

Seminole County Public Schools

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.



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Lake Orienta and Hopper Center

School Improvement Plan 2017-2018

Purpose and Outline of the SIP

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

Supportive Environment

1. Provide the school’s mission statement

The mission of Seminole County Public Schools is to ensure that all students acquire the knowledge, skills and attitudes to be productive citizens.

2. Provide the school’s vision statement

The vision of Lake Orienta Elementary is to provide a safe and courteous school with exciting, meaning learning experiences for everyone.

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

We host several community events throughout the year including book fairs, Parent curriculum nights, PTA events, and Title I meetings and trainings to promote family involvement and help parents understand to to support their students’ academic and social/emotional grown. Every grade level also creates a “get to know me” student project and presentation, which highlights the individual student, their family, and their cultural background that is shared with each classroom and grade level. We use Skyward, Class DoJo, parent teacher conferences and MTSS meetings to communicate students’ progress with our parents. We follow the SCPS Pupil progression plan and prepare progress reports at the appropriate times each 9 week grading period.

4. 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.

Lake Orienta and Hopper Center have established various counseling services for the needs of our students including anger management, peer resolution, social skills, divorce group, and one on one when needed. We have student mentor programs between older and younger students. We have established a backpack program to provide food for identified families. We also have in place procedures to deal with tragic incidents including the death of a family member or fellow student.

Public and Collaborative Teaching

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

Administration, teachers and staff focus our efforts on working collaboratively to support all of our student's academic, social and emotional growth. Teachers meet regularly in Professional Learning Communities (PLC's) to examine students' data, plan for instruction and monitor student's progress. All Title I funded personnel work directly with teachers and students as coaches, literacy specialists or paraprofessionals to provide support for all students. Students' progress is monitored carefully and reviewed monthly to help coaches and teachers plan for and adjust instruction to meet the needs of the students.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State.

Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes. Seminole County Public Schools hosted a teacher job fair in the spring of 2017. The registration of this teacher job fair was over 500 candidates from all over the United States. Seminole County Public Schools offered contracts to over 250 participants who were “highly qualified” and certified.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's Instructional Practices Specialist and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year.

Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or EPI (Educator Preparation Institute) mentor, he or she is working with an individual who has been trained by our county and its partners to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Effective Leadership

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

Name	Role	Responsibility
Donna Weaver	Principal	To insure that all students and staff are safe and learning.
Mary Walters-Clark	Assistant Principal	To insure that all students and staff are safe and learning.
Grace Russo	Assistant Principal	To insure that all students and staff are safe and learning.
Mary Debonville	Reading Coach	To provide support for teachers and students and monitoring student progress.
Toni Harrell	Reading Coach	To provide support for teachers and students and monitoring student progress.
Denise Boring	Math/Science Coach	To provide support for teachers and students and monitoring student progress.
Tiffany Brietz	Reading Specialist	To provide support and instruction for identified students.
Kim Parmer	Reading Specialist	To provide support and instruction for identified students.
Linda Nunez	ESOL	To provide support and instruction for ELL Students.
Sharon Kraszewski	ESE	To provide support and instruction for ESE Students.
Kristina Johansson	Guidance	To provide support and instruction for identified students and conduct MTSS meetings.

9. 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.

Administration annually reviews budgets and expenditures as well as student and teacher data to ensure that both schools are adequately staffed to meet students' achievement needs. As Title I schools, data are reviewed and funds are used to provide supplemental staff and support for rigorous instruction and academic needs. We use Title I funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Professional development is provided along with instructional coaching. The leadership team along with administration meet 2 times a month to insure that funds and services are maximized to meet the needs of the students to provide the time and support to master the standards and improve academic achievement.

Student Transition and Readiness

PreK-12 Transition

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

College and Career Readiness

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

N/A

12. Identify the career and technical education programs available to students

N/A

Elementary Essential Instructional Priorities

Essential Instructional Priority #1: Quality Instruction

- A. Ensure Rigorous Instruction – lessons aligned to Florida Standards; Webb’s/Marzano; (Ambitious Instruction)
- B. Monitor with Feedback ongoing feedback loop between teachers and students, focus on learning rather than teaching (Supportive Environment)
- C. Cultivate Purposeful PLC’s – (Collaborative Teachers)

Indicators	Target
ELA Achievement	65
ELA Learning Gains	65
ELA Learning Gains of the Low 25%	53
Math Achievement	65
Math Learning Gains	60
Math Learning Gains of the Low 25%	38
Science	55
5E Ambitious Instruction	70
5E Collaborative Teachers	30
Collaborative Practices	30
Collective Responsibility	20
Quality Professional Development	40
School Commitment	35
Teacher-Teacher Trust	30

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
Teachers participated in 6 hours of planning during summer2017 to implement SCSP Instructional Plans	Classroom Teachers; Mary DeBonville, Toni Harrell - Reading Coaches; Denise Boring – Math Coach; Donna M. Weaver-Principal; Mary Walters-Clark-Assistant Principal; Grace Russo – Assistant Principal	05/25/18	y	08/10/17 10/17/17 12/21/17 03/15/18	05/25/18 iReady Progress monitoring (Diagnostic 3 X per year) Monitor Student Data Tracking; PLC meeting summaries
Students Self-monitor iReady progress in ELA and Math	Student; Classroom Teachers; Donna M. Weaver-Principal; Mary Walters-Clark-Assistant Principal; Grace Russo – Assistant Principal	05/25/18	Y	08/10/17 10/17/17 12/21/17 03/15/18	05/25/18 iReady Progress monitoring (Diagnostic 3X per year) Monitor Student Data Tracking
Professional Learning Communities focused on improving instructions	Classroom Teachers; Donna M. Weaver-Principal; Mary Walters-Clark-Assistant Principal; Grace Russo – Assistant Principal; Mary DeBonville, Toni Harrell - Reading Coaches; Denise Boring – Math Coach	05/25/18	Y	08/10/17 10/17/17 12/21/17 03/15/18	05/25/18 iReady Progress monitoring (Diagnostic 3 X per year) Monitor Student Data Tracking; PLC meeting summaries
Classroom walkthroughs to monitor instruction	Donna M. Weaver-Principal; Mary Walters-Clark-Assistant	05/25/18	Y	08/10/17 10/17/17 12/21/17	05/25/18 IObservation data

