

# Lake Silver Elementary



2014-15 School Improvement Plan

## Lake Silver Elementary

2401 N RIO GRANDE AVE, Orlando, FL 32804

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
63%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
60%

### School Grades History

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

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

##### 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 teachers. 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 not only learn about their child's classroom and curriculum, but the teachers use it as an opportunity to strengthen their connection with the families. Curriculum nights are also offered 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 are regularly inviting students to share information about themselves through various 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 his/her family needs additional support in an area, someone is readily available to assist.

##### 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. Tiger Tickets are used as an incentive for positive choices. There are clear and concise procedures for arrival and dismissal. There is a strong staff presence during these transition times. Students are greeted and walked to the cafeteria. This maintains a highly structured environment to prevent negative behaviors and to keep students safe. This is carried over during lunch times, where there is high staff presence and where behavior expectations were 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. The Behavior Specialist reviewed the students' rights and responsibilities. The students' rights being 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. It also established an environment of mutual respect between students and staff.

**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 Elementary is implementing the C.H.A.M.P.S. approach throughout the school and in classrooms. 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.. Voice Level charts are displayed throughout the campus in transition areas, all classrooms, the cafeteria, and the media center. These charts 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 created a C.H.A.M.P.S. team. The team is composed of a representative from each grade level, Exceptional Education, and special areas. This team will meet regularly throughout the school year to plan and share strategies, create model C.H.A.M.P.S. classrooms, and to facilitate professional development meetings and trainings on specific elements and strategies from the C.H.A.M.P.S. approach.

In addition to C.H.A.M.P.S., Lake Silver Elementary is implementing a Positive Behavior Intervention Support system. 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 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 will model and teach the expected behaviors to the students. For reinforcement, Lake Silver is introducing Tiger Tickets. These will be given to a student or a class when a staff member notices positive behavior; the tickets are then exchanged for a reward. Consequences will still be enforced for negative behavior; however the focus will be on changing the negative behavior and teaching them positive replacement behaviors.

**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 agency 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. Students can earn Paws-itive Paws by demonstrating these Tiger Traits, and the winners of Paws-itive Paws receive a special certificate as well as are recognized in their classrooms. 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.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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 scoring a Level 1 on the 2014 FCAT in either reading or math are provided daily interventions and mentors and invited to tutoring and Saturday School.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25	19	22	29	22	8	125
One or more suspensions	13	8	14	14	9	20	78
Course failure in ELA or Math	0	0	9	8	14	10	41
Level 1 on statewide assessment	0	0	0	47	33	32	112

*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	
Students exhibiting two or more indicators	6	3	11	25	21	18	84

**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 registrar. When student attendance becomes an issue, the parent is notified and a meeting with the teacher is set up. Suspensions are tracked on a continual basis through EDW. We have a PBIS (Positive Behavior Intervention Support) 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 scoring at level one in those content areas, are monitored through the MTSS process. Teachers meet weekly 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 30 percent according to FCAT data. The mentors work to encourage students who are at risk. We have a T.R.E.A.T (Tigers Receiving Extra Academic Tutoring) Club for students who are in the bottom 30 percent that meets on Monday and Tuesday for extra math and reading support.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Lake Silver will have monthly Curriculum Nights where families will be 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.

In an effort to communicate the school's mission and vision, our principal sends out a weekly ConnectEd message called Tiger Bites. Principal Bigalke's 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.

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 subject. 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.

**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 eight years. Lake Silver works closely with our Partners-in-Education. 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 2014-2015 school year is to develop partnerships with many College Park businesses, specifically those with STEM related professionals in hopes that they may be able to offer expertise and to assist with implementation support.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Bigalke, Sara	Principal
Hay, Nathan	Assistant Principal
LeRoy, Erin	Instructional Coach
Borrelli, Jennifer	Instructional Coach
Daniel, Terrell	SAC Member
Mason, Stephanie	Teacher, ESE
Williams, Tynishia	Dean
Rowe, Patricia	Instructional Coach
Shivers, Brandon	Instructional Coach

**Duties**

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

- Sara Bigalke - Principal
- Nathan Hay – Assistant Principal
- Erin LeRoy - CRT
- Lynn Berger – CRT for Exceptional Student Education
- Jennifer Borrelli – Reading Coach/ MTSS Coach
- Tricia Rowe – Math Coach
- Brandon Shivers – Science/Writing Coach
- Robin McCauley – Staffing Specialist
- Tynishia Williams – Behavior Specialist
- Laura Weckerle – Guidance Counselor
- Lamb Daniels – SAC Chair

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. Ms. Bigalke and Mr.

