standards. The expected results are that teachers will have a deeper understanding of the standards so that their instruction is aligned with the standards in order for students to achieve them.

This initiative was selected in order to support teachers' efforts to align instruction with activities and tasks at the complexity level of the standard. Teachers will have a greater understanding of levels of complexity/Depth of Knowledge and will be able to analyze the curriculum and the activities to ensure that they are meeting the requirements for complexity for the standards.

Differentiation in Tier I and Tier II instruction

It is critical that teachers understand the power of differentiated instruction and how to effectively implement this in their classrooms. Differentiation is the path to achieve the rigor required to close the achievement gap. Professional development will occur on differentiated reading instruction, small group reading centers, guided reading, reading intervention, and ongoing progress monitoring. The expected results are for teachers to transition from being novice users to proficient practitioners who use differentiated instruction to support student mastery of the standards.

Literacy Curriculum Night

The Literacy Leadership Team hosts an annual curriculum night that focuses on empowering families with strategies to support their students as literacy learners. With engaging sessions for parents and students alike, the emphasis is on gaining concrete strategies that families can use at home.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

At Lake Silver, teachers have two designated collaborative planning days per week. The Math Coach, Tricia Rowe, assists teachers on Wednesday during Math PLC meetings. On Thursdays, the Reading Coach, Carla Thompson, assists and offers resources to each grade level while the teachers plan collaboratively. Each Friday, teams are required to submit lesson plans for the following week and even weeks further ahead. Then, when teachers meet with their coach as a grade level, they are able to discuss implementation, suggested techniques, materials and any other thoughts or ideas. Additionally, fifth grade meets with the science lab teacher to plan collaboratively for science.

At Lake Silver, the leadership team helped drive the 2017-2018 SIP goals by analyzing the teacher surveys from the 2016-2017 school year. Lake Silver will continue to monitor Special Education teachers and their collaboration with the general education curriculum team. Lake Silver also focuses on inclusion, the leadership team is providing school wide professional development on best practices for inclusion.

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

The administration will work to recruit and retain highly qualified, certified-in-field, effective teachers to Lake Silver Elementary. This will include working through the district to post vacancies in a timely manner. References will be checked in accordance with district guidelines by the administration. Interviews will be conducted by teams, so that the best possible candidate is selected for each vacant position. Administrators will also use the Marzano Framework for teacher evaluation to provide coaching and encouragement to teachers in order to increase retention of employees. Lake Silver recognizes that teachers lead students to success and seeks to ensure that teachers are celebrated and validated for their hard work and commitment to our children.

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

At Lake Silver, our New Teacher/Teacher Mentoring program's mission is to prepare new teachers to the profession and those new to Orange County through a structured induction program that introduces them to culture, expectations, and vision of Lake Silver and Orange County Public Schools. At Lake Silver Elementary, we have mentor teachers for Beginning Teachers. The mentors were chosen based on experience at the grade level and/or area of expertise. The mentors' first responsibility is to make sure that their beginning teacher is acclimated to the procedures and culture of our school. The mentor is also responsible for guiding the beginning teacher through the Beginning Teacher Portfolio. The portfolio is a framework for beginning teachers to document completion of various professional development components, including: Differentiated Instruction, Classroom Management, Classroom Environment, Code of Ethics, Diversity, and Great Beginnings.

The mentors are also responsible for meeting with their beginning teacher and guiding and reflecting through Deliberate Practice, the four domains within Marzano's Art and Science of Teaching, the Scope and Sequence of Curricular responsibilities, Progress Monitoring, Grading Procedures, Parent Conferences, Professional Development, Classroom Management and Rules and Procedures.

Additionally, all new and beginning Teachers are responsible for attending a monthly

meeting. These meetings are established on the school calendar for the entire year before school begins. Many of the school and district expectations are explained in great detail at these meetings. Various key individuals throughout the school are invited to present at these meeting.

August: topics of discussion include introduction of administration and staff members, explanation of school procedures, building orientation, daily record-keeping procedures of roll, lunch count, etc., and class roster and schedule.

September: topics of discussion include data collection techniques and grading procedures, fall testing schedule, Open House plans and procedures, parent conferences/parent contact procedures, emergency health, safety and weather procedures and offering classroom management tips.

