

Orange County Public Schools

# Prairie Lake Elementary



2015-16 School Improvement Plan

# Prairie Lake Elementary

8723 HACKNEY PRAIRIE RD, Orlando, FL 32818

[www.ocps.net/lc/north/ecl](http://www.ocps.net/lc/north/ecl)

## School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	73%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	74%

## School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	C	B	A

*\*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
Not In DA	3	<a href="#">Ella Thompson</a>
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 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

Guidance Counselor

As the counselor learns about cultural differences, she shares said findings with teachers information that can better help them understand the student and communicate more effectively with the parent(s)

Monthly highlights of different cultures on cultural diversity topics, important accomplished figures.

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

Faculty and Staff encourage students to treat each other with respect. Staff also coach students to use manners when asking for assistance. Students are told to enlist the help of an adult if there are any problems that arise with another student. The adult assists and tries to help resolve issues. To reinforce these school wide initiatives, the "Colts Creed" and "We Are the C.O.L.T.S." is recited daily. Students complete annual surveys that provide feedback on students perceptions of safety and respect. Results from the surveys are analyzed. The results serve as data for evaluation of current initiatives and indicate potential areas of concern.

Additionally, the Guidance Counselor is on campus to speak to students when there is a concern. A referral system is well established and utilized. Safety plans are devised when appropriate, and shared with the student, teacher, and parents.

Safe School Plan

The Safe School Plan is a site specific comprehensive plan. The procedures promote the safety and security of students and staff, and ensure that school facilities and equipment are safe and in good condition in compliance with Safe Passage Act. The plan is designed to assist our work location personnel in implementing drug, accident and violence prevention programs, preparing for emergency incidents and events that might occur, documenting compliance actions and capturing site specific security and safety procedures.

Colt's Creed

As a Clarcona student, I have the right to learn. I have the responsibility to come prepared, to pay attention and do my best work. I have the right to feel safe. I have the responsibility to behave in a safe and orderly manner by following school and classroom rules. I have the right to be respectful. I have the responsibility to treat adults and students respectfully.

We Are the C.O.L.T.S.

As Clarcona Students We Cooperate, Offer Compassion, Take Responsibility and Show Respect.

**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**

School-wide Positive Behavior Support (PBS) is a collaborative, assessment-based approach to developing effective interventions for problem behaviors school-wide. The emphasis is on the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. Proactive: Prevent inappropriate behaviors by putting procedures in place and if needed changing the environment. Students are provided clear behavioral expectations by teachers, staff, and administration through classroom instruction and interaction. Professional development is provided to teachers to identify behaviors proactively and effective methods of classroom management. Students are taught coping and deescalation strategies by the Guidance Counselor, Behavior Specialist, and Administrative Dean. Educative: Students are provided clear behavioral expectations by teachers, staff, and administration through classroom instruction and interaction. Reinforcement Based: Students are acknowledged and rewarded when they fulfill school expectations (Colt's Club, Shining Star Cards, Citizens of the Month). Consequences are still given for inappropriate behavior.

School and Bus behavior expectations are reviewed whole group at a minimum of 3 times a year. Instructors review the OCPS code of conduct every marking period. Instructors are given a character trait each nine weeks to review with their class. This character trait is a trait that students strive to meet each nine weeks.

Staff members are trained by the Administrative Dean, Guidance Counselor, and Behavior Specialist on effective classroom management, de-escalation intervention training, and the process of writing Office Referrals and Classroom Intervention Forms.

Teachers are aware the school guidance counselor is available on campus to speak with students. There is an open door policy for teachers to consult with guidance counselor to share any students' concerns. Guidance referrals are for students to participate in social skills group, provide classroom guidance based on a specific need or be referred to outside mental health agency.

Cafeteria Excellence Incentive

Whole classes are rewarded with green spoons while in the cafeteria for displaying knowledge of the school and cafeteria rules. On Friday each class turns in their spoons to be counted. Monday, during lunch, the class who received the most spoons the previous week will be announced and a trophy is given to them. Classes bring the trophy to lunch every day to display. Every Friday this process starts over. The Cafeteria Excellence Incentive reinforces positive behavior choices and motivates others to demonstrate the expectations of the lunchroom.

MTSS Behavior

The behavioral Multi-Tiered System of Support at Clarcona Elementary is broken into the three main tiers: Tier I, Tier II, and Tier III. Each tier provides more intensive behavioral support for the student, when the need is identified through a series of data collection. All students receive Tier I, Tier I is our classroom and school wide behavioral programs which are provided to all students in all settings. This tier is based on our school wide use of PBS (Positive Behavior Support) and Class Dojo. All teachers and staff utilize PBS as the core behavior support system. The teachers use blue shining star cards to reinforce positive behaviors demonstrated by students in all areas of the school. During dismissal yellow shining star cards are given to students demonstrating positive behaviors on the bus, at the car rider loop and in the walker area. Class Dojo is an internet based program that tracks individual student behavior. Class Dojo data is shared with parents daily.

If a student is struggling in Tier I, the Administrative Dean is notified that a targeted behavior plan and additional support is needed. The student will then be placed in the MTSS Intervention process which begins in Tier II. The MTSS behavior team meets to discuss specific needs and interventions that the student might need and a parent is notified of this change. A reinforcement inventory is done with the student to determine their preferential reinforcement. The MTSS behavior team, along with the teacher, develops three behavior goals and a behavior chart to document the student's day. The teacher is also required to fill out ABC Data Collection Charts daily to document the antecedents,

behavior displayed and consequences for the student's actions. At the end of each day the Administrative Dean meets with Tier II students to discuss their behavior chart. Throughout the day the child receives points for their behavior (3=Excellent, 2=Good, 1=Needs Improvement, 0=Unacceptable). If the student is making "Excellent" or "Good" choices all day the student will receive reinforcement. If a student receives a "Needs Improvement" or "Unacceptable" on their behavior chart, during the check-out process the Administrative Dean and student will discuss the behavior choices of the day and ways to improve the child's behavior the next school day. ABC Data Collection Charts and the Daily Behavior Charts are used to pinpoint when, where, and the frequency of behaviors. These charts are used to determine any other interventions that might be beneficial to the student's success. If the student is making progress but still working below expectations, the student will remain on Tier II. However if a child is continuing to show the deficit after four weeks of Tier II data is collected, the student is recommended for a change in intervention. A meeting is held with the MTSS behavior team to discuss if a change into Tier III intervention is necessary. Tier III intervention is the most intensive behavior support. This tier focuses on reaching the most at-risk students that have not responded to Tier I or Tier II behavioral support. Once a student reaches Tier III, a BASP (Behavior Assessment and Support Form) is created with the MTSS behavior team and a request for ESE support is made to the district. Tier II interventions continue while a student is in Tier III. All interventions are documented and graphed daily. At the end of the four weeks, if the student is making sufficient progress he/she will either move back to Tier II or remain on Tier III until adequate growth is reached. An MTSS behavior meeting will take place if the student is not making any sustained progress on Tier III after the intervention change. The MTSS Behavior Team meets monthly to analyze the behavioral data.

**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**

Teachers and staff support the needs of each student. There is an atmosphere of team support whenever a student need arises regardless of employee position. Teachers are sensitive to student needs whether it be emotionally, physically, or with school supplies. The teachers do not hesitate to ask for assistance from resource teachers.

Guidance Counselor was created to better assist students, teachers, and parents by providing in-school and out-of-school resources so learning can be enhanced.

