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# Lake Silver Elementary

2401 N RIO GRANDE AVE, Orlando, FL 32804

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

## Demographics

**Principal: Alyson Muse**

Start Date for this Principal: 8/8/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students <b>Students With Disabilities</b> White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: B 2016-17: B 2015-16: B 2014-15: B 2013-14: C
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement**

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

**Provide the school's vision statement**

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

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Muse, Alyson	Principal	
Rowe, Patricia	Instructional Coach	
Thompson, Carla	Instructional Coach	
McCauley, Robin	Teacher, ESE	
Holihan, Laura	Teacher, K-12	
Gomes, Christopher	Instructional Coach	
Redding, Ebonye	Instructional Coach	
Murray, Maria	Assistant Principal	

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	73	95	90	122	84	90	0	0	0	0	0	0	0	554
Attendance below 90 percent	12	17	14	18	8	6	0	0	0	0	0	0	0	75
One or more suspensions	3	11	11	13	16	8	0	0	0	0	0	0	0	62
Course failure in ELA or Math	10	30	5	2	8	6	0	0	0	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	31	33	24	0	0	0	0	0	0	0	88
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	4	13	4	10	15	10	0	0	0	0	0	0	0	56

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	1	0	13	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**FTE units allocated to school (total number of teacher units)**

47

**Date this data was collected or last updated**

Thursday 7/18/2019

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	29	15	19	16	12	10	0	0	0	0	0	0	0	101
One or more suspensions	6	6	5	21	2	13	0	0	0	0	0	0	0	53
Course failure in ELA or Math	18	19	8	6	4	1	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	49	19	23	0	0	0	0	0	0	0	91
	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	10	6	3	20	6	8	0	0	0	0	0	0	0	53

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	29	15	19	16	12	10	0	0	0	0	0	0	0	101
One or more suspensions	6	6	5	21	2	13	0	0	0	0	0	0	0	53
Course failure in ELA or Math	18	19	8	6	4	1	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	49	19	23	0	0	0	0	0	0	0	91
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	10	6	3	20	6	8	0	0	0	0	0	0	0	53

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	57%	57%	56%	56%	56%
ELA Learning Gains	56%	58%	58%	60%	55%	55%
ELA Lowest 25th Percentile	43%	52%	53%	41%	48%	48%
Math Achievement	52%	63%	63%	61%	63%	62%
Math Learning Gains	60%	61%	62%	62%	57%	59%
Math Lowest 25th Percentile	41%	48%	51%	48%	46%	47%
Science Achievement	44%	56%	53%	62%	55%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	73 (0)	95 (0)	90 (0)	122 (0)	84 (0)	90 (0)	554 (0)
Attendance below 90 percent	12 (29)	17 (15)	14 (19)	18 (16)	8 (12)	6 (10)	75 (101)
One or more suspensions	3 (6)	11 (6)	11 (5)	13 (21)	16 (2)	8 (13)	62 (53)
Course failure in ELA or Math	10 (18)	30 (19)	5 (8)	2 (6)	8 (4)	6 (1)	61 (56)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (49)	33 (19)	24 (23)	88 (91)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	49%	55%	-6%	58%	-9%
	2018	45%	55%	-10%	57%	-12%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	56%	57%	-1%	58%	-2%
	2018	57%	54%	3%	56%	1%
Same Grade Comparison		-1%				
Cohort Comparison		11%				
05	2019	51%	54%	-3%	56%	-5%
	2018	61%	55%	6%	55%	6%
Same Grade Comparison		-10%				
Cohort Comparison		-6%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	49%	62%	-13%	62%	-13%
	2018	50%	61%	-11%	62%	-12%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	58%	63%	-5%	64%	-6%
	2018	65%	62%	3%	62%	3%
Same Grade Comparison		-7%				
Cohort Comparison		8%				
05	2019	52%	57%	-5%	60%	-8%
	2018	67%	59%	8%	61%	6%
Same Grade Comparison		-15%				
Cohort Comparison		-13%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	44%	54%	-10%	53%	-9%
	2018	61%	53%	8%	55%	6%
Same Grade Comparison		-17%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	23	42	25	44	27	27				
ELL	48	42		48	58						
BLK	38	49	34	41	52	38	28				
HSP	59	39		53	61		60				
WHT	73	77		84	74		71				
FRL	41	47	38	40	51	38	30				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	50	47	30	71	77	19				
ELL	35	57		50	71						
BLK	35	47	39	43	57	45	31				
HSP	58	55		74	56		64				
MUL	86			73							
WHT	80	82		84	69		87				
FRL	41	52	38	50	60	42	46				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

<b>English Language Learners</b>	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year’s low performance and discuss any trends**

