

Lake Como Elementary

901 S BUMBY AVE, Orlando, FL 32806

www.ocps.net/lc/southwest/elc

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	77%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school is a safe and welcoming environment for all students. Positive relationships are fostered from the first day a child is enrolled in our school. All parents complete a document that shares information about the child, the family and future aspirations. During the summer, a play date is conducted for incoming Kindergarten students and their families. Kindergarten teachers, the principal, school secretary, guidance counselor, and our Parent Teacher Association host the event. This enables us to get acquainted with the families and share valuable information about our goals and our resources. Our upcoming third graders from our sister school are invited to share a day at our school prior to entering Lake Como Elementary. They visit all third grade classes and have a tour of the campus. Guidelines for success are discussed with all of our students and documents are sent home that will help our personnel become familiar with our students. Throughout the school year, we host activities for entire families that build strong relationships between school and family, such as our Literacy Night, Math Night, Evening of Excellence, chorus concerts, and Art Show. These events enable our teachers, students and their families to participate in activities that foster positive relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Our students are greeted from the moment they set foot on our campus. All school personnel have been trained to ensure that all children are supervised before, during and after school. Procedures and processes are taught to students, and all staff and student safety is everyone's responsibility.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Lake Como Elementary has a school-wide Behavior Leadership Team. The team works together in ensuring the development and practice of a school-wide behavior plan. There are guidelines that specify the behaviors that are necessary to be successful at Lake Como Elementary. There are rules, procedures and processes in place for common areas and classrooms. A color system is in place ranging from blue to red, and it is a fluid system to help students recognize their behaviors and improve their choices as needed. All school personnel are responsible for teaching the behaviors that are deemed necessary to be successful at our school. The Renaissance program has been implemented to foster a positive school culture and climate as well. The vision of Renaissance is to strive for excellence in academics, attitude, actions, arts, acts of service, and activities. High

standards are set for students by the "staffulty" (staff+faculty) and recognition is provided for improvement. This impacts student behavior through the 5 R's:

- R-Respect
- R-Reward
- R-Recognize
- R-Reinforce
- R-Results

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 Como Elementary has a full time guidance counselor, part time social worker and psychologist that are instrumental in sharing ideas that enable us to help our students and their families. Through our referral Multi-tiered System of Supports process, teachers and other school personnel can refer a student or their family for support. Our school has a food pantry that has allowed us to provide groceries for students and families in need. We also provide clothing for students in need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failures in English Language Arts or Mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	5	9	6	5	2	35
One or more suspensions	0	0	3	9	3	4	19
Course failure in ELA or Math	8	26	27	35	16	22	134
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total	
	K	1	2	3	4	5		
Students exhibiting two or more indicators		1	4	9	12	7	5	38

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students with low attendance receive a phone call from their teacher, attendance warning letters, a school meeting is scheduled and resources are made available to parents in order to ensure attendance. Students who receive services based on the McKinny-Vento Act are provided bus

transportation.

Students with multiple suspensions are assisted by diagnosing root causes of their behavior. A meeting is conducted with teachers, administration, parents and the behavior specialist. A proactive and preventative plan is developed to assist the students. Classroom alternatives are explored in lieu of school suspension. Many of the suspensions are issued on the bus. A plan was developed by the bus drivers and the school team that included assigned seating, seat belt requirement, monitoring and support from a Lake Como Leadership team member who rides the bus daily, and meeting with parents about bus expectations.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parental participation has increased in recent years at our school. Provisions have been made to provide transportation to and from school events. Lake Como has built partnerships with community groups to meet the needs of parents outside of the school. The Parramore Kidz Zone is an example of these partnerships. Staffuly take events that would normally be held at school and hold them at the community center so families can attend. Our School Advisory Committee is a communication channel in which the school's mission and vision are communicated and the School Improvement Plan is developed and revised with parents and community members. Teachers establish regular contact with parents through newsletters, the school marquee, planners, phone calls and Progress Book to keep them informed of their child's progress.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our Parent Teacher Association builds strong partnerships with the local community, teachers, and students of Lake Como. Their goal is to support student programs and events with the support of the families and community members. Our Partner in Education Coordinator initiates and sustains relationships with our community businesses. She secures donations and services from community businesses. Incorporated with the Renaissance program, the school staffuly works with families and community business owners in procuring donations that can be used to support student and staff recognition as well volunteers to support school initiatives. The Literacy Leadership Team works closely with Junior Achievement University of Central Florida groups as they work with our local businesses to raise funds for our special events. Several area churches help us to stock our food pantry and give needed school supplies to students, and our Guidance Counselor coordinates those efforts.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Fisher, Isolda	Principal
Lagatta, Martha	Instructional Coach
Wallace, Cathleen	Dean
Amaya, Paola	Guidance Counselor
Noll, Allison	Instructional Coach
Sampson, Courtney	Instructional Coach
Monroe, Claudette	Instructional Coach
Outlaw, Marquita	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

All members of the school leadership team play an active role in ensuring that the academic and behavioral needs of all students are met. The team members' responsibilities are as follows:

The Principal provides vision and direction for the problem-solving processes, and reviews the fidelity of and adherence to the process via classroom walkthroughs and observations, data meetings, and Multi-Tiered System of Supports (MTSS) meetings;

The Instructional Coaches provide expertise in specific content areas through coaching of effective strategies, modeling of best practices in pedagogy and lesson planning, implementation of the coaching cycle with fidelity, identification of appropriate intervention materials and resources, screening and assessment of identified students, and hands-on support for identified students (small group and differentiated instruction);

The Curriculum Resource Teacher provides guidance on the K-12 plan; facilitates and supports data collection activities; assists in data analysis; and provides professional development and technical assistance to teachers regarding data-based instructional planning;