October: topics of discussion include classroom observations, progress toward curriculum goals, data analysis of assessments, coping strategies for stress, the monthly calendar and important dates.

November: topics of discussion include professionalism in the workplace, setting up an opportunity for new teachers to observe another teacher on the same grade level, field trip policies and plans, identification and referral process of special needs students and IEP's and other resources for meeting the needs of students in the classroom.

December: topics of discussion are progress in completing portfolio requirements, reflection on daily activities, new teacher self-reflection and setting of goals, offer to set up videotaping for a new teacher and review of the monthly calendar and important dates.

January: topics of discussion will include revisiting the teacher evaluation process and addressing concerns, evaluate progress toward curriculum goals, testing coordinator will review assessment procedures, benchmarks, FSA, etc, and review the monthly calendar.

February: the topics of discussion will include reviewing the testing schedule for upcoming assessments, reviewing progress in completing new teacher portfolio requirements, and reviewing the monthly calendar.

March: topics of discussion will include a review of Deliberate Practice, review of Progress Monitoring, planning for winter parent conferences and assuring that New Teacher Portfolios are close to completion.

April: the topic of discussion will be completion of New Teacher Portfolio and reflection. Finally in May, we will have new teachers complete a survey and review the monthly calendar.

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.

Teachers meet weekly with Carla Thompson, the Instructional Reading Coach, and Tricia Rowe, the Instructional Math Coach, to ensure core instruction programs and materials

are aligned to Florida standards. The team uses backwards planning design to ensure assessments and daily instruction match the full intent of standards. As a team, the Test Item Specifications are examined and daily instruction is aligned to meet the new expectations of Florida Standards Assessment. The team designs learning targets and overall learning goals in order to successfully meet the standards. The team also design unit assessments, using the level 3 on the Measurement Topic Plan Scales. Daily formative assessments are created to ensure students are moving towards full understanding of the standard. Resources are used such as Houghton Mifflin Journeys, Go Math!, C PALMS and MTP's additional resources to plan daily rigorous lessons. Administration and Instructional coaches perform classroom walkthroughs on a weekly basis and provide feedback to teachers. They model instructional strategies to ensure core instruction is aligned to the Florida standards.

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.

The Leadership Team and grade level teachers analyze data at the school level, grade level, class level, and student level. Using this data, they make instructional decisions for differentiating instruction for Tier I instruction, providing small group differentiated instruction in both reading and math. The same team members analyze data in order to determine instructional needs for Tier II. Students needing intervention are provided 30 minutes of small group intervention, daily in reading and three times a week in math. Tier I and Tier II data is analyzed by the instructional leadership team (Principal, AP, MTSS coach, etc.) and grade level teachers at the student level to make Tier III decisions. We will also focus on I-Ready and unit assessments and will continue to analyze that data. Teams of teachers meet every Tuesday for data meetings. The meetings are facilitated by administration and other coaches.

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: After School Program

Minutes added to school year: 5,000

After school tutoring will be provided for 100 minutes, two days per week, beginning in September and continuing through April. Targeted students (those in the lowest 30%) will receive small group instruction in core subjects. Enrichment through club activities will also be included in the tutoring opportunity.

Strategy Rationale

Research shows that small group learning for targeted students focused on specific skills is most effective. Students in the lowest 30% will receive remediation and strategic interventions. They will also be given equal access to enrichment and activities that foster a sense of belonging and confidence through participation in club offerings.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Multiple sources of data will be collected. These include MAP, I-Ready, and unit assessments.

Strategy: Weekend Program

Minutes added to school year: 1,800

Saturday School will be provided beginning in September and continuing through April. Targeted students (those in the lowest 30%) will receive small group instruction in core subjects.

Strategy Rationale

Research shows that small group learning for targeted students focused on specific skills is most effective. Students in the lowest 30% will receive remediation and strategic interventions.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Muse, Alyson, alyson.muse@ocps.net

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

Multiple sources of data will be collected. These include i-Ready, benchmark, and curricular assessments.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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.

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.

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.

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

Students attend Computer Lab on a regular rotation where they receive standards-based assessment and lessons on i-Ready, a district approved intervention system. I-Ready is an online, interactive learning environment designed to assess students and then provide individualized instruction based on each student's unique needs. The I-Ready program builds students' investment in their learning by giving them real-time feedback on their progress in each skill. Lake Silver has a Creative Studio that houses Mac computers designed for production. Each grade level will be assigned a project and classes will visit on a weekly basis.