The data component that performed the lowest was the lowest 25th Percentile for both ELA (43%) and Math (41%) as well as Science (44%). During the 2017-2018 school year, ELA and Math lowest 25th percentile were also the lowest with a 41% and 48% respectively. Our third grade team consisted of new teachers to LSE and one of the classes had multiple teachers. About 20% of our top performing students chose to attend a gifted magnet for the 18-19 school year. Additionally, our mobility rate is at 28% which makes continuity difficult with our incoming students.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

Science showed the greatest decline from prior year. Last year we finished with a 62% and this year we showed a decline that resulted in a 44%. We did not have a science coach nor a consistent science lab schedule. The 17-18 school year, we had a science lab teacher that performed coaching duties.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

The Math achievement had the biggest gap when compared to the state. The state was at a 63% and we were at a 52%. Our students struggled with math fluency and there was a lot of scaffolding for number sense and measurement and data.

#### **Which data component showed the most improvement? What new actions did your school take in this area?**

The ELA lowest 25 percentile showed the most improvement with a 2% increase from previous year. This year we implemented a more cohesive plan for tiered support. Students received prescribed interventions based on their iReady diagnostic results.

#### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Reflecting on the EWS data, the attendance and Level 1 on state assessment indicator are our areas of concern.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Science proficiency
2. ELA and Math Lowest 25%
3. ELA and Math Achievement
4. ELA and Math Learning Gains
5. SWD ELA Achievement

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Lake Silver Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)
<b>Rationale</b>	In order to see an increase in academic achievement of the Lowest 25th percentile of students, Lake Silver will focus on both ELA and Math instructional strategies. Current data indicates learning gains for students in the Lowest 25th percentile compared to 2018 FSA data increased from 41% to 43% in ELA and decreased from 48% to 41% Math.
<b>State the measureable outcome the school plans to achieve</b>	ELA learning gains for the lowest 25th Percentile will increase 43% to 50%. Math learning gains in the lowest 25% will increase from 41% to 50%.
<b>Person responsible for monitoring outcome</b>	Alyson Muse (alyson.muse@ocps.net)
<b>Evidence-based Strategy</b>	Progress will be monitored through the use of classroom walkthroughs data as well as student achievement data based on formative assessments and iReady data analysis . Individual data meetings will occur once per quarter. Leadership team members will meet weekly to discuss findings and trends that they have observed within their classroom walkthroughs, PLC discussions, and students' formative/summative assessments and other data.
<b>Rationale for Evidence-based Strategy</b>	Students need specifically prescribed interventions to ensure they close the achievement gap. In PLC meetings teams will discuss in depth the following questions to ensure that all students are achieving at high levels, How do we respond when student do not learn? and How do we respond when they have already learned?
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Ensure the planning for and implementation of Tier 1 core reading and math instruction.</li> <li>2. Refine the process and provide designated time for Tier 2 and Tier 3 interventions in master schedule.</li> <li>3. Provide professional development on Tier 1 core reading and math instruction.</li> <li>4. Implement prescribed research-based Tier 2 and Tier 3 intervention.</li> <li>5. Progress monitor Tier 2 students biweekly and Tier 3 students weekly. After 3 progress monitor data points conduct an MTSS meeting to evaluate student progress and adjust instructional groupings for interventions.</li> </ol>
<b>Person Responsible</b>	Alyson Muse (alyson.muse@ocps.net)

<b>#2</b>	
<b>Title</b>	Lake Silver Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)
<b>Rationale</b>	In order to see an increase in subject proficiency in all subgroups, Lake Silver will focus on student achievement in ELA, Math and Science. Current data indicates a disparity amongst the subgroups. 73% of the white students were proficient in ELA as compared to the proficiency of our Black students (38%), Hispanic students (59%), SWD (25%), ELL (48%)and FRL (41%). Whereas 84% of the White students were proficient in Math as compared to Black students (41%), Hispanic students (53%), SWD (25%), ELL (48%), and FRL (40%). In Science, 71% of our White students were proficient compared to proficiency of Black students (28%), Hispanic students (60%), SWD (27%), and FRL (30%).
<b>State the measureable outcome the school plans to achieve</b>	Student proficiency will increase within the subgroups as reflected by a 20% decrease in the achievement gap when compared to the White students in ELA, Math and Science. Students proficiency will increase for our Black students from 25% to 35%, Hispanic students from 58% to 65%, white students from 80% to 83%, SWD from 25% to 35%, and FRL from 41% to 50%.
<b>Person responsible for monitoring outcome</b>	Alyson Muse (alyson.muse@ocps.net)
<b>Evidence-based Strategy</b>	Using the four guiding questions for PLC (What do we expect students to learn? How do we know they are learning it? How do we respond when they do not learn?, How do we respond when they have already learned?) We will provide for teachers to take collective responsibility for student learning rather than in isolation. Collect/review data from both common and formative assessments; discuss trends and needs identified by the data during meetings. Utilize data to inform instruction including such strategies as reteaching, acceleration, scaffolding and differentiation. Continue to provide DPLC strategies for close reading, text dependent questions, and academic discourse. CWT will focus on academic discourse and academic notebooks. SWD was an area of need, ESE teachers will provide support within the classroom. A cohesive schedule was developed to ensure each SWD is provided appropriate supports. ESE teachers will receive collaborative teaching strategies.
<b>Rationale for Evidence-based Strategy</b>	Successful implementation will produce learning gains as evidenced in increased percentage of scholars scoring at 70% or above on each common assessments. We will celebrate successful implementation by identifying model classrooms.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implement the PLC questions to ensure that all students achieve at high levels.</li> <li>2. Collaboratively plan lessons are aligned to the standards, while providing effective and differentiated instruction based on demonstrated student needs. Additionally, ensure academic discourse and academic notebooks are</li> </ol>