The Literacy Coach spearheads all literacy initiatives in the school and serves as the facilitator of the Literacy Leadership Team. She provides expertise in specific content areas through coaching of effective strategies in Literacy, identification of appropriate intervention materials and resources, screening and assessment of identified students, and hands-on support for identified students in Literacy (small group and differentiated instruction). The Literacy Coach also collaborates with the Guidance Counselor to ensure MTSS meetings are conducted and that the MTSS process is implemented effectively;

The Math Coach spearheads all math initiatives in the school and serves as the facilitator of the Math and Science Leadership Team. She provides expertise in specific content areas through coaching of effective strategies in Math and Science, identification of appropriate intervention materials and resources, screening and assessment of identified students, and hands-on support for identified students in Math (small group and differentiated instruction);

The MTSS Coach provides expertise and support in identifying students and selecting appropriate interventions through the MTSS process in areas of academics and behavior, monitors data gathered, uses the problem-solving model to provide continuous support based on students' individual growth or deficits, creates MTSS behavior action and support plans, and conducts MTSS meetings with MTSS team members;

The Guidance Counselor provides expertise and support in identifying students and selecting appropriate interventions for behavior, including the creation of guidance groups, works collaboratively to monitor student progress and program effectiveness. She assists with testing of Language Enriched Pupils (LEP) at all grade levels. She assists in the collection of ESE data and LEP data and shares with teachers to ensure effective strategies are being used with students. She

also provides expertise and support in identifying students and selecting appropriate interventions for behavior, including the creation of guidance groups, participating in MTSS meetings; The Behavior Specialist helps Exceptional Student Education (ESE) teachers develop and implement Behavior Intervention Plans (BIP). She works as a school-wide resource helping teachers monitor student behavior for the MTSS process and the effectiveness of classroom management plans. She spearheads our school's Behavior Leadership Team (BLT), which is responsible for the creation of our guidelines for success, procedures and processes for our school's common areas.

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

The following steps are outlined to identify, implement, and monitor the effectiveness of the school's MTSS and School Improvement Plan (SIP) structures:

- 1) Students are identified based on grade-level performance on school/district/state benchmark assessments (by teacher or MTSS team), or at the request of a parent/guardian.
- 2) A meeting is scheduled with parent/guardian, teacher(s), and MTSS team members to review data of identified student to determine severity of skills deficits and determine the level of support which the student will receive (Tier II or Tier III).
- 3) An action plan is created, based on the data reviewed and analyzed in Step 2. The student's skills deficits are analyzed to determine cause and identify specific skills in need of support / intervention. Based on the support needed and level of tier identified, intervention and progress monitoring commences.
- 4) Research-based interventions and supports are provided to the identified students, and curriculum-based measurements are utilized to assess the progress of the student (progress monitoring). The progress monitoring process occurs for 4-6 weeks, allowing time to collect a minimum of 3 data points.
- 5) After the 4-6 week intervention cycle and/or 3 data points are collected, the data is analyzed through the problem-solving model to determine modification of support.
- 6) If growth is minimal or non-existent, additional interventions are implemented and/or the intensity of interventions is increased (dependent on data from prior interventions). Concurrently, the implementation of the core curriculum will be done with fidelity in all classrooms. Classroom walkthroughs and teacher observations occur to ensure the fidelity of instruction. Small group support, individual support, and additional resources (human and instructional) are identified and provided, as needed.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Isolda Antonio Fisher	Principal
Alan Ellis	Teacher
Molly Lagatta	Teacher
Courtney Sampson	Teacher
Barbara Dennis	Education Support Employee
Pamela Corwin	Education Support Employee
Ashley Wingo	Teacher
Marquita Outlaw	Teacher
Chanisse Calaquian	Teacher
Michelle Valdez	Parent
Andrea DeLoach	Parent
Jason Seyfert	Parent
Leith Harrell	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2014-2015 School Improvement Plan was reviewed in conjunction with review of FSA performance data. Based on the review of the data, the goals and barriers of the 2014-2015 SIP were shared with stakeholders in order to determine next steps, revisions, and recommendations. The recommendations and revisions that were discussed were taken into and the information was utilized to create the 2015-2016 School Improvement Plan.

Development of this school improvement plan

The committee was presented with the 2014-2015 school data. The data was based on iReady as other data sources were not available at that time. There was discussion about the areas of strengths and the areas of weakness and the outcomes of our student achievement gaps. Based on the findings, the SAC was asked to share improvements that could enhance learning and teaching. The input was collected and classified into two categories: goals and action steps. This information was used to write the School Improvement Plan.

The School Improvement Plan is regularly reviewed through the SAC/Parent Leadership Council (PLC) meetings, with staff using SharePoint and through discussions in staff meetings. It is shared with parents and community through our school website and also by providing a copy in our front office. Parents are notified of the existence of the plan and where they can view it through our school website.

Preparation of the school's annual budget and plan

Prior to the start of the new school year, the academic needs and priorities of the school were discussed, in terms of staffing, programs, technology etc., and priorities were identified for the upcoming year. The input and feedback received at the meetings were used to set priorities for the upcoming year's budget. Once the budget was complete, outcomes were shared with the committee and discussions were conducted to ensure consensus and understanding.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Our funding is from these sources: 1) The General Fund, which is used to purchase positions and instructional resources. 2) The SAI fund is used for extension of learning. The after-school program is tailored for students based on i-Ready and common formative assessments. Last year our targeted students were 3rd, 4th and 5th graders in the lowest quartile.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Fisher, Isolda	Principal
Lagatta, Martha	Instructional Coach
Dennis, Barbara	Instructional Media
Yonchik, Mary	Teacher, K-12
Wingo, Ashley	Teacher, K-12
Broessel, Jessica	Teacher, K-12
Monroe, Claudette	Instructional Coach
Noll, Allison	Instructional Coach
Calaquian, Charisse	Teacher, K-12
Gallego, Angela	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the committee this year will be fostering school-wide implementation and successful use of Renaissance Place for Accelerated Reader, and creating celebrations that will occur quarterly for students that meet their goal. The LLT will also spearhead an initiative with the current Sunshine State books. We are committed to providing Family Literacy Nights that will support our new Language Arts Florida Standards and rigorous instruction in a fun and informative format. During Celebrate Literacy week, the LLT will coordinate activities for all students and staff to participate. Finally, the LLT will serve as a vehicle to inform teachers of strategies and information for our new Language Arts Florida Standards. It provides a forum for addressing interventions and resources that address areas of deficit in reading and areas for enrichment.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Lake Como Elementary encourages positive working relationships between teachers, instructional leaders, and administration through collegial planning and assessment teams. Three to four days per