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

Students visit the Computer Lab and the Creative Studio (Mac computers) on a regular rotation where they are introduced to a variety of programs and software to help with instruction. Additionally, Lake Silver has a Science Lab and designated teacher who works alongside classroom teachers to align standards with the curriculum.

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.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

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.

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.** Lake Silver Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).
- G2.** Lake Silver Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)
- G3.** Lake Silver Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

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. Lake Silver Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1a

G095196

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	70.0
ELA/Reading Gains	69.0
Math Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of experience planning for enrichment activities

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady
- Project Lead the Way/STEM
- Weekly PLCs

Plan to Monitor Progress Toward G1. 8

iReady Diagnostic for Reading and Math as well as progress monitoring for ELA enrichment groups

Person Responsible

Alyson Muse

Schedule

Triannually, from 9/25/2017 to 5/25/2018

Evidence of Completion

iReady diagnostic scores will be reviewed to determine if students are meeting adequate growth.

G2. Lake Silver Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1a

G095197

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	61.0
Math Lowest 25% Gains	77.0

Targeted Barriers to Achieving the Goal 3

- There are school wide discipline concerns.
- Insufficient intervention supports exist to address the varying needs of students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will be provided with ongoing professional development focused on literacy.
- The district scope and sequence, and school focus calendars are used with fidelity to guide the work
- Tier 2 and Tier 3 interventions are well structured and research-based.
- Identified students are provided with school academic tutoring

Plan to Monitor Progress Toward G2. 8

Quarterly MTSS meeting to review data, discuss the current status of instruction and MTSS implementation, and plan for continued implementation of MTSS school-wide.

Person Responsible

Alyson Muse

Schedule

Quarterly, from 8/14/2017 to 5/30/2018

Evidence of Completion

iObservation, Tier 2 and Tier 3 notes, student data

G3. Lake Silver Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1a

G095198

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
FSA ELA Achievement	60.0
FSA Math Achievement - Hispanic	65.0
FSA Mathematics Achievement	70.0
FSA ELA Achievement - Black/African American	35.0
FSA Math Achievement - Black/African American	45.0
FSA ELA Achievement - Hispanic	37.0
FSA ELA Achievement - SWD	20.0
FSA Math Achievement - SWD	40.0
FSA ELA Achievement - Economically Disadvantaged	40.0
FSA Math Achievement - Economically Disadvantaged	55.0
FSA ELA Achievement - ELL	10.0
FSA Math Achievement - ELL	35.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not understand the full intent of the LAFS, MAFS and Science NGSSS which impacts planning, instructional shift and coaching feedback.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches meeting with PLCs to support with collaborative planning during the week
- Professional development provided with deconstruction of the standards and focus on DPLC literacy goals
- Structured planning with guiding document ensures the use of backwards design
- Support from the OCPS Minority Achievement Office for math tutoring
- Saturday Reading camp

Plan to Monitor Progress Toward G3. 8

Regular lesson plan checks and classroom observations will verify that lessons are taught consistently and match the district's scope and sequence. Students take common assessments throughout each unit based on the Scope and Sequence - results guide daily instruction. These common assessments will drive the collaborative planning process to ensure that activities are planned at the rigor and complexity level of the standard.

Person Responsible

Alyson Muse

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data will be collected from formative assessments and used during data chats. Each teacher will have a chart for recording their class data that is accessible to the leadership team. Lesson plans and observation/feedback.

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. Lake Silver Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness). 1

G095196

G1.B1 Teachers lack of experience planning for enrichment activities 2

B256238

G1.B1.S1 Plan for enrichment instruction during ELA and Math small group. 4

S270864

Strategy Rationale

Allows for the top 25% to work at their instructional level for reading and math.

Action Step 1 5

During FBS/Enrich time students will receive ELA enrichment using through book study and literacy circles.

