Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.

Lake Orienta Elementary School

School Improvement Plan 2012-2013

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EVALUATION OF SCHOOL IMPROVEMENT PLAN
2011-2012

Reading Goals (accountability group)		Current (2011)	% +/-	Expected	Actual (2012)	Met (Y,N,P)
Proficiency Level 3+		84%	6%	90%	68.5%	N
High standards Level 4+		49%	6%	55%	36.1%	N
Proficiency Level 3+ in AYP subgroups						
	White	76%	+24%	100%	86.8%	N
	Black	64%	+5%	69%	55.6%	N
	Hispanic	71%	+11.1%	82.1%	59.6%	N
	ELL	58%	+5.2%	63.2%	41.9%	N
	SWD	67%	+33%	100%	47.6%	N
	ED	71%	+8.1%	79.1%	63.0%	N
Learning Gains		71.4%	8.6%	80%	72.3%	N
Lowest 25% making Learning Gains		75%	5%	80%	79.4%	N
Learning Gains Levels 4/5		71.4%	3.6%	75%	89.6%	Y
Learning Gains in AYP subgroups						
	White	75.6%	+4.4%	80%	75.0%	N
	Black	71%	+9%	80%	75.7%	N
	Hispanic	72%	+8%	80%	64.2%	N
	ELL	57.9%	+2.1%	60%	64.3%	Y
	SWD	66.7%	+3.3%	70%	76.0%	Y
	ED	70.0%	+0.0	70.8%	71.6%	Y

Math Goals (accountability group)		Current	% +/-	Expected	Actual	Met (Y,N,P)
Proficiency Level 3+		82.1%	+7.9%	90%	66.1%	N
High standards Level 4+		47.3%	+7.7%	55%	36.8%	N
Proficiency Level 3+ in AYP subgroups						
	White	95.2%	+2.8%	98%	80.3%	N
	Black	69%	+11%	80%	58.7%	N
	Hispanic	76%	+4%	80%	58.9%	N
	ELL	63.2%	+1.8%	65%	38.7%	N
	SWD	55.6%	+4.4%	60%	61.9%	Y
	ED	76%	+4%	80%	59.9%	N
Learning Gains		61.5%	8.5%	70%	76.6%	Y
Lowest 25% making Learning Gains		53.8%	+26.2%	80%	82.4%	Y

Learning Gains Levels 4/5		50%	+10%	60%	94.4%	Y
Learning Gains in AYP subgroups						
	White	64.4%	+10%	74.4%	92.5%	Y
	Black	69%	+11%	80%	64.9%	N
	Hispanic	62.9%	+10%	72.9%	73.6%	Y
	ELL	52.6%	+10%	62.6%	64.3%	Y
	SWD	55.6%	+10%	65.6%	76.0%	Y
	ED	63.2%	+5%	68.2%	71.6%	Y

Writing Goals (accountability group)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Score		97.4%	2.6%	100%	82.9%	N
High standards Score 6.0		6.8%	+3.2%	10%	0.0%	N
Proficiency Score in AYP subgroups						
	White	84.2%	+5%	89.2%	82.6%	N
	Black	88.2%	+5%	93.2%	85.7%	N
	Hispanic	95.0%	+3%	98%	77.3%	N
	ELL	100%		100%	71.4%	N
	SWD	NA	NA	NA	71.4%	NA
	ED	92.1%	+5%	97.1%	81.8%	N
High standards Score 6.0 in AYP subgroups						
	White	15.8%	+3%	18.8%	0.0%	N
	Black	5.9%	+3%	8.9%	0.0%	N
	Hispanic	0.0%	+3%	3%	0.0%	N
	ELL	0.0%	+3%	3%	0.0%	N
	SWD	NA	NA	NA	0.0%	N
	ED	5.3%	+3%	8.3%	0.0%	N

Science Goals (ES and MS accountability groups)		**Current**	**% +/-**	**Expected**	**Actual**	**Met (Y,N,P)**
Proficiency Level 3+		74%	6%	80%	72.7%	Y
High standards Level 4+		20.8%	9.2%	30%	28.6%	Y
Proficiency Level 3+in AYP subgroups						
	White	95.7%	+3%	98.7%	91.3%	N
	Black	63.6%	+3%	66.6%	50.0%	N
	Hispanic	60.7%	+3%	63.7%	71.9%	Y
	ELL	42.9%	+3%	45.9%	42.9%	N
	SWD	50%	+3%	53%	100.0%	Y
	ED	61.2%	+3%	+64.2%	69.8%	Y
High standards Level 4+ in AYP subgroups						
	White	43.5%	+3%	45.5%	52.2%	Y

Black	4.5%	+3%	7.5%	11.1%	Y
Hispanic	10.7%	+3%	13.7%	15.6%	Y
ELL	0.0%	+3%	3%	14.3%	Y
SWD	50%	+3%	53%	60.0%	Y
ED	61.2%	+3%	64.2%	20.8%	N

Advanced Coursework Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Participation in advanced coursework	29%	+5%	34%	90.9%	Y
Performance in advanced coursework	82%	+5%	87%	90.0%	Y

Discipline Goals	Current %	% +/-	Expected %	Actual %	Met (Y,N,P)
Number of in-school suspensions	2	0	2	2%	Y
Total number of students suspended in school	1	0	1	1%	Y
Number of out-of-school suspensions	24	-14	10	5	Y
Total number of students suspended out of school (unduplicated)	14	-9	5	5	Y

Graduation/On-Time Promotion/At-Risk Graduation Goals	Current	% +/-	Expected	Actual	Met (Y,N,P)
Students graduating or advancing with age-level peers	95%	+2%	97%	98.9%	Y
At-Risk students graduating or advancing with age-level peers	95%	+2%	97%	98.5%	Y

Extracurricular Activities Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Reduce disparity in representation of AYP subgroup					
Activity and subgroup: Student Council – Black	12%	13%	25%	20%	N

School Defined Goal(s)	Current	% +/-	Expected	Actual	Met (Y,N,P)
Increase % of Student Daily Attendance	96.9%	1.1%	98%	98%	Y
Reduce # of Students with Excessive Absences (10 or more)	94	-34	60	60	Y
Reduce # of Students with Excessive Tardies (10 or more)	231	-131	100	100	Y

School Defined Goal	Current	% +/-	Expected	Actual	Met (Y,N,P)
Parent Involvement: To increase the % of parents participating in school-wide activities and special events	75%	5%	80%	80%	Y

Goal Summary
Number of Goals Met: <u>35</u>
Number Not Met: <u>39</u>
Number Partially Met: <u> </u>

Reading Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Reading
Reading Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the
        2013 FCAT 2.0 Reading
Reading Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Reading
Reading Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Reading
Reading Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Reading
Reading Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the
        2013 FCAT 2.0 Reading

Reading Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		68.5%	165 / 241	+11.5	80%
2. Proficiency Level 3.0+ in subgroups:					
	White	86.8%	66 / 76	+3.2	90%
	Black	55.6%	35 / 63	+14.4	70%
	Hispanic	59.6%	53 / 89	+10.4	70%
	ELL	41.9%	13 / 31	+18.1	60%
	SWD	47.6%	20 / 42	+12.4	60%
	ED	63.0%	114 / 181	+12.0	75%
3. High Standards Level 4.0+		36.1%	87 / 241	+8.9	45%
4. Learning Gains		72.3%	99 / 137	+7.7	80%
5. Lowest 25% Making Learning Gains		79.4%	27 / 34	+10.6	90%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		37.5%	18 / 137	+12.5	50%
7. Learning Gains Levels 4/5		89.6%	43 / 48	+5.4	95%
8. Learning Gains in subgroups:					
	White	75.0%	30 / 40	+10	85%
	Black	75.7%	28 / 37	+9.3	85%
	Hispanic	64.2%	34 / 53	+10.8	75%
	ELL	64.3%	9 / 14	+10.7	75%
	SWD	76.0%	19 / 25	+9.0	85%
	ED	71.6%	73 / 102	+8.4	80%