week, a 60-minute block of time is designated for each grade level to collaboratively plan instruction of the Florida ELA, Math, Science, Social Studies and Writing Standards with the school's Instructional Coaches based on subject areas. During these collaborative sessions, teachers and coaches work to deconstruct the reading and math standards (LAFS and MAFS), create lesson plans and common assessments, and review student data. In addition to collaborative planning sessions, Professional Learning Community meeting time is set aside one day per week to continue construction of common assessments, discuss common assessment data, and discuss instructional strategies and practices (Marzano framework) that will address areas of strength and opportunities of growth based on the data. Teachers are also given an opportunity to model lessons and practice teaching strategies that they will be using in upcoming lessons. The school principal and instructional coaches meet biweekly with grade-level teams to discuss student data and strategies for maximizing student and teacher performance. Teachers are also encouraged to conduct peer observations and collaborate with one another to support professional growth and learning. Coverage is provided by the Leadership Team members so teachers can conduct peer observations during instructional time. Classroom observations will also be conducted by the Leadership Team on a regular basis, and actionable feedback will be provided to support teacher growth in a positive, constructive manner.

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

In order to recruit and retain highly qualified teachers, Lake Como Elementary collaborates with and through local universities and colleges, and uses district criterion for highly qualified teachers, continually. Lake Como Elementary also actively participates in the placement of student-teacher interns during the fall and spring semesters. Additionally, teacher mentors are assigned to new and beginning teachers, and those identified as needing additional support. All leadership personnel are assigned as mentors as well as veteran teachers across the grade levels. The school leadership team monitors the ongoing professional development, training, coaching, mentoring, and progress of those teachers. All teachers participate in Professional Learning Communities, peer shadowing, observations, and professional learning opportunities focused on school-based needs and initiatives, utilization of the co-teaching model, and common planning. The coaching cycle is actively utilized at Lake Como Elementary, where Instructional Coaches provide pre- and post-observation conferences with teachers, and model effective teaching strategies. The individuals responsible for recruiting and retaining highly qualified staff are the principal, Curriculum Resource Teacher/Instructional Coaches, and teacher mentors.

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

This year at Lake Como, 38% of the staff have 0-3 years' experience. With that being over one third of the staff population, it is critical that teachers feel that they have the support, resources, and time to complete daily tasks accurately and with fidelity. The goal of our leadership team is to build, retain, and promote teachers. Our teachers need to know that their goals are connected to their school's goals, and that leadership team members will make sure to assign them with individuals with that will be of assistance.

The need to provide our new/beginning teachers with several opportunities that would help build their craft while always improving and sharing their ideas has been identified. Each leadership team member is assigned to a specific grade level or levels. This allows coaches to provide strategies in areas of their own expertise, where they could really focus on what teachers needed to be successful. Also, having a smaller ratio of teachers to leadership team members allows a relationship to be developed which is vital to any mentoring program.

New Teacher Orientation started during the week of pre-planning. New teachers met with all leadership members during informational rotations. This allowed them the opportunity to learn the layout of the facility, meet with their designated leadership team members as well as the Behavior Specialist, MTSS contact, and Title I coordinator to help all new faculty become familiar with the roles of the staff and how

they enhance overall productivity on campus.

Teachers participate in Professional Learning Communities with their grade-level peers, as well as vertical alignment where they can meet with the previous grade level teams to see where students were at closing the year and what areas were a focus to help all involved maintain success.

New teachers have opportunities to participate in peer observations or instructional rounds where they observe master teachers with their leadership team member mentor from various grade levels with varied teaching styles. New/beginning teachers can reflect on best practices and strategies they can begin to implement in their classrooms immediately with fidelity. Pre-meetings will be held to identify a focus to the observation, and a follow-up meeting will be held to discuss the observation.

Reflective homework might also be assigned. All of this is part of monitoring the implementation of the mentoring program and new teacher growth.

Professional Development is provided school-wide. Lessons are modeled by Instructional Coaches, team members as well as new/beginning teachers. This allows all teachers the opportunity to observe what strong instruction looks like and what can be done to improve teaching styles. Marzano reference books are used by both new teachers and mentors as a part of professional development.

Mentoring is provided from highly qualified, effective teachers within their domain area of teaching. New/ Beginning teacher meet twice a month with each other and their mentors. Opportunities are given to participate in the coaching cycle, where effective practices of coaching are modeled, such as delivering actionable feedback and observing teachers to enhance one's mindset and see things from the perspective of an Instructional Coach.

Professional development materials and resources via PDSOnline, Launchpad, SignMeUp, Teaching Channel, and other tools that influence instruction are provided and new teachers are trained in how to use them.