Person Responsible

Alyson Muse

Schedule

On 5/25/2018

Evidence of Completion

observation, progress monitoring data, data chats

Action Step 2 5

Incorporate the workshop model in the intermediate grades during math instruction

Person Responsible

Alyson Muse

Schedule

On 5/25/2018

Evidence of Completion

observation, progress monitoring data, weekly PLCs

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

Classroom walkthroughs and progress monitoring data

Person Responsible

Alyson Muse

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

feedback, data monitoring

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

Progress monitoring and data meetings

Person Responsible

Alyson Muse

Schedule

Biweekly, from 9/29/2017 to 5/25/2018

Evidence of Completion

Teachers will collect data through a progress monitoring tool biweekly and data chats about individual students student quarterly

G2. Lake Silver Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps) 1

G095197

G2.B1 There are school wide discipline concerns. 2

B256240

G2.B1.S1 Fully integrate Conscious Discipline and continue CHAMPS as a school-wide system to promote positive behavior and MTSS-Behavior for specified students. 4

S270866

Strategy Rationale

In order to see academic achievement increase, we must first ensure that students are in class, learning. Data analysis will be a large component of the successful implementation of CHAMPS and Conscious Discipline.

Action Step 1 5

Behavior team will monitor school wide implementation of CHAMPS and Conscious Discipline as a positive behavior system.

Person Responsible

Sanjay Brown

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom walk throughs, iObservation data, rules and procedures

Action Step 2 5

MTSS coach and Behavior coach will Implement MTSS-Behavior for students in need of Tier II and Tier III interventions for behavior.

Person Responsible

Sanjay Brown

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Progress Monitoring Data of Tier II and Tier II interventions and referral data.

Action Step 3 5

Leadership team will provide job-embedded professional development and on the spot coaching

Person Responsible

Alyson Muse

Schedule

On 8/8/2017

Evidence of Completion

iObservation, referral data, ongoing progress monitoring data.

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

Participate and lead MTSS-B data meetings

Person Responsible

Alyson Muse

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Committee meeting minutes, iObservation data, referral data, teacher survey feedback, parent survey feedback

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

Referral data will be monitored to measure the effectiveness of CHAMPS and Conscious Discipline implementation.

Person Responsible

Alyson Muse

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Referral data, iObservation data

G2.B2 Insufficient intervention supports exist to address the varying needs of students. **2**

 B256241

G2.B2.S1 Meet the needs of all students through proper identification of specific deficiencies. Provide structured, research-based tiered interventions for students identified as being in need of Tier 2 or Tier 3 support. **4**

 S270867

Strategy Rationale

When provided a prescribed intervention, student growth will be accelerated, closing the achievement gap.

Action Step 1 **5**

Refine process and provide designated time for Tier 2 and Tier 3 interventions in the master schedule.

Person Responsible

Alyson Muse

Schedule

On 5/25/2018

Evidence of Completion

observations, data meetings, tier 2 and tier 3 notes

Action Step 2 **5**

Provide professional development on Tier 1 core reading instruction, Tier 2, and Tier 3, including the components of standards-based instruction.

Person Responsible

Alyson Muse

Schedule

Every 6 Weeks, from 9/11/2017 to 5/25/2018

Evidence of Completion

PD Presentations, agendas, sign in sheets

Action Step 3 5

Students will take the i-Ready reading diagnostic three times annually to determine the intervention groupings. Groups will be created using multiple data sources.

Person Responsible

Alyson Muse

Schedule

Triannually, from 9/15/2017 to 5/25/2018

Evidence of Completion

I-Ready Instructional profile report, i-Ready Diagnostic schedule, progress monitoring data

Action Step 4 5

Provide skill based Tier 2 and Tier 3 interventions utilizing research-based instructional resources and strategies.

Person Responsible

Alyson Muse

Schedule

Daily, from 9/18/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs, intervention schedule

Action Step 5 5

Hold MTSS meetings after the collection of 3 progress monitoring data points to evaluate student progress and adjust instructional groupings for interventions.

Person Responsible

Alyson Muse

Schedule

Every 6 Weeks, from 9/5/2017 to 5/25/2018

Evidence of Completion

MTSS meeting notes, progress monitoring data

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

Frequent classroom walk-throughs during intervention block and ongoing progress monitoring.

Person Responsible

Sara Bigalke

Schedule

On 5/31/2018

Evidence of Completion

Observations, on-the-spot coaching, data meetings

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

Observe teachers as they provide strategic interventions, collect data, and make instructional decisions.

