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Lake George Elementary

4101 GATLIN AVE, Orlando, FL 32812

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

Demographics

Principal: Lauren Watson L

Start Date for this Principal: 6/3/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2018-19 ESSA Subgroups Represented (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 Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: B 2015-16: C 2014-15: C 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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

Provide the school's vision statement

To be the top producers 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
Watson, Lauren	Principal	<p>The principal facilitates weekly instructional resource team meetings to discuss instructional practices across campus. The principal also meets weekly with the entire resource team and the school's Parent Engagement Liaison to discuss issues that impact the school as a whole and to discuss Family Engagement Activities. Weekly, the Principal collaborates with the instructional resource team as well as grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. Classroom walkthroughs are conducted to ensure instructional practices are aligned to the Florida standards.</p>
Velez, Janiene	Guidance Counselor	<p>The guidance counselor collaborates with the behavior specialist, dean, and MTSS coach to work together to support scholars with their behaviors as well as academics in most instances. They not only support the scholars but also work closely with teachers by providing them guidance and support on effective strategies and interventions they can implement to support their scholars. She also monitors our students who are eligible for services through the McKinney-Vento Program (MVP) and provides resources or support for these families identified as homeless. Some of these services include transportation, gas cards, food, clothing, school supplies and resources for shelter. In addition, the guidance counselor implements and monitors our positive behavior system referred to as SPOTS. Our scholars can earn SPOTS bucks throughout the day for demonstrating the SPOTS Expectations or "showing their SPOTS". They may also earn SPOTS bucks by demonstrating our character ed traits, which are highlighted each month. Scholars have opportunities to spend SPOTS bucks earned in a school-wide SPOTS store (open monthly) and a SPOTS movie event at the end of the year.</p>
Abalo, Yaniret	Instructional Media	<p>The Media Specialist offers support in the area of Accelerated Reader as she assists teachers in getting students to know their AR range and set goals and work towards them. She coordinates the celebration of students reaching their goal. In addition, she maintains the media center as the hub of the school.</p>
Dottavio, Carmen	Assistant Principal	<p>The assistant principal collaborates with the instructional resource team identify and monitor instructional practices across campus. Weekly, she meets with teams during math PLCs to ensure instruction is aligned to the standards and best practices are utilized. The assistant principal conducts classroom walkthroughs and provides actionable feedback to individual teachers to</p>

Name	Title	Job Duties and Responsibilities
		monitor student progress and make recommendations for instructional changes.
Luyster, Michelle	Other	As the MTSS coach, Mrs. Luyster monitors the implementation and effectiveness of school wide tiered interventions. The MTSS Coach meets every 3 weeks with PLCs to review the effectiveness of core instruction by analyzing data from formative assessments. During these meetings teachers identify strategies that have been most effective and make suggestions for instructional changes in the core curriculum. Teachers also identify those students not meeting the standards who will require additional intervention. On a daily basis, the MTSS coach also conducts Tier III interventions for every grade level.
Montijo, Melissa	Dean	The Dean offers support in the area of behavior. She collaborates with the guidance counselor, the behavior specialist, individual teachers as well as grade level teams to implement positive behavior support systems.
Thomas, Nichelle	Other	As the instructional resource teacher, Mrs. Thomas monitors and coaches teachers on the use of the core reading program. She collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. The instructional coach collects the weekly data from each teacher on their common assessments. She assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning.
Strubbe, Aida	Instructional Coach	As the instructional coach, Mrs. Strubbe works closely with new teachers. She collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. The instructional coach collects the weekly data from each teacher on their common assessments. She assists them with understanding the district's Curriculum Resource Materials (CRMs) and any other resources available to them for their common planning.
Littles, Danele	Other	As the Curriculum Resource Teacher, Mrs. Littles monitors and coaches teachers on the use of the core reading program. She collaborates with grade level teams and individual teachers to monitor student progress and make recommendations for instructional changes. The instructional coach collects the weekly data from each teacher on their common assessments. She assists them with understanding the district's Curriculum

Name	Title	Job Duties and Responsibilities
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Resource Materials (CRMs) and any other resources available to them for their common planning.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	5	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

42

Date this data was collected or last updated

Monday 7/22/2019

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	0	18	25	19	18	16	0	0	0	0	0	0	0	96
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	6	7	5	3	4	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	47	49	0	0	0	0	0	0	0	96