Mentees participate in the aforementioned activities throughout the school year, beginning in the weeks prior to the start of the school year. In addition to the activities previously stated, mentees will participate in biweekly data meetings and will receive frequent feedback from the principal and instructional coaches on instructional strategies, classroom management, and lesson planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the Standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Lake Como Elementary uses the data from a variety of sources to provide effective and timely instruction for all students, and to differentiate instruction in order to meet the varying needs of students (behaviorally and academically). Through the MTSS process, school staff focuses on student progress and student achievement on state standards, analyzing intervention data for both academics and behavior, and making revisions to the intervention plan, as needed. A student performing significantly below grade level in reading (Tier III), for example, is identified through and tracked via the MTSS process, and instructional interventions are identified and utilized in the

classroom.

Academic data is collected as interventions are implemented, and a MTSS meeting is held to discuss the progress of the student. If there is an increase in the student's performance data, the intervention utilized is continued, and another meeting to track progress is scheduled 3 weeks from the meeting being held. At the next 3-week update meeting, the student's academic progress is reviewed and proficiency in the identified skill or strand is determined, and new goals are set.

Biweekly data meetings are facilitated by the principal and instructional coaches to provide teachers the opportunities to discuss grade-level performance data in correlation to district and state benchmarks. During these sessions, students not meeting proficiency are discussed and instructional strategies and interventions are prescribed or revised. Some interventions prescribed might include: additional Tier III instruction outside of the state mandated 90-minute reading block and 30 minutes of reading intervention; a specific instructional program, such as iReady, to support students that meet specific criteria for participation in one-on-one support in specific skills and benchmarks; before and/or after-school tutoring; and more.

Additionally, the Florida Continuous Improvement Model (FCIM) is utilized to plan effective instruction, instruct the standards with fidelity, assess the skills and standards being taught, and revise instruction based on the assessment data. Teachers teach the standards based on a monthly instructional focus calendar, and common assessments (formative and summative) are scheduled to provide timely and useful data to inform instructional practices. The common assessments utilized to track student performance are aligned to the Florida Standards, and teachers rely on the test item specifications to create the assessments. The data from the assessments are also used to revise instructional focus calendars.

Data from classroom observations are used to determine the level of support needed throughout the school, by grade level, department, and/or teacher. Based on the trends and commonalities being observed, the principal and instructional coaches strategically plan the support provided to instructional staff members and determine professional development needs for the school.

Instructional coaches work with teachers in all subject areas. Coaches are assigned based on expertise. Courtney Sampson works with intermediate teachers in Math and Science; Claudette Monroe works with intermediate teachers in Reading; Allison Noll works with kindergarten and 1st grade teachers in all subjects; and Molly Lagatta works with 2nd grade teachers in all subjects. Marquita Outlaw and Cathleen Wallace also support ESE teachers. All coaches work with teachers in planning for individual student needs, help with common assessment creation for data collection, analyze data, and model best teaching practices for teachers based on the results of data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,700

Lake Como Elementary will use our SAI and Title I funds for after-school tutoring in reading for students performing below-level based on iReady, common assessments, and students' academic performance. Through the weekly after-school tutoring program, students are provided with 180 additional minutes of instruction per week in English Language Arts. Research-based resources and instructional materials, along with computer-assisted instruction, are utilized in the after-school program to assist students in the mastery of Florida Standards assessed on the Florida Standards Assessment (FSA). Brain-based strategies and rigorous activities are incorporated into the after-school program to engage students in meaningful learning experiences. Computer-based programs that target individual and specific deficient skills of students are incorporated into the after-school tutoring. Student instructional groups will consist of no more than 10 students per group, in an effort to maintain a small group setting. Teachers are selected to work with the tutoring program based on their strengths with the standards being incorporated.

Strategy Rationale

Additional minutes outside of the school day are needed to support students that have not attained proficiency in standards, and/or have minimal background knowledge in content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Outlaw, Marquita, marquita.outlaw@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A data matrix will be maintained for all students participating in the after-school tutoring and enrichment programs. Tutors and enrichment teachers will be responsible for collecting the data and maintaining the data matrices, and the tutoring coordinator along with the Instructional Coach will monitor the data on a weekly basis. The data matrix will track data from common assessments and iReady taken during the school day, in addition to assessments taken by students during the after-school programs. The progress of students participating in the tutoring program will be monitored to determine rate of progression, and necessary adjustments will be made to interventions during tutoring hours, as needed. Attendance and discipline data will also be collected and analyzed to determine effectiveness of student interventions and teacher strategies. Incentives will be given to students during tutoring for attendance, behavior, and academic growth.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Each year, VE Pre-K classes participate in a "Moving Forward" activity, in which the students visit kindergarten classes prior to the end of the current school year. The "Kindergarten Round Up" program/event is promoted by the district and the school, in an effort to orient parents to the rigors

and expectations of kindergarten. Parents are also encouraged to bring their child(ren) to the "Meet the Teacher" event held prior to the start of every new school year, as well as the annual Open House event. Additional classroom support is provided to all kindergarten teachers at the start of the new school year to assist new students with the transition from pre-school and early childhood programs to kindergarten. Fifth grade students also participate in transition activities by participating in a visit to Howard Middle School in preparation for their move from elementary school to middle school.

College and Career Readiness

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

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant standards-based instruction and instructional practices, facilitated through effective collaborative planning. (Division Priority #1: Accelerate Student Performance and Division Priority # 2 Invest in Human Capital)
- G2.** Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress-monitored and provided with timely interventions and supports. (Division Priority # 1: Accelerate Student Performance and Division Priority # 3: Ensure Career and College Readiness)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant standards-based instruction and instructional practices, facilitated through effective collaborative planning. (Division Priority #1: Accelerate Student Performance and Division Priority # 2 Invest in Human Capital) **1a**

 G072703

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - SWD	
AMO Math - All Students	

Resources Available to Support the Goal **2**

- iReady for computerized reading and math differentiated instruction
- Accelerated Reader Incentive Program
- C.A.M.P. (Comets Attaining Meaningful Practice) Intervention/Enrichment Program
- Small group instructional sequence document
- Florida Standards and test item specifications
- Formative and summative assessment data
- Marzano Instructional Framework
- Deconstructed standards
- "Using Rigor and Relevance to Create Effective Instruction" - International Center for Leadership in Education
- District level training and professional development

Targeted Barriers to Achieving the Goal **3**

- Teachers' limited knowledge of and experience in teaching the Florida Standards

Plan to Monitor Progress Toward G1. **8**

The Principal will facilitate biweekly (every other week) data meetings and individual data meetings (as necessary) to review and analyze student performance data and classroom observation trend data.

