

Orange County Public Schools

# Wolf Lake Elementary



2015-16 School Improvement Plan

# Wolf Lake Elementary

1771 W PONKAN RD, Apopka, FL 32712

www.ocps.net/lc/north/ewl

## 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	45%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	53%

## 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>	A*	A	A	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**

Cultural awareness and sensitivity are an integral part of the district-wide elementary reading curriculum. Every grade level also builds multicultural studies into learning. Academic and behavior data is consistently monitored for the progress of children in ethnic and cultural subgroups in order to close any achievement gaps. Lesson plans are monitored by the administration for the fidelity of the implementation of this curriculum. Teachers are coached regarding their planning and level of success in meeting the needs of children from diverse cultures through the Marzano iObservation system. Teachers also receive feedback and guidance on their relationships with children and their parents through this system. Administrators monitor parent contact logs for frequent communication with families. Home and bus stop visits are made as needed. Wolf Lake Elementary also works to include all of its families. The School Advisory Council's membership mirrors the cultural makeup of the Wolf Lake Elementary School student body. The Parent Leadership Council provides support for parents of English Language Learners.

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

The Safe School Plan, which has been reviewed by the district Safety Department and by a representative of the Apopka Police Department, details the supervision plan for the campus before, during, and after school. Both agencies have worked to help address the traffic issues resulting from the school's enrollment being far beyond its intended capacity. Adults are consistently visible and available to assist children throughout the day.

The school also participates in Act 4 Change, the district's anti-bullying program.

All staff members are trained in behavior and crisis management. Select staff are trained in Crisis Prevention and Intervention, for children needing additional support. The staff responds promptly to student and parent complaints of discipline issues and bullying. Safety drills occur on a monthly basis, in accordance with district policy.

##### **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**

The Orange County Public Schools' Student Code of Conduct is reviewed with every child at least once during each marking period. The content of the review is customized to reflect discipline data and developmental needs. School-wide behavior expectations are consistently enforced and are posted throughout the campus. Teachers submit their classroom behavior plans to the administration,

who monitor for consistency of implementation among professional learning communities. Collaboration between the Administrative Dean and Administrators is continuous. Students needing extra support receive individualized behavior points sheets. These break behavioral goals into shorter time frames, helping students to make the best choices. These children also have adult mentors. These mentors are either WLE staff members or ADDitions volunteers. Mentors meet with children on a frequent basis, providing support and encouragement. Staff new to Wolf Lake Elementary learn about behavior management in the school's induction program. All staff had the opportunity to participate in Time to Teach training at the school. This class was led by a staff member who is also a certified trainer in the program. A school-wide Positive Behavior Support Committee also meets quarterly to address discipline procedures.

**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**

Wolf Lake Elementary School participates in the OCPS Comprehensive Guidance Program. This includes classroom character education lessons, which are reinforced through the school's Citizen of the Quarter Program. Adherence to behavior expectations is rewarded with a privilege system for fifth graders, building positive role models for the younger children. A school-wide mentoring program provides support for children facing social and academic challenges. On-site counseling is provided for immediate needs. For those receiving ongoing services, the Administrative Dean facilitates referrals for counseling from approved outside sources, as needed. Select counselors visit the school to provide therapy on-site, when requested by parents. Social skills groups run by school staff also help children learn strategies to be socially and academically successful.

**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**

Student attendance and tardiness is reviewed regularly by the administration. Administrators identify and track students with these issues. The administrative dean is the coordinator for attendance interventions. These intervention strategies include social worker, mental health counselor, and low-cost medical clinic referrals.

Suspensions are tracked on a continual basis through the Education Data Warehouse. Character education implemented through classrooms is implemented in all grade levels to help students practice making appropriate behavior decisions. Students with repeated behavioral issues are assigned a school staff member as a mentor. Parents are involved early in the behavioral intervention process. District behavior analysts are involved as needed to help design behavioral intervention plans as needed.

Students failing in ELA or math, as well as students scoring at level one in those content areas, are monitored through the MTSS process. Interventions are targeted and flexible, transitioning students in and out of tiered interventions as their performance data indicates academic progression.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	11	10	11	6	11	57
One or more suspensions	5	6	10	7	17	9	54
Course failure in ELA or Math	20	22	57	78	80	60	317
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	3	12	10	11	11	52

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

Administrators review each report card every nine weeks. Students are also referred by teachers to the administration if an attendance issue is evident before the marking period ends. Referrals for children with excessive absences and tardiness are made to the administrative dean for follow up through family support via the social worker. Students who are suspended have follow-up behavior plans generated in conjunction with their families, to prevent them from being suspended again. Students failing or scoring at level one in ELA or Math receive targeted, diagnostic interventions. They are provided with tiered assistance in accordance with the MTSS system of support. Administrators meet with Professional Learning Communities and individual teachers in regular data meetings to ensure that children are fully supported and progressing toward academic mastery of all standards in each content area.

**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**

Administration will review teachers' Parent Contact Logs to ensure that families are receiving timely and relevant information regarding their children's progress. Teachers communicate with families using Class Dojo, email, phone calls, Progress Book, Friday folders, and report card conferences. Parents will be accommodated by scheduling report card conferences in the evenings, if needed. The number of opportunities for families to be involved will increase by scheduling honor roll assemblies by grade levels on specific afternoons to accommodate parents. A wide variety of family events will be offered during the year, including Fine Dining, Open House, Field Day, Science Night, PTA Dance, PTA Movie Night, and performances during PTA General Meetings.

**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**

New Partners in Education and ADDitions Volunteers are recruited, trained, and recognized. The ADDitions and Partners in Education Coordinators chair these efforts. The school participates in Family Nights at local "Partners in Education" owned establishments. Incentives from these Partners in Education are used for Honor Roll and Perfect Attendance student rewards. PTA builds and sustains family involvement through its newsletter, which communicates upcoming school activities and is sponsored by businesses and individuals in the 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
Torrance, Beverly	Teacher, K-12
Ius, Patricia	Assistant Principal
Dozier, Jaime	Other
Grimando, Caroll	Principal
LaVoie, Chrystal	Teacher, K-12
Tennis-Slotsve, Melody	Dean
Dickmyer, Jennifer	Other
Marks, Cicely	Assistant Principal
Ruth, Annette	Administrative Support
Palmer, Sabrina	Other

**Duties**

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

- \* Administration- Caroll Grimando, Patricia Ius, and Cicely Marks- Responsible for overall school performance, generation and continual revision of SIP with the involvement of SAC, Teacher Evaluation, Oversight and management of MTSS.
- \* CRT- Jamie Dozier- Responsible for coordinating testing, instructional core and intervention, supporting teachers of intervention students, instructional materials manager, curriculum leader, and instructional coach.
- \* Staffing Specialist- Sabrina Palmer- Coordinator of: IEP's grades K-5, 504 Plans, Gifted Education, Homeless Education, Social Worker Referrals, Healthcare Plans
- \* Staffing Specialist- Jennifer Dickmyer- Coordinator of: MTSS K-5, PreK IEP's
- \* Dean- Melody Tennis- Responsible for behavioral intervention and positive behavior support for all students.
- \* Primary Reading Coach, Curriculum Compliance Teacher, and Intervention Teacher- Chrystal LaVoie- Coordination of instructional interventions and progress monitoring for select grade levels, curriculum compliance for support of ESOL and supporting other intervention students.
- \* Intermediate Reading Coach, Curriculum Compliance Teacher, and Intervention Teacher- Beverly

Torrance- Coordination of instructional interventions and progress monitoring for select grade levels, curriculum compliance for support of ESOL and supporting other intervention students.

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

The role of the MTSS Leadership is to ensure that all students are supported in making progress towards meeting and exceeding mastery of grade level standards. The team meets weekly. We will conduct universal screenings of all students, appropriately match research based interventions to students performing below grade level standards, and conduct progress monitoring. The MTSS Coordinator will attend district trainings if they are offered and then share information with the MTSS Leadership Team and WLE Instructional Staff. The MTSS Leadership Team is responsible for overseeing the implementation of Tier 1, Tier 2, and Tier 3 instruction and for providing training and support for curriculum, materials and resources. The MTSS Leadership Team will review universal screenings, diagnostic assessments, and progress monitoring data to ensure the success of all students. Each grade meets at least weekly in their grade level PLC to discuss student progress monitoring data, the tiered layers of support and the research based resources and instruction that are being utilized to implement the MTSS process with fidelity.

Professional Leadership Communities meet weekly to review and discuss lessons for upcoming weeks. Curriculum planning teams meet weekly to generate content area plans, review student performance data and adjust lesson plans accordingly. The MTSS Leadership team meets weekly to track student performance data. The School Leadership Team convenes weekly to review data collection policies and procedures, and to examine school-wide trends in student performance. Substitutes will be purchased for ELA planning. Every Professional Learning Community's ELA specialists will participate for two days. Planning time will be used to collaborate and to deconstruct standards in this content area in all grade levels.