**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.

The school guidance counselor and the attendance clerk work collaboratively to print bi-weekly attendance reports. Students with three or more days of unexcused absences are sent letters home before meeting criteria for truancy. Based on the letters sent their attendance is monitored to determine if further intervention is needed. Additional interventions will include a second letter being sent home, attendance warning conference form will be completed and contact with the parents will be initiated. By contacting the parents to discuss any assistance with any difficulties the family may be facing; and to ensure that we allocate appropriate school and community resources in order to improve the attendance. At this time chronic tardiness will also be addressed.

One or more suspensions, whether in school or out of school

MTSS Behavior

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when the need is identified through a series of data collection. All students receive Tier I, Tier I is our classroom and school wide behavioral programs which are provided to all students in all settings. This tier is based on our school wide use of PBS (Positive Behavior Support), and Class Dojo. All teachers and staff utilize PBS as the core behavior support system. The teachers use blue shining star cards to reinforce positive behaviors demonstrated by students in all areas of the school. During dismissal yellow shining star cards are given to students demonstrating positive behaviors on the bus, at the car rider loop and in the walker area. Class dojo is an electronic program that helps to keep track of individual student behavior. Class dojo data is shared with parents daily using their parent login.

If a teacher finds that a student is struggling in Tier I, the Administrative Dean is notified that a more strategically targeted behavior plan and additional support is needed at that time. The student will then be placed in the MTSS Intervention process which begins in Tier II. The MTSS behavior team will meet to discuss specific needs and interventions that the student might need and a parent is notified of this change. A reinforcement inventory is done with the student to determine their preferential reinforcement. The MTSS behavior team along with the teacher will develop three behavior goals and a behavior chart to document the student's day. The teacher is also required to fill out ABC Data Collection Charts daily to document the antecedents, behavior displayed and consequences for the student's actions. At the end of each day the Administrative Dean will meet with the Tier II students to discuss their behavior chart. Throughout the day the child will receive points for their behavior (3=Excellent, 2=Good, 1=Needs Improvement, 0=Unacceptable). If the student is making "Excellent" or "Good" choices all day the student will receive a preferential reinforcement. If a student receives a "Needs Improvement" or "Unacceptable" on their behavior chart, during the check-out process the Administrative Dean and student will discuss the behavior choices of the day and ways to improve the child's behavior the next school day. Both the ABC Data Collection Charts and the Daily Behavior Charts are used to pinpoint when, where, the type of behaviors occurring and how often the behavior occurs. These charts are used to determine any other interventions that might be beneficial to the student's success. If the student is making progress but still working below expectations, the student will remain on Tier II. However if a child is continuing to show the deficit after four weeks of Tier II data is collected, the student will be recommended for a change in intervention. A meeting will be held with the MTSS behavior team to discuss if a change into Tier III intervention is necessary.

Tier III intervention is the most intense behavior support that is provided. This tier focuses on reaching the most at-risk students that have not responded to Tier I or Tier II behavioral support. Once a student reaches Tier III, a BASP (Behavior Assessment and Support Form) is created with the MTSS behavior team and a request for ESE support is made to the district. While a student is in Tier III, all of the interventions that were put in place on Tier II are still being used, documented and graphed daily. At the end of the four weeks, if the student is making sufficient progress he/she will either move back to Tier II or remain on Tier III until adequate growth is reached. An MTSS behavior meeting will take place if the student is still not making any sustained progress on Tier III after the intervention change. The next steps for the student will be discussed to help meet the needs of the student at this time.

During the year, the MTSS Behavior Team meets monthly to analyze the behavioral data we have on each Tier II and Tier III student. The team will problem solve for those students that are not progressing or showing limited growth in Tier II and or Tier III, and an action plan identifying the student's needs will be developed.

Course failure in English Language Arts or Mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics are referred for academic MTSS monitoring.

The academic Multi-Tiered System of Support at Clarcona Elementary is broken into the three main tiers: Tier I, Tier II, and Tier III. Each tier provides more intensive instruction and support for the student. All students begin in Tier I, general academic instruction provided to all students in all settings. This tier is based on the core instruction within the 90 reading block in the classroom. The teacher uses differentiated instruction to meet the needs his/her students with strategies such as

whole group, small group, literacy centers, etc. The classroom instructor works with Administration, Instructional Coaches, the Administrative Dean, MTSS coordinator, CCT, and Guidance Counselor to ensure that the core instruction is meeting the needs of each child.

If a student is struggling in Tier I, the MTSS coordinator is notified that more strategically targeted instruction and supplemental support is needed. The student is placed in MTSS Intervention process which begins in Tier II. The MTSS team meets to discuss specific needs of the student and then placed in an intervention group. Tier II instruction is a set time outside of the designated 90 minute reading block, where identified students receive interventions in a small group setting. Clarcona uses a “walk-to” model, in which specific teachers meet with students and provide instruction. The walk-to model provides an opportunity for differentiated instruction for all students, including: Enrichment, On-Level, and Intervention groups. Tier II intervention is provided using the Lexia Learning Program (both on the computer and small group lessons with the teacher) and data is collected once a week for four weeks. If the student is making progress but still working below grade level expectations, the student will remain in Tier II intervention. However if a child is continuing to show the deficit after four weeks of Tier II, the student is recommended for a change in intervention. A meeting is held with the MTSS team (MTSS Coach, Tier II Intervention Teacher, Classroom Teacher, Instructional Coach, parent, School Psychologist, and other assigned Instructional Resource teachers) to discuss a change into Tier III intervention.

Tier III intervention is the most intense instruction that is provided. This tier focuses on reaching the most at-risk students that have not responded to Tier I or Tier II instruction and support. When a student is placed in Tier III, the set time is outside of the designated 90 minute reading block, and the instruction is more narrowed with its focus, the time of intervention increases, and the group size is smaller. Data is collected every week for four weeks using multiple resources (ex. Intervention by Design) that addresses the specific needs of the student. At the end of the four weeks, if the student is making sufficient progress he/she will either move back to Tier II or remain on Tier III until adequate growth is made. If the first intervention on Tier III is not successful the intervention will change and additional data points are recorded. Following this intervention change and data collection, the MTSS team will look at the results and the student’s achievement gap. An in-house meeting takes place if the student is not making any sustained progress on Tier III after the intervention change (or not making any sustained progress on Tier II and is determined to be working a year or more below grade level.)

During the year, grade level teams will meet twice a month to converse on interventions and Walk-To instruction. Teachers determine how students are progressing in their groups and changes are noted by the Team Leader for the MTSS Coordinator to review. The Team Leader meets with the MTSS Coordinator after the fourth week of intervention and data collection to go over changes and new walk-to material is provided for the next intervention cycle. The MTSS Coordinator is in regular contact with the Staffing Specialist and Psychologist about the progress of the student.

**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	20	21	14	12	7	23	97
One or more suspensions	3	9	8	12	9	12	53
Course failure in ELA or Math	0	0	57	32	54	46	189
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
	1	2	3	4	5	
Students exhibiting two or more indicators	4	10	31	32	34	111

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

Students identified are serviced via the following intervention strategies

MTSS Coach

The MTSS Coach works with teachers to track student academic progress and with the teacher and Administrative Dean to track student behavior progress. When a need is determined, the MTSS Coach leads the MTSS Team discussion to determine interventions and then oversees progress monitoring to determine effectiveness of intervention and the need to suspend, continue, or devise new interventions.