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	0	4	2	3	11	12	0	0	0	0	0	0	0	32

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	0	18	25	19	18	16	0	0	0	0	0	0	0	96
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	6	7	5	3	4	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	47	49	0	0	0	0	0	0	0	96

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	0	4	2	3	11	12	0	0	0	0	0	0	0	32

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	56%	57%	57%	56%	56%	56%
ELA Learning Gains	61%	58%	58%	50%	55%	55%
ELA Lowest 25th Percentile	61%	52%	53%	49%	48%	48%
Math Achievement	52%	63%	63%	58%	63%	62%
Math Learning Gains	47%	61%	62%	46%	57%	59%
Math Lowest 25th Percentile	51%	48%	51%	44%	46%	47%
Science Achievement	54%	56%	53%	64%	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	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 (0)	0 (18)	0 (25)	0 (19)	0 (18)	0 (16)	0 (96)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	0 (2)
Course failure in ELA or Math	0 (0)	0 (6)	0 (7)	0 (5)	0 (3)	0 (4)	0 (25)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (47)	0 (49)	0 (96)

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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	55%	-4%	58%	-7%
	2018	53%	55%	-2%	57%	-4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	56%	57%	-1%	58%	-2%
	2018	46%	54%	-8%	56%	-10%
Same Grade Comparison		10%				
Cohort Comparison		3%				
05	2019	42%	54%	-12%	56%	-14%
	2018	43%	55%	-12%	55%	-12%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	62%	-4%	62%	-4%
	2018	50%	61%	-11%	62%	-12%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	43%	63%	-20%	64%	-21%
	2018	56%	62%	-6%	62%	-6%
Same Grade Comparison		-13%				
Cohort Comparison		-7%				
05	2019	43%	57%	-14%	60%	-17%
	2018	46%	59%	-13%	61%	-15%
Same Grade Comparison		-3%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	54%	-9%	53%	-8%
	2018	55%	53%	2%	55%	0%
Same Grade Comparison		-10%				
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	27	45	47	23	34	44	10				
ELL	47	64	68	40	58	69	37				
BLK	49	52		48	48		50				
HSP	52	59	61	45	47	57	46				
WHT	69	69		67	48		75				
FRL	49	53	56	44	44	49	45				

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	29	24	30	31	48	50	25				
ELL	27	43	45	34	57	62	40				
BLK	61	57		55	33						
HSP	49	44	43	53	44	48	58				
WHT	72	65		75	58		88				
FRL	50	48	49	52	43	43	59				

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	57
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	70
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
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
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
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
Native American Students	
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
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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
White Students	
Federal Index - White Students	66
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	51
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 showing the lowest performance was learning gains in our bottom 25% in math. 51 % of our bottom 25% math students made a learning gain. This is consistent with data from the previous school year in that this is the lowest performing component; however, performance in this category has improved. Previously, only 44% of students in the bottom 25% made a learning gain.

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

The greatest decline from the prior year was in science. We dropped in this component from 64% to 54%.

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 biggest gap when compared to the state was in the area of science with only 45% of our students scoring proficient, compared to 52% at the state level. This data reflects all fifth graders.

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

The most improvement was shown in the Bottom 25% in ELA with an increase from 49% to 63%.

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

Areas of concerns include the performance gap existing between our non-ESE and our non-ELL students and our ESE and ELL students. There is also a disparity among our white students and students of color.

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

1. addressing and meeting the needs of our students with disabilities through differentiated instruction in math and ELA small groups and centers
2. addressing and meeting the needs of our high achieving students
3. improving the performance of the bottom 25%
4. Tier 1 instruction
5. Tier 1 behavior

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Teachers will participate in professional development to increase their capacity when using complex texts to engage students with disabilities in rigorous discussions and responding to text dependent questions, thus accelerating student performance.
Rationale	Increasing teachers' pedagogy in the area of close reading and text dependent questions will accelerate student performance across the content areas. Focusing on complex texts and engaging students in rich discussions and responding to text dependent questions supports the district's DPLC initiative. Lake George will closely monitor the MTSS process and implement and monitor UDL strategies, thereby narrowing the achievement gap between our general education students and our students with disabilities.

