

Orange County Public Schools

Lake Silver Elementary



2015-16 School Improvement Plan

Lake Silver Elementary

2401 N RIO GRANDE AVE, Orlando, FL 32804

www.ocps.net/lc/north/els

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	65%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
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 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.

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 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 Behavior Specialist reviews 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.

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 has implemented 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 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 meets 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 has 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 models and teaches the expected behaviors to the students. For reinforcement, Lake Silver utilizes 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 are still enforced for negative behavior; however the focus is on changing the negative behavior and teaching positive replacement behaviors.

In response to feedback from teachers and other stakeholders, Lake Silver will incorporate aspects of Conscious Discipline this year. 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.

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 Brittany Moran. 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 and 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 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.

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	19	15	18	14	14	9	89
One or more suspensions	4	6	9	4	2	5	30
Course failure in ELA or Math	15	32	32	61	45	35	220
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	9	8	11	7	6	48

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 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 30 percent according to ongoing progress monitoring 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 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. 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 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.

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. 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 2016-2016 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:

Name	Title
Bigalke, Sara	Principal
Galbraith, Gorsha	Assistant Principal
LeRoy, Erin	Instructional Coach
Borrelli, Jennifer	Instructional Coach
Daniel, Terrell	SAC Member
Williams, Tynishia	Dean
Rowe, Patricia	Instructional Coach
Shivers, Brandon	Instructional Coach
Pinchevsky, Terri	Assistant Principal
Thompson, Carla	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
- Gorsha Galbraith – Assistant Principal
- Terri Pinchevsky -- Assistant Principal, ESE
- Erin LeRoy - CRT
- Carla Thompson -- Reading Coach

Jennifer Borrelli – MTSS Coach
Tricia Rowe – Math Coach
Brandon Shivers – Science/Writing Coach
Robin McCauley – Staffing Specialist
Tynishia Williams – Behavior Specialist
Brittany Moran – Guidance Counselor
Terrell Daniel – 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, Ms. Galbraith, 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. 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. Pinchevsky 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. Ms. Moran 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. Ms. Williams works with our teachers to provide them resources that can be used when working with 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 2014-15 school year it was decided that the school should continue implementation of Positive Behavior Intervention Supports (PBIS) to foster a positive learning environment for students and also adopt Conscious Discipline to meet the needs of the whole child. This year, data demonstrates that we are as a school closing the achievement gap. However, math gains are less than reading. As a result, greater emphasis will be placed on small group learning in math, and differentiated instruction for all subjects. 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 all academic needs. The team works to accomplish the desired effect of maximizing student learning.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sara Bigalke	Principal
Angelina Downing	Teacher
Damaris Rosado	Education Support Employee
Meghan Warrick	Business/Community
Brittany Moran	Teacher
Kimberly Gibson	Parent
Colleen Tenney	Parent
Donna Hansen	Parent
Patricia Rapp	Parent
Terrell "Lamb" Daniel	Teacher
Marc Dareus	Parent
Nichole McDonald-Wilkerson	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 2014-2015 school year. She discussed with the SAC the problem solving meetings and trainings that were held in July and August with the staff 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 2015-2016 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 AdvancEd stakeholder surveys from 2014-2015 school year and used the data to write the School Improvement Plan for 2015-2016. Community member, Donna Hansen, 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. 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 2015-2016 annual budget during SAC meetings held in the Spring of 2015. The administration informed the SAC about new staff positions that are a part of the 2015-2016 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:

Name	Title
Borrelli, Jennifer	Instructional Coach
Galbraith, Gorsha	Assistant Principal
Bigalke, Sara	Principal
LeRoy, Erin	Instructional Coach
Shivers, Brandon	Instructional Coach
Murphy, Peggy	Instructional Media
Mason, Stephanie	Teacher, ESE
Thompson, Carla	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT meets monthly and is facilitated by the ELA and MTSS Instructional Coaches. 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.

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 curricula 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.