Hay evaluate the teachers using the Marzano framework and provide feedback during one on one meetings to help teacher's growth. Mrs. Borrelli, Mrs. Rowe, Mrs. LeRoy, and Mr. Shivers work with the teachers in the classroom and provide coaching and lead common planning in the areas of their expertise. Mrs. Berger works with the ESE teachers and provides coaching and feedback to meet the diverse needs of our ESE student population. Mrs. 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 counselling sessions, as well as classroom and school wide character education lessons, in order to meet the needs of the whole child. Mrs. Williams works with our teachers to provide them resources to work for our students that struggle with behavior. She coaches our teachers on how to react to misbehavior and models appropriate strategies as well as helps with individual behavior plans and progress monitoring. Lamb Daniel works with our parents to ensure that they play a vital role in the success of our students at Lake Silver. She notifies them about how we are meeting our school improvement goals and works 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 each student at Lake Silver. Through modeling, coaching, planning, and increasing their knowledge of the MTP's and Florida State Standards we will lead our students to success.

***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 2013-14 school it was decided that the school should adopt Positive Behavior Intervention Supports (PBIS) to help foster a positive learning environment for students. 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. Bigalke heads the leadership team and has the final say on how funds are used to address any needs. The team works to accomplish the desired effect of maximizing student learning.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Sara Bigalke	Principal
Terrell (Lamb) Daniel	Teacher
Christina Chery Hardy	Education Support Employee
Kimberly Koon	Business/Community
Brandon Shivers	Teacher
Kimberly Gibson	Parent
Denise Anthony	Parent
Kara Pastis	Parent
Meghan Warrick	Parent
Kristin Brown-Steele	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

Principal Sara Bigalke informed the SAC of the school performance data from the 2013-2014 school year. She discussed with the SAC the problem solving meetings and trainings that were held in July and August with the staff and community concerning the school data from the previous year and the professional development, action plan and monitoring strategies that the staff will have for the 2014-2015 school year.

*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 parent surveys from 2013-2014 school year and used the data to write the School Improvement Plan for 2014-2015. Community member, Kimberly Koon, will coordinate fundraising as it relates to problem solving activities. Funds raised will go towards teacher grants, technology and the Good Samaritan Fund to assist students with school supplies, uniforms and nutrition. Tynishia Williams will coordinate parent involvement, attendance and discipline. PTA President, Kara Pastis, will be the liaison between the SAC and the PTA.

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

SAC was involved in the 2014-2015 annual budget during SAC meetings held in the Spring of 2014. The administration informed the SAC about new staff positions that are a part of the 2014-2015 school budget. The SAC voted on and approved spending SAC funds for staff professional development.

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

100% of school improvement funds will go towards Professional Development.

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

Yes

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

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Borrelli, Jennifer	Instructional Coach
Hay, Nathan	Assistant Principal
Bigalke, Sara	Principal
LeRoy, Erin	Instructional Coach

### Duties

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

The LLT meets monthly and is facilitated by the ELA Instructional Coach. Meetings and agendas are planned collaboratively and placed on the school calendar. The mission of the team is based on the district K-12 Reading Plan structure, 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 ELA Instructional Coach brings back training information from the monthly Instructional Coach Staff Development meetings. The team focuses on ensuring that the needs of all learners are met using all tiers of instruction.