Action Plan

Strategy	Reading Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Lake Orienta will fully implement the Discovery Education Assessments to monitor student progress in reading grades K-5.	1-8	Scheduling; lack of training, ease of administration	Administration, coaches, teachers	Baseline, miy-year, end of year.	FCAT correlations to Discovery Ed results	Or, tech, t
Lake Orienta will continue to utilize a "Walk to Intervention" model to improve phonemic awareness, phonics, fluency and comprehension. Student groups are fluid as students move along continuums towards proficiency. This is an additional 30 minutes of reading instruction given on a daily basis.	1-8	Scheduling, resources, personnel	Administration, reading coach, reading team, instructional personnel	Every 6 weeks	Discovery Ed assessments, PSI, PASI, SRI, other reading assessments	B, IM, OR, ST, TI, t
Classroom teachers will provide information regarding individual student's 2012 FCAT scores and ongoing academic progress. Students will maintain a record of their academic progress and testing data in their student data notebooks.	1-8	Planning, student mobility	Administration, reading coach, classroom teachers	August 2012 and post FCAT 2013	FCAT	ST, TECH, T
Students will set interim and long range academic goals based on their collection of data maintained in their data notebooks monthly.	1-8	Scheduling, student mobility	Administration, classroom teachers	Baseline, mid-year, end of year	Discovery Ed Assessments, FCAT	ST, T
Classroom teachers in all grades will supplement reading curriculum with Jr. Great Books to increase the variety and complexity of the reading program.	1-8	Lack of training	Administration, reading coach, classroom teachers	Baseline, mid-year, end of year	Discovery Ed Assessments, FCAT, Walkthroughs	ST, T
During PLCs administration and curriculum teachers will lead classroom teachers in creating scales for measuring student progress on goals that correlate with the Common Core State Standards and the Next Generation Sunshine State Standards.	1-8	Lack of training	Administration, reading coach, classroom teachers	Baseline, mid-year, end of year	Discovery Ed Assessments, FCAT, Walkthroughs	ST, T
The reading coach will work with classroom teachers (K-5) on utilizing a guided reading library to help differentiate reading instruction during the 90-minute reading block.	1-8	Lack of training	Administration, reading coach, classroom teachers	Baseline, mid-year, end of year	Discovery Ed Assessments, FCAT, Walkthroughs	IM, ST, T
The reading resource team will work to implement SIPPS and Making Meaning with students in the bottom quartile or students identified as needing Tier 3 instruction in reading.	5	Lack of training	Administration, reading coach, classroom teachers	Baseline, mid-year, end of year	Discovery Ed Assessments, FCAT, Walkthroughs	IM, ST, T, TI
Identify students performing at Levels 4 and 5 on FCAT Reading in grades 3-5. Provide enrichment opportunities through a variety of literature and genre studies three times per week during intervention/enrichment times.	3,7	Planning, student mobility	Administration, reading coach, classroom teachers	August 2012 and post FCAT 2013	FCAT	ST, TECH, T
Administer Reading Interest Inventory to students in Grades 3-5 to motivate students to read independently and take AR tests. Word count will be measured to determine participation in Millionaire's Club (an in-house reading motivational program).	1-8	Planning, student mobility	Administration, reading coach, classroom teachers	August 2012 and post FCAT 2013	FCAT	ST, TECH, T

Acceleration options will be provided to students in grades 4-5 who scored Level 4 or Level 5 on FCAT Reading to take courses through the Florida Virtual School and PRIMES in 5th grade.	3,7	Planning, student mobility	Administration, reading coach, classroom teachers	August 2012 and post FCAT 2013	FCAT	ST, TECH, T
Disaggregate the 2012 FCAT Reading data to determine the areas of needs of students not making learning gains and implement strategies and interventions to increase student achievement.	4,5,7,8	Planning, student mobility	Administration, reading coach, classroom teachers	August 2012 and post FCAT 2013	FCAT	ST, TECH, T
Provide Tier 2 interventions for students identified as FCAT Levels 1 and 2, and those not responding to differentiation within the core curriculum.	1,2,5	Planning, student mobility	Administration, reading coach, classroom teachers	August 2012 and post FCAT 2013	FCAT	ST, TECH, T
Provide two four week Saturday sessions to students for additional reading intervention.	1-8	Planning, student mobility	Administration, reading coach, classroom teachers	August 2012 and post FCAT 2013	FCAT	B, IM, ST, TECH, T
Provide on-going support to to our ED families with curriculum make-and-take and informational nights, school supplies, uniforms, meals and babysitting during evening parent/student events.	1-8	Parental Involvement, student mobility	Administration, reading coach, classroom teachers	August 2012 and post FCAT 2013	FCAT	B, IM, ST, TECH, T

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

MATH GOALS

Math Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math
Math Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Math
Math Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Math
Math Goal #4: To increase the percent of accountability group students making Learning Gains on the 2013 FCAT 2.0 Math
Math Goal #5: To increase the percent of accountability group students in Lowest 25% making Learning Gains on the 2013 FCAT 2.0 Math
Math Goal #6: To increase the percent of accountability group students increasing a Level (Level 3 to 4, 4 to 5, 3 to 5) on the 2013 FCAT 2.0 Math
Math Goal #7: To increase the percent of accountability group students in Levels 4/5 making Learning Gains on the 2013 FCAT 2.0 Math
Math Goal #8: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) making Learning Gains on the 2013 FCAT 2.0 Math

Math Goals 1 thru 8		Current	# of #	% +/-	Expected
1. Proficiency Level 3.0+		66.1%	160 / 242	+13.9	80%
2. Proficiency Level 3.0+ in subgroups:					
	White	80.3%	61 / 76	+9.7	90%
	Black	58.7%	37 / 63	+11.3	70%
	Hispanic	58.9%	53 / 90	+11.1	70%
	ELL	38.7%	12 / 31	+21.3	60%
	SWD	61.9%	26 / 42	+8.1	70%
	ED	59.9%	109 / 182	+10.1	70%
3. High Standards Level 4.0+		36.8%	89 / 242	+8.2	45%
4. Learning Gains		76.6%	105 / 137	+3.4	80%
5. Lowest 25% Making Learning Gains		82.4%	28 / 34	+7.6	90%
6. Learning Gains Increase a Level (Level 3 to 4, 4 to 5, 3 to 5)		51.9%	28 / 137	+8.1	60%
7. Learning Gains Levels 4/5		94.4%	51 / 54	+3.6	98%
8. Learning Gains in subgroups:					
	White	92.5%	37 / 40	+2.5	95%
	Black	64.9%	24 / 37	+10.1	75%
	Hispanic	73.6%	39 / 53	+11.4	85%
	ELL	64.3%	9 / 14	+10.7	75%
	SWD	76.0%	19 / 25	+9.0	85%
	ED	71.6%	73 / 102	+8.4	80%

Action Plan

Strategy	Math Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide Professional Development on the foundation of Go-Math and modeling by the math coach.	1-8	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Provide on-going professional development to classroom teachers K-5 for the SCPS Math Instructional Plan by the Title 1 District Math Specialist to ensure understanding of the new Go Math! instructional materials and instruction.	1-8	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Classroom teachers will provide to students information regarding individual student's 2012 FCAT scores and on-going academic progress. Students will maintain a record of their academic progress and testing data in their school planner or data notebooks.	1-8	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Students will set interim and long-range academic goals based on their collection of data maintained in their student planners on a monthly basis.	1-8	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
During PLCs administration and curriculum teachers will lead classroom teachers in creating scales for measuring student progress on goals that correlate with the Common Core State Standards and the Next Generation Sunshine State Standards.	1-8	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Assess students in grades K-5 using Discovery Education Math to determine areas of weakness and provide intervention.	1-8	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Identify students performing at Levels 4 and 5 on Math FCAT 4-5. Provide extracurricular math opportunities such as Math Super Stars, SECME, Robotics, and Quest Atlantis.	3, 7	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Identify students performing at Levels 4 and 5 on the Math FCAT 4-5. Provide enrichment opportunities before school in the Computer Lab three times a week.	3, 7	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T