Person Responsible

Isolda Fisher

Schedule

Biweekly, from 9/1/2015 to 7/1/2016

Evidence of Completion

Student performance data from formative and summative assessments aligned to the standards, student work samples reflecting student mastery of the standards, teacher delivery of lessons aligned to the full intent and rigor of the standards, teacher observation data

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress-monitored and provided with timely interventions and supports. (Division Priority # 1: Accelerate Student Performance and Division Priority # 3: Ensure Career and College Readiness) **1a**

 G072704

Targets Supported **1b**

Indicator	Annual Target
Level 1 - All Grades	18.0
Students exhibiting two or more EWS indicators (Total)	0.0

Resources Available to Support the Goal **2**

- Florida Standards and test item specifications
- Formative and summative assessment data
- Instructional staff and instructional leadership team (Principal, CRT/Instructional Coaches, and School Psychologist)
- Research-based intervention resources and materials
- IMS MTSS Resources
- MTSS 10-15 day cycle

Targeted Barriers to Achieving the Goal **3**

- Teachers' limited knowledge of and experience with implementation of the MTSS process
- Teachers' limited knowledge of and experience in differentiating instruction for students

Plan to Monitor Progress Toward G2. **8**

Administration will participate in biweekly (every other week) data meetings held to review and analyze student assessment and performance data, individual data meetings with teachers (as needed), and MTSS professional development activities as outlined in the action steps the School Improvement Plan.

Person Responsible

Allison Noll

Schedule

Biweekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Classroom observation data that reflects delivery of instruction implementing student tasks differentiated by process, content, and/or environment; student work samples reflecting differentiated tasks by process, content, and/or environment, documentation reflecting student grouping based on student performance data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant standards-based instruction and instructional practices, facilitated through effective collaborative planning. (Division Priority #1: Accelerate Student Performance and Division Priority # 2 Invest in Human Capital) **1**

 G072703

G1.B1 Teachers' limited knowledge of and experience in teaching the Florida Standards **2**

 B189690

G1.B1.S1 Instructional Coaches will provide professional development to teachers on the Florida Standards (deconstructing of Standards, Backwards Design Approach (BDA), connection of Florida Standards to Marzano's Instructional Framework, etc.). **4**

 S201054

Strategy Rationale

Teachers must learn how to effectively plan a lesson using backwards design, including deconstruction of the standards, writing learning goals, creating proficiency scales, and mapping out learning targets, in order to be able to deliver instruction aligned to the full intent and rigor of the standards.

Action Step 1 **5**

Instructional Coaches will provide professional development opportunities for teachers on using the Backwards Design Approach to effectively plan for delivery of standards-based instruction, and the English Language Arts (ELA) and Mathematical instructional shifts involved in teaching the standards.

Person Responsible

Claudette Monroe

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, grade-level lesson plans, common planning sessions and session resources

Action Step 2 5

Instructional Coaches will model effective instructional practices in teaching of the Florida Standards.

Person Responsible

Courtney Sampson

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Coaching logs, informal observations, teacher reflections and coaching feedback forms

Action Step 3 5

Teachers will implement effective lessons aligned to the Florida Standards.

Person Responsible

Claudette Monroe

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom observational data, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal will facilitate professional development provided by Instructional Coaches and complete classroom observations to ensure the delivery of standards-based instruction.

Person Responsible

Isolda Fisher

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Lesson plans and observations with feedback recorded on iObservation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Leadership team members will monitor for effectiveness through classroom observations, review of student performance data, student work samples, and lesson plans that will reflect teacher knowledge and implementation of standards-based instruction.

Person Responsible

Courtney Sampson

Schedule

Quarterly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Lesson plans reflecting a learning progression that in turn reflects a deep understanding of the standard via BDA, classroom observation data reflecting teacher implementation of rigorous, standards-based instruction, student tasks and works aligned to the full intent of the standards

G1.B1.S2 Instructional Coaches will provide professional development to teachers on rigorous lesson planning and instructional practices to increase the level of student engagement and achievement. 4

 S201055

Strategy Rationale

Teachers must learn how to effectively plan for and implement instructional practices, including Marzano elements and strategies from the Framework, in order to be able to deliver a rigorous and engaging lesson that is aligned to the full intent of the standards.

Action Step 1 5

Instructional Coaches will provide professional development to instructional staff on the Rigor and Relevance Framework and the Marzano Instructional Framework.

Person Responsible

Allison Noll

Schedule

Quarterly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Professional development agendas and sign-in sheets, exit slips, teacher reflections and/or surveys, training resources.

Action Step 2 5

The Principal and Instructional Coaches will provide opportunities for instructional staff to 1) observe their peers and/or instructional coaches modeling implementation of rigorous instructional lessons that incorporate strategies from the Marzano Framework for engaging students, and 2) be observed implementing rigorous lessons that incorporate learned strategies.

Person Responsible

Martha Lagatta

Schedule

Monthly, from 8/28/2015 to 5/27/2016

Evidence of Completion

Coaching logs, teacher reflections, coaching observation forms (feedback), teacher observation notes, lesson plans reflecting incorporation of learned strategies

Action Step 3 5

Teachers will implement rigorous instructional lessons and activities that incorporate strategies from the Marzano Framework for engaging students.