implemented within their plans.

3. Observe and monitor instruction and provide feedback to teachers.

4. Implement coaching cycle with all teachers.

5. Implement support facilitation for our SWD to ensure they have access to grade level standard with the support they need. ESE resource teachers will receive training on collaborative teaching strategies.

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

**#3**

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

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

**State the measureable outcome the school plans to achieve** While focusing on enrichment and career and college readiness, these students will demonstrate learning gains by an increase of five percentage points.

**Person responsible for monitoring outcome** Alyson Muse (alyson.muse@ocps.net)

**Evidence-based Strategy** Effectiveness will be monitored through classroom walkthroughs and progress monitoring data.

**Rationale for Evidence-based Strategy** Review data from both common and formative assessments; discuss trends and needs identified by the data at weekly PLC meetings, as well as with individual teacher data chats once per quarter.

**Action Step**

**Description**

1. During FBS/Tiger time, students will receive ELA enrichment using through the implementation of book studies and literacy circles.
2. Incorporate the workshop model in the intermediate grades during math instruction.
3. Conduct individual student data chats on a monthly basis.
4. Grades 1-5 will have a Gifted Cluster Class that will focus on enriching the students through Florida State Standards and enrichment strategies.
5. 5th grade students that scored a level 5 in Math will be provided the 6th grade OCVS course.

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

<b>#4</b>	
<b>Title</b>	Lake Silver Elementary will continue to integrate PBIS and Conscious Discipline and CHAMPS as a school-wide system to promote positive behavior and MTSS-Behavior for specified students
<b>Rationale</b>	In order to see academic achievement increase, we must foster a safe and positive learning environment which ensures that our students are in school, learning; however, during the 2018-2019 school year, there were 15 out of school suspensions and 160 discipline incidents that resulted in a referral which is a 16% decrease from the 2017-2018 school year. In the last 3 years, our discipline incidents that resulted in a referral decreased by 59%. Additionally, promote more access to culturally diverse literature.
<b>State the measureable outcome the school plans to achieve</b>	The number of discipline incidents that results in a referral will decrease from 16% to 13%.
<b>Person responsible for monitoring outcome</b>	Alyson Muse (alyson.muse@ocps.net)
<b>Evidence-based Strategy</b>	Referral data will be monitored to measure the effectiveness of PBIS, CHAMPS and Conscious Discipline implementation. There will also be documented MTSS Meetings involving behavior. Teachers will implement a SEL curriculum and infuse it into their social studies.
<b>Rationale for Evidence-based Strategy</b>	The behavior specialist, dean and other instructional coaches will collect data to track trends and form specific plans to meet the students' needs. The behavior specialist will meet once every two weeks to discuss MTSS in regards to specific students and their needs.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Review discipline data with staff and provide overview of code of conduct.</li> <li>2. Provide refresher training in Conscious Discipline to ensure caring classrooms are developed.</li> <li>3. Dean, Behavior Specialist, and Guidance counselor provide training in PBIS.</li> <li>4. MTSS team meet biweekly to review behavior data.</li> <li>5. Train teachers for implementation of SEL curriculum through Social studies for tier 1.</li> <li>6. Creating a team to begin the "READ WOKE" program to provide for more opportunities for students to be culturally diverse.</li> <li>7. Create a Multicultural committee to enhance our awareness of various diversities within our school.</li> </ol>
<b>Person Responsible</b>	Alyson Muse (alyson.muse@ocps.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

Through the use of our Parent Engagement Liasion, we will continue to build relationships with our families and community.