Identify students performing at Levels 4 and 5 using STAR Math and Discovery Education. Provide extracurricular math opportunities such as Math Super Stars and Quest Atlantis.	3, 7	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Provide Go Math Enrichment Activities to students in grades K-5 during Tier I instructional time.	3, 7	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Acceleration options will be provided to students in grades 4-5 who scored Level 4 or Level 5 on FCAT Math to take courses through the Florida Virtual School and PRIMES in 4th and 5th grade.	3, 7	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Compile a list of students who did not make learning gains and provide appropriate intervention to target student progress.	4, 5	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Provide Go Math Interventions to students in grades K-5 as directed in the Go Math! curriculum.	1-8	Scheduling, Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Monitor the progress of students identified in the lowest quartile and provide differentiated instruction in skill groups as indicated by student's growth patterns.	4, 5	Scheduling, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Grade level teams meet with the Math Coach to plan and provide supplemental Tier 2 instruction for students not responding to differentiated instruction within the core curriculum	4, 5	Scheduling, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Two four week Saturday sessions will be offered to students for additional math intervention.	1-8	Scheduling, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T
Provide on-going support to our ED families with curriculum make-and-take (free math manipulatives) and informational nights, parent math tips in the school newsletter, school supplies, uniforms, meals and babysitting during evening parent/student events.	1-8	Training, apathy, student mobility	Administration, Math Coach, Classroom Teachers	Baseline, mid-year, end of year	FCAT, Discovery Education, Walkthroughs, Classroom Assessments	B, IM, ST, TECH, TI, T

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

WRITING GOALS

Aligned with Strategic Plan System Initiative B

Writing Goal #1: To increase the percent of accountability group students achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Score 4.0+) on the 2013 FCAT Writing
Writing Goal #3: To increase the percent of accountability group students achieving high standards (Score 6.0) on the 2013 FCAT Writing
Writing Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Score 6.0) on the 2013 FCAT Writing

Writing Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		82.9%	58 / 70	+7.1	90%
2. Proficiency Score 3.0+ in subgroups:					
	White	82.6%	19 / 23	+7.4	90%
	Black	85.7%	18 / 21	+4.3	90%
	Hispanic	77.3%	17 / 22	+12.7	90%
	ELL	71.4%	5 / 7	+8.6	80%
	SWD	71.4%	10 / 14	+8.6	80%
	ED	81.8%	45 / 55	+8.2	90%
3. High Standards Score 6.0		0.0%	0 / 70	+10	10%
4. High Standards Score 6.0 in subgroups:					
	White	0.0%	0 / 23	+10	10%
	Black	0.0%	0 / 21	+10	10%
	Hispanic	0.0%	0 / 22	+10	10%
	ELL	0.0%	0 / 7	+5	5%
	SWD	0.0%	0 / 14	+5	5%
	ED	0.0%	0 / 55	+5	10%

*The writing proficiency level for 2011-12 was changed from 4.0 to 3.0 by the Florida DOE. The 2012-13 will be adjusted upon new State Board ruling.

Action Plan

Strategy	Writing Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Administer 4 interim writing assessments for students in Grade 4: weeks of 8/30, 10/25, 12/6 and 1/24) and 2 interim assessments for students in Grade 3: weeks of 9/13 and 5/9.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, mid-year, end of year	Writing Prompts, FCAT Writing, classroom assessments	B, IM, OR, ST, TI, T
Continue using The Writers' Express (WEX) curriculum in grades 3 & 4 with daily lesson plans and explicit directions for teaching writing skills in the key genres measuring incremental progress as students steadily build skills.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, mid-year, end of year	Writing Prompts, FCAT Writing, classroom assessments	B, IM, OR, ST, TI, T
Implement WEX in grade 2 with daily lesson plans and explicit directions for teaching writing skills in the key genres measuring incremental progress as students steadily build skills.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, mid-year, end of year	Writing Prompts, FCAT Writing, classroom assessments	B, IM, OR, ST, TI, T
All students and teachers in grades 3-4 will maintain organization of the writing skill development work in the WEX journals.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, mid-year, end of year	Writing Prompts, FCAT Writing, classroom assessments	B, IM, OR, ST, TI, T
Teachers in kindergarten, 1st grade, and fifth grade will continue to develop writing instructional skills by participating in Professional Learning Communities that focus the "6 Traits" of writing.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, mid-year, end of year	Writing Prompts, FCAT Writing, classroom assessments	B, IM, OR, ST, TI, T

RESOURCES: Budget (b)   Instructional Materials (im)   Other Resources (or)   Staffing (st)   Student Support Service (sss)   Technology (tech)   Title I,II,III (TI, TII, TIII)   Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

SCIENCE GOALS
Aligned with Strategic Plan System Initiative B   Elementary (Grade 5) and Middle School (Grade 8) FCAT

Science Goal #1: To increase the percent of accountability group students achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
Science Goal #2: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving proficiency (Level 3+) on the 2013 FCAT 2.0 Science
Science Goal #3: To increase the percent of accountability group students achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science
Science Goal #4: To increase the percent of accountability group students in the following subgroups (Ethnicity, ELL, SWD, ED) achieving high standards (Level 4+) on the 2013 FCAT 2.0 Science

Science Goals 1 thru 4		Current	# of #	% +/-	Expected
1. Proficiency Score 3.0+		72.7%	56 / 77	+7.3%	80%
2. Proficiency Score 3.0+ in subgroups:					
	White	91.3%	21 / 23	3.7%	95%
	Black	50.0%	9 / 18	+25%	75%
	Hispanic	71.9%	23 / 32	+13.1%	85%
	ELL	42.9%	3 / 7	+17.1%	60%
	SWD	100.0%	10 / 10	+0	100%
	ED	69.8%	37 / 53	+15.2%	85%
3. High Standards Score 4.0+		28.6%	22 / 77	+11.4%	40%
4. High Standards Score 4.0+ in subgroups:					
	White	52.2%	12 / 23	+7.8%	60%
	Black	11.1%	2 / 18	+18.9%	30%
	Hispanic	15.6%	5 / 32	+14.4%	30%
	ELL	14.3%	1 / 7	+10.7%	25%
	SWD	60.0%	6 / 10	+10.0%	70%
	ED	20.8%	11 / 53	+19.2%	40%

Action Plan

Strategy	Science Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies (DA, FCAT, EOC, etc.)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Students in Grade 5 will use the Science Lab weekly.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, monthly, mid-year, end of year, at the end of units	FCAT, Discovery Ed Assessments, Classroom Assessments	B, IM, OR, ST, TI, T
Integrate AIMS and NGSSS lessons and activities in 2-5 classes and CCSS in K-1.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, monthly, mid-year, end of year, at the end of units	FCAT, Discovery Ed Assessments, Classroom Assessments	B, IM, OR, ST, TI, T
Provide hands-on science activities, such as Super Scientist, which correlate with the Science NGSSS/CCSS.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, monthly, mid-year, end of year, at the end of units	FCAT, Discovery Ed Assessments, Classroom Assessments	B, IM, OR, ST, TI, T
Monitor and identify the lowest quartile in grade 5 and provide differentiated instruction from specific skills groups.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, monthly, mid-year, end of year, at the end of units	FCAT, Discovery Ed Assessments, Classroom Assessments	B, IM, OR, ST, TI, T
Assess students in 4th and 5th grade twice a year with the Discovery Education Science assessment to identify areas of weakness and provide targeted intervention.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, monthly, mid-year, end of year, at the end of units	FCAT, Discovery Ed Assessments, Classroom Assessments	B, IM, OR, ST, TI, T
Identify students performing at Levels 4 and 5 on the Fifth Grade Science FCAT. Provide extracurricular science opportunities such as SECME, Robotics, and Quest Atlantis.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, monthly, mid-year, end of year, at the end of units	FCAT, Discovery Ed Assessments, Classroom Assessments	B, IM, OR, ST, TI, T
Create a Science Library organized by Big Ideas to enhance and provide differentiated materials for above level students.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, monthly, mid-year, end of year, at the end of units	FCAT, Discovery Ed Assessments, Classroom Assessments	B, IM, OR, ST, TI, T
Provide staff development to classroom teachers K-5 for the SCPS Science Instructional Plan by county Science Specialist (Three times a year) and Science Coach to assist in lesson development aligning with the new standards.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, monthly, mid-year, end of year, at the end of units	FCAT, Discovery Ed Assessments, Classroom Assessments	B, IM, OR, ST, TI, T

Science projects using the scientific method will be created in every grade level. Fifth grade will host a Science Fair Night for parents to view science projects.	1-4	Scheduling, Training, apathy, student mobility	Administration, instructional team member, classroom teachers	Baseline, monthly, mid-year, end of year, at the end of units	FCAT, Discovery Ed Assessments, Classroom Assessments	B, IM, OR, ST, TI, T

RESOURCES: Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Title I,II,III (TI, TII, TIII) Training (t)

*For the "C" schools only a mid-year data analysis will be submitted as an addendum.