Supplemental Academic Instruction funding will be used to provide for students' academic needs. The majority of this funding will be used to pay part of the allocation for a reading resource teacher to serve children in tiers two and three. The remaining funding will help provide tutoring in the mornings before school.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Edna Springer	Teacher
Caroll Grimando	Principal
Amber Anderson	Parent
Mikeal Blake	Parent
Mary Block	Teacher
Holly Bowman	Parent
Justin Campbell	Parent
Pam McKinley	Parent
Dawn Rightmyer	Business/Community
Pamela Schwartz	Teacher
Paramdai Somwaru	Teacher
Zina Walker	Parent
Amy Nehls	Parent
Amy Shelly-Palm	Education Support Employee
Amy Townsend	Parent
Arnitra Ransom	Parent
David Chase	Parent
Denise Alhemovich	Teacher
Diana Carguill	Teacher
Erica Langley	Parent
Erin Venier	Parent
Gina Mongiello	Parent
Harvy Merritt	Parent
Jason Drayton	Parent
Jassica Hagen	Parent
Joleydi Tomayo	Parent
Joran Brundidge	Parent
Laci Robertson	Parent
Laketa Jimenez	Parent
Leela Mohammets	Parent
Lisa Fisher	Parent
Melinda Steinkraus	Parent
Nathaly Martinez	Parent
Pamela Mckinley	Parent
Sheena Hollimom	Parent
Stephanie Green	Parent
Tameika Smith	Parent
Tanya Marshall	Parent

Name	Stakeholder Group
Tara Barrett	Parent
Tiffany Bottom	Parent
Vanessa Cruz	Parent
Zina Walker	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 SAC membership is representative, in its composition, of the Wolf Lake Elementary School community. This is in compliance with Florida Statutes. The SAC reviewed the SIP Plan for the 2015-16 school year in its entirety at the beginning of the school year. Individual components were specifically addressed during the previous school year. Analysis of the most recently available student achievement data was part of this process. Achievement gaps in student subgroups were examined in detail in each content area to ensure that the needs of all children were addressed and that instructional strategies were effective for all of the students at Wolf Lake Elementary School.

### *Development of this school improvement plan*

The SAC administered school surveys to parents, students and staff. This was a new initiative throughout the district, since AdvancED is an accreditation system that involves elementary schools. In previous years, accreditation had only been sought through secondary schools. This standardization of data collection from stakeholders provided more detailed information than school effectiveness surveys in previous years.

The results of the surveys were reviewed at the School Advisory Council Retreat, at Parent Teacher Association Meetings, and at a Faculty Meeting. Ideas for each part of the 2015-2016 SIP were generated based on feedback from the surveys and on student achievement data. This feedback was collected throughout the 2014-2015 school year, so that sections of the plan could be addressed in manageable chunks.

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

Review of the currently proposed budget will be shared with the School Advisory Council participants at their first scheduled meeting in September, in order that they may make suggestions for any budget cuts required after recalculation. The proposed budget was also generated with input from a staff budget committee in May of 2014-2015. The school's budgetary status is also shared during recalculations throughout the year. Since Wolf Lake Elementary historically gains approximately 80 students during the first two months of the school year and funding follows after the students are enrolled and recalculations are made, this presents a special challenge.

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

There were no school improvement funds allocated last year.

**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
Barlow, Dawn	Teacher, K-12
Ussrey, Natalie	Teacher, K-12
Proctor, Jennifer	Teacher, K-12
Tindell, Marlana	Teacher, K-12
Block, Mary	Teacher, K-12
Swaggerty, Lenka	Teacher, K-12
Dozier, Jaime	Teacher, K-12
LaVoie, Chrystal	Teacher, K-12
Torrance, Beverly	Teacher, K-12
Dickmyer, Jennifer	Other
Palmer, Sabrina	Other
Tindle, Brittany	Teacher, K-12

### Duties

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

A major initiative will be the continuing implementation of revised Measurement Topic Plans in reading. Another major initiative will be the continuation of two Reading Resource Teacher/ Intervention Specialists in the primary and secondary grades who will model lessons, work collaboratively with teachers and guide PLC Teams in data driven instruction through data analysis. The LLT will also facilitate deconstruction of the Language Arts Florida Standards, while keeping pace with the district's scope and sequence guidelines. The Core Connections program will help integrate writing into all content areas this year. Core Connections training will be hosted at Wolf Lake Elementary this year.

The effectiveness of literacy initiatives at Wolf Lake Elementary School will be monitored through the use of student achievement data. This year, MAP testing will replace Iowa testing for children in the primary grades. Teachers in primary grades, support staff, and administrators will be trained in the administration and interpretation of the MAP test, as part of Wolf Lake Elementary's ongoing progress monitoring to determine appropriate placement of students into the tiers of the MTSS pyramid.

Differentiated instruction will be delivered with increased attention to detail regarding the depths of knowledge listed in the Measurement Topic Plans for each ELA standard.

The Accelerated Reader program will be revised by that school-based committee, with the goal of developing more consistency in the progression of the program through the grade levels. The goal of this restructuring of Wolf Lake Elementary's Accelerated Reader program will be to ensure that the goals and incentives follow a logical developmental progression for kindergarten through fifth grade.

### 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**

School-wide professional development opportunities for the previous school year focused heavily on collaborative planning and instruction. Grade level Professional Learning Communities divided content areas among smaller groups of teachers at all grade levels to facilitate more shared common planning

resulting in greater depth and rigor in classroom instruction.

This implementation grows during the 2015-2016 school year, as teachers begin the school year with their planning content areas known to them before preplanning. Many spent the summer in professional development geared toward improving instruction. The faculty is continuing into year four of lesson study, where teachers strong in specific design questions showcase their instructional strategies for other faculty members who choose to observe those specific elements. Professional development will be offered in increasing rigor, collaborative planning, and in using the new, district-wide unit planning template. Vertical curriculum teams will meet quarterly.

Professional Learning Communities will meet once weekly for regular meeting items, and a second time weekly solely for collaborative planning, which administrators will be monitoring. Collaborative planning will be broken down by content areas. Vertical alignment by subject area is another important component of this initiative.

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

The administration will work to recruit and retain highly qualified, certified-in-field, effective teachers to Wolf Lake Elementary. This will include working through the district to post vacancies in a timely manner. References will be checked in accordance with district guidelines by the administration. All anticipated vacancies will be filled by May, to secure the best available candidates.

Team interviews will involve staff members assigned to collaborate with the teacher who will be selected. Administrators will also use the Effective Educators program to provide coaching and encouragement to teachers in order to increase retention of employees.

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

Teachers new to Wolf Lake Elementary will be assigned mentors, who have documented consistent professional success. These experienced teachers will work with new teachers on a one-on-one basis. Mentors and new teachers will observe each other and engage in meaningful dialogue regarding their observations. The Curriculum Resource Teacher will also observe and model lessons for these staff members.

New teachers will also attend "Newbie University" sessions, which are organized by the Curriculum Resource Teacher. These professional development events will provide information and guidance on instructional practice and procedures as they are implemented at Wolf Lake Elementary. Activities are planned based on need.

## **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***

Teachers, administrators and support staff were trained during the previous school years on Journeys, Go Math, and their relation to the new Florida Common Core State Standards. These resources will be aligned with the district's revised Measurement Topic Plans, to ensure the relevance of all progress monitoring data. Administrators will check for adherence to this instructional focus through classroom observations, and checking lesson plans. Instructional coaching conferences will also focus on making sure that teachers are knowledgeable of the revised MTP's and that they follow the scope and sequence as developed.

Wolf Lake Elementary complies with the district-level purchasing plan for instructional materials

cleared by the adoption process. An in-depth alignment of these materials will determine if there are any discrepancies between the materials and the MTP's. Any such discrepancies will be addressed by the curriculum planners in that content area.

## 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***

The MTSS Coach will facilitate the use of root cause analysis to differentiate instruction in the most effective possible manner. Data meetings will help to form triage plans, where instructional needs are best addressed. Interventions will occur in flexible groups with both classroom and intervention teachers. Students in tiers two and three will benefit from these skills groups. Enrichment for the higher performing children will occur while other students are in interventions. The enrichment components of both Journeys and Go Math will provide resources to meet the needs of these children.

***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:** Extended School Day

**Minutes added to school year:** 29,820

Children are provided with a safe after-school environment. Assistance is provided with homework completion and enrichment activities are planned for participants.

### ***Strategy Rationale***

Many parents work, or are unable to assist with homework. Many students would not be exposed to activities, guest speakers, outside play, nor receive homework help without the Extended Day program.

### ***Strategy Purpose(s)***

- Enrichment

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

Grimando, Caroll, caroll.grimando@ocps.net

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

Parents with children in the Extended Day Program are surveyed to determine the effectiveness of this strategy.

**Strategy:** Extended School Day

**Minutes added to school year:** 5,400

Children are provided with additional academic instructional time in content areas where data indicates they are performing at a low level. Some children are performing at very high levels, indicating the need for enrichment.

**Strategy Rationale**

Students need either intervention or enrichment in reading and math.

**Strategy Purpose(s)**

- Enrichment

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

Grimando, Caroll, caroll.grimando@ocps.net

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

Data is monitored through benchmark assessments and reports from computer programs such as iStation.

**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**

Kindergarten children and their families attend an orientation in the spring. Tours are provided for families new to the school, as needed. The children are screened for kindergarten readiness skills before they attend class in August. This information is used to place children in the classrooms that will best meet their needs. Teachers have "Meet, Greet and Sweet Treat" orientations with students and parents prior to the first day of school, to get to know families and to help children feel more confident about the upcoming school year. A "BooHoo, Yahoo Breakfast" for parents on the first day of school helps with family adjustment to the school year. All kindergarten children are screened with FLKRS and interventions are put in place based on this and other screening data. Fifth graders transitioning to Wolf Lake Middle School have a visit from the sixth grade counselor so that they may understand academic choices and requirements. These students also visit the middle school campus for a sixth grade Orientation Night, so that they may feel more confident about the upcoming school year. The middle school's summer reading program is also actively promoted, to set up incoming sixth grade students for success. Meetings are held with the guidance counselors and deans over the summer to share information and needs of outgoing fifth graders.