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If a student is struggling in Tier I, the MTSS coordinator is notified that more strategically targeted instruction and supplemental support is needed. The student is placed in MTSS Intervention process which begins in Tier II. The MTSS team meets to discuss specific needs of the student and then placed in an intervention group. Tier II instruction is a set time outside of the designated 90 minute reading block, where identified students receive interventions in a small group setting. Clarcona uses a “walk-to” model, in which specific teachers meet with students and provide instruction. The walk-to model provides an opportunity for differentiated instruction for all students, including: Enrichment, On-Level, and Intervention groups. Tier II intervention is provided using the Lexia Learning Program (both on the computer and small group lessons with the teacher) and data is collected once a week for four weeks. If the student is making progress but still working below grade level expectations, the student will remain in Tier II intervention. However if a child is continuing to show the deficit after four weeks of Tier II, the student is recommended for a change in intervention. A meeting is held with the MTSS team (MTSS Coach, Tier II Intervention Teacher, Classroom Teacher, Instructional Coach, parent, School Psychologist, and other assigned Instructional Resource teachers) to discuss a change into Tier III intervention.

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by the Team Leader for the MTSS Coordinator to review. The Team Leader meets with the MTSS Coordinator after the fourth week of intervention and data collection to go over changes and new walk-to material is provided for the next intervention cycle. The MTSS Coordinator is in regular contact with the Staffing Specialist and Psychologist about the progress of the student.

Curriculum Resource Teacher

Monitors student academic progress and leads teams in discussion regarding the identification of root causes.

Academic Dean

Collaborates with teachers, Guidance Counselor, Behavior Specialist, and MTSS coach to develop behavioral intervention strategies

Registrar

Informs social worker and dean of students with excessive absenteeism or tardiness.

Guidance Counselor

Students are identified through the following:

Collaborating with teachers for academic support; referral for tutoring and guidance counselor to assist with any support needed by allocating appropriate school and community resources.

The school guidance counselor along with the attendance clerk work collaboratively to print bi-weekly attendance reports. Students with three or more days of unexcused absences are sent letters home before meeting criteria for truancy. Based on the letters sent their attendance is monitored to determine if further intervention is needed. Additional interventions include a letter sent home, completing an attendance warning conference form, and parent contact to discuss any assistance with any difficulties the family may be facing; and to ensure that we allocate appropriate school and community resources in order to improve the attendance. Chronic tardiness will also be addressed.

MTSS Behavior

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with the MTSS behavior team to discuss if a change into Tier III intervention is necessary. Tier III intervention is the most intensive behavior support. This tier focuses on reaching the most at-risk students that have not responded to Tier I or Tier II behavioral support. Once a student reaches Tier III, a BASP (Behavior Assessment and Support Form) is created with the MTSS behavior team and a request for ESE support is made to the district. Tier II interventions continue while a student is in Tier III. All interventions are documented and graphed daily. At the end of the four weeks, if the student is making sufficient progress he/she will either move back to Tier II or remain on Tier III until adequate growth is reached. An MTSS behavior meeting will take place if the student is not making any sustained progress on Tier III after the intervention change. The MTSS Behavior Team meets monthly to analyze the behavioral data.

#### Clubs

Clarcona Elementary offers a variety of clubs to improve student identification to the school culture. Clubs often balance high interest activities with academics and character education. Clubs include: Kinesiology Club, Colts Crescendo, Lego Education Story Starters, SECME, and Science and Engineering Club.

#### Tutoring

It is our emphasis to turn afterschool tutoring into an afterschool activity that students want to attend. Subsequently, we run our tutoring program under the guise of a Lego and Computer Club. At risk students are given the highest priority for tutoring opportunities.

## 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**

Monthly PTA Events

Increasing SAC membership through an increased presence of SAC members at school and community events.

Monthly STEM Nights

Quarterly Evening of Excellence

Seasonal School Events (i.e. Great Pumpkin Read In)

Guidance Counselor position created to better assist students, teachers, and parents by providing in-school and out-of-school resources so learning can be enhanced.

**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**

Dedicated Partner In Education (PIE) Coordinator position. PIE coordinator establishes new relationships with the community and expands existing relationships.

Special Area Instructional Team is tasked with building relationships with community.

## 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
Strenth, Robert	Principal
Izzo, Deborah	Instructional Coach
Richardson, Evangeline	Assistant Principal

### Duties

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

Principal-Dr. Robert Strenth

1. Educational leader of the school.
2. Develop school vision and mission and ensure all efforts support the vision and the mission.
3. Hire highly qualified staff.
4. Provide support and opportunities for staff professional growth.
5. Monitor all educational processes.
6. Establish budget priorities and appropriate funds to support instructional initiatives.
7. Develop and monitor school improvement initiatives with School Advisory Council.
8. Formally assess and complete teacher and classified evaluations.
9. Provide actionable feedback to instructional staff on lesson planning and delivery.
10. Monitor data trends and make adjustments.
11. Identify and develop school leaders.
12. Chair Leadership PLC.
13. Develop master instructional schedule.

Assistant Principal-Mrs. Evangeline Richardson

1. Formally assess and complete teacher evaluations.
2. Conduct coaching and evaluative observations and provide actionable feedback using the iObservation system.
3. Coordinate with Principal, Reading Coach/MTSS Coordinator, Marzano Instructional Coach, Placement Specialist, and CCT to ensure consistency with instructional model.
4. Supervise and complete evaluations of paraprofessionals.
5. Supervise custodial crew and complete evaluations.
6. Ensure school and grounds cleanliness.
7. Schedule facility use for after-hours events.
8. Ensure compliance with all safety and health regulations.
9. Oversee school physical plant and facilities.
10. Schedule and supervise all fire, emergency and bad weather drills.
11. Maintain fixed assets inventory.
12. Oversee School Improvement Plan implementation.
13. Oversee AdvancED Accreditation.
14. Coordinate SAC meetings.
15. Discipline back-up for Administrative Dean.
16. Serve as principal's representative in his absence.
17. Attend school functions.
18. Other duties as assigned.

Administrative Dean-Mrs. Tiffany Outland

1. Oversee school-wide compliance with the Orange County Code of Student Conduct.

2. Coordinate with MTSS Coordinator on MTSS behavioral support.
3. Oversee Tier II and Tier III behavior support including data collection and plan development.
4. Coach instructional staff, including model teaching and professional development, on effective research based Tier II and Tier III behavior interventions.
5. Serve as principal's representative at disciplinary meetings.
6. Oversee accurate completion and updates of the Safe School Plan.
7. Field trip coordinator.
8. Textbook coordinator
9. Conduct coaching observations and provide actionable feedback using the iObservation system.
10. Schedule and oversee supervision duty locations, times, and responsibilities.
11. Oversee lunch.
12. Coordinate with Guidance Counselor and Behavior Specialist on Positive Behavior System.
13. Oversee school calendar and website.
14. Oversee school marquee.
15. Coordinate updates on school social media.
16. Serve as principal's student behavior representative at MTSS meetings.
17. Serve as principal's behavior representative at IEP and 504 meetings.
18. Serve as principal's representative in his and assistant principal's absence.
19. Attend school functions.