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 Tuesdays, the Reading Coach, Carla Thompson, assists and offers resources to each grade level while the teachers plan collaboratively. Similarly, the Math coach, Tricia Rowe, assists teachers on Thursdays 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. 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.

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 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 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, FSA, 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 winter 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 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 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 Houghton Mifflin Journeys, Go Math!, CPALMS and MTP's additional resources to plan daily rigorous lessons.

Instructional coaches perform classroom walkthroughs on a weekly basis and provides feedback to teachers. They model instructional strategies to ensure core instruction is aligned to the Florida standards.

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 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.

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. Enrichment through club activities will also be added to the tutoring opportunity this school year.

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

Galbraith, Gorsha, gorsha.galbraith@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 MAP, 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 MAP, 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, MAP, 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 are taught by at least two instructors, spend a great deal of time learning organization and study skills, and visit their assigned middle school in the spring. Our guidance counselor communicates consistently with those at Lee Middle School, in order to ensure that our students arrive fully prepared for their secondary education experience.

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 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. 4th grade students will also be taught computer programming by an outside company, Source Code. Students will learn the skills and strategies needed to code in the language of computers.

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 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.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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 differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps)

- G2.** Increase student achievement by enhancing the rigor of instruction, aligning grade level content and assessments to the Florida Standards and to Marzano's Art and Science of Teaching Framework. (Accelerate Student Performance)

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 differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps) 1a

G072843

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	
AMO Reading - African American	
AMO Reading - SWD	
FAA Reading Proficiency	75.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Plethora of technology and support staff resources
- Intervention curriculum and resource materials

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 differentiated instruction and MTSS implementation, and plan for continued implementation of MTSS school-wide.

Person Responsible

Sara Bigalke

Schedule

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

Evidence of Completion

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

G2. Increase student achievement by enhancing the rigor of instruction, aligning grade level content and assessments to the Florida Standards and to Marzano's Art and Science of Teaching Framework. (Accelerate Student Performance) 1a

G072844

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
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 Marzano's Taxonomy and the Florida Standards for planning rigorous, standards-based instruction, assessments, monitoring, and decision-making
- Lack of understanding connections between rigorous instruction and the Florida standards and elements from the Art and Science of Teaching Framework
- A great deal of instruction observed remains within Marzano's Design Question 2, and it not at the level of rigor required of the standard.

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 8/17/2015 to 6/1/2016

Evidence of Completion

Ongoing Progress Monitoring 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 differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps) **1**

 G072843

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

 B190127

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

 S201522

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 8/17/2015 to 6/1/2016

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, summative assessments, Voyager, i-Ready, benchmark data

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

 B190129

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

 S201523

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**

School wide implementation of CHAMPS and Conscious Discipline as a positive behavior system.

Person Responsible

Tynishia Williams

Schedule

On 6/1/2016

Evidence of Completion

Classroom walk through, iObservation data

Action Step 2 **5**

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

Person Responsible

Tynishia Williams

Schedule

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

Evidence of Completion

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

Action Step 3 5

Professional development will be provided on Marzano's Design Question 9, specifically Element 39: maintaining high expectations for ALL students.

Person Responsible

Brandon Shivers

Schedule

On 8/20/2015

Evidence of Completion

iObservation, referral data, ongoing progress monitoring data

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

Participate and lead School Wide Behavior team.

Person Responsible

Gorsha Galbraith

Schedule

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

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 and Conscious Discipline implementation.

Person Responsible

Sara Bigalke

Schedule

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

Evidence of Completion

Referral data, iObservation data

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

B190130

G1.B4.S1 Provide ongoing professional development on the MTSS process and monitoring of student progress. 4

S201524

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 8/17/2015 to 6/1/2016

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 8/17/2015 to 6/1/2016

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 8/17/2015 to 6/1/2016


Evidence of Completion

iObservation, benchmark, Voyager, ongoing progress monitoring data

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

 B190131

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

 S201525

Strategy Rationale

In order to close the achievement gap, effective differentiated instruction must occur so that the learning needs of every child are met.