Person Responsible

Alyson Muse

Schedule

Daily, from 8/17/2015 to 6/1/2016

Evidence of Completion

iObservation, benchmark, ongoing progress monitoring data

G3. Lake Silver Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance) 1

G095198

G3.B1 Teachers do not understand the full intent of the LAFS, MAFS and Science NGSSS which impacts planning, instructional shift and coaching feedback. 2

B256242

G3.B1.S1 Coaches and administrators provide support in the collaborative planning process and embedded professional development in standards-based instruction. 4

S270868

Strategy Rationale

The instructional coaches have a deeper knowledge of the standards, test item specs, and content limits to help guide the planning process ensuring that lessons are aligned to the standards.

Action Step 1 5

Weekly collaborative planning meetings with each PLC

Person Responsible

Alyson Muse

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Completed lesson plan templates, instructional resources, identified Marzano instructional strategies

Action Step 2 5

District CRMs will be utilized to guide the collaborative planning meetings

Person Responsible

Carla Thompson

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Each team has documents projected during each lesson planning meeting. Completed lesson planning templates and PLC notes are uploaded to sharepoint..

Action Step 3 5

Observe instruction and provide feedback to teachers

Person Responsible

Alyson Muse

Schedule

Weekly, from 9/25/2017 to 5/25/2018

Evidence of Completion

classroom walkthroughs, iObservation feedback

Action Step 4 5

Implement coaching cycle as needed

Person Responsible

Alyson Muse

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Lesson plans re reviewed during PLC/collaborative planning meetings. Side by side coaching is provided during planning and captured in PLC notes

Person Responsible

Sara Bigalke

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, PLC notes, walk-through and observation notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Data will be collected from common assessments administered. 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 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


Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data will be collected from formative assessments and used during data chats. Each teacher will have a chart for recording their class data that is accessible to the leadership team

G3.B1.S2 DPLC team will attend district PLC and provide professional development of the three attributes of complex texts for the staff 4

 S270869

Strategy Rationale

Teachers will choose appropriate, content specific complex texts and assign standards-aligned tasks. They will have a deeper understanding of the three attributes of complex text.

Action Step 1 5

Professional development on complex texts

Person Responsible

Alyson Muse

Schedule

On 5/30/2018

Evidence of Completion

PD calendar, teacher observations, collaborative planning

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson plans will be reviewed to ensure that appropriate standards-aligned tasks and close reading strategies are incorporated.

Person Responsible

Alyson Muse

Schedule

Daily, from 11/2/2017 to 5/31/2018

Evidence of Completion

teacher observation data, summative assessment data, lesson plans, observing collaborative planning

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Data will be collected from common assessments administered. 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 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