ADVANCED COURSEWORK GOALS

Aligned with Strategic Plan System Initiative A

Advanced Coursework Goal #1: To increase the percent of students "participating" in advanced coursework
Advanced Coursework Goal #2: To increase the percent of students "performance" in advanced coursework

Elementary School: Middle School level coursework
Middle School: High school level coursework
High School: Accelerated Coursework: (HS Accountability formula)

Advanced Coursework Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. Level of Participation	90.9%	21	2.0	92.9%
2. Level of Performance	90.0%	20	2.0	92.0%

Action Plan

Strategy	Advanced Coursework Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies (Skyward)	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Create and distribute PRIMES informational pamphlets to 4th and 5th grade parents.	1-2	Student motivation, rigor	Administration, Math Coach, PRIMES Teachers	Mid-year, End of year	Discovery Education, Skyward	B, IM, ST, T1, T
Recruit and encourage eligible students to take PRIMES.	1-2	Student motivation, rigor	Administration, Math Coach, PRIMES Teachers	Mid-year, End of year	Discovery Education, Skyward	B, IM, ST, T1, T

DISCIPLINE GOALS

Discipline Goal #1: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving disciplinary referrals (duplicated)
Discipline Goal #2: To reduce the disparity of the following subgroups (Ethnicity, ELL, SWD, ED) receiving an out-of-school suspension (unduplicated)

*Each school should have at least one discipline goal for referrals and one goal for out-of-school suspensions. Additional goals may be added as needed.

Discipline Goals 1 and 2	Subgroup	Current %	Expected %
1. Discipline referrals (duplicated)	All (80)	15%	10%
2. Out-of-school suspensions (unduplicated)	All (45)	8%	5%

Action Plan

Strategy	Discipline Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide students with ABC awards to encourage exemplary behavior.	1-2	Mobility, lack of motivation	Administration, PBS Team, Teachers	End of year	Skyward	B, IM, ST, T1
Continue using the school developed 5-part behavior form before sending students to administration.	1-2	Mobility, lack of motivation	Administration, PBS Team, Teachers	End of year	Skyward	B, IM, ST, T1
Continue "Positive Behavior Support" (PBS) school-wide behavior program.	1-2	Mobility, lack of motivation	Administration, PBS Team, Teachers	End of year	Skyward	B, IM, ST, T1
Continue to encourage school uniforms/standardized dress to promote pride and to support the school safety plan.	1-2	Mobility, lack of motivation	Administration, PBS Team, Teachers	End of year	Skyward	B, IM, ST, T1
Lake Orienta's PBS Team will meet monthly to disaggregate data and determine changes needed to improve school-wide behavior.	1-2	Mobility, lack of motivation	Administration, PBS Team, Teachers	End of year	Skyward	B, IM, ST, T1
Continue using school-wide student expectations: --Positive Work Habits --Self-Control --Respect --Good Study Skills	1-2	Mobility, lack of motivation	Administration, PBS Team, Teachers	End of year	Skyward	B, IM, ST, T1

On-time Promotion Goal #1: To increase the percent of students advancing with their age-level peers
At-Risk Promotion Goal #2: To increase the percent of At-Risk students advancing with their age-level peers

Elementary School: Percent of students non-retained in all grades
Middle School: Percent of students non-retained in all grades

Elementary School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades
Middle School: Percent of At-Risk students (qualify for Free or Reduced Lunch) retained in all grades

On-time Promotion Goals 1 and 2	Current %	# of #	% +/-	Expected %
1. On-time Promotion Level of Performance	98.9%	607/614	+1.0%	99.9%
2. At-Risk Promotion Level of Performance	98.5%	445/452	+1.0%	99.5%

Action Plan

Strategy	Promotion/At-Risk Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide opportunities for at-risk students to participate in extracurricular activities such as Robotics, SECME, music programs, enrichment classes, and book clubs.	1-2	Lack of enthusiasm, transportation	Administration, Club sponsors	End of year	Skyward, In-school tracking	B, IM, OR, tech,
Provide opportunities for at-risk students to participate in community service programs such as Student Council, Rotary Early Act Club, safety patrol, in-school service hours, and television production, to develop leadership potential.	1-2	Lack of enthusiasm, transportation	Administration, Club sponsors	End of year	Skyward, In-school tracking	B, IM, OR, tech,
Provide motivational programs such as ACE Assemblies (Awesome Character for Everyone), Missions Career Program for career research, Middle School Success lessons, and Kidz Bite Back to all fifth graders to promote life-long learning.	1-2	Apathy, time	Administration, guidance	End of year	Skyward, In-school tracking	B, IM, OR, tech,

EXTRACURRICULAR ACTIVITIES GOAL(S)
Aligned with Strategic Plan System Initiative C

Extracurricular Activities Goal #1: To reduce the disparity in representation of the following subgroups (Ethnicity, ELL, SWD, ED) participating in extracurricular activities

Elementary: chorus, safety patrol, student council, TV production
Middle: Beta Club, NJHS, SECME, cheerleading, cross-country, track and field, volleyball
High: Mu Alpha Theta, NHS, Science Fair, Student Government, baseball, basketball, cheerleading, softball, tennis
              (Each school should have at least one extracurricular activity goal. Additional goals may be added as needed.)
*School provided data

Extracurricular Activity Goal #1	Subgroup	Current %	Expected %
1. Activity: Student Council	Black	11%	25%

Action Plan

Strategy	Extracurricular Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Recruit and encourage black student participation in Student Council to promote leadership experiences.	1	Recruitment/Lack of Interest	Administration/ Club Sponsor/Teachers	Mid-year; End of Year	In-School Tracking	Or, st, t
Provide parents with information regarding Student Council opportunities.	1	Recruitment/Lack of Interest	Administration/ Club Sponsor/Teachers	Mid-year; End of Year	In-School Tracking	Or, st, t

SCHOOL DEFINED GOAL

*All Seminole County Public Schools are providing ePathways for their students. Schools are highly encouraged to include an ePathways goal in their 2012-2013 SIP.
   Examples include: Elementary schools – Languages, on-line acceleration, PRIMES 5, PRIMES 4, ACCEL, etc.
                     Middle schools – Virtual options, ACCEL, etc.
                     High schools – Virtual options, Flex hours, ACCEL, etc.
   Other school defined goals may be added.