Action Step 1 5

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

Person Responsible

Sara Bigalke

Schedule

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

Evidence of Completion

PLC meeting minutes, lesson plans

Action Step 2 5

Professional development on differentiated instruction will be provided. This will include topics such as small group reading and math learning centers, Kagan strategies, and formative assessments.

Person Responsible

Sara Bigalke

Schedule

Monthly, from 8/20/2015 to 6/1/2016

Evidence of Completion

PD agenda and attendance, lesson plan review, PLC minutes

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 8/17/2015 to 6/1/2016

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 8/17/2015 to 6/1/2016


Evidence of Completion

iObservation, Voyager, benchmark, and i-Ready data

G2. Increase student achievement by enhancing the rigor of instruction, aligning grade level content and assessments to the Florida Standards and to Marzano's Art and Science of Teaching Framework. (Accelerate Student Performance) **1**

 G072844

G2.B1 Unfamiliarity with using Marzano's Taxonomy and the Florida Standards for planning rigorous, standards-based instruction, assessments, monitoring, and decision-making **2**

 B190133

G2.B1.S1 Classroom teachers participate in professional development on Marzano's Super Seven Elements for Rigor and the standards-based classroom. **4**

 S201526

Strategy Rationale

The effective use of Marzano's Super Seven Elements within instruction will result in increased rigor and student achievement.

Action Step 1 **5**

Provide professional development on Marzano's Super Seven Elements and the standards-based classroom.

Person Responsible

Sara Bigalke

Schedule

On 8/20/2015

Evidence of Completion

Attendance logs

Action Step 2 **5**

Ongoing professional development in using Marzano's Taxonomy to plan rigorous instruction for units, weeks, days

Person Responsible

Sara Bigalke

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.B1.S1 6

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

Person Responsible

Sara Bigalke

Schedule

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

Evidence of Completion

Lesson plans, walk-through and observation notes

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

Conduct classroom walk-throughs and review lesson plans and assessments

Person Responsible

Sara Bigalke


Schedule

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


Evidence of Completion

iObservation, summative and formative assessment data

G2.B2 Lack of understanding connections between rigorous instruction and the Florida standards and elements from the Art and Science of Teaching Framework **2**

 B190134

G2.B2.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**

 S201527

Strategy Rationale

A deep understanding of Marzano's Instructional Framework is essential for teachers in order to ensure rigorous instruction.

Action Step 1 **5**

Provide initial training in Marzano's Super Seven Elements to promote Rigor and the standards-based classroom.

Person Responsible

Sara Bigalke

Schedule

On 8/17/2015

Evidence of Completion

Workshop handouts, attendance rosters

Action Step 2 **5**

Conduct Deliberate Practice book studies on Marzano's Super Seven Elements to promote rigor.

Person Responsible

Sara Bigalke

Schedule

Monthly, from 8/26/2015 to 6/1/2016

Evidence of Completion

Book study meeting agendas, iObservation data on Deliberate Practice Elements

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

Implement initial training in Marzano's Super Seven Elements and the standards-based classroom.

Person Responsible

Sara Bigalke

Schedule

On 8/20/2015

Evidence of Completion

Presentation handouts, attendance rosters

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

Evaluate effectiveness of initial training.

Person Responsible

Sara Bigalke

Schedule

Daily, from 8/24/2015 to 6/1/2016

Evidence of Completion

Walk-through and observation data, including teacher scores on the super seven elements.

G2.B2.S2 Classroom teachers participate in common lesson planning focused on backwards planning of standards-aligned assessments and instruction. 4

 S201528

Strategy Rationale

Common lesson planning allows for collaboration and ceaseless professional development.

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

Sara Bigalke

Schedule

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

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

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

Person Responsible

Sara Bigalke

Schedule

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

Evidence of Completion

PLC minutes, lesson plans, assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Conduct classroom walk-throughs, review lesson plans and assessments

Person Responsible

Sara Bigalke

Schedule

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

Evidence of Completion

iObservation, summative and formative assessments

G2.B2.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

 S201529

Strategy Rationale

The Lake Silver Lesson Plan Template ensures backwards planning with a focus on Marzano's Framework for Teaching and standards-based instruction.