Schedule

Weekly, from 10/25/2017 to 5/31/2018

Evidence of Completion

Summative assessments, collaborative planning discussions, teacher observations, individual data chats triennially.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B2.S1.MA1 M387825	Observe teachers as they provide strategic interventions, collect data, and make instructional...	Muse, Alyson	8/17/2015	iObservation, benchmark, ongoing progress monitoring data	6/1/2016 daily
G2.B1.S1.A3 A362937	Leadership team will provide job-embedded professional development and on the spot coaching	Muse, Alyson	8/8/2017	iObservation, referral data, ongoing progress monitoring data.	8/8/2017 one-time
G1.MA1 M387822	iReady Diagnostic for Reading and Math as well as progress monitoring for ELA enrichment groups	Muse, Alyson	9/25/2017	iReady diagnostic scores will be reviewed to determine if students are meeting adequate growth.	5/25/2018 triannually
G1.B1.S1.MA1 M387820	Progress monitoring and data meetings	Muse, Alyson	9/29/2017	Teachers will collect data through a progress monitoring tool biweekly and data chats about individual students student quarterly	5/25/2018 biweekly
G1.B1.S1.MA1 M387821	Classroom walkthroughs and progress monitoring data	Muse, Alyson	9/4/2017	feedback, data monitoring	5/25/2018 weekly
G1.B1.S1.A1 A362933	During FBS/Enrich time students will receive ELA enrichment using through book study and literacy..	Muse, Alyson	9/8/2017	observation, progress monitoring data, data chats	5/25/2018 one-time
G1.B1.S1.A2 A362934	Incorporate the workshop model in the intermediate grades during math instruction	Muse, Alyson	9/5/2017	observation, progress monitoring data, weekly PLCs	5/25/2018 one-time
G2.B2.S1.A1 A362938	Refine process and provide designated time for Tier 2 and Tier 3 interventions in the master...	Muse, Alyson	8/29/2017	observations, data meetings, tier 2 and tier 3 notes	5/25/2018 one-time
G2.B2.S1.A2 A362939	Provide professional development on Tier 1 core reading instruction, Tier 2, and Tier 3, including...	Muse, Alyson	9/11/2017	PD Presentations, agendas, sign in sheets	5/25/2018 every-6-weeks
G2.B2.S1.A3 A362940	Students will take the i-Ready reading diagnostic three times annually to determine the...	Muse, Alyson	9/15/2017	I-Ready Instructional profile report, i-Ready Diagnostic schedule, progress monitoring data	5/25/2018 triannually
G2.B2.S1.A4 A362941	Provide skill based Tier 2 and Tier 3 interventions utilizing research-based instructional...	Muse, Alyson	9/18/2017	Classroom walkthroughs, intervention schedule	5/25/2018 daily
G2.B2.S1.A5 A362942	Hold MTSS meetings after the collection of 3 progress monitoring data points to evaluate student...	Muse, Alyson	9/5/2017	MTSS meeting notes, progress monitoring data	5/25/2018 every-6-weeks
G3.B1.S1.A1 A362943	Weekly collaborative planning meetings with each PLC	Muse, Alyson	8/14/2017	Completed lesson plan templates, instructional resources, identified Marzano instructional strategies	5/25/2018 weekly
G3.B1.S1.A3 A362945	Observe instruction and provide feedback to teachers	Muse, Alyson	9/25/2017	classroom walkthroughs, iObservation feedback	5/25/2018 weekly
G3.B1.S1.A4 A362946	Implement coaching cycle as needed	Muse, Alyson	8/21/2017		5/25/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1 M387827	Quarterly MTSS meeting to review data, discuss the current status of instruction and MTSS...	Muse, Alyson	8/14/2017	iObservation, Tier 2 and Tier 3 notes, student data	5/30/2018 quarterly
G3.MA1 M387832	Regular lesson plan checks and classroom observations will verify that lessons are taught...	Muse, Alyson	8/14/2017	Data will be collected from formative assessments and used during data chats. Each teacher will have a chart for recording their class data that is accessible to the leadership team. Lesson plans and observation/feedback.	5/30/2018 biweekly
G2.B1.S1.MA1 M387823	Referral data will be monitored to measure the effectiveness of CHAMPS and Conscious Discipline...	Muse, Alyson	8/21/2017	Referral data, iObservation data	5/30/2018 weekly
G2.B1.S1.MA1 M387824	Participate and lead MTSS-B data meetings	Muse, Alyson	8/14/2017	Committee meeting minutes, iObservation data, referral data, teacher survey feedback, parent survey feedback	5/30/2018 monthly
G2.B1.S1.A1 A362935	Behavior team will monitor school wide implementation of CHAMPS and Conscious Discipline as a...	Brown, Sanjay	8/14/2017	Classroom walk throughs, iObservation data, rules and procedures	5/30/2018 weekly
G2.B1.S1.A2 A362936	MTSS coach and Behavior coach will Implement MTSS-Behavior for students in need of Tier II and Tier...	Brown, Sanjay	8/14/2017	Progress Monitoring Data of Tier II and Tier II interventions and referral data.	5/30/2018 weekly
G3.B1.S1.MA1 M387828	Data will be collected from common assessments administered. Successful implementation will...	Muse, Alyson	8/14/2017	Data will be collected from formative assessments and used during data chats. Each teacher will have a chart for recording their class data that is accessible to the leadership team	5/30/2018 weekly
G3.B1.S1.MA1 M387829	Lesson plans re reviewed during PLC/collaborative planning meetings. Side by side coaching is...	Bigalke, Sara	8/14/2017	Lesson plans, PLC notes, walk-through and observation notes	5/30/2018 weekly
G3.B1.S1.A2 A362944	District CRMs will be utilized to guide the collaborative planning meetings	Thompson, Carla	8/14/2017	Each team has documents projected during each lesson planning meeting. Completed lesson planning templates and PLC notes are uploaded to sharepoint..	5/30/2018 weekly
G3.B1.S2.A1 A362947	Professional development on complex texts	Muse, Alyson	11/1/2017	PD calendar, teacher observations, collaborative planning	5/30/2018 one-time
G2.B2.S1.MA1 M387826	Frequent classroom walk-throughs during intervention block and ongoing progress monitoring.	Bigalke, Sara	9/4/2017	Observations, on-the-spot coaching, data meetings	5/31/2018 one-time
G3.B1.S2.MA1 M387830	Data will be collected from common assessments administered. Successful implementation will...	Muse, Alyson	10/25/2017	Summative assessments, collaborative planning discussions, teacher observations, individual data chats triennially.	5/31/2018 weekly
G3.B1.S2.MA1 M387831	Lesson plans will be reviewed to ensure that appropriate standards-aligned tasks and close reading...	Muse, Alyson	11/2/2017	teacher observation data, summative assessment data, lesson plans, observing collaborative planning	5/31/2018 daily