#### Language Arts Florida Standards

In this first year of implementation of LAFS (Florida's revised Common Core State Standards), we are seeking to deepen our understanding and effectiveness as instructors. For teachers in grades 2-5, this is the second year of implementation of Common Core-aligned standards and the third year for teachers in K-1; as such 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.

#### Core Curriculum for use in Tier I and Tier II instruction

Teachers in grades K-5 are in the second year of implementation of Journeys Reading. It is critical that teachers understand the components of the series as well as how to effectively utilize them as a tool to achieve the rigor and depth of the standards. Teachers are learning to adapt the series in order to align to the curriculum standards as specified in the district's Measurement Topic Plans. The expected results are for teachers to transition from being novice users to proficient practitioners who use the reading series as one tool for students to master the standards.

#### Increasing rigor

This initiative was selected again 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 curricula and the activities to ensure that they are meeting the requirements for complexity for 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 at literacy learners. With engaging sessions for parents and students alike, the emphasis is on gaining concrete strategies that families can use at home.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

At Lake Silver, teachers have two designated collaborative planning days per week. On Thursdays, the Reading Coach, Jennifer Borrelli, assists and offers resources to each grade level while the teachers plan collaboratively. Similarly, the Math coach, Tricia Rowe, assists teachers on Fridays during Math PLC meetings. 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.

### **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. Administrators will also use the Marzano Framework for teacher evaluation to provide coaching and encouragement to teachers in order to increase retention of employees.

### **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 six 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 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. Much 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 meetings. In 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. In 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. In October, the topics of discussion include classroom observations, progress toward curriculum goals, data analysis of assessments, coping strategies for stress, the monthly calendar and important dates. In 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. In December the 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. In 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, FCAT, etc, and review the monthly calendar. In 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. In March, topics of discussion will include a review of Deliberate Practice, review of Progress Monitoring, planning for spring parent conferences and assuring that New Teacher Portfolios are close to completion. In 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.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

Teachers meet weekly with Tricia Rowe, the Instructional Math Coach, to ensure core instruction programs and materials are aligned to Florida standards. The team uses backwards design to ensure assessments and daily instruction match the full intent of standards. As a team, we examine the Test Item Specifications and align our daily instruction to meet the new expectations of Florida Standards Assessment. We design unit assessments, using the level 3 on the Measurement Topic Plans Scale, and create daily formative assessments to ensure students are moving towards full understanding of the standard. We are using resources such as Go Math!, CPALMS and MTP's additional resources to plan daily rigorous lessons.

Tricia Rowe performs classroom walkthroughs on a weekly basis and provides feedback to teachers. She models instructional strategies to ensure core instruction is aligned to the Florida standards. Teachers also meet weekly with Jennifer Borrelli, the Instructional Reading Coach, to ensure core instruction programs and materials are aligned to Florida Standards. Much like Math planning, teachers use backward design to ensure assessments and daily instruction match the full intent of the standards. Teachers and their coach examine the Test item Specifications, Measurement Topic Plans, OCPS scope and sequence to align daily instruction to meet the new expectations of Florida Standards Assessment.

#### Instructional Strategies

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

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 twice weekly in math. Tier I and Tier II data is analyzed by the instructional leadership team and grade level teachers at the student level to make Tier III decisions.

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

**Strategy: Extended School Day**

**Minutes added to school year: 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.

**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)**

- Teacher collaboration, planning and professional development

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

Hay, Nathan, nathan.hay@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.

**Strategy: Weekend Program**

**Minutes added to school year: 1,800**

Saturday School will be provided for 180 minutes, beginning in January 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**

Bigalke, Sara, sara.bigalke@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.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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 data.

**College and Career Readiness**

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

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.

***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 as part of their Specials rotation where they are introduced to a variety of programs and software to assist instruction in the classroom. Lake Silver is using 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.

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

Students attend Computer Lab as part of their Specials 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.

***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

## 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.** To narrow the achievement gap through effective and responsive implementation of the Multi-Tiered System of Support process.
  