## Part IV: Title I Requirements

### Additional Title I Requirements

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

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

Lake Silver hosts monthly events where families are invited to join faculty and staff in an effort to foster relationships and inform families about curriculum being taught. Our goal is to inform families and to build relationships so that school and home are working collaboratively to ensure optimal student academic success. In an effort to communicate the school's mission and vision, the principal sends out a weekly ConnectEd message called Tiger Talk which informs parents about details of the upcoming week and announce celebrations from the previous week. A weekly email provided by Constant Contact working in collaboration with administration team will be sent on Sunday evenings containing information pertaining to all things Lake Silver and OCPs. Lake Silver has Report Card Conference Nights where parents meet with teachers to discuss student progress. Parents have access to Skyward where they can view their child's grades in all subjects. If a concern arises, teachers, resource and/or administration will meet with parents to ensure that every child's needs are being met.

### **PFEP Link**

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

### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Individual Counseling: Crisis or short term counseling is consistently available with School Counselor Andrea Hammond. Requests for individual or small group counseling may be made by a teacher, student, parent/guardian, or administration. If a student's needs warrant additional long-term counseling, a referral to a partner (SEDNET) is made, where long-term counseling is set up and students, as well as their families, receive long term support inside and outside of the school setting. Trauma Sensitive Schools Support: Mrs. Hammond will serve as the Trauma Lead in order to support teachers and students who have experienced trauma. Training involving Trauma is scheduled throughout the year in order to ensure that teachers have a full understanding of how to support our students dealing with trauma.

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

**Classroom Guidance:** Every classroom receives several guidance lessons largely focused on character education, including discussion of the monthly Tiger Traits, as well as bullying prevention, safety, drug awareness, and test taking skills. **Referrals:** Referrals are consistently made for additional mental health services, parenting services, community agencies who assist with financial hardship, and other resources for families and their children.

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

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

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

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

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

### **Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

To maximize student outcomes the leadership team analyzes data to make student centered decisions. For example, when analyzing the discipline referral data for the 2018-19 school year it was decided that the school should continue to adopt Conscious Discipline, while also implementing PBIS to foster a positive learning environment and meet the needs of the whole child. After reviewing our data, we saw that our math lowest 25th percentile were lower than the previous year. As a result, greater emphasis will be placed on small group learning in math, and differentiated instruction for all subjects. We will also be focusing on text complexity and close reading. Science will be an additional focus. Our leadership team will be monitoring science to ensure that we see an improvement in the overall scores. We will also develop a plan to support the teachers in science. When the data shows a need, the leadership team works collaboratively to develop a plan to meet those needs. They meet on a weekly basis to discuss the events of the week and to problem solve. Ms. Muse heads the leadership team and has the final say on how funds are used to address all academic needs. The team works to accomplish the desired effect of maximizing student learning. Our math/science coaches and ELA coaches, meet with grade-level teams weekly to discuss CRMs, create and analyze summative assessments and to ensure student tasks are aligned with the complexity of the standards. Each quarter grade-levels are provided collaborative planning days with the instructional coaches.

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

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

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: Lake Silver Elementary School will increase ELA and Mathematics learning gains in the lowest 25%. (OCPS Division Priority: Narrow Achievement Gaps)</b>				<b>\$119,221.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	100-Salaries	0521 - Lake Silver Elementary	Title, I Part A	1.65	\$87,221.00
<i>Notes: Two interventionists</i>						
	7300	500-Materials and Supplies	0521 - Lake Silver Elementary	Title, I Part A		\$32,000.00
<i>Notes: Acaletics, Math Intervention program LLI, reading intervention program</i>						
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Lake Silver Elementary will increase ELA, Mathematics, and Science proficiency in all subgroups. (OCPS Division Priority: Accelerate Student Performance)</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	500-Materials and Supplies	0521 - Lake Silver Elementary	General Fund		\$10,000.00
<i>Notes: Intervention programs</i>						
<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Lake Silver Elementary School will increase ELA and Mathematics learning gains in the top 25% (OCPS Division Priority: Ensure Career and College Readiness).</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	500-Materials and Supplies	0521 - Lake Silver Elementary	General Fund		\$5,000.00
<i>Notes: School Wide Enrichment</i>						
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Lake Silver Elementary will continue to integrate PBIS and Conscious Discipline and CHAMPS as a school-wide system to promote positive behavior and MTSS-Behavior for specified students</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6300	500-Materials and Supplies	0521 - Lake Silver Elementary	General Fund		\$2,000.00

Orange - 0521 - Lake Silver Elementary - 2019-20 SIP

			<i>Notes: SEL incentives</i>			
6300	500-Materials and Supplies	0521 - Lake Silver Elementary	General Fund			\$1,000.00
			<i>Notes: READ WOKE incentives and diverse literature</i>			
					<b>Total:</b>	<b>\$137,221.00</b>