**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**

not applicable

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

not applicable

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

not applicable

**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**

not applicable

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

NA

### 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.

NA

## 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.** Wolf Lake Elementary will increase the effectiveness of standards based Reading instruction, thus strengthening core instruction for the 2015-16 school year. (Narrow Achievement Gaps and Invest in Human Capital)
  
- G2.** Wolf Lake Elementary will increase understanding and delivery of standards-based Science lessons, thus strengthening core instruction for the 2015-16 school year. (Accelerate Student Achievement and Invest in Human Capital)

## 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.** Wolf Lake Elementary will increase the effectiveness of standards based Reading instruction, thus strengthening core instruction for the 2015-16 school year. (Narrow Achievement Gaps and Invest in Human Capital) 1a

G072912

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	73.0
AMO Reading - All Students	84.0

**Resources Available to Support the Goal** 2

- Wolf Lake Elementary professional development components are designed to train teachers to use student achievement data analysis to plan and deliver targeted instruction.
- Four technology labs provide learning opportunities for children.
- District-wide Measurement Topic Plans provide consistency of curricular scope and sequence.

**Targeted Barriers to Achieving the Goal** 3

- Student achievement indicates that the core curriculum in reading requires strengthening.
- Using data to differentiate instruction to the meet the needs of individual children, thus promoting learning gains, requires time and resources.
- Increasing rigor for all students is challenging and complex.

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

Student achievement data will be monitored to determine if progress is being made toward the reading goal.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/14/2015 to 6/8/2016

**Evidence of Completion**

Student achievement data will be used as evidence to determine if progress is being made toward the reading goal.

**G2.** Wolf Lake Elementary will increase understanding and delivery of standards-based Science lessons, thus strengthening core instruction for the 2015-16 school year. (Accelerate Student Achievement and Invest in Human Capital) 1a

G072913

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

**Resources Available to Support the Goal** 2

- Wolf Lake Elementary received a grant for Project Lead the Way for the 2015-2016 school year.
- Wolf Lake Elementary's Parent Teacher Association provided funding for 12 iPads for the STEM Lab.
- A highly qualified paraprofessional was assigned to facilitate use of and manage materials in the STEM lab.

**Targeted Barriers to Achieving the Goal** 3

- The percent of fifth grade students scoring at proficiency on the FCAT science test declined from 72% in 2013-2014 to 68% in 2014-2015.
- Integrating hands-on, real world activities into the revised science Measurement Topic Plans requires considerable planning time.
- Using technology as an instructional tool is a challenge in the content area of science.

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

Student assessment data will be monitored for progress toward improving science proficiency.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/1/2015 to 6/8/2016

**Evidence of Completion**

Student assessment data will serve as evidence of progress toward goals and targets in the content area of science.

## 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.** Wolf Lake Elementary will increase the effectiveness of standards based Reading instruction, thus strengthening core instruction for the 2015-16 school year. (Narrow Achievement Gaps and Invest in Human Capital) **1**

 G072912

**G1.B1** Student achievement indicates that the core curriculum in reading requires strengthening. **2**

 B190365

**G1.B1.S1** Provide professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading. **4**

 S201760

### Strategy Rationale

Setting appropriate instructional goals and scales that correspond with learning activities at correct depths of knowledge will maximize student learning gains for all students in reading.

### Action Step 1 **5**

Provide professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading.

### Person Responsible

Caroll Grimando

### Schedule

Monthly, from 8/14/2015 to 6/8/2016

### Evidence of Completion

Professional development rosters, iObservation data, and lesson plans will serve as evidence to demonstrate that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading has occurred.

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

The leadership team will monitor for fidelity of implementation of strategies learned from professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 9/1/2015 to 6/8/2016

***Evidence of Completion***

PLC meeting notes, iObservation data, and lesson plans will serve as evidence to demonstrate that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading has been implemented with fidelity.

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

Student performance data will be monitored to ensure that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 8/24/2015 to 9/18/2015

***Evidence of Completion***

Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will serve as evidence that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.

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

Student performance data will be monitored to ensure that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 10/1/2015 to 6/8/2016

***Evidence of Completion***

Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will serve as evidence that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.

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

Student performance data will be monitored to ensure that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.

**Person Responsible**

Caroll Grimando

**Schedule**

Biweekly, from 9/14/2015 to 6/8/2016

***Evidence of Completion***

Student performance data will be collected, with common summative reading assessments being administered to all students biweekly. Results will be entered into SharePoint for administrative review.

**G1.B1.S2** Provide professional development, coaching, and feedback on writing and implementing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading. **4**

 S201761

### **Strategy Rationale**

Unit and daily lesson plans aligned with Measurement Topic Plans that organize the scope and sequence of the delivery of critical content will ensure that student learning gains in reading are maximized.

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

Provide professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading.

#### **Person Responsible**

Caroll Grimando

#### **Schedule**

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

#### **Evidence of Completion**

Professional development rosters, lesson plans, and iObservation feedback will serve as evidence that professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading has been completed.

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

The fidelity of implementation of professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading will be monitored by the administrative team.

#### **Person Responsible**

Caroll Grimando

#### **Schedule**

Every 3 Weeks, from 8/17/2015 to 6/8/2016

#### **Evidence of Completion**

Staff development rosters, lesson plans, iObservation data, and PLC Meeting Minutes will document monitoring for fidelity of implementation of professional development, coaching and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading.

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

Student achievement data will be used to monitor for effectiveness of professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/14/2015 to 6/8/2016

***Evidence of Completion***

Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will determine if professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading are being implemented with effectiveness.

**G1.B2** Using data to differentiate instruction to meet the needs of individual children, thus promoting learning gains, requires time and resources. **2**

 B190366

**G1.B2.S1** Use student performance data analysis as part of the MTSS process to provide targeted, tiered interventions aligned with revised reading Measurement Topic Plans. **4**

 S201762

### **Strategy Rationale**

Changes in Measurement Topic Plans warrant revision of the interventions in MTSS intervention pyramid in reading to promote alignment with the revised scope and sequence.

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

Provide professional development, coaching, and feedback on the MTSS process, including tiered interventions, reflecting student academic needs and changes in reading Measurement Topic Plans.

#### **Person Responsible**

Caroll Grimando

#### **Schedule**

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

#### **Evidence of Completion**

Professional development rosters, lesson plans, iObservation data, and MTSS documents will serve as evidence to demonstrate completion of implementation of professional development, coaching, and feedback on the MTSS process, including tiered interventions, reflecting student academic needs and changes in reading Measurement Topic Plans.

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

Implement iReady use according to MTSS performance tiers for reading.

#### **Person Responsible**

Caroll Grimando

#### **Schedule**

Weekly, from 9/1/2015 to 6/8/2016

#### **Evidence of Completion**

iReady usage logs will demonstrate completion of this activity.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

The leadership team will monitor for fidelity of implementation of strategies learned from professional development, coaching, and feedback on the MTSS process, including tiered interventions reflecting student academic needs and changes in reading Measurement Topic Plans.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/8/2016

***Evidence of Completion***

MTSS documents, IEP meeting minutes, iObservation data, and lesson plans will serve as evidence to demonstrate that professional development, coaching, and feedback on the MTSS process, including tiered interventions reflecting student academic needs and changes in reading Measurement Topic Plans have been implemented with fidelity.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1 6**

iReady use according to MTSS performance tiers for reading will be monitored for fidelity of implementation by the leadership team.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 9/14/2015 to 6/8/2016

***Evidence of Completion***

MTSS documents, iObservation data, iReady usage reports, and lesson plans will be collected to demonstrate fidelity of implementation of IStation use according to MTSS performance tiers for reading.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

Student performance data will be monitored to ensure the effectiveness of strategies implemented from professional development, coaching, and feedback on the MTSS process, including tiered interventions reflecting student academic needs and changes in reading Measurement Topic Plans.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 8/24/2015 to 9/14/2015

**Evidence of Completion**

Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (2-5) results will serve as evidence that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7**

iReady use according to MTSS performance tiers for reading will be monitored for effectiveness by analysis of student performance data.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/14/2015 to 6/8/2016

**Evidence of Completion**

iReady use according to MTSS performance tiers for reading will be monitored for effectiveness by analysis of Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (2-5).

**G1.B2.S2** Provide support and assistance to close the gap in reading achievement for ELL learners. 4

S201763

### Strategy Rationale

The gap in reading achievement for ELL learners is significant.

#### Action Step 1 5

Professional development, coaching and feedback for meeting the needs of ELL learners will be provided.

#### Person Responsible

Caroll Grimando

#### Schedule

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

#### Evidence of Completion

Professional development rosters, lesson plans, iObservation data and meeting notes will serve as evidence of completion of professional development, coaching and feedback for meeting the needs of ELL learners.

#### Action Step 2 5

Additional instructional resources, including dictionaries, picture boards, and Zip Zoom, will be acquired and implemented to meet the needs of ELL learners.

#### Person Responsible

Beverly Torrance

#### Schedule

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

#### Evidence of Completion

Lesson Plans, checkout lists and iObservation data will be collected to demonstrate completion of the aquisition and implementation of instructional resources, including dictionaries, picture boards, and Zip Zoom, to meet the needs of ELL learners.

**Plan to Monitor Fidelity of Implementation of G1.B2.S2 6**

The leadership team will monitor for fidelity of implementation of strategies learned from professional development, coaching and feedback for meeting the needs of ELL learners.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/8/2016

***Evidence of Completion***

PLC meeting notes, iObservation data, and lesson plans will serve as evidence to demonstrate that strategies learned from professional development, coaching and feedback for meeting the needs of ELL learners have been implemented with fidelity.

**Plan to Monitor Fidelity of Implementation of G1.B2.S2 6**

The fidelity of implementation of instructional resources, including dictionaries, picture boards, and Zip Zoom, acquired to meet the needs of ELL learners, will be monitored by the leadership team.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/8/2016

***Evidence of Completion***

iObservation data, check out lists and lesson plans will serve as evidence to demonstrate that implementation of instructional resources, including dictionaries, picture boards, and Zip Zoom, acquired to meet the needs of ELL learners, occurs with fidelity.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Student performance data will be monitored to ensure that strategies learned from professional development, coaching and feedback for meeting the needs of ELL learners have effectively increased student achievement in reading.