Person Responsible

Isolda Fisher

Schedule

Biweekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Classroom observations, lesson plans, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Principal will monitor classroom teachers' participation in professional development provided by Instructional Coaches and ensure teachers receive actionable feedback from classroom observations.

Person Responsible

Isolda Fisher

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

iObservation data, lesson plans, professional development agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Leadership team will conduct classroom observations and review student performance data, student work samples, and lesson plans to progress monitor teacher implementation of the strategies to engage students learned during the professional development provided.

Person Responsible

Isolda Fisher

Schedule

Biweekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Lesson plans, student performance data, student work samples, and classroom observation data reflecting teacher implementation of learned strategies

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress-monitored and provided with timely interventions and supports. (Division Priority # 1: Accelerate Student Performance and Division Priority # 3: Ensure Career and College Readiness) **1**

 G072704

G2.B1 Teachers' limited knowledge of and experience with implementation of the MTSS process **2**

 B189692

G2.B1.S1 The MTSS Coach will provide professional development to instructional staff on implementing the MTSS cycle and process. **4**

 S201056

Strategy Rationale

Instructional and administrative staff must have a working knowledge of the MTSS process and implementation of differentiated instruction in order to effectively support students that are less than proficient academically and behaviorally.

Action Step 1 **5**

The MTSS Coach will provide professional development for implementing the MTSS process and using the MTSS forms.

Person Responsible

Allison Noll

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, agendas and session resources (PowerPoints), exit slips, and teacher reflections/surveys

Action Step 2 **5**

The MTSS Coach will assist teachers in the effective collection and analysis of student performance data to implement the MTSS process with fidelity.

Person Responsible

Allison Noll

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Data meeting agendas and sign-ins, MTSS meeting agendas, professional development sign-ins

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The Principal will monitor all professional development opportunities, meetings, and implementation of the MTSS cycle for identified students.

Person Responsible

Isolda Fisher

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Agenda and meeting notes, teacher reflection exit slips, MTSS data tracking forms

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

Teachers will complete professional development trainings, conduct on-going analysis of results from iReady assessments and formative, common assessments, request meetings for all students identified through data analysis with the MTSS team, and complete the problem solving process to meet the needs of identified students.

Person Responsible

Allison Noll

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student achievement data, progress monitoring data, MTSS meeting notes, MTSS forms

G2.B2 Teachers' limited knowledge of and experience in differentiating instruction for students 2

 B189693

G2.B2.S1 Provide professional development to teachers on strategies to differentiate instruction, based on student performance data, by process, content, and/or environment. 4

 S201057

Strategy Rationale

Instructional staff must have the appropriate knowledge to effectively provide intervention and differentiated instruction for students that are not demonstrating proficiency in academics and/or behavior.

Action Step 1 5

Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.

Person Responsible

Allison Noll

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, SharePoint, data collected, data meeting notes

Action Step 2 5

Teachers will participate in modeling of lessons and co-teaching with the support of school-based coaches.

Person Responsible

Isolda Fisher

Schedule

Biweekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Classroom observations, classroom peer logs and lesson plans

Action Step 3 5

Instructional coaches will support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.

Person Responsible

Allison Noll

Schedule

Weekly, from 9/8/2015 to 6/8/2016

Evidence of Completion

Classroom observations and lesson plans

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

Instructional Coaches will participate in Professional Learning Communities with teachers as they plan for differentiated small-group instruction, model standards-based instruction, conduct classroom walkthroughs to observe differentiated small-group instruction, and monitor student data posted by teachers on SharePoint for their differentiated groups. Principal will also monitor MTSS and Instructional coaches implementation of strategies and provide feedback to them.

Person Responsible

Allison Noll

Schedule

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

Evidence of Completion

Student achievement data, SharePoint graphs, data notebooks, PLC meeting notes, small-group lesson plans

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

Teachers will complete professional development trainings provided by Instructional Coaches, observe standards-based lessons modeled by coaches, plan differentiated instruction in Professional Learning Communities, conduct on-going analysis of progress monitoring from differentiated small-group instruction, and make changes to small-groups based on data analysis and students' needs.

Person Responsible

Allison Noll

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student achievement data, small-group rosters, data notebooks, PLC meeting notes, small-group lesson plans