State the measurable outcome the school plans to achieve	Proficiency on the math FSA will increase by 8% while ELA proficiency will increase by 4%. Students with disabilities will show an increase in ELA and math by 3% on the math and ELA FSA.
Person responsible for monitoring outcome	Lauren Watson (lauren.limoncelliwatson@ocps.net)
Evidence-based Strategy	Build and foster a culture of collaboration between ESE and non-ESE professionals to accelerate student performance and lessen the achievement gap.
Rationale for Evidence-based Strategy	Collaboration with general education teachers, paraprofessionals, and ESE support staff is necessary to support students with learning disabilities.

Action Step

Description	<ol style="list-style-type: none"> 1. DPLC team will attend scheduled training throughout the year to continue to learn about close reading strategies, academic conversations, and creating text dependent questions. (9/27- Danelle Littles, CRT) 2. Professional development will be provided by the CRT and Instructional Resource teacher to increase teacher pedagogy on a monthly basis. (8/28- Danelle Littles, CRT) 3. General education teachers and ESE teachers will collaborate on a weekly basis during common planning to implement close read strategies. (8/26- Catherine De La Rosa- VE teacher) 4. Weekly teacher observations will be conducted to monitor the implementation of the close reading strategies as well as the lesson plan created during collaborative planning. Observations will be completed by members of the admin team. (9/9- Lauren Watson, Principal) 5. ESE teachers, general education teachers, and admin will analyze data on a weekly basis, to drive instruction and to develop next steps (9/13- Carmen Dottavio, Assistant Principal) 6. MTSS coach will collaborate with general education teachers, admin, and ESE teachers to utilize and implement the problem solving process for MTSS. (9/10- Michelle Luyster, MTSS Coach)
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Person Responsible Danele Littles (danele.littles@ocps.net)

#2	
Title	Teachers will engage in professional development to increase their capacity to successfully embed culturally responsive strategies to increase the achievement of our Black and Hispanic students.
Rationale	The strategy of having teachers analyze the discipline data coupled with staff training on school wide behavior expectations, and building relationships, will help teachers become more effective when working with our student of colors, more specifically, the males. Based on observations completed by the administration team, it is evident that our Black and Hispanic students are most often not cognitively engaged, resulting in behaviors and calls to the office. Providing professional development on culturally responsive instruction will help to engage our boys of color, reducing disciplinary offenses. In addition to this, we will continue to offer a mentoring program to our boys of color in grades three through five.
State the measureable outcome the school plans to achieve	The gap between the learning gains of our students of color and their white peers will be reduced by 3%. The number of Level 2 and 3 discipline referrals generated by our 3rd-5th boys of color, will reduce by 3% when compared to last year's data.
Person responsible for monitoring outcome	Danele Littles (danele.littles@ocps.net)
Evidence-based Strategy	Provide rich professional development on how to embed culturally responsive instruction into daily lessons.
Rationale for Evidence-based Strategy	Lake George is a diverse campus with several of our students speaking a language other than English at home. As a result of the demographic shift in the past few years, our classroom teachers struggle with maintaining cognitive engagement with students from cultures other than their own.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will review discipline data with the dean to identify disproportionality on a monthly basis. (9/11- Melissa Montijo Rosado, Dean) 2. Monthly professional development will provided on classroom management strategies that boost engagement with a focus on the importance of building relationship with students. Professional development will be provided by the dean and guidance counselor to a select group of teachers. These teachers will indicate their preference to attend the training by completing a PD survey. (9/11- Melissa Montijo Rosado, Dean) 3. Our instructional coach will provide professional development on the embedding culturally responsive instruction into subject areas. This professional development will be embedded in weekly common planning with grade level teams. (9/18- Aida Strubbe, Instructional Coach)
Person Responsible	Danele Littles (danele.littles@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)

Lake George teachers will utilize research based strategies and best practices to increase student achievement in science by 6%.

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 George encourages parents to attend all school activities through frequent communication via the school newsletter, Connect Orange, email distribution, planners, and flyers. Parents are invited to attend Meet the Teacher, Open House, and two parent conference nights. Parents are also encouraged to attend special family events such as science and literacy nights. These events are held monthly and are coordinated by our Parent Engagement Liaison.

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

A Kindergarten Roundup is held each spring, during which families and their preschool children are offered tours of the school and the kindergarten classrooms. The families are also provided pamphlets (in English and Spanish) on how to get their child ready for Kindergarten throughout the summer. Teachers discuss the kindergarten program and provide information to parents about school policies and how to have a successful start to the school year. Parents and Kindergarten scholars tour the school and visit their classroom. Another strategy that helps the transition from preschool to kindergarten is the development of procedures and routines the first weeks of school.