Curriculum Resource Teacher-Mrs. Deborah Izzo

1. Develop and coordinate instructional program in math and science K-5.
2. Oversee common formative and summative assessments in all subject areas K-5.
3. Coordinate with Principal, Assistant Principal, Reading Coach/MTSS Coordinator, Marzano Instructional Coach, Placement Specialist, and CCT to ensure consistency with instructional model.
4. Oversee accurate data collection and reporting related to student achievement.
5. Work with all instructional personnel in the accurate use of data to drive instruction.
6. Oversee accurate completion and updates of the School Improvement Plan.
7. Ensure successful implementation of math and science objectives in School Improvement Plan.
8. Coordinate all school-based tutoring initiatives.
9. Oversee professional development for instructional staff-whole and individual.
10. Ensure accurate reporting of in-service points for teachers.
11. Testing Coordinator (Except CELLA).
12. Conduct coaching observations and provide actionable feedback using the iObservation system.
13. Supervise instructional programs and usage of student computer labs.
14. Serve as principal's representative as needed.
15. Attend school functions.

Placement Specialist-Mrs. Rachel Carey

1. Oversee school-wide compliance with the all ESE rules, requirements, and regulations.
2. Conduct all IEP eligibility and annual review meetings.
3. Conduct all 504 eligibility and annual review meetings.
4. Work with Behavior Specialist to determine eligibility of students to be screened and/or placed in the EBD program.
5. Oversee the gifted program.
6. Coach instructional staff, including model teaching and professional development, on research based academic accommodations and instructional strategies for ESE students.
7. Conduct coaching observations and provide actionable feedback using the iObservation system.
8. Oversee accurate reporting of ESE FTE.
9. Assist Testing Coordinator with appropriate ESE and 504 accommodations.
10. Assist CRT with science initiatives.
11. Serve as principal's ESE representative at MTSS meetings.
12. Attend school functions.

Behavior Specialist-Mrs. Tina Lowery

1. Provide behavioral support for students staffed in or being screened for eligibly in EBD program.

2. Coach instructional staff, including model teaching, on effective research based rules, procedures, and classroom management techniques for students with significant behavioral concerns.
3. Ensure accurate behavior data collection for students staffed in or being screened for eligibility in EBD program.
4. Work with Placement Specialist to determine eligibility of students to be screened and/or placed in the EBD program.
5. School transportation liaison.
6. Coordinate with Administrative Dean and Guidance Counselor on Positive Behavior System.
7. Attend school functions.

Curriculum Compliance Teacher-Mrs. Carrie Glassman

1. Oversee school-wide compliance with the all ESOL rules, requirements, and regulations.
2. Conduct all LEP eligibility and progress meetings.
3. Coach instructional staff, including model teaching, on appropriate research based accommodations and instructional strategies for LEP students.
4. Coordinate with Principal, Assistant Principal, Reading Coach/MTSS Coordinator, Marzano Instructional Coach, and Placement Specialist to ensure consistency with instructional model.
5. Assist Testing Coordinators with ensuring appropriate LEP accommodations.
6. Conduct CELLA testing.
7. Provide instructional assistance to LEP students in classrooms as directed.
8. Attend school functions.

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Reading Coach and MTSS Coordinator-Ms. Kara Meyers

1. Develop and coordinate instructional program in reading K-5.
2. Coordinate and monitor all reading assessments with CRT.
3. Develop and oversee school-wide efforts to reduce reading achievement gaps among identified student subgroups
4. Oversee progress monitoring of all subgroup populations K-5.
5. Coordinate parent literacy events.
6. Work with media specialist on events, programs, specials to increase student literacy.
7. Provide coaching, including model teaching, to instructional staff on research based best practices in reading instruction.
8. Assist with developing, monitoring and successful implementation of reading objectives in School Improvement Plan.
9. Conduct coaching observations and provide actionable feedback using the iObservation system.
10. Coordinate with Principal, Assistant Principal, Marzano Instructional Coach, Placement Specialist, and CCT to ensure consistency with instructional model.
11. Oversee school-wide compliance with all MTSS rules, requirements, and regulations.
12. Assist Placement Specialist to determine eligibility of students to be considered for ESE services.
13. Coach instructional staff, including model teaching and professional development, on research based academic accommodations and instructional strategies for MTSS students.
14. Serve as principal's reading representative at meetings.
15. Attend school functions.

Marzano Instructional Coach-Mrs. Shayana Lemon-Brookins

1. Provide coaching and actionable feedback on effective use of the Marzano strategies in all aspects of the instructional process.
2. Model effective instructional practices to instructional staff.
3. Attend and provide guidance for grade level subject PLCs.
4. Create and oversee New Teacher Induction Program and PLC.
5. Coordinate with Principal, Assistant Principal, Reading Coach/MTSS Coordinator, Placement Specialist, and CCT to ensure consistency with instructional model.
6. Provide targeted intervention-classroom and resource-for identified students.
7. Work with assistant principal on overseeing paraprofessionals.
8. Oversee breakfast. Assist dean with lunch.

9. Oversee school-wide instruction in writing.
10. Assist with developing, monitoring and successful implementation of writing objectives in School Improvement Plan.
11. Conduct coaching observations and provide actionable feedback using the iObservation system.
12. Attend school functions.

Guidance Counselor-Mrs. Marjorie Artistide

1. Provide proactive social and behavioral support to students and parents.
2. Provide coaching and professional development to staff on effectively working with students and parents in need of social and behavioral support.
3. Creating and implementing proactive social and behavioral supports for students (Classroom and school-wide).
4. Create and oversee school-wide monthly recognitions that mirror student population (Racial, Gender, Ethnic, Religious, and Economic).
5. Coordinate with Administrative Dean and Behavior Specialist school-wide Positive Behavior Support program.
6. Coordinate with Administrative Dean MTSS behavior support.
7. Coordinate with Administrative Dean and Behavior Specialist Positive Behavior System.
8. Oversee all attendance related issues with Attendance Clerk, Social Worker, and other parties.
9. Schedule and chair Child Study team meetings related to attendance.
10. Oversee food, clothing, and supply pantry for students, parents, and community needs.
11. Manage established partnerships and create new ones with faith based and community service organizations to support school efforts.
12. Assist grade level field trip representatives and school field trip coordinator to ensure equity of opportunity for all students to participate.
13. Coordinate transition for 5th grade students and receiving middle schools.
14. Attend school functions.

***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***

School leadership identifies and aligns available resources in order to meet the needs of all students and maximize desired outcomes via professional development, multi-tiered system of support, supplemental academic instruction.

Clarcona Elementary 2015-2016 Professional Learning Community Plan

PLCs meet weekly Monday-Thursday.

Each grade level has PLC content leaders for ELA and Math.

Separate PLCs held for ELA, Math, Enrichment/Intervention, Student Performance Data, Leadership, and School Improvement

Standards are blended with Marzano Instructional Strategies to ensure appropriate levels of rigor.