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Instructional Coaches will provide professional development opportunities for teachers on using the Backwards Design Approach to effectively plan for delivery of standards-based instruction, and the English Language Arts (ELA) and Mathematical instructional shifts involved in teaching the standards.	Monroe, Claudette	8/17/2015	Sign-in sheets, grade-level lesson plans, common planning sessions and session resources	6/3/2016 weekly
G1.B1.S2.A1	Instructional Coaches will provide professional development to instructional staff on the Rigor and Relevance Framework and the Marzano Instructional Framework.	Noll, Allison	8/18/2015	Professional development agendas and sign-in sheets, exit slips, teacher reflections and/or surveys, training resources.	6/3/2016 quarterly
G2.B1.S1.A1	The MTSS Coach will provide professional development for implementing the MTSS process and using the MTSS forms.	Noll, Allison	8/17/2015	Sign-in sheets, agendas and session resources (PowerPoints), exit slips, and teacher reflections/surveys	6/3/2016 monthly
G2.B2.S1.A1	Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.	Noll, Allison	9/8/2015	Sign-in sheets, SharePoint, data collected, data meeting notes	6/3/2016 monthly
G1.B1.S1.A2	Instructional Coaches will model effective instructional practices in teaching of the Florida Standards.	Sampson, Courtney	8/24/2015	Coaching logs, informal observations, teacher reflections and coaching feedback forms	5/27/2016 weekly
G1.B1.S2.A2	The Principal and Instructional Coaches will provide opportunities for instructional staff to 1) observe their peers and/or instructional coaches modeling implementation of rigorous instructional lessons that incorporate strategies from the Marzano Framework	Lagatta, Martha	8/28/2015	Coaching logs, teacher reflections, coaching observation forms (feedback), teacher observation notes, lesson plans reflecting incorporation of learned strategies	5/27/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	for engaging students, and 2) be observed implementing rigorous lessons that incorporate learned strategies.				
G2.B1.S1.A2	The MTSS Coach will assist teachers in the effective collection and analysis of student performance data to implement the MTSS process with fidelity.	Noll, Allison	8/17/2015	Data meeting agendas and sign-ins, MTSS meeting agendas, professional development sign-ins	6/3/2016 monthly
G2.B2.S1.A2	Teachers will participate in modeling of lessons and co-teaching with the support of school-based coaches.	Fisher, Isolda	8/17/2015	Classroom observations, classroom peer logs and lesson plans	6/8/2016 biweekly
G1.B1.S1.A3	Teachers will implement effective lessons aligned to the Florida Standards.	Monroe, Claudette	8/17/2015	Lesson plans, classroom observational data, student achievement data	6/3/2016 weekly
G1.B1.S2.A3	Teachers will implement rigorous instructional lessons and activities that incorporate strategies from the Marzano Framework for engaging students.	Fisher, Isolda	9/8/2015	Classroom observations, lesson plans, student achievement data	6/8/2016 biweekly
G2.B2.S1.A3	Instructional coaches will support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.	Noll, Allison	9/8/2015	Classroom observations and lesson plans	6/8/2016 weekly
G1.MA1	The Principal will facilitate biweekly (every other week) data meetings and individual data meetings (as necessary) to review and analyze student performance data and classroom observation trend data.	Fisher, Isolda	9/1/2015	Student performance data from formative and summative assessments aligned to the standards, student work samples reflecting student mastery of the standards, teacher delivery of lessons aligned to the full intent and rigor of the standards, teacher observation data	7/1/2016 biweekly
G1.B1.S1.MA1	Leadership team members will monitor for effectiveness through classroom observations, review of student performance data, student work samples, and lesson plans that will reflect teacher knowledge and implementation of standards-based instruction.	Sampson, Courtney	9/1/2015	Lesson plans reflecting a learning progression that in turn reflects a deep understanding of the standard via BDA, classroom observation data reflecting teacher implementation of rigorous, standards-based instruction, student tasks and works aligned to the full intent of the standards	6/3/2016 quarterly
G1.B1.S1.MA1	Principal will facilitate professional development provided by Instructional Coaches and complete classroom observations to ensure the delivery of standards-based instruction.	Fisher, Isolda	9/8/2015	Lesson plans and observations with feedback recorded on iObservation	6/3/2016 weekly
G1.B1.S2.MA1	Leadership team will conduct classroom observations and review student performance data, student work samples, and lesson plans to progress monitor teacher implementation of the strategies to engage students learned during the professional development provided.	Fisher, Isolda	9/8/2015	Lesson plans, student performance data, student work samples, and classroom observation data reflecting teacher implementation of learned strategies	6/3/2016 biweekly
G1.B1.S2.MA1	Principal will monitor classroom teachers' participation in professional development provided by Instructional Coaches and ensure teachers receive actionable feedback from classroom observations.	Fisher, Isolda	9/8/2015	iObservation data, lesson plans, professional development agendas	6/3/2016 monthly
G2.MA1	Administration will participate in biweekly (every other week) data meetings held to review and analyze student assessment and performance data, individual data meetings with	Noll, Allison	9/1/2015	Classroom observation data that reflects delivery of instruction implementing student tasks differentiated by process, content, and/or environment; student work samples	6/2/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers (as needed), and MTSS professional development activities as outlined in the action steps the School Improvement Plan.			reflecting differentiated tasks by process, content, and/or environment, documentation reflecting student grouping based on student performance data	
G2.B1.S1.MA1	Teachers will complete professional development trainings, conduct on-going analysis of results from iReady assessments and formative, common assessments, request meetings for all students identified through data analysis with the MTSS team, and complete the problem solving process to meet the needs of identified students.	Noll, Allison	8/17/2015	Student achievement data, progress monitoring data, MTSS meeting notes, MTSS forms	6/3/2016 biweekly
G2.B1.S1.MA1	The Principal will monitor all professional development opportunities, meetings, and implementation of the MTSS cycle for identified students.	Fisher, Isolda	8/17/2015	Agenda and meeting notes, teacher reflection exit slips, MTSS data tracking forms	6/3/2016 weekly
G2.B2.S1.MA1	Teachers will complete professional development trainings provided by Instructional Coaches, observe standards-based lessons modeled by coaches, plan differentiated instruction in Professional Learning Communities, conduct on-going analysis of progress monitoring from differentiated small-group instruction, and make changes to small-groups based on data analysis and students' needs.	Noll, Allison	8/17/2015	Student achievement data, small-group rosters, data notebooks, PLC meeting notes, small-group lesson plans	6/3/2016 biweekly
G2.B2.S1.MA1	Instructional Coaches will participate in Professional Learning Communities with teachers as they plan for differentiated small-group instruction, model standards-based instruction, conduct classroom walkthroughs to observe differentiated small-group instruction, and monitor student data posted by teachers on SharePoint for their differentiated groups. Principal will also monitor MTSS and Instructional coaches implementation of strategies and provide feedback to them.	Noll, Allison	8/17/2015	Student achievement data, SharePoint graphs, data notebooks, PLC meeting notes, small-group lesson plans	6/8/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Instructional and administrative staff members will increase their knowledge, understanding, and implementation of rigorous and relevant standards-based instruction and instructional practices, facilitated through effective collaborative planning. (Division Priority #1: Accelerate Student Performance and Division Priority # 2 Invest in Human Capital)

G1.B1 Teachers' limited knowledge of and experience in teaching the Florida Standards

G1.B1.S1 Instructional Coaches will provide professional development to teachers on the Florida Standards (deconstructing of Standards, Backwards Design Approach (BDA), connection of Florida Standards to Marzano's Instructional Framework, etc.).