**Person Responsible**

Caroll Grimando

**Schedule**

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

**Evidence of Completion**

Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (2-5) results will serve as evidence that strategies learned from professional development, coaching and feedback for meeting the needs of ELL learners have effectively increased student achievement in reading.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7**

Student performance data will be monitored to ensure that instructional resources, including dictionaries, picture boards, and Zip Zoom, acquired to meet the needs of ELL learners, are implemented with effectiveness.

**Person Responsible**

Caroll Grimando

**Schedule**

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

**Evidence of Completion**

Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (2-5) results will serve as evidence that implementation of instructional resources, including dictionaries, picture boards, and Zip Zoom, to meet the needs of ELL learners, is effective.

**G1.B2.S3** Redesign small, flexible group reading instruction to provide targeted reading interventions.

4

 S201764

**Strategy Rationale**

Changes in curricular scope and sequence warrant revision of reading small group planning and instruction.

**Action Step 1** 5

Provide professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted reading interventions.

**Person Responsible**

Caroll Grimando

**Schedule**

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

**Evidence of Completion**

Professional development rosters, iObservation data, and lesson plans will serve as evidence to demonstrate that professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted reading interventions has occurred.

**Plan to Monitor Fidelity of Implementation of G1.B2.S3** 6

The leadership team will monitor for fidelity of implementation of professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted reading interventions.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 8/17/2015 to 6/8/2016

**Evidence of Completion**

PLC meeting notes, iObservation data, and lesson plans will serve as evidence to demonstrate that professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted reading interventions have been successful.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

Student performance data will be monitored to ensure the effectiveness of strategies implemented from professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted interventions.

**Person Responsible**

Caroll Grimando

**Schedule**

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

**Evidence of Completion**

Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will be collected to demonstrate that professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted interventions are being implemented effectively.

**G1.B2.S4 Provide training and coaching in the Marzano protocol for teachers serving as instructional leaders. 4**

 S201765

**Strategy Rationale**

Lead resource teachers are highly effective curriculum leaders with the capacity to significantly impact instructional practice because of their specialized knowledge and experience.

**Action Step 1 5**

Resource teachers will engage in Marzano protocol professional development and use those strategies to coach their peers.

**Person Responsible**

Caroll Grimando

**Schedule**

Semiannually, from 9/14/2015 to 6/8/2016

**Evidence of Completion**

Professional development rosters and PLC Meeting minutes will serve as evidence that resource teachers have engaged in Marzano protocol professional development.

**Plan to Monitor Fidelity of Implementation of G1.B2.S4 6**

Resource teachers will be given feedback and coaching to monitor the fidelity of implementation of strategies learned in their Marzano protocol professional development.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 10/1/2015 to 6/8/2016

***Evidence of Completion***

Leadership Team meeting minutes, PLC meeting minutes and iObservation data will be collected to demonstrate that resource teachers are given feedback and coaching to monitor the fidelity of implementation of strategies learned in their Marzano protocol professional development.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7**

iObservation data will be monitored for effectiveness of resource teachers engaging in Marzano protocol professional development and using those strategies to coach their peers.

**Person Responsible**

Caroll Grimando

**Schedule**

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

***Evidence of Completion***

Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will help determine if resource teachers engaging in Marzano protocol professional development and using those strategies to coach their peers is being implemented effectively.

**G1.B2.S5** Select teachers and classified staff members will push in at each grade level to provide reading intervention. 4

S201766

### Strategy Rationale

Many students would increase in reading academic achievement with added intervention and enrichment activities.

### Action Step 1 5

Select teachers and classified staff members will push in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.

#### Person Responsible

Caroll Grimando

#### Schedule

Daily, from 9/11/2015 to 6/8/2016

#### Evidence of Completion

Small group lesson plans, intervention/ enrichment schedules, and iObservation data will serve as evidence of completion of select teachers and classified staff members pushing in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.

### Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

Select teachers and classified staff members will be monitored for fidelity of implementation of select staff members pushing in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.

#### Person Responsible

Caroll Grimando

#### Schedule

Every 3 Weeks, from 9/11/2015 to 6/8/2016

#### Evidence of Completion

Lesson plans, schedules, and iObservation data will be collected to monitor the fidelity of implementation of select support staff pushing in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S5 7**

Student performance data will be monitored for effectiveness of select staff members pushing in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/11/2015 to 6/8/2016

**Evidence of Completion**

Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will help determine if staff members pushing in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades is being implemented effectively.

**G1.B3 Increasing rigor for all students is challenging and complex. 2**

 B190367

**G1.B3.S1 Provide professional development to assist teachers in increasing rigor in the reading curriculum. 4**

 S201767

**Strategy Rationale**

The Florida Common Core State Standards must be implemented with rigor to allow all students to master content at the highest possible levels.

**Action Step 1 5**

Provide professional development, feedback and coaching in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 8/14/2015 to 6/8/2016

**Evidence of Completion**

Professional development documentation, lesson plans, iObservation data.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

The fidelity of implementation of professional development, feedback and coaching in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading, will be monitored by the administrative team.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 9/14/2015 to 6/8/2016

***Evidence of Completion***

Staff development rosters, lesson Plans, iObservation data, and PLC Meeting Minutes will document monitoring for fidelity of implementation of professional development, feedback and coaching in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Student achievement data will be used to monitor for effectiveness of professional development, feedback and coaching in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/14/2015 to 6/8/2016

***Evidence of Completion***

Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (2-5) results will serve as evidence that professional development, coaching, and feedback in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading, has effectively increased student achievement.

**G2.** Wolf Lake Elementary will increase understanding and delivery of standards-based Science lessons, thus strengthening core instruction for the 2015-16 school year. (Accelerate Student Achievement and Invest in Human Capital) **1**

 G072913

**G2.B1** The percent of fifth grade students scoring at proficiency on the FCAT science test declined from 72% in 2013-2014 to 68% in 2014-2015. **2**

 B190368

**G2.B1.S1** Existing science unit plans must be restructured to match critical content in revised Measurement Topic Plans, including their corresponding depths of knowledge. **4**

 S201768

### **Strategy Rationale**

Focusing on critical content aligned with the most appropriate depth of knowledge will result in maximum improvements in student academic achievement.

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

Professional development, coaching, and feedback will be provided on the revised district science scope and sequence, as organized in the Measurement Topic Plans.

#### **Person Responsible**

Caroll Grimando

#### **Schedule**

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

#### **Evidence of Completion**

Professional development rosters, lesson plans, and iObservation data will be used as evidence of implementation of professional development, coaching, and feedback on the revised district science scope and sequence, as organized in the Measurement Topic Plans.

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

Professional development, coaching, and feedback will be provided on the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.

**Person Responsible**

Caroll Grimando

**Schedule**

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

***Evidence of Completion***

Professional development rosters, lesson plans, and iObservation data will be used as evidence of implementation of professional development, coaching, and feedback on the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.

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

Lesson plans and iObservation data will be monitored for fidelity of implementation of the revised district science scope and sequence, as organized in the Measurement Topic Plans.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 9/7/2015 to 6/8/2016

***Evidence of Completion***

Lesson plans and iObservation data will be collected as evidence of the fidelity of implementation of the revised district science scope and sequence, as organized in the Measurement Topic Plans.

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

Lesson plans and iObservation data will be monitored for fidelity of implementation of the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 9/7/2015 to 6/8/2016

***Evidence of Completion***

Lesson plans and iObservation data will be collected as evidence of the fidelity of implementation of the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.

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

Changes in science student assessment data will be monitored for effectiveness of implementation of the revised district science scope and sequence, as organized in the Measurement Topic Plans.

**Person Responsible**

Caroll Grimando

**Schedule**

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

***Evidence of Completion***

Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of the implementation of the revised district science scope and sequence, as organized in the Measurement Topic Plans.

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

Changes in science student assessment data will be monitored for effectiveness of implementation of the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.

**Person Responsible**

Caroll Grimando

**Schedule**

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

**Evidence of Completion**

Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades will be collected to monitor the effectiveness of the implementation of the revised district science scope and sequence, as organized in the Measurement Topic Plans.

**G2.B1.S2** Deconstructed science standards in revised unit plans must be matched with corresponding learning goals and scales. 4

 S201769

**Strategy Rationale**

Setting appropriate goals and scales for learning will result in maximum improvements in student academic achievement.

**Action Step 1** 5

Professional development, coaching, and feedback will be provided on standards based instruction, including goals and scales that align with critical content.

**Person Responsible**

Caroll Grimando

**Schedule**

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

**Evidence of Completion**

Professional development rosters, lesson plans and iObservation data will be used as evidence of implementation of professional development, coaching, and feedback on standards based instruction, including goals and scales that align with critical content.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

Lesson plans and iObservation data will be monitored for fidelity of implementation of standards based instruction, including goals and scales that align with critical content.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 9/7/2015 to 6/8/2016

***Evidence of Completion***

Lesson plans and iObservation data will be collected as evidence of the fidelity of implementation of standards based instruction, including goals and scales that align with critical content.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Changes in science student assessment data will be monitored for effectiveness of implementation of standards based instruction, including goals and scales that align with critical content.

**Person Responsible**

Caroll Grimando

**Schedule**

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

***Evidence of Completion***

Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of the implementation of standards based instruction, including goals and scales that align with critical content.