Assistance provided by the Instructional Coach

Monday – ELA Content PLC

Weekly – during Special Area

Facilitated by Grade Level ELA Content Leaders

Members in attendance:

Shayanna Brookins, Team Members, Kara Meyers (as needed basis), Grade Level Liaison (as needed basis), ELA teachers (departmentalized grades)

Tuesday – Mathematics Content PLC

Weekly – during Special Area

Facilitated by Grade Level Mathematics Content Leaders

Members in attendance:

Shayanna Brookins, Team Members, Deborah Izzo (as needed basis), Grade Level Liaison (as needed basis), Math/Science teachers (departmentalized grades)

Wednesday – Enrichment and Intervention PLC

Twice a month – afterschool

Facilitated by Grade Level Team Leader

Members in attendance:

Team Members, Administrative team (as needed basis), Grade Level Liaison (as needed basis)

Thursday – School Improvement Plan PLC

Weekly – during Special Area

Facilitation by Administrative team

Members in attendance:

Team Members, Administrative team (as needed basis), Grade Level Liaison (as needed basis)

Wednesday – School Wide PLC

Once a month – afterschool

Facilitated by Administrative team

Members in attendance:

Team Members, Administrative team (as needed basis), Grade Level Liaison (as needed basis)

The academic Multi-Tiered System of Support at Clarcona Elementary is broken into the three main tiers: Tier I, Tier II, and Tier III. Each tier provides more intensive instruction and support for the student. All students begin in Tier I, general academic instruction provided to all students in all settings. This tier is based on the core instruction within the 90 reading block in the classroom. The teacher uses differentiated instruction to meet the needs his/her students with strategies such as whole group, small group, literacy centers, etc. The classroom instructor works with Administration, Instructional Coaches, the Administrative Dean, MTSS coordinator, CCT, and Guidance Counselor to ensure that the core instruction is meeting the needs of each child.

If a student is struggling in Tier I, the MTSS coordinator is notified that more strategically targeted instruction and supplemental support is needed. The student is placed in MTSS Intervention process which begins in Tier II. The MTSS team meets to discuss specific needs of the student and then placed in an intervention group. Tier II instruction is a set time outside of the designated 90 minute reading block, where identified students receive interventions in a small group setting. Clarcona uses a “walk-to” model, in which specific teachers meet with students and provide instruction. The walk-to model provides an opportunity for differentiated instruction for all students, including: Enrichment, On-Level, and Intervention groups. Tier II intervention is provided using the Lexia Learning Program (both on the computer and small group lessons with the teacher) and data is collected once a week for four weeks. If the student is making progress but still working below grade level expectations, the student will remain in Tier II intervention. However if a child is continuing to show the deficit after four weeks of Tier II, the student is recommended for a change in intervention. A meeting is held with the MTSS team (MTSS Coach, Tier II Intervention Teacher, Classroom Teacher, Instructional Coach, parent, School Psychologist, and other assigned Instructional Resource teachers) to discuss a change into Tier III intervention.

Tier III intervention is the most intense instruction that is provided. This tier focuses on reaching the most at-risk students that have not responded to Tier I or Tier II instruction and support. When a student is placed in Tier III, the set time is outside of the designated 90 minute reading block, and the instruction is more narrowed with its focus, the time of intervention increases, and the group size is smaller. Data is collected every week for four weeks using multiple resources (ex. Intervention by Design) that addresses the specific needs of the student. At the end of the four weeks, if the student is making sufficient progress he/she will either move back to Tier II or remain on Tier III until adequate growth is made. If the first intervention on Tier III is not successful the intervention will change and additional data points are recorded. Following this intervention change and data collection, the MTSS team will look at the results and the student’s achievement gap. An in-house meeting takes place if the student is not making any sustained progress on Tier III after the intervention change (or not making any sustained progress on Tier II and is determined to be working a year or more below grade level.)

During the year, grade level teams will meet twice a month to converse on interventions and Walk-To instruction. Teachers determine how students are progressing in their groups and changes are noted by the Team Leader for the MTSS Coordinator to review. The Team Leader meets with the MTSS Coordinator after the fourth week of intervention and data collection to go over changes and new walk-to material is provided for the next intervention cycle. The MTSS Coordinator is in regular contact with the Staffing Specialist and Psychologist about the progress of the student.

#### Supplemental Academic Instruction (SAI)

It is our intent to use the extended learning allocation to provide after school enrichment and tutoring opportunities for 2nd – 5th Grade students. Priority given to struggling 3rd graders.

Students work in teams to complete Lego Learning Challenges.

The CRT monitors tutor and student attendance and tracks changes in STAR data, AR data, LEXIA data, MTP progress monitoring, and Benchmark Data.

#### Minority Achievement Office (MAO)

The Minority Achievement Office initiatives aim to close the achievement gap. This initiative specifically targets minority students who are bordering “needs” to “on target”, sometimes referred to as “bubble students” that would benefit from this pre-teaching to accelerate their learning. It is recommended that the students should be selected by utilizing beginning of the year reading assessment data ( i.e. School based reading assessment, DRA, SRI, i-Ready), if this is unavailable , previous school year data (i.e. Iowa, MAP data) may be used.

Purpose: To accelerate selected 3rd grade students who would benefit from multiple exposures in the area of reading. To achieve this acceleration, students are pre-taught the targeted skills and strategies they will be learning in the whole group/small group portion of the ELA Block.

Increase the percentage of minority students in the MAO cohort that are promoted based on state assessments to 75%

#### Process

1. Principal/Assistant Principal, CRT and Reading Coach identify an engaging reading teacher with knowledge of 3rd grade reading expectations and core curriculum to facilitate the reading acceleration before or after school program
2. Principal/Assistant Principal, CRT and Reading Coach selects minority “bubble” students for acceleration program based on beginning of the year reading assessment, or previous year performance and teacher input
3. The Acceleration teacher pre-teaches reading skills/strategies using a center rotation format: with teacher, computer program currently utilized at the school and a reading station.
4. Administrators regularly visit the acceleration class and provide feedback and support as appropriate
5. Acceleration teacher communicates with the parent/guardian if a student has 2 consecutive absences
6. Acceleration teacher maintains and submits current attendance records to the MAO office every month

#### Fidelity of implementation:

1. Ensure reading teacher’s commitment to an acceleration group through the middle of March
2. Invite selected students to the 3rd Grade Reading Acceleration Initiative through parent/guardian notification
3. Gather quantitative data through the use of assessments to determine impact on student achievement
4. Articulate observations of the program and other data during meetings with the Minority Achievement Office.
5. Articulate observations of the program and other data during meetings with the Minority Achievement Office.
6. Log of communication as documentation
7. Maintain current and accurate records

Specific indicators, tools, time frame and responsible party.

Indicator: Florida Standards Assessment English Language Arts

Monitoring Tools: 3rd Grade Acceleration Pre, Mid and Post Assessments

ELA FSA (Florida Standards Assessment)

Responsible party: Acceleration teacher submits data form after the pre, mid and post acceleration assessments

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Dr. Robert Strenth	Principal
Perla Henderson	Parent
Elizabeth Bonaby	Parent
Carey Roehrig	Parent
Denise Kohmetscher	Teacher
Devi Mahavir	Parent
Tamryn Foley	Business/Community
Justin Keatley	Business/Community
Mary Griffin	Parent
Tamia Matthews	Parent
Shaundra Whitley	Education Support Employee
Latricia Roundtree	Parent

#### 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 completed School Improvement Plan was presented to the SAC at their October meeting. The principal shared the planning and problem solving process the leadership team utilized to construct the 2015-2016 School Improvement Plan.

During each subsequent SAC meeting revisited the School improvement goals and discussed progress towards goals. Data was reviewed shared as it became available.

May of 2015 the principal shared the process teachers completed evaluating the success of attaining school improvement. A bi-product of the evaluation was an outline of the 2015-2016 School Improvement plan. The SAC echoed the evaluation and plan produced by instructional and leadership teams.

##### *Development of this school improvement plan*

Previous school year data was reviewed with SAC to assist in the development of areas of needed growth.

May of 2015 the principal shared the process teachers completed evaluating the success of attaining school improvement. A bi-product of the evaluation was an outline of the 2015-2016 School Improvement plan. The SAC echoed the evaluation and plan produced by instructional and leadership teams.