Goal #1:   To increase the number of students with the opportunities to utilize interactive, technological devices such as the IPad.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Provide three classrooms with a class set of IPads.	Budget/Training	Administration/ETF	Beginning of Year/ End of Year	In-school Tracking	B, IM, st, tech, t
Provide teachers of the classes with IPads the opportunity to work as a Professional Learning Community (PLC), in order to collaborate and plan together.	Budget/Training	Administration/ETF	Beginning of Year/ End of Year	In-school Tracking	B, IM, st, tech, t

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Goal #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	# Anticipated Participants	# Actual Participants	Position(s) Responsible
Positive Behavior Support	DG 1-2	8/8/12	Classroom Management	School-wide	54		Administration/PBS Coach
Deliberate Practice	All	8/22/12	Reflective Practice	School-wide	54		Administration/Instructional
Kagan Strategies/Team Building	All RMWS	9/12/12	Classroom Management	School-wide	54		Administration/Academic Coaches
WEX Training New Teachers	W 1-4	9/13/12	Writing Integration	New to WEX	13		Administration/Reading Coach/WEX Contact
WEX Integration in 2nd Grade	W 1-4	9/14/12	Writing Integration	2nd Grade Teachers	6		Administration/Reading Coach/WEX Contact
Creating Scales	All RMWS		Formative and Summative Assessment	All Instructional	54		Administration
Technology Overview	All RMWS	10/10/12 and 10/17/12	Technology Integration	All Instructional	54		Administration/ETF
Comprehension Matters	R 1-8	10/10/12 and 10/17/12	Reading Comprehension	Classroom Teachers	35		Administration/Reading Coach
New Marzano Indicators	All	11/7/12	Reflective Practice	School-wide	54		Administration
Cooperative Learning	All RMWS			All Instructional	54		Administration/Academic Coaches
Junior Great Books	R-18			Classroom Teachers	35		Administration/Reading Coach
FCAT Training	All RMWS			All Instructional	54		Administration

BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS
2011-2012

INCOME:

Original Allocation:	$565.00
Adjustment:	$1,543.00
Carry Over:	$2,654.13
Total Income:	$4,762.13

EXPENDITURES	ACTUAL COST	BALANCE	
• In the 2011-2012 school year, no School Improvement Funds were encumbered for Lake Orienta Elementary.		$4,762.13	Start with your beginning

CARRY OVER:

Total carry over for 2012-2013: $4762.13

This carry over will be spent on classroom presentation technology, (Projectors), and classroom supplies to support SIP action plan items for the 2012-13 school year.

Provide the information describing the components and processes associated with Multi-Tiered System of Supports (MTSS) Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

1. Identify the members of your school's *MTSS Leadership Team*.
The MTSS Leadership Team of Lake Orienta is a multidisciplinary team including but not limited to parent(s), students, classroom teacher(s), exceptional education teacher(s), administrators, reading and math coaches, school psychologist, social worker, counselors, other student services personnel and support agencies such as occupational therapist, and speech/language pathologist. The student, parent(s), and classroom teacher(s) are the core members of the MTSS team, but members are added as the intensity of interventions and frequency of monitoring increases based on student need.

2. Describe how your school's *MTSS Leadership Team* functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The MTSS Leadership Team will focus on the Florida Continuous Improvement Model (FCIM), meeting weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks and identify professional development and resource needs. The FCIM model will be implemented through the Leadership Team which oversees the MTSS process.

3. Describe the role of your school's MTSS Leadership Team in the development and implementation of the SIP.
Administrators: Principal and Assistant Principal
Administrators provide instructional leadership, a common vision, support, set expectations and ensure that the school-based team implements MTSS. The administrators conduct assessment of MTSSI skills of school staff, guarantee implementation of intervention support and documentation, make certain that adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

Reading and Math Coaches
Develops, leads, and evaluates school core content standards/programs and identifies/analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. At Lake Orienta the Reading Coach is also the person with expertise (Data Mentor) in collecting, organizing, displaying, analyzing and interpreting data and who assists teachers in understanding and using data. Classroom Teachers Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2 and Tier 3 activities.
Curriculum Teachers
Provide guidance on the reading and math plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
ESE Teachers

ESE Teachers participate in student data collection, integrate core instructional activities/materials into Tier 3 supplemental instruction, and collaborate with general education teachers through such activities as support facilitation. Guidance Counselors and Student Services Personnel such as School Psychologist (Social Workers and Occupational Therapist). These members of the MTSS team provide quality services and expertise on program design, assessment and intervention with individual students. School social workers assist in linking child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Speech/Language Teacher
Speech/Language teacher educate the team in the role that language plays in curriculum, assessment, and instruction and help identify systemic patterns of student need relating to language skills.

4. Describe the data source and data management system used to summarize tiered data for Reading, Mathematics, Science, Writing, and Behavior.
EdInsight will be used to evaluate and summarize tiered data for administrators and classroom teachers and provide information on student progress, individually and by groups, using both formative and summative assessments created by SCPS and teachers.

Baseline data: Discovery Education Assessment for grades K-5, SRI for grades 3-5; SRI for Reading; Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: Discovery Education Assessment for grades K-5; PASI, PSI; SRI for Reading
Midyear: Discovery Education Assessment for grades K-5, SRI for grades 3-5; SRI for Reading; Florida Comprehensive Assessment Test (FCAT)

Frequency of Data Days: twice a month for data analysis and/or as assessments are completed

5. Describe how the school-based MTSS Leadership Team will align functions (e.g. meeting topics/agenda items with ongoing progress monitoring of core, supplemental, and intensive support.

6. Describe the plan to train staff on MTSS.

The district hired a Principal on Assignment for School Improvement and Accountability responsible for designing and scheduling district and school based training. School-based professional development is provided during teachers' common planning time throughout the year. PD sessions entitled: "MTSS: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/MTSS" and "MTSS: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will be provided to new teachers and as a refresher in mid-September and in October. The MTSS team will also evaluate additional staff PD needs during the weekly MTSS Leadership Team meetings.

ADDENDUM 2 – LITERACY LEADERSHIP TEAM (LLT)

Please briefly respond to each of the items below:

1. Identify the members of your school's Literacy Leadership Team (LLT).

The Literacy Leadership Team (LLT) at Lake Orienta is a multidisciplinary team includes classroom teacher(s), exceptional education teacher(s) (Sharon Kraszewski, Angela Vagle), administrators (Donna Weaver, Daniel Windish), reading and math coaches (Linda Hillman, Jane Taricano), guidance counselor (Kristina Vogt), other student services personnel as needed. Currently, the purpose of the team is to create capacity of reading knowledge within the school and focus on literacy.

2. Describe how your school's LLT functions (e.g. meeting processes and roles/functions).

The Literacy Leadership Team follows the SCPS CADDRE Improvement Plan, meeting weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks and identify professional development and resource needs. The Literacy Leadership Team oversees the implementation of the K-5 core reading initiative and monitors the use of instructional materials related to reading instruction, data analysis and interpretation, professional development, and technology. Through the LLT, classroom teachers will also use the Florida Continuous Improvement Model (FCIM) process to identify students in need of more assistance, determine if students are improving with extra assistance, form flexible reading groups. Individual Student Data will be used to group for instruction, identify students in need of more assistance and determine if students are improving with extra assistance while classroom and school level data are used to identify areas of instruction that need strengthening and form flexible reading groups.

3. What will be the major initiatives of the LLT this year?
The roles of the LLT is as follows:
Administrators: Principal and Assistant Principal
Administrators provide instructional leadership, a common vision, support, set expectations and ensure that the school-based team implements RtI. The administrators conduct assessment of RtI skills of school staff, guarantee implementation of intervention support and documentation, make certain that adequate professional development to support RtI implementation, and communicate with parents regarding school-based MTSS plans and activities. The principal's primary responsibility as instructional leader is to monitor regularly with unscheduled class visits, one-on-one meetings with students and teachers to review assessment results, celebrating successes, using surveys to assess the process, the school climate and stakeholder satisfaction. The Principal and Leadership Team will meet with teachers weekly. During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs.

Reading and Math Coaches
The coaches will assist teachers with providing instruction on the focus lessons by modeling whole and small group instruction or assisting the teacher with instruction. The instructional coach will also help with the process of grading, recording and charting data. Develops, leads, and evaluates school core content standards/programs and identifies/analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. At Lake Orienta the Reading Coach is also the person with expertise (Data Mentor) in collecting, organizing, displaying, analyzing and interpreting data and who assists teachers in understanding and using data.

Please briefly summarize how professional development activities related to "Lesson Study" will be appropriately incorporated into the Action Plans included in the Goals of your School Improvement Plan.