- G2.** Increase student achievement by aligning grade level content and assessments to the Florida Standards and to Marzano's Art and Science of Teaching Framework.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. To narrow the achievement gap through effective and responsive implementation of the Multi-Tiered System of Support process. 1a**

G041754

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - ED	65.0
AMO Reading - African American	64.0
AMO Reading - SWD	52.0
FAA Reading Proficiency	
ELA/Reading Lowest 25% Gains	
Math Lowest 25% Gains	

**Resources Available to Support the Goal 2**

- Support from the Minority Achievement Office
- New Intervention curriculum and resource materials
- Plethora of technology and support staff resources

**Targeted Barriers to Achieving the Goal 3**

- Teachers lack knowledge and skill to analyze and disaggregate data for subgroups.
- School wide discipline concerns
- Teachers lack knowledge of the MTSS process.
- Teachers lack knowledge and understanding of how to differentiate instruction.

**Plan to Monitor Progress Toward G1. 8**

Instructional leadership team meetings to review data, discuss the current status of MTSS implementation, and plan for continued implementation of MTSS school-wide.

**Person Responsible**

Jennifer Borrelli

**Schedule**

Monthly, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

iObservation, PLC minutes, data meeting notes, etc. will be collected and monitored

**G2. Increase student achievement by aligning grade level content and assessments to the Florida Standards and to Marzano's Art and Science of Teaching Framework.** 1a

G036348

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Gains	65.0
Math Gains	68.0

**Resources Available to Support the Goal** 2

- OCPS Unit Lesson Planning Template
- Marzano's Art and Science of Teaching Framework
- Deconstructed Standards
- Cognitive matrices- Hess, Webb, Bloom, Marzano
- Support from the OCPS Minority Achievement Office
- Common and collaborative planning time

**Targeted Barriers to Achieving the Goal** 3

- Unfamiliarity with using Florida Standards for planning standards-based instruction, assessments, monitoring, and decision-making
- Lack of understanding connections between standards and elements from the Art and Science of Teaching Framework

**Plan to Monitor Progress Toward G2.** 8

Monitor progress toward increasing student achievement using standards-based instruction and assessments

**Person Responsible**

Sara Bigalke

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

OCPS Benchmark data, Unit Assessment data, Orange Writes, Unique Learning Systems unit data

## 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.** To narrow the achievement gap through effective and responsive implementation of the Multi-Tiered System of Support process. **1**

 G041754

**G1.B1** Teachers lack knowledge and skill to analyze and disaggregate data for subgroups. **2**

 B101435

**G1.B1.S1** Provide professional development on data analysis and disaggregation of student subgroup data. **4**

 S117834

#### Strategy Rationale

Strategic data analysis is an action that requires skill.

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

Provide professional development and support to analyze and disaggregate subgroup data.

#### Person Responsible

Sara Bigalke

#### Schedule

Weekly, from 8/19/2014 to 6/2/2015

#### Evidence of Completion

Data Meeting minutes, Voyager and i-Ready data, iObservation data, benchmark data

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

Participate in professional development and review professional development materials and sign in sheets.

**Person Responsible**

Sara Bigalke

**Schedule**

Weekly, from 8/19/2014 to 6/2/2015

***Evidence of Completion***

Data and PLC meeting sign in sheets, materials, and exit slips

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

Observe teachers as they make instructional decisions in data meetings and conduct data chats.

**Person Responsible**

Sara Bigalke

**Schedule**

Weekly, from 8/19/2014 to 6/2/2015

***Evidence of Completion***

iObservation, Voyager, i-Ready, benchmark data

**G1.B3** School wide discipline concerns **2**

 B101437

**G1.B3.S1** Implement CHAMPS as a school-wide system to promote positive behavior and MTSS-Behavior for specified students. **4**

 S117835

**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.

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

School wide implementation of CHAMPS as a positive behavior system.

**Person Responsible**

Nathan Hay

**Schedule**

On 6/3/2015

**Evidence of Completion**

Classroom walk through, iObservation data

**Action Step 2** **5**

Implement MTSS-Behavior for students need Tier II and Tier II interventions for behavior.