Action Step 1 5

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

Person Responsible

Sara Bigalke

Schedule

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

Evidence of Completion

PLC meeting agendas

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Participate in PLC meetings and review lesson plans and assessments.

Person Responsible

Sara Bigalke

Schedule

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

Evidence of Completion

PLC minutes, lesson plans and assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Conduct classroom walk-throughs, review lesson plans

Person Responsible

Sara Bigalke

Schedule

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

Evidence of Completion

iObservation, summative and 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
G1.B1.S1.A1	Provide professional development and support to analyze and disaggregate subgroup data.	Bigalke, Sara	8/17/2015	Data Meeting minutes, Voyager and i-Ready data, iObservation data, benchmark data	6/1/2016 weekly
G1.B3.S1.A1	School wide implementation of CHAMPS and Conscious Discipline as a positive behavior system.	Williams, Tynishia	8/17/2015	Classroom walk through, iObservation data	6/1/2016 one-time
G1.B4.S1.A1	Provide professional development to instructional staff on the MTSS process.	Borrelli, Jennifer	8/17/2015	PD sign in, PLC minutes	6/1/2016 monthly
G1.B5.S1.A1	Coaches will facilitate common planning with teachers to support them in developing differentiated instruction.	Bigalke, Sara	8/17/2015	PLC meeting minutes, lesson plans	6/1/2016 weekly
G2.B1.S1.A1	Provide professional development on Marzano's Super Seven Elements and the standards-based classroom.	Bigalke, Sara	8/20/2015	Attendance logs	8/20/2015 one-time
G2.B2.S1.A1	Provide initial training in Marzano's Super Seven Elements to promote	Bigalke, Sara	8/17/2015	Workshop handouts, attendance rosters	8/17/2015 one-time