Lesson Study is a high quality Professional Development that deepens teachers' content knowledge and pedagogical skills. It is focused on collaboration among and between teachers, administrators, coaches and other faculty and staff. Lake Orienta uses the Professional Learning Communities framework for our curriculum and grade level teams. By embedding lesson study into the PLC's we will develop a common and consistent view of quality instruction. In 2012-13, Administrators and coaches at Lake Orienta Elementary School will assure that our Professional Learning Communities focus on student learning and the process of student learning using the Lesson Study Model. In addition, the administrators will assure that the goals and action plans set forth in the SIP are both communicated and incorporated into the work of the PLC's. The Lesson Study format implemented in a PLC setting will allow teachers and administrators to work together to monitor common learning opportunities in alignment with research based outcomes for student achievement. Content coaches and administration will coordinate and monitor all study sessions as they occur throughout the school year.

School Name:

I.   **Assurances**
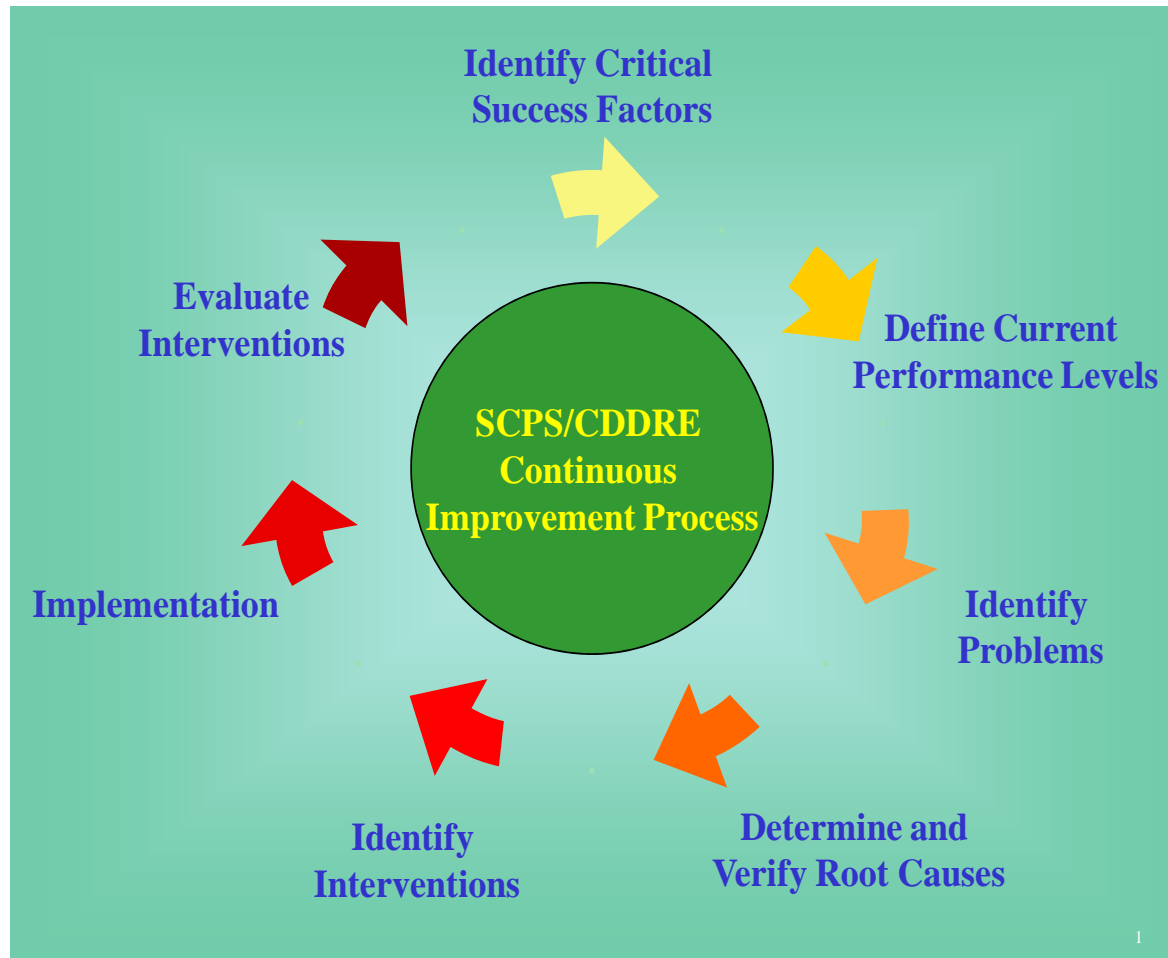
These items are required elements of your Title I Schoolwide Program. The principal must mark with an "X" each of the assurances to indicate compliance.

X	All children will be provided an opportunity to meet the State's challenging performance standards.
X	The program includes reform strategies based on effective means of improving the achievement of children.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program uses instructional strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, help provide an enriched accelerated curriculum, and meet the educational needs of historically underserved populations.
X	The program includes strategies to address the needs of all children, particularly the needs of low-achieving students. These strategies may include: a. Counseling, pupil services, and mentoring; b. College and career awareness and preparation; c. Personal finance education; d. Service to prepare students for the transition from school to work.
X	The program provides for instruction by highly qualified teachers.
X	Every effort is made to attract high-quality, highly qualified teachers.
X	Teachers will be included in decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall program.
X	Comprehensive needs assessment data were analyzed and used in developing this plan.
X	Persons involved in the development of the plan included teachers, administrative staff, pupil services personnel, and parents.
X	The plan will be made available to parents in a language and form they understand. Individual student academic assessment results are either in a language that parents can understand or are interpreted for parents.
X	Performance and achievement data will be analyzed to determine if the needs of low-achieving students are being met. Data will be used in making instructional decisions and in determining resource utilization.
X	The program coordinates with, and integrates, appropriate Federal, State and local services and programs, including those programs supported under HR1.
X	A school parent involvement plan that incorporates the requirements of Section 1118 will be developed and implemented.

II. Initiatives

Please describe the following initiatives and cite specific school improvement goals that align to each initiative, as well as the funding sources of the initiatives:

1. **Students with Academic Deficiencies** – In an effort to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement, describe your school's procedures for identifying individual students that have deficiencies in reading and mathematics at your school and the timely interventions used to address the deficiencies. Also include how student progress will be monitored during the interventions.

Students with Academic Deficiencies Initiative(s): All students in grades K-5 will be screened and evaluated using the assessment plan developed by Seminole County Public Schools. The assessment will begin with an initial screening followed by intensive instruction to meet the specific identified needs of the individual students. SRI, FAIR, Discovery Education, Common Assessments, and DRA will be utilized to monitor progress in reading. Harcourt Go Math, Common, and District Assessments will be utilized to monitor progress in Math. Harcourt, Discovery Ed, and Progress Monitoring Assessments will be utilized to monitor progress in science. Students who are receiving Tier 2 interventions, (30 minutes of specific instruction on identified skills provided in addition to the 90 minute reading block and 60 minute math block) will be monitored through the MTSS team. This team, which is lead by the MTSS Specialist (Guidance Counselor), will meet bi-weekly to review and discuss individual student's progress with classroom teachers, curriculum specialists, guidance, and administration. If the student continues to have significant deficits in their progress, an additional 30 minutes of intervention is added and the student will become a Tier 3 student. Tier 3 students in Reading will utilize the SIPPS curriculum and Making Meaning. When this happens, a referral will be made to the Student Study Team to determine if any additional factors might be interfering with the student's progress. At this time, the need for a possible formal assessment for eligibility for Exceptional Student Support services will be discussed. The MTSS team will utlize the problem-solving model to implement interventions for students who have been identified with deficits in math and/or behavior.

School Improvement Goal(s) that support the Initiative(s): All goals defined in the plan.

2. **Reading and Mathematics Initiatives** - Describe the effective scientifically-based research practices and instructional strategies that will be used in reading and mathematics components to increase student academic achievement. Include grade levels.