Scholars in the 5th grade transitioning to middle school are provided with multiple exposures to the process and expectations to support their successful transition. The school guidance counselor works closely with the middle school guidance counselors to provide an orientation and visit to the receiving school. The guidance counselors from the middle school visit Lake George Elementary to share information with the scholars about their new school and start the process of choosing elective classes and allows the scholars the time to ask questions they may have about the school and the procedures they will follow. The scholars are also provided with the opportunity to visit the middle school campus. The scholars are transported to the middle school for a tour and visit of classes to help familiarize them with the layout of the campus. Middle school orientation nights, planned by the middle school, are communicated to our families for the opportunity to attend evening

events. We also invite the middle school principal to join the 5th grade end of year celebration to speak to the scholar and welcome them to their new school.

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

The MTSS Leadership Team meets every 3 weeks with PLCs to review the effectiveness of core instruction by analyzing data from formative assessments. During these meetings teachers identify strategies that have been most effective and make suggestions for instructional changes in the core curriculum. Teachers also identify those students not meeting the standards who will require additional intervention. Once a month the MTSS team meets with teachers to monitor the progress of students receiving Tier II interventions, suggest instructional changes or make recommendations for Tier III intervention. The MTSS team evaluates the need for additional intervention materials, tutoring and the structuring of intervention groups. The instructional coaches help monitor the rigor of the core curriculum and support teachers in the implementation of effective instructional strategies and practices.

In addition, every 6 weeks the principal funds 6 full day subs to cover classes while the teachers get an additional two hours of uninterrupted time to meet with the MTSS Coach to analyze the MTSS graphs for students who are being progress monitored at the Tier 2 and Tier 3 levels.

Lake George receives Title I funding. Funds from Title I, SAI, School Improvement, and the school budget will be used to provide after school tutoring for our bubble level 2 and bubble level 3 students and our K, 1, and 2 students. We will also implement 9 sessions of a monthly Super Science and Math Saturday Program to provide additional time for Math and Science instruction to 4th and 5th grade students.

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

Independent learning and leadership is fostered to prepare scholars for college and career readiness through the implementation of the following extra-curricular activities:

Student council - 3rd - 5th grade

Safety Patrols - 5th grade

Lake George Jammers - This is our school's chorus for interested 3rd - 5th graders

Math Olympiad - 4th and 5th graders

Science Club - 4th and 5th graders

STEM Club - 3rd and 4th grades

Garden Club - 1st grade

SAFE Ambassadors/Character Ed Club - 4th and 5th graders

Battle of the Books - 4th and 5th graders

Sunshine State Book Club - 4th and 5th graders

National Elementary Honor Society - 4th and 5th graders

Art - 2nd - 4th graders

SSYRA Club K-2nd graders

SSYRA and Battle of the Books Club - 3rd - 5th graders

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

Lake George Elementary provides fifth grade students with weekly STEM program in which 5th grade scholars visit our science lab for hands-on science instruction. Lake George also participates in the annual Teach In event where various community members come in to discuss their careers and jobs with students.

Part V: Budget						
1	III.A	Areas of Focus: Teachers will participate in professional development to increase their capacity when using complex texts to engage students with disabilities in rigorous discussions and responding to text dependent questions, thus accelerating student performance.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	391-Subagreements up to \$25,000	0301 - Lake George Elementary	General Fund		\$0.00
			<i>Notes: Substitutes will be provided to offer instructional staff additional training to increase their capacity when using complex texts.</i>			
	3374	130-Other Certified Instructional Personnel	0301 - Lake George Elementary	General Fund		\$0.00
			<i>Notes: Targeted tutoring will be provided for students who scored in the bottom 25% in ELA.</i>			
2	III.A	Areas of Focus: Teachers will engage in professional development to increase their capacity to successfully embed culturally responsive strategies to increase the achievement of our Black and Hispanic students.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3376	500-Materials and Supplies	0301 - Lake George Elementary	General Fund		\$0.00
			<i>Notes: Onsite continuous training will be provided to instructional staff using resources purchased.</i>			
	3336	500-Materials and Supplies	0301 - Lake George Elementary	Title, I Part A		\$0.00
			<i>Notes: Resources will be purchased and instructional staff will be trained continuously on how to utilize and implement them.</i>			
Total:						\$0.00