**Person Responsible**

Tynishia Williams

**Schedule**

Daily, from 8/25/2014 to 6/3/2015

**Evidence of Completion**

Progress Monitoring Data of Tier II and Tier II interventions.

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

Participate and lead School Wide Behavior team.

**Person Responsible**

Nathan Hay

**Schedule**

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

***Evidence of Completion***

Committee meeting minutes, iObservation data

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

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

**Person Responsible**

Sara Bigalke

**Schedule**

Weekly, from 9/1/2014 to 6/3/2015

***Evidence of Completion***

Referral data, iObservation data

**G1.B4** Teachers lack knowledge of the MTSS process. 2

 B106504

**G1.B4.S1** Provide professional development on the MTSS process. 4

 S117796

**Strategy Rationale**

To educate and inform instructional staff of the MTSS process and their role in strategic interventions and data collection.

**Action Step 1** 5

Provide professional development to instructional staff on the MTSS process.

**Person Responsible**

Jennifer Borrelli

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

***Evidence of Completion***

PD sign in, PLC minutes

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Participate in professional development and review professional development materials and sign in sheets.

**Person Responsible**

Sara Bigalke

**Schedule**

Monthly, from 9/3/2014 to 5/27/2015

***Evidence of Completion***

Professional development sign in sheets, materials, and participant exit slips.

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

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

**Person Responsible**

Sara Bigalke

**Schedule**

Daily, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

iObservation, benchmark, Voyager, FAIR data

**G1.B5 Teachers lack knowledge and understanding of how to differentiate instruction. 2**

 B106537

**G1.B5.S1 Support teachers to plan and implement differentiated activities that target individual student learning needs based on data. 4**

 S117836

**Strategy Rationale**

**Action Step 1 5**

Coaches will facilitate common planning with teachers to support them in developing differentiated instruction.

**Person Responsible**

Erin LeRoy

**Schedule**

Weekly, from 8/21/2014 to 6/3/2015

**Evidence of Completion**

PLC meeting minutes, lesson plans

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

Participate in common planning meetings and review common planning meeting minutes and lesson plans.

**Person Responsible**

Sara Bigalke

**Schedule**

Weekly, from 8/21/2014 to 6/3/2015

***Evidence of Completion***

PLC meeting minutes, lesson plans

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

Conduct classroom walk-throughs and review lesson plans for differentiated instructional strategies.

**Person Responsible**

Sara Bigalke

**Schedule**

Daily, from 8/21/2014 to 6/3/2015

***Evidence of Completion***

iObservation, Voyager, benchmark, and i-Ready data

**G2.** Increase student achievement by aligning grade level content and assessments to the Florida Standards and to Marzano's Art and Science of Teaching Framework. **1**

 G036348

**G2.B2** Unfamiliarity with using Florida Standards for planning standards-based instruction, assessments, monitoring, and decision-making **2**

 B087021

**G2.B2.S1** Classroom teachers participate in professional development on Florida Standards **4**

 S097753

### Strategy Rationale

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

Provide professional development on Florida Standards for ELA and Math

#### **Person Responsible**

Jennifer Borrelli

#### **Schedule**

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

#### **Evidence of Completion**

Attendance logs

#### Action Step 2 **5**

Ongoing professional development in using LAFS and MAFS to plan instruction for units, weeks, days

#### **Person Responsible**

Jennifer Borrelli

#### **Schedule**

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

#### **Evidence of Completion**

PLC Meeting Agendas, Meeting Notes

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

Participate in professional development and monitor alignment of the standards to instruction

**Person Responsible**

Sara Bigalke

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Lesson plans, walk-through and observation notes

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

Conduct classroom walk-throughs and review lesson plans and assessments

**Person Responsible**

Sara Bigalke

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

iObservation, benchmark, formative assessment data

**G2.B4** Lack of understanding connections between standards and elements from the Art and Science of Teaching Framework **2**

 B087023

**G2.B4.S1** Classroom teachers participate in professional development to gain an understanding of Marzano's Art and Science Design Questions with a focus on the implementation of DQ4 **4**

 S097755

**Strategy Rationale**

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

Provide initial training in the updated protocols

**Person Responsible**

Sara Bigalke

**Schedule**

On 8/20/2014

**Evidence of Completion**

Workshop handouts, attendance rosters

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** **6**

Implement initial training in DQ's 3, 4, and 9.