Reading Initiative(s):

The Harcourt Trophies Reading Program will be used as the core program for reading instruction in grades K-5 at Lake Orienta Elementary. In addition, leveled texts from the Wright Group, Rigby, Making Meaning and Newbridge will be used to support each learner at his or her individual level as determined by assessment. The Title I supported SuccessMaker Lab, will be used by targeted students in grades 1-5 in reading both in a lab setting and within classrooms. Voyager, Passport, and Fast ForWord also will be utilized in 1-5 for identified students through MTSS. Kindergarten and 1st grade students will receive daily phonics/phonemic awareness instruction

using Fast Track Phonics, (Success for All), in the core block. Additional supplemental reading instruction includes: Making Meaning, Six Minute Solutions: A Reading Fluency Program; Primary and Intermediate, (grades 1-5, ELL and ESE); Comprehension Matters Kits, (grades 3, 4, 5, ELL and ESE); Primary Comprehension ToolKit Bundle (grade 2, ELL and ESE; Comprehension ToolKit Texts (grades 2-3, ELL and ESE); 95% Group materials and strategies; Time 4 Kids Text Selections; and SRA Reading Mastery. In addition, our reading coach and reading specialists will work with classroom teachers to support reading in the 6 core areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, oral language by administering and interpreting on-going progress monitoring assessments. SIPPs (Systematic Instruction of Phonemic Awareness, Phonics and Sight Words) and/or Compensation Tool Kit Bundle (3-5) will be utilized for Tier 3 reading students.

School Improvement Goal(s) that support the Initiative(s): Reading Goals 1-8

How will the reading initiative(s) support the initiatives of Just Read Florida and the SCPS Reading Plan?

The Just Read Florida and the SCPS Reading Plan use assessment as the beginning foundation for instruction. Before a teacher can begin the appropriate instruction of his or her students, he or she must be cognizant of the students' reading levels and their individual strengths and weaknesses. Furthermore, teachers must have the ability, the training, and the materials necessary to differentiate instruction to meet the needs of their students. Our instructional program at Lake Orienta focuses on assessment driven instruction and effective teacher professional development through a collaborative teaching model and research based educational materials. Professional development for teachers is a key component of both initiatives. This will be accomplished through a variety of different professional development formats including large group instruction, small group instruction, peer mentoring, individualized modeling, and teacher study groups. Each team will meet weekly in a grade level Professional Learning Community to discuss strategies. Additional measures have been put in place to identify gifted students and insure we are instructionally meeting the needs of the highest 25% of our student body.

Math Initiative(s):

The Harcourt Go Math Program will be used as the core math program at Lake Orienta Elementary. AIMS Math will be used to provide additional hands-on math learning experiences for students in grades K-5. The Title I supported SuccessMaker Lab, will be used to support and enhance academic achievement in math. In addition, our math specialists will work with teachers to incorporate strategies that promote algebraic thinking, problem solving, inquiry-based learning strategies, and cooperative learning strategies. Discovery Education and EDInsight will be used as a valuable interactive website that will generate multiple reports based on Formal Assessments throughout the year.

School Improvement Goal(s) that support the Initiative(s): Math Goals 1-8

3. **Use of Data -** Describe how teachers gather and use data to inform instruction and to improve the achievement of individual students and the overall instructional program.

Use of Data Initiative(s):

Teachers at Lake Orienta Elementary meet every 3-4 weeks to discuss screener, diagnostic, formative, and summative assessment data on each student. Through the use of data assessment sheets, grade level teams meet with administration, and the MTSS team to discuss the performance of each student and create intervention groups based on the needs of identified students. Intervention groups are adjusted at each data review to continually address the students' needs. During PLC's, teams meet throughout the month with subject area coaches to discuss learning goals and grade level common assessments.

School Improvement Goal(s) that support the Initiative: Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4, Science Goals 1-4, and Discipline Goals 1-2.

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4. **Support for SubGroups -** Describe how the above practices will be used to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program to benefit children, specifically children of limited English proficiency, children with disabilities, homeless, and immigrant children.

SubGroup Initiative(s):

The program described above is designed to meet the individual needs of all children, regardless of the diversity of their needs. Beginning with a school-wide schedule, Lake Orienta will evaluate each student individually to determine his or her strengths and weaknesses, and we will then use assessment driven instruction to support the student's learning needs. By having a comprehensive program that is designed to offer a wide variety of strategies, materials and techniques, we will be able to individualize and differentiate instruction for the students. The instruction of students with disabilities, various identified groups based on ethnicity, economically disadvantaged students and English language learners (ELL) students will be further enhanced through co-teaching and inclusion. The collaboration between the classroom teachers, Exceptional Education teachers, ELL teachers, and reading, writing, behavior, academic and math specialists will provide additional support for these students. Differentiated instruction and interventions will also be utilized during our additional 30 minute intervention time at each grade level, K-5. This intervention time will be used for both remediation and acceleration.

School Improvement Goal(s) that support the Initiative(s): All goals defined in the plan.

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5. **Extended Day -** Describe any services that your school offers to extend the school day, week, or year. *Specify how the services supplement the SCPS after-school/summer school program.*

Extended Day/Year Initiative(s):

Tutorial Funds will be spent in the Fall 2012 on hiring teachers to teach both during the school day and after school tutorial two days per week in the areas of reading and math for all eligible students in grades 1-5. Addition tutorial sessions will begin in January to help identify students in danger of regression regardless of their current achievement level. SES will also be provided for all eligible Lake Orienta students.

School Improvement Goal(s) that support the Initiative: Reading Goals 1-8, Math Goals 1-8, Writing Goals 1-4, Science Goals 1-4, and Discipline Goals 1-2.

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6. **Additional School-Level Supports** - Describe additional supports offered by your school, i.e. counseling, behavioral interventions, pupil services, and mentoring services, to address the needs of all children, especially those of low achieving children and those at risk of not meeting the state academic content standards.

Additional School-Level Initiative(s):

Lake Orienta Elementary offers support in seeking out student counseling (both on and off campus), individualized behavior plans, participation in a dairy council grant to promote students' health and well-being, peer mentoring, backpacks with food for identified families, and resources from our Families in Transition office or FIT. Lake Orienta prides itself on being a full service public education facility.

School Improvement Goal(s) that support the Initiative: All goals defined in the plan.

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7. **Professional Learning -** Describe the professional learning activities included in this plan and include how they are planned/funded/coordinated with other funding sources, i.e. Title II and III. *Such activities must support the requirements of ESEA and equip educators with the expertise, knowledge, and skills consistent with the Next Generation Sunshine State Standards and Common Core for the purposes of increasing student academic achievement.*

Professional Learning Initiative(s):

The Professional Development Plan for the 2012-2013 school year for Lake Orienta Elementary will include the following: Six +1 Traits of Writing; Fast Track Phonics, (Success for All); Positive Behavior Support Team, Kagan Cooperative Learning Strategies, Harcourt Go Math, Making Meaning by the Developmental Studies Center (DSC), Writer's Express (WEX) and Marzano training to further develop an understanding for our students' needs and enhance understanding of quality instruction. Specialized Training will also be provided as needed and in a wide variety of formats. For example, large group trainings are sometimes appropriate when large numbers of teachers need the information being disseminated. It is sometimes more feasible to deliver small group professional development to meet identified individual needs after administration has conducted on-going classroom walk-throughs as supported by discussions/meeting with Mark Rolewski, consultant. Teachers at Lake Orienta will also embark on professional study groups this year based on building professional learning communities, or PLC's based on the work of Richard and Rebecca Dufour, Robert Eaker, and Thomas Many. Also, professional study groups will focus on Reading instruction utilizing the book The Art & Science of Teaching by Robert Marazano. Grade level articulation sessions are often held, using substitutes to cover classes. This format allows teachers to meet with curriculum specialists to enhance their understanding of content and instruction. Each teacher is required to complete a Deliberate Practice (DP) Plan to address their personal goals for improving their

delivery of instruction and understanding of curriculum and standards. The teachers' DP Plans also set SMART goals, (Strategic and Specific, Measurable, Attainable, Results Oriented for students and Time Bound), for students' performance in the classroom. Administration and curriculum specialists assist teachers in meeting their individual goals. Lake Orienta also uses the on-going mentoring and coaching models of professional development as well as utilizing teacher leaders as master trainers. Using this collaborative model, the reading coaches, reading specialists, math/science coach go into the classroom and work side by side with the teacher, helping and modeling. Title I funds are utilized to pay for resource specialist positions along with district funding and IDEA funds.