SAC offered input on supporting goals specific to increasing parental involvement.

##### *Preparation of the school's annual budget and plan*

2015-2016 projected budget is shared with SAC by school leaders. The principal discusses resource allocation and offers explanations as to why said allocations support school improvement plan goals. SAC was in agreement with proposed fiscal allocations.

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

N/A

**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
Izzo, Deborah	Instructional Coach
Richardson, Evangeline	Assistant Principal
Strenth, Robert	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

Using the Florida Continuous Improvement Model, the LLT works with teachers to analyze student data, plan focused instruction, monitor progress through state and school assessments, adjust instruction in response to data, and address reading benchmarks in all content areas.

Providing community wide reading interaction via various evening literacy events - Great Pumpkin Read In, Season's Readings, Read Around the World.

**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**

Teachers at Clarcona have duty free planning daily from 7:45-8:30 am to prepare their class for instruction, plan lessons, and work with their peers on instructional issues. Each grade level has structured Professional Learning Communities (PLCs) that all teachers are members of to plan lessons, common assessments, identify learning targets, evidences, and to ensure that the standards are blended with Marzano Instructional Strategies to ensure appropriate levels of rigor. Additionally, the PLCs monitor student progress, class, and grade level performances. PLCs meet weekly Monday-Thursday and are led by a grade level content leader for ELA and Math. Separate PLCs for ELA, Math, Enrichment/Intervention, Student Performance Data, Leadership, and School Improvement are held on separate days. Twice monthly, during the School Improvement PLC, teachers visit other classrooms to watch their peers teach. PLCs are assisted by the Instructional Coach, CRT, Reading/MTSS Coach, and school administration.

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

Retention of Highly Qualified Teachers: All teachers participate and contribute to Professional Learning Communities, focusing on student achievement and professional development. Recruitment of Highly Qualified Teachers: Pre-Qualification of Instructional applicants-All instructional applicants are pre-qualified as Highly Qualified before they are called in for an interview. Identification of Teacher Leaders: Building Capacity by supporting teaching and learning through maximizing expertise in leadership, content, and pedagogy among community stakeholders in order to implement and sustain the OCPS framework.

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

Clarcona's mentoring program is focused on coaching, guidance, and professional development. Weekly meetings are designed to provide beginning teachers with relevant professional development designed to enhance their students' learning as well as their own professional knowledge. Further, teachers are provided with opportunities for application and reflection on a daily basis. Each beginning teacher completed a Needs Assessment, highlighting areas they felt the need to improve upon. The results of this assessment help to guide topics of discussion during our new teacher meetings. Examples of topics discussed thus far are implementing the new Florida standards, Accelerated Reader, planning for observations, Open House tips, Safari Montage, etc. Future activities include technology, Marzano, incorporating author's evidence, deliberate practice, etc. Each beginning teacher is provided with a carefully-selected mentor. The mentor-mentee relationship is critical and vital to the success of any induction program. Therefore, the pairings were deliberate and calculated based on several factors, including the mentor's teaching style, background, grade level, and experience. To date, no mentors were changed for any reason.

## **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***

Clarcona continuously analyzes data related to instruction. This data comes from a variety of sources including classroom observations, student performance data, lesson plan evaluations, PLC artifacts, and behavior. This data is used to identify areas of success and concern, trends, and needed improvement. Observers meet monthly to review their cycle of observations and reports from iObservation identify predominant instructional practices and teachers who are in need of additional support. These trends are shared with teachers to provide them with insight into the school wide practices and to provide guidance on developing activities that provide students with more rigorous and student centered learning experiences. Student performance on common formative assessments, standardized assessments, and progress monitoring of students in the MTSS process is used to determine effectiveness of instruction and identify students who are in need of enrichment

and remediation. Student performance data is also used to identify instructional strengths and weaknesses at the grade and class level to provide additional support. Lesson plan evaluations provide information on the depth of planning and level of rigor and engagement that students will have with the content. Evidences of student understanding are required to measure student obtainment of the daily learning goals. Data from the lesson plan evaluation is used in the PLC process as grade levels collaboratively plan instruction; determine learning targets and evidences, and the appropriate depth of knowledge and Marzano instructional strategies to use when presenting the lesson. PLC artifacts provide evidences of the work done in PLC and whether the above data is being used to enhance planning and professional growth. Behavior incidents are tracked and trends are identified, particularly at the classroom level. Evidence is looked for to see if there are correlations between behaviors by individual students or a class and the evidences of the instruction occurring in the classroom. Individual students are monitored for behavior and appropriate interventions are designed based on data. Adjustments are made as necessary to duty coverage and procedures based on behavioral 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:** 1,200

Lego Education - Story Starter

It is our intent to use the extended learning allocation to provide after school enrichment and tutoring opportunities for 2nd – 5th Grade students. Priority given to struggling 3rd graders. Students will work on team to complete Lego Learning Challenges.

***Strategy Rationale***

StoryStarter provides an innovative way of teaching a wide range of essential skills, including:

- Literacy skills, including writing, language, and reading comprehension abilities.
- Communication skills, including speaking, listening, and presentation capabilities.
- Collaboration and teamwork skills.
- Digital literacy skills via the unique StoryVisualizer software.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Izzo, Deborah, [deborahann.izzo@ocps.net](mailto:deborahann.izzo@ocps.net)

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

The CRT will monitor tutor and student attendance and track changes in STAR data, AR data, LEXIA data, MTP progress monitoring, and Benchmark Data.

**Strategy: After School Program**

**Minutes added to school year: 600**

Science and Engineering Club

**Strategy Rationale**

Club competes in district STEM competitions.

STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

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

The CRT will monitor tutor and student attendance and track changes in STAR data, AR data, LEXIA data, MTP progress monitoring, and Benchmark Data.

**Strategy: After School Program**

**Minutes added to school year: 600**

SECME Club

**Strategy Rationale**

To increase the pool of historically underrepresented and under-served students who will be prepared to enter and complete post-secondary studies in science, technology, engineering and mathematics (STEM); thus creating a diverse and globally competitive workforce.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

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

The CRT will monitor tutor and student attendance and track changes in STAR data, AR data, LEXIA data, MTP progress monitoring, and Benchmark Data.

**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**

Our Guidance Counselor meets with 5th grade classes to discuss the transition to Middle School and the challenges they may face. Fifth grade students also meet with the counselors from the middle schools they will attend prior to taking their orientation field trips. Incoming Kindergarten students have the opportunity to be assessed by teachers during the summer and parents and students have a summer orientation before Meet the Teacher.

**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**

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

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

**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**

**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:

**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.** Teachers will gain competence in rigorous, standards based instruction and in the instructional Framework across all content areas. (Accelerate Student Performance & Invest in Human Capital)
  
- G2.** Increase in levels of Parental and Community involvement in academic oriented events. (Provide Empowering Environments & Accelerate Student Performance)

## 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.** Teachers will gain competence in rigorous, standards based instruction and in the instructional Framework across all content areas. (Accelerate Student Performance & Invest in Human Capital) 1a

G072882

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Collaborative Teachers	50.0

**Resources Available to Support the Goal** 2

- Curriculum Resource Teacher
- Marzano Instructional Coach
- Reading Coach
- Principal
- Assistant Principal

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of how to use the PLC process to assist in development of rigorous standards based instruction

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

Improved Assessment Data, Unit Plans aligned to standards demonstrating a variety of instructional strategies, Common Assessments aligned to standards, increased iObservation instructional practice scores, Daily Learning Targets developed in PLCs

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/18/2015 to 6/10/2016

**Evidence of Completion**

Assessment Data, Unit Plans, Common Assessments, iObservation, PLC notes

**G2. Increase in levels of Parental and Community involvement in academic oriented events. (Provide Empowering Environments & Accelerate Student Performance) 1a**

G072883

**Targets Supported 1b**

Indicator	Annual Target
Attendance rate	50.0

**Resources Available to Support the Goal 2**

- Instructional Coaches
- Event Committees
- School Advisory Council

**Targeted Barriers to Achieving the Goal 3**

- Ineffective communication between school parents and community

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

Increased parent and community attendance at meetings and events.