**Person Responsible**

Sara Bigalke

**Schedule**

On 8/20/2014

**Evidence of Completion**

Presentation handouts, attendance rosters

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

Evaluate effectiveness of initial training in DQ's 3, 4, and 9.

**Person Responsible**

Sara Bigalke

**Schedule**

Daily, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

Walk-through and observation data, including teacher scores on the scales for DQ's 3, 4, and 9.

**G2.B4.S2** Classroom teachers participate in common lesson planning focused on backwards planning of standards-aligned assessments and instruction. 4

 S097756

**Strategy Rationale**

**Action Step 1 5**

Provide teachers with a model to plan for standards-based instruction and assessments using the school lesson plan template; teachers will complete the daily/weekly instructional plans within the unit. Instructional coaches will use the Gradual Release model with teachers in unit lesson planning.

**Person Responsible**

Erin LeRoy

**Schedule**

Weekly, from 8/12/2014 to 6/3/2015

**Evidence of Completion**

Unit lesson plans, Weekly lesson plans, walk-throughs and observations

**Plan to Monitor Fidelity of Implementation of G2.B4.S2** 6

Participate in common planning meetings, sign in sheets, lesson plans and assessments

**Person Responsible**

Sara Bigalke

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

PLC minutes, lesson plans, assessments

**Plan to Monitor Effectiveness of Implementation of G2.B4.S2** 7

Conduct classroom walk-throughs, review lesson plans and assessments

**Person Responsible**

Sara Bigalke

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

iObservation, benchmark, formative assessments

**G2.B4.S3** Classroom teachers participate in weekly professional learning community meetings using the school lesson planning template as a guide to ensure the alignment of standards based instruction with the Design Questions **4**

 S097757

### Strategy Rationale

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

Teachers meet weekly with the PLC teams for common and collaborate planning focused on aligning instruction to the standards through effective use of the Design Questions

#### **Person Responsible**

Jennifer Borrelli

#### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

#### **Evidence of Completion**

PLC meeting agendas

#### Plan to Monitor Fidelity of Implementation of G2.B4.S3 **6**

Participate in PLC meetings and review lesson plans and assessments.