**G2.B2** Integrating hands-on, real world activities into the revised science Measurement Topic Plans requires considerable planning time. **2**

 B190369

**G2.B2.S1** Professional development will be provided for all teachers piloting Project Lead the Way science program. **4**

 S201770

### **Strategy Rationale**

Project Lead the Way is new to Wolf Lake Elementary.

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

Training, coaching, and feedback will be provided to Wolf Lake Elementary staff members piloting Project Lead the Way science program.

#### **Person Responsible**

Caroll Grimando

#### **Schedule**

Monthly, from 8/13/2015 to 6/8/2016

#### **Evidence of Completion**

Professional development rosters, lesson plans, PLTW/STEM Lab schedules, and iObservation data will document professional development, coaching, and feedback in Project Lead the Way science program implementation.

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

Administrators will monitor Project Lead the Way science program for fidelity of implementation of the strategies learned in professional development.

#### **Person Responsible**

Caroll Grimando

#### **Schedule**

Every 3 Weeks, from 9/1/2015 to 6/8/2016

#### **Evidence of Completion**

Administrators will review professional development rosters, PLTW/STEM Lab schedules, lesson plans and iObservation data to ensure that the instructional strategies learned in Project Lead the Way professional development are implemented with fidelity.

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

Student assessment data will be monitored by the administration to determine Project Lead the Way's effectiveness at improving student achievement in science.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/1/2015 to 6/8/2016

**Evidence of Completion**

The science assessment materials from Project Lead the Way will be used to monitor changes in student achievement levels in science. Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will also be collected to monitor the effectiveness of Project Lead the Way.

**G2.B2.S2** Student mentors from Wolf Lake Middle School will assist elementary students with their work on Project Lead the Way science program. 4

 S201771

**Strategy Rationale**

Peer mentoring is an effective strategy for improving student engagement and achievement.

**Action Step 1 5**

Students mentors will be recruited and trained from the Project Lead the Way program at Wolf Lake Middle school to assist students with their work in the program here at Wolf Lake Elementary.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/1/2015 to 6/8/2016

**Evidence of Completion**

Lesson plans and the volunteer sign in log will document the middle school mentors' Project Lead the Way science program participation.

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

The Additions Program Coordinator will monitor the use of middle school student mentors to assist Wolf Lake Elementary students with Project Lead the Way science program.

**Person Responsible**

Caroll Grimando

**Schedule**

Quarterly, from 9/1/2015 to 6/8/2016

***Evidence of Completion***

Lesson plans and volunteer sign in logs will be used as evidence to document the use of middle school mentors in Project Lead the Way science program.

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

Science student assessment data will be used by administrators to monitor effectiveness of the use of middle school students as mentors in Project Lead the Way.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/1/2015 to 6/8/2016

***Evidence of Completion***

Project Lead the Way assessments will be reviewed by administrators to monitor the program's effectiveness at improving student achievement in science. Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of Project Lead the Way.

**G2.B3** Using technology as an instructional tool is a challenge in the content area of science. 2

 B190370

**G2.B3.S1** Develop and implement a PLTW/STEM Lab, where classes may engage in hands-on science activities in a technology rich environment. 4

 S201772

### Strategy Rationale

Creating a technology and resource rich environment that is easily accessible to teachers will help them increase student achievement in science.

### Action Step 1 5

Identify, inventory, acquire, and organize resources needed for the PLTW/STEM Lab.

#### Person Responsible

Jaime Dozier

#### Schedule

Monthly, from 8/3/2015 to 8/21/2015

#### Evidence of Completion

The finished PLTW/STEM Lab and corresponding schedule will be evidence of completion and usage.

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will monitor instruction in the PLTW/STEM Lab to ensure that content-specific, standards based instruction is occurring in the content area of science.

#### Person Responsible

Caroll Grimando

#### Schedule

Every 3 Weeks, from 9/1/2015 to 6/8/2016

#### Evidence of Completion

Lesson plans, the PLTW/STEM Lab schedule, and iObservation data will monitor the fidelity of implementation of the PLTW/STEM Lab to ensure that content specific, standards based instruction is occurring in the content of science.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

The effectiveness of the PLTW/STEM Lab will be documented through the analysis of student achievement data in the content area of science.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/1/2015 to 6/8/2016

***Evidence of Completion***

Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of the implementation of the PLTW/STEM Lab.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

The job performance of the program assistant assigned to the PLTW/STEM Lab will be monitored.

**Person Responsible**

Cicely Marks

**Schedule**

Semiannually, from 8/24/2015 to 6/8/2016

***Evidence of Completion***

The performance evaluation of the program assistant assigned to the PLTW/STEM Lab will be monitored to document effectiveness of that individual's job performance.

**G2.B3.S2** Provide technology training for staff members using the PLTW/STEM Lab. 4

S201773

**Strategy Rationale**

Staff members will need to learn hardware and application requirements and protocols to use the PLTW/STEM lab.

**Action Step 1** 5

Technology Training will be provided to facilitate use and care of the PLTW/STEM Lab.

**Person Responsible**

Caroll Grimando

**Schedule**

On 8/21/2015

**Evidence of Completion**

The professional development roster and agenda will serve as evidence of PLTW/STEM Lab Technology Training.

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

The lab schedule, lesson plans, and iObservation data will be used to monitor the fidelity of the PLTW/STEM Lab technology training implementation.

**Person Responsible**

Caroll Grimando

**Schedule**

Every 3 Weeks, from 9/1/2015 to 6/8/2016

**Evidence of Completion**

Administrators will monitor the lab schedule, lesson plans, and iObservation data to ensure the fidelity of the PLTW/STEM Lab technology training implementation.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Student performance data will be monitored to assess the effectiveness of PLTW/STEM Lab technology training.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/1/2015 to 6/8/2016

***Evidence of Completion***

Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of the implementation of PLTW/STEM Lab technology training.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Technology service requests will be monitored to ensure that the technology in the PLTW/STEM Lab is being adequately maintained. Any issues needing addressing will be reported to the administration.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/1/2015 to 6/8/2016

***Evidence of Completion***

The Technology Support Representative will monitor technology service requests and report any issues to administration.

**G2.B3.S3** Parent volunteers will be used to assist students with technology in the PLTW/STEM Lab. 4

S201774

**Strategy Rationale**

Students will benefit from additional support and guidance from adults in the PLTW/STEM Lab.

**Action Step 1** 5

Parent volunteers will be recruited, trained, and deployed to help in the PLTW/STEM Lab.

**Person Responsible**

Caroll Grimando

**Schedule**

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

**Evidence of Completion**

Volunteer sign in logs and schedules will be collected to demonstrate completion of using parent volunteers in the PLTW/STEM Lab.

**Plan to Monitor Fidelity of Implementation of G2.B3.S3** 6

The ADDitions volunteer coordinator will monitor the fidelity of using adult volunteers to assist students in the PLTW/STEM Lab.

**Person Responsible**

Caroll Grimando

**Schedule**

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

**Evidence of Completion**

The Additions volunteer coordinator will monitor the PLTW/STEM Lab schedule and the ADDitions sign in system to ensure that adult volunteers are used in the PLTW/STEM Lab with fidelity.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7**

Changes in science student assessment data will be monitored for effectiveness of implementation of using parent volunteers in the PLTW/STEM Lab.

**Person Responsible**

Caroll Grimando

**Schedule**

Monthly, from 9/14/2015 to 6/8/2016

**Evidence of Completion**

Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of the implementation of using parent volunteers in the PLTW/STEM Lab.

