

Orange County Public Schools

# Vista Lakes Elementary



2015-16 School Improvement Plan

## Vista Lakes Elementary

6050 LAKE CHAMPLAIN DR, Orlando, FL 32829

[www.ocps.net/lc/southeast/evl](http://www.ocps.net/lc/southeast/evl)

### 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	55%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	82%

### 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>23</b>
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	26
<b>Appendix 1: Implementation Timeline</b>	<b>37</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>39</b>
Professional Development Opportunities	40
Technical Assistance Items	42
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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**

Vista Lakes Elementary School is proud to serve students from more than 35 different countries and speak 16 languages with staff members that represent more than 17 countries. The positive relationships are built each day through weaving the importance of celebrating similarities and differences into lessons, conversations, and celebrations of diversity. In addition, the Vista Lakes PTA supports, engages in, and funds an Annual Multicultural Celebration. Each teacher also helps better understand the needs of students from different backgrounds and develops the skills necessary to ensure that these culturally diverse students succeed and flourish in our educational system by attending the required 300 hours of ESOL staff development sessions.

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

The school creates an environment where students feel safe and respected before, during and after school by providing constant and continuous supervision. Each student is always in a safe and orderly school environment and each student knows that they can approach each teacher, staff member, or administrator whenever needed. In addition, the school is very fortunate to have volunteers and mentors that provide positive support for our students. Before and after care is provided by the YMCA. Supervision starting at 7:00AM is offered by the YMCA and on campus supervision for all students begins at 8:15AM. After-school care is also provided by the YMCA at school, plus several organizations offer high quality, interesting, and creative after-school programs.

##### **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 Behavior Support Team has developed school-wide behavior expectations and a cafeteria management plan for our school. The team will continue to work on activities to enhance our school-wide behavior plan. Each team/grade level is represented on the Behavior Support Team. Staff members are encouraged to provide input to their representative as we continue to address school-wide behavior.

All staff members are expected to teach and reinforce the school-wide SHINE expectations. Lesson plans have been provided for teaching these expectations during the first two weeks of school. All classroom teachers are expected to utilize these lesson plans to ensure consistency throughout the campus.

Vista Lakes Elementary school-wide SHINE expectations:

Safety First: Students and staff remain free of injury and danger.

Have Respect: Student and staff behavior demonstrates care and concern for the feelings of others.

Behaviors encourage people to feel calm, safe, cooperative and friendly.

I Am Responsible: Students and staff come to school with what is needed to be successful. Everyone is on time and dressed appropriately, with materials ready. We will make positive, helpful choices that benefit our school community.

Nice to Others: Student and staff behavior will demonstrate kindness to all, while valuing diverse viewpoints.

Eager to Learn: Students and staff display a positive attitude that expands their ability to grow academically and socially.

Posters are displayed throughout the building to reinforce the SHINE Expectations. Teachers are expected to display the Classroom, Dismissal, Bus, Hallway and Let's Shine posters in their classrooms to continuously teach and reinforce appropriate behavior.

In addition to our school-wide expectations, teachers must maintain a classroom management plan unique to his/her own personality, teaching style and students' needs. Through classroom discussions, student input and modeling, each teacher develops the expectations for their classroom.

A system for reinforcing/rewarding positive student behavior as well as age-appropriate consequences designed to re-teach expectations and modify student behavior should be part of the classroom management plan. Classroom expectations, consequences and rewards are posted in each classroom and every teacher has their classroom management plan uploaded to the school collaboration site.

Unfortunately, some students may not always adhere to our expectations and disciplinary action is needed. Often, classroom consequences (as outlined in the teacher's classroom management plan) correct the problem behavior. However, if students do not respond to classroom interventions and/or consequences, the following procedures have been established:

Students should not be sent to the office for disciplinary reasons or for not completing work. Faculty and staff members with a student discipline problem call the office for assistance. The administrator or designee will come to the classroom or other area to remove the student.

Level 1 offenses (verbal warning, counseling, parent contact, calm down area), as outlined in the OCPS Code of Student Conduct, should be handled by the teacher in charge with interventions and/or classroom consequences. Level 2 or higher infractions are referred to an administrator for further action. The administrator decides on further action based on OCPS Code of Student Conduct.

### **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**

Social-emotional needs of our students are being met in a variety of ways. Vista Lakes is a member of the longest-running mentoring program in the state of Florida-COMPACT. Many of our teachers, parents, and community members provide one-on-one and group mentoring for our youngsters. Along with the mentoring program, we have a certified counselor on staff and when appropriate, referrals are made to public and private counseling agencies. Other pupil services that support and enhance our students' education are Learning for Life, (the federally funded award-winning character education program) and services offered by our School Resource Officer.