	Principal; Grace Russo – Assistant Principal			03/15/18	
Plan and implement quality PD for improving instruction through high yield strategies; Teacher collaboration for improving instruction; ownership by all stake holders for all students learning.	Classroom Teachers; Donna M. Weaver-Principal; Mary Walters-Clark-Assistant Principal; Grace Russo – Assistant Principal; Mary DeBonville, Toni Harrell - Reading Coaches; Denise Boring – Math Coach; all pertinent staff.	05/25/18	Y	08/10/17 10/17/17 12/21/17 03/15/18	05/25/18 iReady Progress monitoring (Diagnostic 3 X per year) Monitor Student Data Tracking; PLC meeting summaries

Elementary Essential Instructional Priorities

Essential Instructional Priority #2: Conditions for Learning

Build Positive Relationships and Culture (Supportive Environment)

Indicators	Target
5E Supportive Environment	80
5E_SE_Safety	50
5E_SE_Academic Personalism	80
5E_SE_Student-Teacher Trust	80

Action Plan

Strategy/Action Items	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	Status Update Date (baseline, mid-year, end of year, etc.)	Deliverable or Evidence of Completion
*Action items from quality instruction apply here	Classroom Teachers; Donna M. Weaver-Principal; Mary Walters-Clark-Assistant Principal; Grace Russo – Assistant Principal; Mary DeBonville, Toni Harrell - Reading Coaches; Denise Boring – Math Coach	05/25/18	y	08/10/17 10/17/17 12/21/17 03/15/18	05/25/18 iReady Progress monitoring (Diagnostic 3 X per year) Monitor Student Data Tracking; PLC meeting summaries;
Classroom Teachers will schedule 2 conference for each child	Classroom Teachers; Donna M. Weaver-Principal; Mary Walters-Clark-Assistant Principal; Grace Russo – Assistant Principal; Mary DeBonville, Toni Harrell - Reading Coaches; Denise Boring – Math Coach	05/25/18	y	08/10/17 10/17/17 12/21/17 03/15/18	05/25/18 Monitor administrative copies of all parent teacher conferences
Kindness/anti-bullying initiatives	Classroom Teachers; Donna M. Weaver-Principal; Mary Walters-Clark-Assistant Principal; Grace Russo – Assistant Principal; Mary DeBonville, Toni Harrell - Reading Coaches; Denise Boring – Math Coach	05/25/18	y	08/10/17 10/17/17 12/21/17 03/15/18	05/25/18 Administration will monitor discipline data to look for a reduction in discipline referrals.

Title I Parent/Student nights	Classroom Teachers; Donna M. Weaver-Principal; Mary Walters-Clark-Assistant Principal; Grace Russo – Assistant Principal; Mary DeBonville, Toni Harrell - Reading Coaches; Denise Boring – Math Coach	05/25/18	y	08/10/17 10/17/17 12/21/17 03/15/18	05/25/18 Provide and review parent sign-in sheets for Title I compliance.
PLC's focused on building relationships with parents and students and increasing parent involvement	Classroom Teachers; Donna M. Weaver-Principal; Mary Walters-Clark-Assistant Principal; Grace Russo – Assistant Principal; Mary DeBonville, Toni Harrell - Reading Coaches; Denise Boring – Math Coach	05/25/18	y	08/10/17 10/17/17 12/21/17 03/15/18	05/25/18 Monitoring PLC meeting summaries.

PROFESSIONAL DEVELOPMENT PLAN

PD Activity	SIP Priority #	Date or Schedule	Instructional/Other Needs Addressed	PD Participants (e.g. PLC, subject, grade level, or school-wide)	Person(s) Responsible
Content and Complexity, Effect size, and Webb's Depth of Knowledge (3 Hours)	1	8/7/17	Instructional staff, all content areas	Instructional Staff	Donna M. Weaver, Principal, Mary Walters-Clark, Assistant Principal, Grace Russo, Assistant Principal
Writing Strategies and Math Strategies for improving instruction (2 Hours)	1	10/11/17	Instructional	Instructional Staff (Grades K-5), Coaches and Resource staff.	Donna M. Weaver, Principal, Mary Walters-Clark, Assistant Principal, Grace Russo, Assistant Principal
Iready Strategies focused on increasing students' time on task and individualizing the program to meet the needs of the students. (2 Hours)	1	10/25/2017	Instructional	Instructional Staff (Grades K-5, Coaches and Resource Staff.	Donna M. Weaver, Principal, Mary Walters-Clark, Assistant Principal, Grace Russo, Assistant Principal
Using High Yield Strategies to increase student achievement. (2 Hours)	1	1/31/18, and 3/28/17	Instructional	All instructional staff	Donna M. Weaver, Principal, Mary Walters-Clark, Assistant Principal, Grace Russo, Assistant Principal