**Person Responsible**

Evangeline Richardson

**Schedule**

Weekly, from 8/21/2015 to 6/10/2016

**Evidence of Completion**

An increase from previous years average attendance. (sign-in sheets, attendance estimations, parent/guardian feedback)

## 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.** Teachers will gain competence in rigorous, standards based instruction and in the instructional Framework across all content areas. (Accelerate Student Performance & Invest in Human Capital) **1**

 G072882

**G1.B1** Lack of understanding of how to use the PLC process to assist in development of rigorous standards based instruction **2**

 B190285

**G1.B1.S1** Professional development and coaching to increase standards based lesson planning. **4**

 S201667

### Strategy Rationale

Teachers require assistance in sequencing lessons to achieve appropriate depth of knowledge as indicated by the standards.

### Action Step 1 **5**

Explain district provided instructional tools.

#### Person Responsible

Robert Strenth

#### Schedule

Weekly, from 8/11/2015 to 8/22/2016

#### Evidence of Completion

Student Work, iObservation Data, Agenda, PLC Notes, and sign in sheet from meetings.

### Action Step 2 5

PLC Leaders receive training in effectively leading PLCs to focus on standards based lesson planning.

**Person Responsible**

Robert Strenth

**Schedule**

Quarterly, from 9/2/2015 to 5/5/2016

***Evidence of Completion***

Agenda and sign in sheet from meetings. Feedback from team leaders and teacher surveys.

### Action Step 3 5

Coaches lead MTP data discussions to identify performance trends at the grade and classroom level.

**Person Responsible**

Deborah Izzo

**Schedule**

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

***Evidence of Completion***

Meeting notes, sign in sheets.

### Action Step 4 5

Coaches support and facilitate professional development via PLC to assist teachers in developing and delivering differentiated standards based instruction.

**Person Responsible**

Deborah Izzo

**Schedule**

Weekly, from 8/18/2014 to 6/3/2015

***Evidence of Completion***

Classroom observation data indicated through increased iObservation scores, lesson plan feedback, and increases in student achievement.

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

Professional development carried out based on student performance

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/11/2015 to 6/10/2016

***Evidence of Completion***

iObservation data. Student performance data.

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

Improved student achievement scores and iObservation scores marked in DQ3 and DQ4

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/11/2015 to 6/10/2016

***Evidence of Completion***

Assessment Data, Unit Plans, Common Assessments, iObservation

**G1.B1.S2** Develop a schedule of PLC's **4**

 S201668

**Strategy Rationale**

A set schedule will increase adherence to expectations.

**Action Step 1** **5**

Meet with members of leadership to identify Content Leaders for each grade level

**Person Responsible**

Robert Strenth

**Schedule**

***Evidence of Completion***

E-mail correspondence between Leadership Team and content leaders

**Action Step 2** **5**

Meet with members of leadership to establish a meeting pattern.

**Person Responsible**

Robert Strenth

**Schedule**

***Evidence of Completion***

E-mail correspondence between Leadership Team. A completed schedule.

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

Members of Leadership Team attend PLC's

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

PLC agendas and PLC note taking page (attendance)

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

Members of Leadership Team meet with Team Leaders and Content leaders to discuss the effectiveness of implementation.

**Person Responsible**

Robert Strenth

**Schedule**

Quarterly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Agenda and PLC notes

**G2. Increase in levels of Parental and Community involvement in academic oriented events. (Provide Empowering Environments & Accelerate Student Performance) 1**

 G072883

**G2.B2 Ineffective communication between school parents and community 2**

 B190288

**G2.B2.S1 Develop continuity in method of home school communication 4**

 S201670

**Strategy Rationale**

Parents do not know how or when information is shared.

**Action Step 1 5**

Weekly School Messenger

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/17/2015 to 6/7/2016

**Evidence of Completion**

Call log from School Messenger

**Action Step 2** 5

Regularly update school marquee

**Person Responsible**

Tiffany Outland

**Schedule**

Weekly, from 8/11/2015 to 6/10/2016

**Evidence of Completion**

email correspondence between leadership and dean.

**Action Step 3** 5

Regularly update the school website and social media

**Person Responsible**

Tiffany Outland

**Schedule**

Weekly, from 8/10/2014 to 6/10/2015

**Evidence of Completion**

email correspondence between leadership and dean. Monthly calendar print outs.

**Action Step 4** 5

Institute school wide binder system

**Person Responsible**

Robert Strenth

**Schedule**

On 9/30/2015

**Evidence of Completion**

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

Pertinent parent/community information is shared on a consistent basis.

**Person Responsible**

Robert Strenth

**Schedule**

Weekly, from 8/18/2014 to 6/10/2015

***Evidence of Completion***

Weekly correspondence between leadership, and team leaders

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

Reduced number of concerns regarding ineffective communication between home and school.

**Person Responsible**

Evangeline Richardson

**Schedule**

Monthly, from 8/18/2015 to 6/10/2016

***Evidence of Completion***

Parent inquiries, phone and electronic correspondence from parents.

**G2.B2.S2** Establish expectation for home school communication for teachers and staff 4

 S201671

**Strategy Rationale**

Parents have expressed concerns regarding consistency in communication methods

**Action Step 1** 5

Meet with Leadership Team, Team Leaders, and SAC to determine what type of information needs to consistently be communicated.

**Person Responsible**

Robert Strenth

**Schedule**

***Evidence of Completion***

E-mail communication between Leadership Team, Team Leaders, and SAC

**Action Step 2** 5

Implement communication expectations developed in meeting with Leadership Team, Team Leaders, and SAC.

**Person Responsible**

Deborah Izzo

**Schedule**

***Evidence of Completion***

E-mail correspondence and Pre-planning agenda

**Plan to Monitor Fidelity of Implementation of G2.B2.S2 6**

Grade level liaisons check adherence to communication expectations

**Person Responsible**

Evangeline Richardson

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

E-mail correspondence between liaisons, administrators, and instructors.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7**

Administrators will meet with grade level liaisons to review effectiveness of home school communication.

**Person Responsible**

Robert Strenth

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Leadership Team Agendas, reduced frequency of parent inquiries concerning communication failures.