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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
	Rigor and the standards-based classroom.				
G2.B2.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.	Bigalke, Sara	8/17/2015	Unit lesson plans, Weekly lesson plans, walk-throughs and observations	6/1/2016 weekly
G2.B2.S3.A1	Teachers meet twice weekly with the PLC teams for common and collaborative planning focused on aligning instruction to the standards through effective use of the Design Questions	Bigalke, Sara	8/17/2015	PLC meeting agendas	6/1/2016 weekly
G1.B3.S1.A2	Implement MTSS-Behavior for students in need of Tier II and Tier III interventions for behavior.	Williams, Tynishia	8/17/2015	Progress Monitoring Data of Tier II and Tier II interventions and referral data	6/1/2016 daily
G1.B5.S1.A2	Professional development on differentiated instruction will be provided. This will include topics such as small group reading and math learning centers, Kagan strategies, and formative assessments.	Bigalke, Sara	8/20/2015	PD agenda and attendance, lesson plan review, PLC minutes	6/1/2016 monthly
G2.B1.S1.A2	Ongoing professional development in using Marzano's Taxonomy to plan rigorous instruction for units, weeks, days	Bigalke, Sara	8/11/2014	PLC Meeting Agendas, Meeting Notes	6/3/2015 weekly
G2.B2.S1.A2	Conduct Deliberate Practice book studies on Marzano's Super Seven Elements to promote rigor.	Bigalke, Sara	8/26/2015	Book study meeting agendas, iObservation data on Deliberate Practice Elements	6/1/2016 monthly
G1.B3.S1.A3	Professional development will be provided on Marzano's Design Question 9, specifically Element 39: maintaining high expectations for ALL students.	Shivers, Brandon	8/20/2015	iObservation, referral data, ongoing progress monitoring data	8/20/2015 one-time
G1.MA1	Instructional leadership team meetings to review data, discuss the current status of differentiated instruction and MTSS implementation, and plan for continued implementation of MTSS school-wide.	Bigalke, Sara	8/17/2015	iObservation, PLC minutes, data meeting notes, etc. will be collected and monitored	6/1/2016 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, summative assessments, 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 and Conscious Discipline implementation.	Bigalke, Sara	8/17/2015	Referral data, iObservation data	6/1/2016 weekly
G1.B3.S1.MA1	Participate and lead School Wide Behavior team.	Galbraith, Gorsha	8/17/2015	Committee meeting minutes, iObservation data	6/1/2016 monthly
G1.B4.S1.MA1	Observe teachers as they provide strategic interventions, collect data, and make instructional decisions.	Bigalke, Sara	8/17/2015	iObservation, benchmark, Voyager, ongoing progress monitoring data	6/1/2016 daily
G1.B4.S1.MA1	Participate in professional development and review professional development materials and sign in sheets.	Bigalke, Sara	8/17/2015	Professional development sign in sheets, materials, and participant exit slips.	6/1/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1	Conduct classroom walk-throughs and review lesson plans for differentiated instructional strategies.	Bigalke, Sara	8/17/2015	iObservation, Voyager, benchmark, and i-Ready data	6/1/2016 daily
G1.B5.S1.MA1	Participate in common planning meetings and review common planning meeting minutes and lesson plans.	Bigalke, Sara	8/17/2015	PLC meeting minutes, lesson plans	6/1/2016 weekly
G2.MA1	Monitor progress toward increasing student achievement using standards-based instruction and assessments	Bigalke, Sara	8/17/2015	Ongoing Progress Monitoring data, Unit Assessment data, Orange Writes, Unique Learning Systems unit data	6/1/2016 daily
G2.B1.S1.MA1	Conduct classroom walk-throughs and review lesson plans and assessments	Bigalke, Sara	8/17/2015	iObservation, summative and formative assessment data	6/1/2016 daily
G2.B1.S1.MA1	Participate in professional development and monitor alignment of the standards to instruction	Bigalke, Sara	8/17/2015	Lesson plans, walk-through and observation notes	6/1/2016 weekly
G2.B2.S1.MA1	Evaluate effectiveness of initial training.	Bigalke, Sara	8/24/2015	Walk-through and observation data, including teacher scores on the super seven elements.	6/1/2016 daily
G2.B2.S1.MA1	Implement initial training in Marzano's Super Seven Elements and the standards-based classroom.	Bigalke, Sara	8/20/2015	Presentation handouts, attendance rosters	8/20/2015 one-time
G2.B2.S2.MA1	Conduct classroom walk-throughs, review lesson plans and assessments	Bigalke, Sara	8/17/2015	iObservation, summative and formative assessments	6/1/2016 weekly
G2.B2.S2.MA1	Participate in common planning meetings, sign in sheets, lesson plans and assessments	Bigalke, Sara	8/17/2015	PLC minutes, lesson plans, assessments	6/1/2016 weekly
G2.B2.S3.MA1	Conduct classroom walk-throughs, review lesson plans	Bigalke, Sara	8/17/2015	iObservation, summative and formative assessment data	6/1/2016 daily
G2.B2.S3.MA1	Participate in PLC meetings and review lesson plans and assessments.	Bigalke, Sara	8/17/2015	PLC minutes, lesson plans and assessments	6/1/2016 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 differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Narrow Achievement Gaps)

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 8/17/2015 to 6/1/2016

G1.B3 School wide discipline concerns

G1.B3.S1 Continue CHAMPS as a school-wide system to promote positive behavior and incorporate Conscious Discipline and MTSS-Behavior for specified students.

PD Opportunity 1

Professional development will be provided on Marzano's Design Question 9, specifically Element 39: maintaining high expectations for ALL students.

Facilitator

Brandon Shivers

Participants

Instructional Staff Members

Schedule

On 8/20/2015

G1.B4 Teachers lack knowledge of the MTSS process.

G1.B4.S1 Provide ongoing professional development on the MTSS process and monitoring of student progress.