V. Professional Development Opportunities

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

G2. Lake Silver Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)

G2.B2 Insufficient intervention supports exist to address the varying needs of students.

G2.B2.S1 Meet the needs of all students through proper identification of specific deficiencies. Provide structured, research-based tiered interventions for students identified as being in need of Tier 2 or Tier 3 support.

PD Opportunity 1

Refine process and provide designated time for Tier 2 and Tier 3 interventions in the master schedule.

Facilitator

Muse, Alyson

Participants

Master Schedule

Schedule

On 5/25/2018

PD Opportunity 2

Provide professional development on Tier 1 core reading instruction, Tier 2, and Tier 3, including the components of standards-based instruction.

Facilitator

DPLC team; Principal

Participants

All teachers

Schedule

Every 6 Weeks, from 9/11/2017 to 5/25/2018

G3. Lake Silver Elementary School will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)

G3.B1 Teachers do not understand the full intent of the LAFS, MAFS and Science NGSSS which impacts planning, instructional shift and coaching feedback.

G3.B1.S2 DPLC team will attend district PLC and provide professional development of the three attributes of complex texts for the staff

PD Opportunity 1

Professional development on complex texts

Facilitator

DPLC members

Participants

All instructional staff

Schedule

On 5/30/2018

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	During FBS/Enrich time students will receive ELA enrichment using through book study and literacy circles.				\$0.00
2	G1.B1.S1.A2	Incorporate the workshop model in the intermediate grades during math instruction				\$0.00
3	G2.B1.S1.A1	Behavior team will monitor school wide implementation of CHAMPS and Conscious Discipline as a positive behavior system.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - Lake Silver Elementary			\$2,000.00
4	G2.B1.S1.A2	MTSS coach and Behavior coach will implement MTSS-Behavior for students in need of Tier II and Tier III interventions for behavior.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - Lake Silver Elementary			\$500.00
5	G2.B1.S1.A3	Leadership team will provide job-embedded professional development and on the spot coaching				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - Lake Silver Elementary			\$200.00
6	G2.B2.S1.A1	Refine process and provide designated time for Tier 2 and Tier 3 interventions in the master schedule.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - Lake Silver Elementary			\$200.00
7	G2.B2.S1.A2	Provide professional development on Tier 1 core reading instruction, Tier 2, and Tier 3, including the components of standards-based instruction.				\$0.00
8	G2.B2.S1.A3	Students will take the i-Ready reading diagnostic three times annually to determine the intervention groupings. Groups will be created using multiple data sources.				\$0.00
9	G2.B2.S1.A4	Provide skill based Tier 2 and Tier 3 interventions utilizing research-based instructional resources and strategies.				\$0.00

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10	G2.B2.S1.A5	Hold MTSS meetings after the collection of 3 progress monitoring data points to evaluate student progress and adjust instructional groupings for interventions.				\$0.00
11	G3.B1.S1.A1	Weekly collaborative planning meetings with each PLC				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - Lake Silver Elementary			\$1,000.00
12	G3.B1.S1.A2	District CRMs will be utilized to guide the collaborative planning meetings				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0521 - Lake Silver Elementary			\$500.00
13	G3.B1.S1.A3	Observe instruction and provide feedback to teachers				\$0.00
14	G3.B1.S1.A4	Implement coaching cycle as needed				\$0.00
15	G3.B1.S2.A1	Professional development on complex texts				\$0.00
					Total:	\$4,400.00