#### **Person Responsible**

Sara Bigalke

#### **Schedule**

Weekly, from 8/18/2014 to 6/3/2015

#### **Evidence of Completion**

PLC minutes, lesson plans and assessments

**Plan to Monitor Effectiveness of Implementation of G2.B4.S3 7**

Conduct classroom walk-throughs, review lesson plans

**Person Responsible**

Sara Bigalke

**Schedule**

Daily, from 8/18/2014 to 6/3/2015

**Evidence of Completion**

iObservation, benchmark, formative assessment data

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A1	Provide professional development on Florida Standards for ELA and Math	Borrelli, Jennifer	8/11/2014	Attendance logs	6/3/2015 weekly
G2.B4.S1.A1	Provide initial training in the updated protocols	Bigalke, Sara	8/20/2014	Workshop handouts, attendance rosters	8/20/2014 one-time
G2.B4.S2.A1	Provide teachers with a model to plan for standards-based instruction and assessments using the school lesson plan template; teachers will complete the daily/weekly instructional plans within the unit. Instructional coaches will use the Gradual Release model with teachers in unit lesson planning.	LeRoy, Erin	8/12/2014	Unit lesson plans, Weekly lesson plans, walk-throughs and observations	6/3/2015 weekly
G2.B4.S3.A1	Teachers meet weekly with the PLC teams for common and collaborate planning focused on aligning instruction to the standards through effective use of the Design Questions	Borrelli, Jennifer	8/18/2014	PLC meeting agendas	6/3/2015 weekly
G1.B4.S1.A1	Provide professional development to instructional staff on the MTSS process.	Borrelli, Jennifer	9/3/2014	PD sign in, PLC minutes	5/27/2015 monthly
G1.B1.S1.A1	Provide professional development and support to analyze and disaggregate subgroup data.	Bigalke, Sara	8/19/2014	Data Meeting minutes, Voyager and i-Ready data, iObservation data, benchmark data	6/2/2015 weekly
G1.B3.S1.A1	School wide implementation of CHAMPS as a positive behavior system.	Hay, Nathan	8/18/2014	Classroom walk through, iObservation data	6/3/2015 one-time
G1.B5.S1.A1	Coaches will facilitate common planning with teachers to support them in developing differentiated instruction.	LeRoy, Erin	8/21/2014	PLC meeting minutes, lesson plans	6/3/2015 weekly
G2.B2.S1.A2	Ongoing professional development in using LAFS and MAFS to plan instruction for units, weeks, days	Borrelli, Jennifer	8/11/2014	PLC Meeting Agendas, Meeting Notes	6/3/2015 weekly
G1.B3.S1.A2	Implement MTSS-Behavior for students need Tier II and Tier II interventions for behavior.	Williams, Tynishia	8/25/2014	Progress Monitoring Data of Tier II and Tier II interventions.	6/3/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Instructional leadership team meetings to review data, discuss the current status of MTSS implementation, and plan for continued implementation of MTSS school-wide.	Borrelli, Jennifer	9/3/2014	iObservation, PLC minutes, data meeting notes, etc. will be collected and monitored	6/3/2015 monthly
G1.B4.S1.MA1	Observe teachers as they provide strategic interventions, collect data, and make instructional decisions.	Bigalke, Sara	9/3/2014	iObservation, benchmark, Voyager, FAIR data	6/3/2015 daily
G1.B4.S1.MA1	Participate in professional development and review professional development materials and sign in sheets.	Bigalke, Sara	9/3/2014	Professional development sign in sheets, materials, and participant exit slips.	5/27/2015 monthly
G1.B1.S1.MA1	Observe teachers as they make instructional decisions in data meetings and conduct data chats.	Bigalke, Sara	8/19/2014	iObservation, Voyager, i-Ready, benchmark data	6/2/2015 weekly
G1.B1.S1.MA1	Participate in professional development and review professional development materials and sign in sheets.	Bigalke, Sara	8/19/2014	Data and PLC meeting sign in sheets, materials, and exit slips	6/2/2015 weekly
G1.B3.S1.MA1	Referral data will be monitored to measure the effectiveness of CHAMPS implementation.	Bigalke, Sara	9/1/2014	Referral data, iObservation data	6/3/2015 weekly
G1.B3.S1.MA1	Participate and lead School Wide Behavior team.	Hay, Nathan	8/11/2014	Committee meeting minutes, iObservation data	6/3/2015 monthly
G1.B5.S1.MA1	Conduct classroom walk-throughs and review lesson plans for differentiated instructional strategies.	Bigalke, Sara	8/21/2014	iObservation, Voyager, benchmark, and i-Ready data	6/3/2015 daily
G1.B5.S1.MA1	Participate in common planning meetings and review common planning meeting minutes and lesson plans.	Bigalke, Sara	8/21/2014	PLC meeting minutes, lesson plans	6/3/2015 weekly
G2.MA1	Monitor progress toward increasing student achievement using standards-based instruction and assessments	Bigalke, Sara	8/18/2014	OCPS Benchmark data, Unit Assessment data, Orange Writes, Unique Learning Systems unit data	6/3/2015 daily
G2.B2.S1.MA1	Conduct classroom walk-throughs and review lesson plans and assessments	Bigalke, Sara	8/18/2014	iObservation, benchmark, formative assessment data	6/3/2015 daily
G2.B2.S1.MA1	Participate in professional development and monitor alignment of the standards to instruction	Bigalke, Sara	8/18/2014	Lesson plans, walk-through and observation notes	6/3/2015 weekly
G2.B4.S1.MA1	Evaluate effectiveness of initial training in DQ's 3, 4, and 9.	Bigalke, Sara	9/8/2014	Walk-through and observation data, including teacher scores on the scales for DQ's 3, 4, and 9.	6/3/2015 daily
G2.B4.S1.MA1	Implement initial training in DQ's 3, 4, and 9.	Bigalke, Sara	8/20/2014	Presentation handouts, attendance rosters	8/20/2014 one-time
G2.B4.S2.MA1	Conduct classroom walk-throughs, review lesson plans and assessments	Bigalke, Sara	8/18/2014	iObservation, benchmark, formative assessments	6/3/2015 weekly
G2.B4.S2.MA1	Participate in common planning meetings, sign in sheets, lesson plans and assessments	Bigalke, Sara	8/18/2014	PLC minutes, lesson plans, assessments	6/3/2015 weekly
G2.B4.S3.MA1	Conduct classroom walk-throughs, review lesson plans	Bigalke, Sara	8/18/2014	iObservation, benchmark, formative assessment data	6/3/2015 daily
G2.B4.S3.MA1	Participate in PLC meetings and review lesson plans and assessments.	Bigalke, Sara	8/18/2014	PLC minutes, lesson plans and assessments	6/3/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** To narrow the achievement gap through effective and responsive implementation of the Multi-Tiered System of Support process.