**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	Provide professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading.	Grimando, Caroll	8/14/2015	Professional development rosters, iObservation data, and lesson plans will serve as evidence to demonstrate that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading has occurred.	6/8/2016 monthly
G1.B1.S2.A1	Provide professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading.	Grimando, Caroll	8/17/2015	Professional development rosters, lesson plans, and iObservation feedback will serve as evidence that professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading has been completed.	6/8/2016 monthly
G1.B2.S1.A1	Provide professional development, coaching, and feedback on the MTSS process, including tiered interventions, reflecting student academic needs and changes in reading Measurement Topic Plans.	Grimando, Caroll	8/17/2015	Professional development rosters, lesson plans, iObservation data, and MTSS documents will serve as evidence to demonstrate completion of implementation of professional development, coaching, and feedback on the MTSS process, including tiered interventions, reflecting student academic needs and changes in reading Measurement Topic Plans.	6/8/2016 monthly
G1.B2.S2.A1	Professional development, coaching and feedback for meeting the needs of ELL learners will be provided.	Grimando, Caroll	8/18/2015	Professional development rosters, lesson plans, iObservation data and meeting notes will serve as evidence of completion of professional development, coaching and feedback for meeting the needs of ELL learners.	6/8/2016 monthly
G1.B2.S3.A1	Provide professional development, coaching, and feedback on redesigning	Grimando, Caroll	8/17/2015	Professional development rosters, iObservation data, and lesson plans	6/8/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	small, flexible group reading instruction to provide targeted reading interventions.			will serve as evidence to demonstrate that professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted reading interventions has occurred.	
G1.B2.S4.A1	Resource teachers will engage in Marzano protocol professional development and use those strategies to coach their peers.	Grimando, Caroll	9/14/2015	Professional development rosters and PLC Meeting minutes will serve as evidence that resource teachers have engaged in Marzano protocol professional development.	6/8/2016 semiannually
G1.B2.S5.A1	Select teachers and classified staff members will push in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.	Grimando, Caroll	9/11/2015	Small group lesson plans, intervention/enrichment schedules, and iObservation data will serve as evidence of completion of select teachers and classified staff members pushing in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.	6/8/2016 daily
G1.B3.S1.A1	Provide professional development, feedback and coaching in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading.	Grimando, Caroll	8/14/2015	Professional development documentation, lesson plans, iObservation data.	6/8/2016 monthly
G2.B1.S1.A1	Professional development, coaching, and feedback will be provided on the revised district science scope and sequence, as organized in the Measurement Topic Plans.	Grimando, Caroll	8/17/2015	Professional development rosters, lesson plans, and iObservation data will be used as evidence of implementation of professional development, coaching, and feedback on the revised district science scope and sequence, as organized in the Measurement Topic Plans.	6/8/2016 monthly
G2.B1.S2.A1	Professional development, coaching, and feedback will be provided on standards based instruction, including goals and scales that align with critical content.	Grimando, Caroll	8/17/2015	Professional development rosters, lesson plans and iObservation data will be used as evidence of implementation of professional development, coaching, and feedback on standards based instruction, including goals and scales that align with critical content.	6/8/2016 monthly
G2.B2.S1.A1	Training, coaching, and feedback will be provided to Wolf Lake Elementary staff members piloting Project Lead the Way science program.	Grimando, Caroll	8/13/2015	Professional development rosters, lesson plans, PLTW/STEM Lab schedules, and iObservation data will document professional development, coaching, and feedback in Project Lead the Way science program implementation.	6/8/2016 monthly
G2.B2.S2.A1	Students mentors will be recruited and trained from the Project Lead the Way program at Wolf Lake Middle school to assist students with their work in the program here at Wolf Lake Elementary.	Grimando, Caroll	9/1/2015	Lesson plans and the volunteer sign in log will document the middle school mentors' Project Lead the Way science program participation.	6/8/2016 monthly
G2.B3.S1.A1	Identify, inventory, acquire, and organize resources needed for the PLTW/STEM Lab.	Dozier, Jaime	8/3/2015	The finished PLTW/STEM Lab and corresponding schedule will be evidence of completion and usage.	8/21/2015 monthly
G2.B3.S2.A1	Technology Training will be provided to facilitate use and care of the PLTW/STEM Lab.	Grimando, Caroll	8/11/2015	The professional development roster and agenda will serve as evidence of PLTW/STEM Lab Technology Training.	8/21/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S3.A1	Parent volunteers will be recruited, trained, and deployed to help in the PLTW/STEM Lab.	Grimando, Caroll	8/24/2015	Volunteer sign in logs and schedules will be collected to demonstrate completion of using parent volunteers in the PLTW/STEM Lab.	6/8/2016 weekly
G1.B2.S1.A2	Implement iReady use according to MTSS performance tiers for reading.	Grimando, Caroll	9/1/2015	iReady usage logs will demonstrate completion of this activity.	6/8/2016 weekly
G1.B2.S2.A2	Additional instructional resources, including dictionaries, picture boards, and Zip Zoom, will be acquired and implemented to meet the needs of ELL learners.	Torrance, Beverly	8/17/2015	Lesson Plans, checkout lists and iObservation data will be collected to demonstrate completion of the aquisition and implementation of instructional resources, including dictionaries, picture boards, and Zip Zoom, to meet the needs of ELL learners.	6/8/2016 daily
G2.B1.S1.A2	Professional development, coaching, and feedback will be provided on the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.	Grimando, Caroll	8/17/2015	Professional development rosters, lesson plans, and iObservation data will be used as evidence of implementation of professional development, coaching, and feedback on the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.	6/8/2016 monthly
G1.MA1	Student achievement data will be monitored to determine if progress is being made toward the reading goal.	Grimando, Caroll	9/14/2015	Student achievement data will be used as evidence to determine if progress is being made toward the reading goal.	6/8/2016 monthly
G1.B1.S1.MA1	Student performance data will be monitored to ensure that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.	Grimando, Caroll	8/24/2015	Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will serve as evidence that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.	9/18/2015 monthly
G1.B1.S1.MA3	Student performance data will be monitored to ensure that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.	Grimando, Caroll	10/1/2015	Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will serve as evidence that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.	6/8/2016 monthly
G1.B1.S1.MA4	Student performance data will be monitored to ensure that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.	Grimando, Caroll	9/14/2015	Student performance data will be collected, with common summative reading assessments being administered to all students biweekly. Results will be entered into SharePoint for administrative review.	6/8/2016 biweekly
G1.B1.S1.MA1	The leadership team will monitor for fidelity of implementation of strategies learned from professional development, coaching, and feedback on setting instructional goals and	Grimando, Caroll	9/1/2015	PLC meeting notes, iObservation data, and lesson plans will serve as evidence to demonstrate that professional development, coaching, and feedback on setting instructional	6/8/2016 every-3-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	scales that correspond to appropriate depths of knowledge in reading.			goals and scales that correspond to appropriate depths of knowledge in reading has been implemented with fidelity.	
G1.B2.S1.MA1	Student performance data will be monitored to ensure the effectiveness of strategies implemented from professional development, coaching, and feedback on the MTSS process, including tiered interventions reflecting student academic needs and changes in reading Measurement Topic Plans.	Grimando, Caroll	8/24/2015	Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (2-5) results will serve as evidence that professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading have effectively increased student achievement in reading.	9/14/2015 monthly
G1.B2.S1.MA4	iReady use according to MTSS performance tiers for reading will be monitored for effectiveness by analysis of student performance data.	Grimando, Caroll	9/14/2015	iReady use according to MTSS performance tiers for reading will be monitored for effectiveness by analysis of Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (2-5).	6/8/2016 monthly
G1.B2.S1.MA1	The leadership team will monitor for fidelity of implementation of strategies learned from professional development, coaching, and feedback on the MTSS process, including tiered interventions reflecting student academic needs and changes in reading Measurement Topic Plans.	Grimando, Caroll	8/17/2015	MTSS documents, IEP meeting minutes, iObservation data, and lesson plans will serve as evidence to demonstrate that professional development, coaching, and feedback on the MTSS process, including tiered interventions reflecting student academic needs and changes in reading Measurement Topic Plans have been implemented with fidelity.	6/8/2016 every-3-weeks
G1.B2.S1.MA3	iReady use according to MTSS performance tiers for reading will be monitored for fidelity of implementation by the leadership team.	Grimando, Caroll	9/14/2015	MTSS documents, iObservation data, iReady usage reports, and lesson plans will be collected to demonstrate fidelity of implementation of iStation use according to MTSS performance tiers for reading.	6/8/2016 every-3-weeks
G1.B3.S1.MA1	Student achievement data will be used to monitor for effectiveness of professional development, feedback and coaching in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading.	Grimando, Caroll	9/14/2015	Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (2-5) results will serve as evidence that professional development, coaching, and feedback in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading, has effectively increased student achievement.	6/8/2016 monthly
G1.B3.S1.MA1	The fidelity of implementation of professional development, feedback and coaching in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading, will be monitored by the administrative team.	Grimando, Caroll	9/14/2015	Staff development rosters, lesson Plans, iObservation data, and PLC Meeting Minutes will document monitoring for fidelity of implementation of professional development, feedback and coaching in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading.	6/8/2016 every-3-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA1	Student achievement data will be used to monitor for effectiveness of professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading.	Grimando, Caroll	9/14/2015	Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will determine if professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading are being implemented with effectiveness.	6/8/2016 monthly
G1.B1.S2.MA1	The fidelity of implementation of professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading will be monitored by the administrative team.	Grimando, Caroll	8/17/2015	Staff development rosters, lesson plans, iObservation data, and PLC Meeting Minutes will document monitoring for fidelity of implementation of professional development, coaching and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading.	6/8/2016 every-3-weeks
G1.B2.S2.MA1	Student performance data will be monitored to ensure that strategies learned from professional development, coaching and feedback for meeting the needs of ELL learners have effectively increased student achievement in reading.	Grimando, Caroll	8/17/2015	Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (2-5) results will serve as evidence that strategies learned from professional development, coaching and feedback for meeting the needs of ELL learners have effectively increased student achievement in reading.	6/8/2016 monthly
G1.B2.S2.MA4	Student performance data will be monitored to ensure that instructional resources, including dictionaries, picture boards, and Zip Zoom, acquired to meet the needs of ELL learners, are implemented with effectiveness.	Grimando, Caroll	8/17/2015	Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (2-5) results will serve as evidence that implementation of instructional resources, including dictionaries, picture boards, and Zip Zoom, to meet the needs of ELL learners, is effective.	6/8/2016 monthly
G1.B2.S2.MA1	The leadership team will monitor for fidelity of implementation of strategies learned from professional development, coaching and feedback for meeting the needs of ELL learners.	Grimando, Caroll	8/17/2015	PLC meeting notes, iObservation data, and lesson plans will serve as evidence to demonstrate that strategies learned from professional development, coaching and feedback for meeting the needs of ELL learners have been implemented with fidelity.	6/8/2016 every-3-weeks
G1.B2.S2.MA3	The fidelity of implementation of instructional resources, including dictionaries, picture boards, and Zip Zoom, acquired to meet the needs of ELL learners, will be monitored by the leadership team.	Grimando, Caroll	8/17/2015	iObservation data, check out lists and lesson plans will serve as evidence to demonstrate that implementation of instructional resources, including dictionaries, picture boards, and Zip Zoom, acquired to meet the needs of ELL learners, occurs with fidelity.	6/8/2016 every-3-weeks
G1.B2.S3.MA1	Student performance data will be monitored to ensure the effectiveness of strategies implemented from professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted interventions.	Grimando, Caroll	8/24/2015	Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will be collected to demonstrate that professional development, coaching, and feedback	6/8/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				on redesigning small, flexible group reading instruction to provide targeted interventions are being implemented effectively.	
G1.B2.S3.MA1	The leadership team will monitor for fidelity of implementation of professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted reading interventions.	Grimando, Caroll	8/17/2015	PLC meeting notes, iObservation data, and lesson plans will serve as evidence to demonstrate that professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted reading interventions have been successful.	6/8/2016 every-3-weeks
G1.B2.S4.MA1	iObservation data will be monitored for effectiveness of resource teachers engaging in Marzano protocol professional development and using those strategies to coach their peers.	Grimando, Caroll	8/17/2015	Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will help determine if resource teachers engaging in Marzano protocol professional development and using those strategies to coach their peers is being implemented effectively.	6/8/2016 monthly
G1.B2.S4.MA1	Resource teachers will be given feedback and coaching to monitor the fidelity of implementation of strategies learned in their Marzano protocol professional development.	Grimando, Caroll	10/1/2015	Leadership Team meeting minutes, PLC meeting minutes and iObservation data will be collected to demonstrate that resource teachers are given feedback and coaching to monitor the fidelity of implementation of strategies learned in their Marzano protocol professional development.	6/8/2016 every-3-weeks
G1.B2.S5.MA1	Student performance data will be monitored for effectiveness of select staff members pushing in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.	Grimando, Caroll	9/11/2015	Common Summative Assessments (K-5), Fountas and Pinnell (K-2), Core Phonics, PAST, MAP (K-2), SRI (2-5), FSA (3-5), Journeys Benchmarks (2), and Mini Benchmark Assessments (3-5) results will help determine if staff members pushing in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades is being implemented effectively.	6/8/2016 monthly
G1.B2.S5.MA1	Select teachers and classified staff members will be monitored for fidelity of implementation of select staff members pushing in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.	Grimando, Caroll	9/11/2015	Lesson plans, schedules, and iObservation data will be collected to monitor the fidelity of implementation of select support staff pushing in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.	6/8/2016 every-3-weeks
G2.MA1	Student assessment data will be monitored for progress toward improving science proficiency.	Grimando, Caroll	9/1/2015	Student assessment data will serve as evidence of progress toward goals and targets in the content area of science.	6/8/2016 monthly
G2.B1.S1.MA1	Changes in science student assessment data will be monitored for effectiveness of implementation of the revised district science scope and sequence, as organized in the Measurement Topic Plans.	Grimando, Caroll	8/17/2015	Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of the implementation of the revised district science scope and sequence, as organized in the Measurement Topic Plans.	6/8/2016 monthly
G2.B1.S1.MA4	Changes in science student assessment data will be monitored for	Grimando, Caroll	8/17/2015	Mini benchmark tests and FSA science tests in fifth grade, as well as common	6/8/2016 monthly