PD Opportunity 1

Instructional Coaches will provide professional development opportunities for teachers on using the Backwards Design Approach to effectively plan for delivery of standards-based instruction, and the English Language Arts (ELA) and Mathematical instructional shifts involved in teaching the standards.

Facilitator

Claudette Monroe, Intermediate Reading Coach Courtney Sampson, Intermediate Math Coach

Participants

Instructional Staff and Administration

Schedule

Weekly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

Instructional Coaches will model effective instructional practices in teaching of the Florida Standards.

Facilitator

Courtney Sampson, Intermediate Math Coach Claudette Monroe, Intermediate Reading Coach Allison Noll, Primary Instructional Coach

Participants

Instructional Staff and Administration

Schedule

Weekly, from 8/24/2015 to 5/27/2016

G1.B1.S2 Instructional Coaches will provide professional development to teachers on rigorous lesson planning and instructional practices to increase the level of student engagement and achievement.

PD Opportunity 1

Instructional Coaches will provide professional development to instructional staff on the Rigor and Relevance Framework and the Marzano Instructional Framework.

Facilitator

Allison Noll, MTSS Coach

Participants

Teachers

Schedule

Quarterly, from 8/18/2015 to 6/3/2016

PD Opportunity 2

The Principal and Instructional Coaches will provide opportunities for instructional staff to 1) observe their peers and/or instructional coaches modeling implementation of rigorous instructional lessons that incorporate strategies from the Marzano Framework for engaging students, and 2) be observed implementing rigorous lessons that incorporate learned strategies.

Facilitator

Martha Lagatta, Instructional Coach Courtney Sampson, Intermediate Math Coach Claudette Monroe, Intermediate Reading Coach Allison Noll, Primary Instructional Coach

Participants

Teachers

Schedule

Monthly, from 8/28/2015 to 5/27/2016

G2. Instructional and administrative staff will develop a deeper understanding of the MTSS process, and implement it with fidelity to ensure that all students are effectively progress-monitored and provided with timely interventions and supports. (Division Priority # 1: Accelerate Student Performance and Division Priority # 3: Ensure Career and College Readiness)

G2.B1 Teachers' limited knowledge of and experience with implementation of the MTSS process

G2.B1.S1 The MTSS Coach will provide professional development to instructional staff on implementing the MTSS cycle and process.

PD Opportunity 1

The MTSS Coach will provide professional development for implementing the MTSS process and using the MTSS forms.

Facilitator

Allison Noll, MTSS Coach

Participants

K-5 classroom teachers, Instructional Coaches

Schedule

Monthly, from 8/17/2015 to 6/3/2016

G2.B2 Teachers' limited knowledge of and experience in differentiating instruction for students

G2.B2.S1 Provide professional development to teachers on strategies to differentiate instruction, based on student performance data, by process, content, and/or environment.

PD Opportunity 1

Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.

Facilitator

Allison Noll, MTSS Coach Courtney Sampson, Intermediate Math Coach Claudette Monroe, Intermediate Reading Coach Molly Lagatta, Instructional Coach

Participants

All instructional staff K-5

Schedule

Monthly, from 9/8/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Instructional Coaches will provide professional development opportunities for teachers on using the Backwards Design Approach to effectively plan for delivery of standards-based instruction, and the English Language Arts (ELA) and Mathematical instructional shifts involved in teaching the standards.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0221 - Lake Como Elementary	General Fund		\$2,000.00
<i>Notes: Funding is for professional development training for the 2015-2016 school year.</i>						
2	G1.B1.S1.A2	Instructional Coaches will model effective instructional practices in teaching of the Florida Standards.				\$0.00
3	G1.B1.S1.A3	Teachers will implement effective lessons aligned to the Florida Standards.				\$0.00
4	G1.B1.S2.A1	Instructional Coaches will provide professional development to instructional staff on the Rigor and Relevance Framework and the Marzano Instructional Framework.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0221 - Lake Como Elementary	General Fund		\$1,500.00
<i>Notes: Training sessions for staff during the 2015-2016 school year.</i>						
5	G1.B1.S2.A2	The Principal and Instructional Coaches will provide opportunities for instructional staff to 1) observe their peers and/or instructional coaches modeling implementation of rigorous instructional lessons that incorporate strategies from the Marzano Framework for engaging students, and 2) be observed implementing rigorous lessons that incorporate learned strategies.				\$0.00
6	G1.B1.S2.A3	Teachers will implement rigorous instructional lessons and activities that incorporate strategies from the Marzano Framework for engaging students.				\$0.00
7	G2.B1.S1.A1	The MTSS Coach will provide professional development for implementing the MTSS process and using the MTSS forms.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0221 - Lake Como Elementary			\$500.00
8	G2.B1.S1.A2	The MTSS Coach will assist teachers in the effective collection and analysis of student performance data to implement the MTSS process with fidelity.				\$0.00

Budget Data						
9	G2.B2.S1.A1	Instructional coaches will provide professional development to instructional staff on differentiated instructional practices and research-based programs.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0221 - Lake Como Elementary			\$1,000.00
10	G2.B2.S1.A2	Teachers will participate in modeling of lessons and co-teaching with the support of school-based coaches.				\$0.00
11	G2.B2.S1.A3	Instructional coaches will support teachers in creating rigorous and differentiated small-group activities and lessons that target specific needs of students.				\$0.00
					Total:	\$5,000.00