**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	Explain district provided instructional tools.	Strenth, Robert	8/11/2015	Student Work, iObservation Data, Agenda, PLC Notes, and sign in sheet from meetings.	8/22/2016 weekly
G1.B1.S2.A1	Meet with members of leadership to identify Content Leaders for each grade level	Strenth, Robert	7/13/2015	E-mail correspondence between Leadership Team and content leaders	one-time
G2.B2.S1.A1	Weekly School Messenger	Strenth, Robert	8/17/2015	Call log from School Messenger	6/7/2016 weekly
G2.B2.S2.A1	Meet with Leadership Team, Team Leaders, and SAC to determine what type of information needs to consistently be communicated.	Strenth, Robert	7/13/2015	E-mail communication between Leadership Team, Team Leaders, and SAC	one-time

**Orange - 0941 - Prairie Lake Elementary - 2015-16 SIP**  
*Prairie Lake Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	PLC Leaders receive training in effectively leading PLCs to focus on standards based lesson planning.	Strenth, Robert	9/2/2015	Agenda and sign in sheet from meetings. Feedback from team leaders and teacher surveys.	5/5/2016 quarterly
G1.B1.S2.A2	Meet with members of leadership to establish a meeting pattern.	Strenth, Robert	8/10/2015	E-mail correspondence between Leadership Team. A completed schedule.	one-time
G2.B2.S1.A2	Regularly update school marquee	Outland, Tiffany	8/11/2015	email correspondence between leadership and dean.	6/10/2016 weekly
G2.B2.S2.A2	Implement communication expectations developed in meeting with Leadership Team, Team Leaders, and SAC.	Izzo, Deborah	8/17/2015	E-mail correspondence and Pre-planning agenda	one-time
G1.B1.S1.A3	Coaches lead MTP data discussions to identify performance trends at the grade and classroom level.	Izzo, Deborah	8/18/2015	Meeting notes, sign in sheets.	6/3/2016 weekly
G2.B2.S1.A3	Regularly update the school website and social media	Outland, Tiffany	8/10/2014	email correspondence between leadership and dean. Monthly calendar print outs.	6/10/2015 weekly
G1.B1.S1.A4	Coaches support and facilitate professional development via PLC to assist teachers in developing and delivering differentiated standards based instruction.	Izzo, Deborah	8/18/2014	Classroom observation data indicated through increased iObservation scores, lesson plan feedback, and increases in student achievement.	6/3/2015 weekly
G2.B2.S1.A4	Institute school wide binder system	Strenth, Robert	8/21/2015		9/30/2015 one-time
G1.MA1	Improved Assessment Data, Unit Plans aligned to standards demonstrating a variety of instructional strategies, Common Assessments aligned to standards, increased iObservation instructional practice scores, Daily Learning Targets developed in PLCs	Strenth, Robert	8/18/2015	Assessment Data, Unit Plans, Common Assessments, iObservation, PLC notes	6/10/2016 weekly
G1.B1.S1.MA1	Improved student achievement scores and iObservation scores marked in DQ3 and DQ4	Strenth, Robert	8/11/2015	Assessment Data, Unit Plans, Common Assessments, iObservation	6/10/2016 weekly
G1.B1.S1.MA1	Professional development carried out based on student performance	Strenth, Robert	8/11/2015	iObservation data. Student performance data.	6/10/2016 weekly
G1.B1.S2.MA1	Members of Leadership Team meet with Team Leaders and Content leaders to discuss the effectiveness of implementation.	Strenth, Robert	8/24/2015	Agenda and PLC notes	6/3/2016 quarterly
G1.B1.S2.MA1	Members of Leadership Team attend PLC's	Strenth, Robert	8/24/2015	PLC agendas and PLC note taking page (attendance)	6/3/2016 weekly
G2.MA1	Increased parent and community attendance at meetings and events.	Richardson, Evangeline	8/21/2015	An increase from previous years average attendance. (sign-in sheets, attendance estimations, parent/guardian feedback)	6/10/2016 weekly
G2.B2.S1.MA1	Reduced number of concerns regarding ineffective communication between home and school.	Richardson, Evangeline	8/18/2015	Parent inquiries, phone and electronic correspondence from parents.	6/10/2016 monthly
G2.B2.S1.MA1	Pertinent parent/community information is shared on a consistent basis.	Strenth, Robert	8/18/2014	Weekly correspondence between leadership, and team leaders	6/10/2015 weekly
G2.B2.S2.MA1	Administrators will meet with grade level liaisons to review effectiveness of home school communication.	Strenth, Robert	8/24/2015	Leadership Team Agendas, reduced frequency of parent inquiries concerning communication failures.	6/3/2016 monthly
G2.B2.S2.MA1	Grade level liaisons check adherence to communication expectations	Richardson, Evangeline	8/24/2015	E-mail correspondence between liaisons, administrators, and instructors.	6/3/2016 biweekly

## 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.** Teachers will gain competence in rigorous, standards based instruction and in the instructional Framework across all content areas. (Accelerate Student Performance & Invest in Human Capital)

**G1.B1** Lack of understanding of how to use the PLC process to assist in development of rigorous standards based instruction

**G1.B1.S1** Professional development and coaching to increase standards based lesson planning.

### **PD Opportunity 1**

Explain district provided instructional tools.

#### **Facilitator**

Deborah Izzo, Kara Meyers, Shayana Brookins

#### **Participants**

Faculty and Staff

#### **Schedule**

Weekly, from 8/11/2015 to 8/22/2016

### **PD Opportunity 2**

PLC Leaders receive training in effectively leading PLCs to focus on standards based lesson planning.

#### **Facilitator**

Deborah Izzo, Kara Meyers, Shayana Brookins, Robert Strenth, Evangeline Richardson

#### **Participants**

PLC leaders

#### **Schedule**

Quarterly, from 9/2/2015 to 5/5/2016

## Technical Assistance Items

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

### Budget

Budget Data						
<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Explain district provided instructional tools.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary	General Fund		\$2,000.00
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>PLC Leaders receive training in effectively leading PLCs to focus on standards based lesson planning.</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary	General Fund		\$4,000.00
<i>Notes: Substitute Coverage</i>						
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Coaches lead MTP data discussions to identify performance trends at the grade and classroom level.</b>				<b>\$15,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary	General Fund		\$15,000.00
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>Coaches support and facilitate professional development via PLC to assist teachers in developing and delivering differentiated standards based instruction.</b>				<b>\$15,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary	General Fund		\$15,000.00
<b>5</b>	<b>G1.B1.S2.A1</b>	<b>Meet with members of leadership to identify Content Leaders for each grade level</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary			\$1,000.00
<b>6</b>	<b>G1.B1.S2.A2</b>	<b>Meet with members of leadership to establish a meeting pattern.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary			\$1,000.00

<b>Budget Data</b>						
<b>7</b>	<b>G2.B2.S1.A1</b>	<b>Weekly School Messenger</b>				<b>\$100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary	General Fund		\$100.00
<b>8</b>	<b>G2.B2.S1.A2</b>	<b>Regularly update school marquee</b>				<b>\$100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary	General Fund		\$100.00
<b>9</b>	<b>G2.B2.S1.A3</b>	<b>Regularly update the school website and social media</b>				<b>\$100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary	General Fund		\$100.00
<b>10</b>	<b>G2.B2.S1.A4</b>	<b>Institute school wide binder system</b>				<b>\$2,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary	General Fund		\$2,500.00
			<i>Notes: Purchase of supplies</i>			
<b>11</b>	<b>G2.B2.S2.A1</b>	<b>Meet with Leadership Team, Team Leaders, and SAC to determine what type of information needs to consistently be communicated.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary	General Fund		\$5,000.00
<b>12</b>	<b>G2.B2.S2.A2</b>	<b>Implement communication expectations developed in meeting with Leadership Team, Team Leaders, and SAC.</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0941 - Prairie Lake Elementary	General Fund		\$3,000.00
<b>Total:</b>						<b>\$48,800.00</b>