**G1.B1** Teachers lack knowledge and skill to analyze and disaggregate data for subgroups.

**G1.B1.S1** Provide professional development on data analysis and disaggregation of student subgroup data.

### **PD Opportunity 1**

Provide professional development and support to analyze and disaggregate subgroup data.

#### **Facilitator**

Sara Bigalke

#### **Participants**

All Instructional staff will participate.

#### **Schedule**

Weekly, from 8/19/2014 to 6/2/2015

**G1.B4** Teachers lack knowledge of the MTSS process.

**G1.B4.S1** Provide professional development on the MTSS process.

### **PD Opportunity 1**

Provide professional development to instructional staff on the MTSS process.

#### **Facilitator**

Jennifer Borrelli

#### **Participants**

All Instructional Staff and Classified Staff involved in the MTSS process

#### **Schedule**

Monthly, from 9/3/2014 to 5/27/2015

**G2.** Increase student achievement by aligning grade level content and assessments to the Florida Standards and to Marzano's Art and Science of Teaching Framework.

**G2.B2** Unfamiliarity with using Florida Standards for planning standards-based instruction, assessments, monitoring, and decision-making

**G2.B2.S1** Classroom teachers participate in professional development on Florida Standards

**PD Opportunity 1**

Provide professional development on Florida Standards for ELA and Math

**Facilitator**

Jennifer Borrelli (reading coach) and Tricia Rowe (math coach)

**Participants**

Instructional Staff

**Schedule**

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

**PD Opportunity 2**

Ongoing professional development in using LAFS and MAFS to plan instruction for units, weeks, days

**Facilitator**

Jennifer Borrelli (reading coach) and Tricia Rowe (math coach)

**Participants**

Instructional Staff

**Schedule**

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

**G2.B4** Lack of understanding connections between standards and elements from the Art and Science of Teaching Framework

**G2.B4.S1** Classroom teachers participate in professional development to gain an understanding of Marzano's Art and Science Design Questions with a focus on the implementation of DQ4

**PD Opportunity 1**

Provide initial training in the updated protocols

**Facilitator**

Sara Bigalke

**Participants**

Lake Silver Elementary faculty members

**Schedule**

On 8/20/2014

**G2.B4.S2** Classroom teachers participate in common lesson planning focused on backwards planning of standards-aligned assessments and instruction.

**PD Opportunity 1**

Provide teachers with a model to plan for standards-based instruction and assessments using the school lesson plan template; teachers will complete the daily/weekly instructional plans within the unit. Instructional coaches will use the Gradual Release model with teachers in unit lesson planning.

**Facilitator**

Instructional Coaches

**Participants**

Lake Silver faculty members

**Schedule**

Weekly, from 8/12/2014 to 6/3/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0