**Orange - 1751 - Wolf Lake Elementary - 2015-16 SIP**  
*Wolf Lake Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	effectiveness of implementation of the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.			summative assessments in all other grades will be collected to monitor the effectiveness of the implementation of the revised district science scope and sequence, as organized in the Measurement Topic Plans.	
G2.B1.S1.MA1	Lesson plans and iObservation data will be monitored for fidelity of implementation of the revised district science scope and sequence, as organized in the Measurement Topic Plans.	Grimando, Caroll	9/7/2015	Lesson plans and iObservation data will be collected as evidence of the fidelity of implementation of the revised district science scope and sequence, as organized in the Measurement Topic Plans.	6/8/2016 every-3-weeks
G2.B1.S1.MA3	Lesson plans and iObservation data will be monitored for fidelity of implementation of the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.	Grimando, Caroll	9/7/2015	Lesson plans and iObservation data will be collected as evidence of the fidelity of implementation of the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.	6/8/2016 every-3-weeks
G2.B2.S1.MA1	Student assessment data will be monitored by the administration to determine Project Lead the Way's effectiveness at improving student achievement in science.	Grimando, Caroll	9/1/2015	The science assessment materials from Project Lead the Way will be used to monitor changes in student achievement levels in science. Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will also be collected to monitor the effectiveness of Project Lead the Way.	6/8/2016 monthly
G2.B2.S1.MA1	Administrators will monitor Project Lead the Way science program for fidelity of implementation of the strategies learned in professional development.	Grimando, Caroll	9/1/2015	Administrators will review professional development rosters, PLTW/STEM Lab schedules, lesson plans and iObservation data to ensure that the instructional strategies learned in Project Lead the Way professional development are implemented with fidelity.	6/8/2016 every-3-weeks
G2.B3.S1.MA1	The effectiveness of the PLTW/STEM Lab will be documented through the analysis of student achievement data in the content area of science.	Grimando, Caroll	9/1/2015	Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of the implementation of the PLTW/STEM Lab.	6/8/2016 monthly
G2.B3.S1.MA3	The job performance of the program assistant assigned to the PLTW/STEM Lab will be monitored.	Marks, Cicely	8/24/2015	The performance evaluation of the program assistant assigned to the PLTW/STEM Lab will be monitored to document effectiveness of that individual's job performance.	6/8/2016 semiannually
G2.B3.S1.MA1	Administrators will monitor instruction in the PLTW/STEM Lab to ensure that content-specific, standards based instruction is occurring in the content area of science.	Grimando, Caroll	9/1/2015	Lesson plans, the PLTW/STEM Lab schedule, and iObservation data will monitor the fidelity of implementation of the PLTW/STEM Lab to ensure that content specific, standards based instruction is occurring in the content of science.	6/8/2016 every-3-weeks
G2.B1.S2.MA1	Changes in science student assessment data will be monitored for effectiveness of implementation of standards based instruction, including goals and scales that align with critical content.	Grimando, Caroll	8/17/2015	Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of the implementation of standards based instruction, including goals and scales that align with critical content.	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	Lesson plans and iObservation data will be monitored for fidelity of implementation of standards based instruction, including goals and scales that align with critical content.	Grimando, Caroll	9/7/2015	Lesson plans and iObservation data will be collected as evidence of the fidelity of implementation of standards based instruction, including goals and scales that align with critical content.	6/8/2016 every-3-weeks
G2.B2.S2.MA1	Science student assessment data will be used by administrators to monitor effectiveness of the use of middle school students as mentors in Project Lead the Way.	Grimando, Caroll	9/1/2015	Project Lead the Way assessments will be reviewed by administrators to monitor the program's effectiveness at improving student achievement in science. Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of Project Lead the Way.	6/8/2016 monthly
G2.B2.S2.MA1	The Additions Program Coordinator will monitor the use of middle school student mentors to assist Wolf Lake Elementary students with Project Lead the Way science program.	Grimando, Caroll	9/1/2015	Lesson plans and volunteer sign in logs will be used as evidence to document the use of middle school mentors in Project Lead the Way science program.	6/8/2016 quarterly
G2.B3.S2.MA1	Student performance data will be monitored to assess the effectiveness of PLTW/STEM Lab technology training.	Grimando, Caroll	9/1/2015	Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of the implementation of PLTW/STEM Lab technology training.	6/8/2016 monthly
G2.B3.S2.MA3	Technology service requests will be monitored to ensure that the technology in the PLTW/STEM Lab is being adequately maintained. Any issues needing addressing will be reported to the administration.	Grimando, Caroll	9/1/2015	The Technology Support Representative will monitor technology service requests and report any issues to administration.	6/8/2016 monthly
G2.B3.S2.MA1	The lab schedule, lesson plans, and iObservation data will be used to monitor the fidelity of the PLTW/STEM Lab technology training implementation.	Grimando, Caroll	9/1/2015	Administrators will monitor the lab schedule, lesson plans, and iObservation data to ensure the fidelity of the PLTW/STEM Lab technology training implementation.	6/8/2016 every-3-weeks
G2.B3.S3.MA1	Changes in science student assessment data will be monitored for effectiveness of implementation of using parent volunteers in the PLTW/STEM Lab.	Grimando, Caroll	9/14/2015	Mini benchmark tests and FSA science tests in fifth grade, as well as common summative assessments in all other grades, will be collected to monitor the effectiveness of the implementation of using parent volunteers in the PLTW/STEM Lab.	6/8/2016 monthly
G2.B3.S3.MA1	The ADDitions volunteer coordinator will monitor the fidelity of using adult volunteers to assist students in the PLTW/STEM Lab.	Grimando, Caroll	8/24/2015	The Additions volunteer coordinator will monitor the PLTW/STEM Lab schedule and the ADDitions sign in system to ensure that adult volunteers are used in the PLTW/STEM Lab with fidelity.	6/8/2016 quarterly

## 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.** Wolf Lake Elementary will increase the effectiveness of standards based Reading instruction, thus strengthening core instruction for the 2015-16 school year. (Narrow Achievement Gaps and Invest in Human Capital)

**G1.B1** Student achievement indicates that the core curriculum in reading requires strengthening.

**G1.B1.S1** Provide professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading.

### **PD Opportunity 1**

Provide professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading.

#### **Facilitator**

Leadership Team

#### **Participants**

Instructional Staff

#### **Schedule**

Monthly, from 8/14/2015 to 6/8/2016

**G1.B1.S2** Provide professional development, coaching, and feedback on writing and implementing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading.

### **PD Opportunity 1**

Provide professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading.

#### **Facilitator**

Leadership Team

#### **Participants**

Instructional Staff

#### **Schedule**

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

**G1.B2** Using data to differentiate instruction to meet the needs of individual children, thus promoting learning gains, requires time and resources.

**G1.B2.S1** Use student performance data analysis as part of the MTSS process to provide targeted, tiered interventions aligned with revised reading Measurement Topic Plans.

**PD Opportunity 1**

Provide professional development, coaching, and feedback on the MTSS process, including tiered interventions, reflecting student academic needs and changes in reading Measurement Topic Plans.

**Facilitator**

Leadership Team

**Participants**

Instructional Staff

**Schedule**

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

**G1.B2.S2** Provide support and assistance to close the gap in reading achievement for ELL learners.

**PD Opportunity 1**

Professional development, coaching and feedback for meeting the needs of ELL learners will be provided.