School Improvement Goal(s) that support the Initiative(s): All goals defined in the plan.

8. **Coordination with Early Learning** - Describe how your school coordinates with existing early learning programs/preschool (i.e., Head Start, VPK) programs to assist children in the transition from preschool to elementary school.

Coordination with Early Learning Initiative(s):

Per state statute, all entering Kindergarten students will be screened using the FLKRS instrument, (Florida Kindergarten Readiness Screener) and FAIR (Florida Assessments for Instruction in Reading). These assessments will provide individual information on school readiness, both socially and instructionally, which will allow teachers to plan to meet the individual needs of the students. Lake Orienta hosts a unique pre-k opportunity on campus for both ESE pre-k and VPK to work in tandem in an inclusive environment. In addition, parents of incoming kindergarten students are invited to a spring tour, hosted by our guidance counselor, who provides information on academic expectations, as well as school resources.

School Improvement Goal(s) that support the Initiative(s): All goals defined in the plan.

9. **Family Engagement -** Describe general strategies to help families become more engaged in the school and better support their children. Include family literacy services and adult literacy if offered. *Note: This section does not have to be detailed since schools will be required to submit an entire family engagement plan in addition to the SIP/Schoolwide Plan.*

Family Engagement Initiative(s):

Lake Orienta Elementary actively recruits parents to assist in our school. We enlist parents from SAC, PTA, Dividends, and outside focus groups to serve as our core group and team members. Newsletter asking parents to serve on our Parent Advisory Team are sent home at the beginning of the new school year and parent volunteers for SAC, PTA and other areas are solicited through emails through the quick volunteer list on the Community Involvement database.

Lake Orienta's School Advisory Council, (SAC) committee will serve as the Title I Parent Involvement Team and will take part in reviewing and planning the Title I

School-wide Plan and the Title I Parent Involvement Plan. Home School Liaison will support and encourage parent involvement utilizing resources from a grant funded by the local Dairy Council Title I resources. SAC is represented by teachers from various grade levels, parents, business partners, and community members that volunteer to serve.

School Improvement Goal(s) that support the Initiative: All goals defined in the plan.

ADDENDUM 5 - PARENT INVOLVEMENT GOAL(S)

Based on the analysis of 2011-2012 parent involvement data, identify and define areas in need of improvement in 2012-2013.
How will the school correlate the parental involvement activities with student achievement?

Goal #1: Increase the percent of parents registered for the Skyward Parent Portal.

Parent Involvement Goal(s)	Current	# of #-	% +/-	Expected
1.Parents registered for Parent Portal	27.0%	156/577	+43.0	70%

Action Plan

Strategy	Parent Involvement Goal Number(s)	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (baseline, mid-year, end of year, etc.)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
1. Communicate to parents and guardians the benefits and advantages of utilizing the Skyward Parent Portal.	1	Access to technology and the internet.	Administration, Guidance, Teachers	Ongoing	Monitoring of enrollment	tech
2. Register Parents at Open House for Skyward access	1	Transportation and schedules of working parents	ETF, teachers	Ongoing	Monitoring of enrollment	tech
3. Advertise and encourage participation in parent newsletters.	1	None	Administration	Ongoing	Monitoring of enrollment	tech
4. Parents of new students during the school year will complete Skyward enrollment as part of the registration process.	1	Access to technology and the internet.	Administration, Office Staff	Ongoing	Monitoring of enrollment	tech

ADDENDUM 6 - SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH (STEM) GOAL(S)

Seminole County Public Schools realizes the importance of accelerated STEM education to prepare students for the workforce of the 21st Century. At the elementary level all schools have been provided with a robotics program and participate in SECME activities. At the secondary level all schools include science, engineering, technology and mathematics in their curriculum offerings.

In the narrative below respond to what STEM practices are currently in place and what is the plan for STEM for the 2012-13 school year.

Narrative for STEM goal:
Like other elementary schools in our district, students at Lake Orienta have the opportunities to participate in our Robotics program and participate in SECME. In addition, our school has a science lab that all classes are encouraged to hold sessions in. 5th grade teachers take advantage of the science lab on a weekly basis. Also, three classes at Lake Orienta utilize class sets of Ipads to enhance learning in all subjects.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Continue to have a room designated as the Science Lab and fulfill appropriate	Scheduling; Time	Administration /Math/Science Coach	Mid-Year; End of Year	In-house tracking; FCAT Science	B, IM, OR, ST, Tech, t
Require a level of usage of the Science Lab depending on the grade level.	Scheduling; Time	Administration /Math/Science Coach	Mid-Year; End of Year	In-house tracking; FCAT Science	B, IM, OR, ST, Tech, t
Designate time for Robotics club and SECME to meet.	Scheduling; Time	Administration /Math/Science Coach	Mid-Year; End of Year	In-house tracking; FCAT Science	B, IM, OR, ST, Tech, t

ADDENDUM 7 - CAREER AND TECHNICAL EDUCATION (CTE) GOAL(S)

Seminole County Public Schools is committed to Career and Technical Education/Vocational opportunities for all students. Beginning at the elementary level students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science and social studies curriculum. At the middle and high school levels through exploratory and elective courses students experience a variety of careers that are designed to support workforce needs based on economic career predictors.

In the narrative below respond to what CTE practices are currently in place and what is the plan for CTE for the 2012-13 school year.

Narrative for CTE goal:
Like other elementary schools in the district, Lake Orienta students are exposed to Career and Technical workforce related opportunities through standard based mathematics, science, and social studies curriculum. In addition, Lake Orienta has several other opportunities for students. Those include are garden which each grade level is responsible for the care and upkeep of under the supervision of a master gardener from the local 4-H chapter.

Action Plan

Strategy	Anticipated Barriers	Person(s) Responsible	Evaluation Schedule (mid-year, end of year)	Evaluation Tools/Strategies	Resources (b, im, or, st, sss, tech, TI, TII,TIII, t)
Seek out and encourage guest speakers on various Career and Technical workforce related experiences.	Scheduling; Resources	Administration /Teachers	Mid-year; End of Year	In-house Tracking	B, IM, OR, ST,
Provide time for each grade level to help in the care and upkeep of the garden.	Scheduling; Resources	Administration /Science Coach	Mid-year; End of Year	In-house Tracking	B, IM, OR, ST,

ADDENDUM 11 – AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES (AAAMO)

Using baseline data from 2011, the school will reduce the achievement gap in Reading and Math by 50% by 2017.

READING AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**69**	**69**	**74**	**77**	**79**	**82**	**85**
American Indian							
Asian							
Black/African-American	62	56	68	72	75	78	81
Hispanic	57	61	64	68	71	75	79
White	90	87	92	93	93	94	95
English Language Learners	33	44	44	50	55	61	67
Students with Disabilities	49	39	58	62	66	70	75
Economically Disadvantaged	64	64	70	73	76	79	82

MATH AAAMO	2011 Adjusted Proficient	2011-2012 Proficient	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
All Students	**64**	**67**	**70**	**73**	**76**	**79**	**82**
American Indian							
Asian							
Black/African-American	54	59	62	66	69	73	77
Hispanic	57	61	64	68	71	75	79
White	81	81	84	86	87	89	91
English Language Learners	41	41	51	56	61	66	71
Students with Disabilities	54	56	62	66	69	73	77
Economically Disadvantaged	57	61	64	68	71	75	79

SCHOOL ADVISORY COUNCIL SIGNATURES
2012-2013
FINAL COPY
The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	PARENT/COMMUNITY	DATE
Donna M. Weaver	10/15/12	Kim Ornberg, Chairperson	10/15/12	Holly Nacol	10/15/12
INSTRUCTIONAL		Brian Giddens	10/15/12	Shawnette Pankey	10/15/12
Stephanie Beasley	10/15/12				
		Sandra Frutchey	10/15/12	Marie Rivera	10/15/12
Marcyanna Mead	10/15/12				
		Larissa Hardesty	10/15/12		
Jane Taricano	10/15/12				
Venus Facciponti	10/15/12				
NON-INSTRUCTIONAL					
Paula Ellis	10/15/12				