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 8/17/2015 to 6/1/2016

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

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

PD Opportunity 1

Professional development on differentiated instruction will be provided. This will include topics such as small group reading and math learning centers, Kagan strategies, and formative assessments.

Facilitator

Carla Thompson, Tricia Rowe - Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/20/2015 to 6/1/2016

G2. Increase student achievement by enhancing the rigor of instruction, aligning grade level content and assessments to the Florida Standards and to Marzano's Art and Science of Teaching Framework. (Accelerate Student Performance)

G2.B1 Unfamiliarity with using Marzano's Taxonomy and the Florida Standards for planning rigorous, standards-based instruction, assessments, monitoring, and decision-making

G2.B1.S1 Classroom teachers participate in professional development on Marzano's Super Seven Elements for Rigor and the standards-based classroom.

PD Opportunity 1

Provide professional development on Marzano's Super Seven Elements and the standards-based classroom.

Facilitator

Sara Bigalke, Erin LeRoy, Tricia Rowe, Brandon Shivers

Participants

Instructional Staff

Schedule

On 8/20/2015

PD Opportunity 2

Ongoing professional development in using Marzano's Taxonomy to plan rigorous instruction for units, weeks, days

Facilitator

Carla Thompson (reading coach) and Tricia Rowe (math coach)

Participants

Instructional Staff

Schedule

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

G2.B2 Lack of understanding connections between rigorous instruction and the Florida standards and elements from the Art and Science of Teaching Framework

G2.B2.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 Marzano's Super Seven Elements to promote Rigor and the standards-based classroom.

Facilitator

Sara Bigalke

Participants

Instructional Staff

Schedule

On 8/17/2015

PD Opportunity 2

Conduct Deliberate Practice book studies on Marzano's Super Seven Elements to promote rigor.

Facilitator

Instructional Coaches will each lead a book study.

Participants

Instructional Staff

Schedule

Monthly, from 8/26/2015 to 6/1/2016

G2.B2.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 8/17/2015 to 6/1/2016

G2.B2.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

PD Opportunity 1

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

Facilitator

Carla Thompson (reading coach) and Tricia Rowe (math coach)

Participants

Instructional Staff

Schedule

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development and support to analyze and disaggregate subgroup data.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$500.00
2	G1.B3.S1.A1	School wide implementation of CHAMPS and Conscious Discipline as a positive behavior system.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$2,000.00
3	G1.B3.S1.A2	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	2015-16
			0521 - Lake Silver Elementary			\$500.00
4	G1.B3.S1.A3	Professional development will be provided on Marzano's Design Question 9, specifically Element 39: maintaining high expectations for ALL students.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$200.00
5	G1.B4.S1.A1	Provide professional development to instructional staff on the MTSS process.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$200.00
6	G1.B5.S1.A1	Coaches will facilitate common planning with teachers to support them in developing differentiated instruction.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$200.00

Budget Data

7	G1.B5.S1.A2	Professional development on differentiated instruction will be provided. This will include topics such as small group reading and math learning centers, Kagan strategies, and formative assessments.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$2,000.00
8	G2.B1.S1.A1	Provide professional development on Marzano's Super Seven Elements and the standards-based classroom.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$1,000.00
9	G2.B1.S1.A2	Ongoing professional development in using Marzano's Taxonomy to plan rigorous instruction for units, weeks, days				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$500.00
10	G2.B2.S1.A1	Provide initial training in Marzano's Super Seven Elements to promote Rigor and the standards-based classroom.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$200.00
11	G2.B2.S1.A2	Conduct Deliberate Practice book studies on Marzano's Super Seven Elements to promote rigor.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$1,000.00
12	G2.B2.S2.A1	Provide teachers with a model to plan for 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.				\$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$200.00
13	G2.B2.S3.A1	Teachers meet twice weekly with the PLC teams for common and collaborative planning focused on aligning instruction to the standards through effective use of the Design Questions				\$200.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0521 - Lake Silver Elementary			\$200.00
					Total:	\$8,700.00