**Facilitator**

CCT's

**Participants**

Instructional Staff

**Schedule**

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

**G1.B2.S3** Redesign small, flexible group reading instruction to provide targeted reading interventions.

**PD Opportunity 1**

Provide professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted reading interventions.

**Facilitator**

Staffing, Curriculum Resource Teachers

**Participants**

Instructional Staff

**Schedule**

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

**G1.B2.S4** Provide training and coaching in the Marzano protocol for teachers serving as instructional leaders.

**PD Opportunity 1**

Resource teachers will engage in Marzano protocol professional development and use those strategies to coach their peers.

**Facilitator**

Professional Development Services

**Participants**

Resource Teachers

**Schedule**

Semiannually, from 9/14/2015 to 6/8/2016

**G1.B3** Increasing rigor for all students is challenging and complex.

**G1.B3.S1** Provide professional development to assist teachers in increasing rigor in the reading curriculum.

**PD Opportunity 1**

Provide professional development, feedback and coaching in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading.

**Facilitator**

School-Based Leadership Team

**Participants**

Instructional Personnel

**Schedule**

Monthly, from 8/14/2015 to 6/8/2016

**G2.** Wolf Lake Elementary will increase understanding and delivery of standards-based Science lessons, thus strengthening core instruction for the 2015-16 school year. (Accelerate Student Achievement and Invest in Human Capital)

**G2.B1** The percent of fifth grade students scoring at proficiency on the FCAT science test declined from 72% in 2013-2014 to 68% in 2014-2015.

**G2.B1.S1** Existing science unit plans must be restructured to match critical content in revised Measurement Topic Plans, including their corresponding depths of knowledge.

**PD Opportunity 1**

Professional development, coaching, and feedback will be provided on the revised district science scope and sequence, as organized in the Measurement Topic Plans.

**Facilitator**

Caroll Grimando

**Participants**

Instructional staff

**Schedule**

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

## PD Opportunity 2

Professional development, coaching, and feedback will be provided on the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.

### Facilitator

Caroll Grimando

### Participants

Instructional staff

### Schedule

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

**G2.B1.S2** Deconstructed science standards in revised unit plans must be matched with corresponding learning goals and scales.

## PD Opportunity 1

Professional development, coaching, and feedback will be provided on standards based instruction, including goals and scales that align with critical content.

### Facilitator

Caroll Grimando

### Participants

Instructional staff

### Schedule

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

**G2.B2** Integrating hands-on, real world activities into the revised science Measurement Topic Plans requires considerable planning time.

**G2.B2.S1** Professional development will be provided for all teachers piloting Project Lead the Way science program.

**PD Opportunity 1**

Training, coaching, and feedback will be provided to Wolf Lake Elementary staff members piloting Project Lead the Way science program.

**Facilitator**

Caroll Grimando

**Participants**

Select staff members.

**Schedule**

Monthly, from 8/13/2015 to 6/8/2016

**G2.B3** Using technology as an instructional tool is a challenge in the content area of science.

**G2.B3.S2** Provide technology training for staff members using the PLTW/STEM Lab.

**PD Opportunity 1**

Technology Training will be provided to facilitate use and care of the PLTW/STEM Lab.

**Facilitator**

Shannon Blake, Sherri Evans

**Participants**

Staff members using the STEM Lab.

**Schedule**

On 8/21/2015

## 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>Provide professional development, coaching, and feedback on setting instructional goals and scales that correspond to appropriate depths of knowledge in reading.</b>				<b>\$200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$200.00
<i>Notes: Four training sessions plus preparation. Portion of salary for Instructional Coach.</i>						
<b>2</b>	<b>G1.B1.S2.A1</b>	<b>Provide professional development, coaching, and feedback on writing unit and daily lesson plans implementing revised Measurement Topic Plans and identifying critical content in reading.</b>				<b>\$7,280.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	1751 - Wolf Lake Elementary	General Fund		\$7,280.00
<i>Notes: Substitutes to allow teachers to attend professional development</i>						
<b>3</b>	<b>G1.B2.S1.A1</b>	<b>Provide professional development, coaching, and feedback on the MTSS process, including tiered interventions, reflecting student academic needs and changes in reading Measurement Topic Plans.</b>				<b>\$150.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$150.00
<i>Notes: Three training sessions plus preparation. Portion of salary for MTSS Coach.</i>						
<b>4</b>	<b>G1.B2.S1.A2</b>	<b>Implement iReady use according to MTSS performance tiers for reading.</b>				<b>\$3,800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$3,800.00
<i>Notes: Two training sessions for each of the 76 classroom grade level teacher.</i>						
<b>5</b>	<b>G1.B2.S2.A1</b>	<b>Professional development, coaching and feedback for meeting the needs of ELL learners will be provided.</b>				<b>\$50.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$50.00

## Budget Data

							Notes: Two training sessions plus preparation. Portion of salary for ELL Compliance Teacher.
<b>6</b>	<b>G1.B2.S2.A2</b>	<b>Additional instructional resources, including dictionaries, picture boards, and Zip Zoom, will be acquired and implemented to meet the needs of ELL learners.</b>				<b>\$500.00</b>	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	5100	510-Supplies	1751 - Wolf Lake Elementary	Title I Part C (Migrant)		\$500.00	
							Notes: Supplies for ELL children
<b>7</b>	<b>G1.B2.S3.A1</b>	<b>Provide professional development, coaching, and feedback on redesigning small, flexible group reading instruction to provide targeted reading interventions.</b>				<b>\$150.00</b>	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
		100-Salaries	1751 - Wolf Lake Elementary			\$150.00	
							Notes: Three training sessions plus preparation. Portion of salary for MTSS Coach.
<b>8</b>	<b>G1.B2.S4.A1</b>	<b>Resource teachers will engage in Marzano protocol professional development and use those strategies to coach their peers.</b>				<b>\$560.00</b>	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	5100	500-Materials and Supplies	1751 - Wolf Lake Elementary	General Fund		\$560.00	
							Notes: Marzano professional development books
<b>9</b>	<b>G1.B2.S5.A1</b>	<b>Select teachers and classified staff members will push in at each grade level to provide reading intervention and enrichment activities for students identified through progress monitoring in all grades.</b>				<b>\$2,700.00</b>	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$2,700.00	
							Notes: Three classified staff members pushing in one hour each day for 180 school days at \$10 an hour. One teacher pushing in one day a week for 36 weeks at \$25 an hour.
<b>10</b>	<b>G1.B3.S1.A1</b>	<b>Provide professional development, feedback and coaching in Measurement Topic Plans, Design Question Four, depths of knowledge, and increasing rigor, all targeted toward increasing higher order thinking in reading.</b>				<b>\$250.00</b>	
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$250.00	
							Notes: Five training sessions plus preparation time for an Instructional coach

### Budget Data

<b>11</b>	<b>G2.B1.S1.A1</b>	<b>Professional development, coaching, and feedback will be provided on the revised district science scope and sequence, as organized in the Measurement Topic Plans.</b>				<b>\$50.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$50.00
			<i>Notes: One hour training plus preparation time for an Instructional Coach.</i>			
<b>12</b>	<b>G2.B1.S1.A2</b>	<b>Professional development, coaching, and feedback will be provided on the depths of knowledge that correspond with the standards in the revised district science scope and sequence, as organized in the Measurement Topic Plans.</b>				<b>\$2,880.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	1751 - Wolf Lake Elementary	General Fund		\$2,880.00
			<i>Notes: Substitutes to allow teachers to attend Professional Development</i>			
<b>13</b>	<b>G2.B1.S2.A1</b>	<b>Professional development, coaching, and feedback will be provided on standards based instruction, including goals and scales that align with critical content.</b>				<b>\$150.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$150.00
			<i>Notes: Three training hours plus preparation time for an Instructional Coach.</i>			
<b>14</b>	<b>G2.B2.S1.A1</b>	<b>Training, coaching, and feedback will be provided to Wolf Lake Elementary staff members piloting Project Lead the Way science program.</b>				<b>\$700.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	730-Dues and Fees	1751 - Wolf Lake Elementary	General Fund		\$700.00
			<i>Notes: Dues and Fees for Training Registration</i>			
<b>15</b>	<b>G2.B2.S2.A1</b>	<b>Students mentors will be recruited and trained from the Project Lead the Way program at Wolf Lake Middle school to assist students with their work in the program here at Wolf Lake Elementary.</b>				<b>\$20.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$20.00
			<i>Notes: One hour training plus preparation time for the school Volunteer Coordinator to prepare and deliver training.</i>			

### Budget Data

<b>16</b>	<b>G2.B3.S1.A1</b>	<b>Identify, inventory, acquire, and organize resources needed for the PLTW/STEM Lab.</b>				<b>\$11,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	239-Other	1751 - Wolf Lake Elementary	Other		\$6,800.00
			<i>Notes: Porject Lead the Way Supplies</i>			
			1751 - Wolf Lake Elementary	Other		\$4,800.00
			<i>Notes: PTA donation for iPads for Project Lead the Way</i>			
<b>17</b>	<b>G2.B3.S2.A1</b>	<b>Technology Training will be provided to facilitate use and care of the PLTW/STEM Lab.</b>				<b>\$100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$100.00
			<i>Notes: Two training hours plus preparation time for the PLTW Coordinator.</i>			
<b>18</b>	<b>G2.B3.S3.A1</b>	<b>Parent volunteers will be recruited, trained, and deployed to help in the PLTW/STEM Lab.</b>				<b>\$20.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		100-Salaries	1751 - Wolf Lake Elementary	General Fund		\$20.00
			<i>Notes: One hour training plus preparation time for the school Volunteer Coordinator.</i>			
					<b>Total:</b>	<b>\$31,160.00</b>