### **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**

Vista Lakes Elementary uses a variety of resources in our early warning system. Attendance is monitored through classroom teachers, the leadership team, our registrar, and our school social worker. Our registrar regularly runs reports on attendance and works closely with the teachers and

social worker to address attendance issues with the parents before a student reaches attendance percentages below 90%. Students with struggling behaviors are provided with interventions, support and monitoring on a daily basis. They also work closely with our Assistant Principal, Behavior Specialist and mentors from the Compact Mentoring Program.

The MTSS Leadership team, teachers, and grade level PLC's work together to monitor ELA, math, and science data from a variety of state, county, district, and school-level assessments. As a part of the MTSS process, students working below grade level are monitored bi-weekly or weekly. If the student does not make adequate progress in three data points, the teacher will meet with the MTSS coach to discuss student progress and determine possible interventions and future meetings. These discussions are in addition to the three MTSS meetings that are held on every student each year. Parents also receive MTSS information at the beginning of the year during parent conferences and in report cards and progress reports.

**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	19	14	10	9	7	7	66
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	14	28	36	44	28	41	191
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	6	9	4	2	2	3	26

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

Vista Lakes uses the MTSS process to involve the leadership team, teachers, students, and parents in intervention strategies for both academics and behavior. Data collected for behavior and academics are discussed regularly and in a variety of capacities. Teachers meet weekly at PLC's to discuss student progress, student data, and interventions. The leadership team meets with grade level PLC's once a week as a team and as needed on an individual basis. Teachers further analyze data when they meet with the MTSS coach to discuss individual student interventions three times a year. Parent and teacher conferences are held throughout the year to keep parents informed of student progress and to inform parents of strategies to apply at home. Vista Lakes' behavior specialist observes students and meets with teachers to discuss behavior interventions strategies. Once behavior strategies are in place, she will work with the teacher to collect data daily. Teachers may also receive support and intervention strategies from our school psychologist, social worker, CRT, MTSS coach, staffing specialist, SLP's, and occupational therapist. Support and interventions are based on student growth using the MTSS process to follow student progress through graphs and a data matrix. Our data matrix is another outlet used to sort student data to assist in identification of students that exhibit early warning indicators.

**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**

Parents at Vista Lakes Elementary School participate in a wide variety of activities and events, such as:

- Committees (PTA, SAC, PLC)
- ADDitions Volunteers (classroom volunteers, field trip chaperones)
- Mentoring
- Attend events (Awards Programs, Music Performances, Science Fair, Book Fair, etc.)
- Curriculum Nights (Open House, STEM FAIR, Assessment Night, etc.)
- PTA Events (Movie Nights, Carnival, Valentine Bingo, Holiday Extravaganza, etc.)

Last year and continuing this year, all students participate in a STEM Fair. Students work on selected STEM projects and proudly have them on display for the parents to see on select nights. The parents become the students for a night and learn all about the different student created STEM projects. Feedback from the parents in attendance indicated that they enjoyed the event and learned something new at the STEM Fair. We will continue to add focus on the new Florida Standards in Reading and Math as well as the FSA for parents to deepen their understanding. With increased parental participation, more students would receive specific support at home; thereby, increasing achievement.

**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**

Vista Lakes Elementary School builds and sustains partnerships with the local community for the purpose of serving and utilizing resources to support the school and student achievement by encouraging parents to be active and contributing members of PTA (Parent Teacher Association); SAC (School Advisory Council); PLC (Parent Leadership Council); COMPACT mentoring program and ADDitions Volunteers. The Partners in Education (PIE) connects individuals and businesses with schools and builds relationships between organizations that enhance student learning and promote school improvement. Included are role models, resources and positive, meaningful relationships. Programs, such as writing nights, math nights, curriculum nights, awards programs, music programs, science fairs, book fairs, Open House, Meet the Teacher, Carnival, Movie Nights, Valentine Bingo, and Winter Wonderland (Holiday Extravaganza) are also held at Vista Lakes and are designed for families and community members to participate in. All of these programs combine students, families, and community members to work together to enrich, enhance, and support our students to reach success.

**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
Bias, Kimberly	Principal
Englert, Cathy	Instructional Coach
Griffith, Jennifer	Instructional Media
Sprysenski, Breri	Instructional Coach
Wood, Jamie	Other
Rumph, Barbara	Assistant Principal
Sanchez, Nicole	Instructional Coach
Alicea, Rosael	Instructional Coach

### Duties

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

The Leadership team consists of the principal, assistant principal, CRT, CT, Instructional Coach, MTSS Coach, Staffing Specialist, Behavior Specialist and Media Specialist. Weekly leadership team meetings are scheduled to stay abreast of successes and challenges in the school and share in problem-solving techniques for school-wide concerns. The principal oversees the total school operation. The Assistant Principal is the discipline designee along with the Behavior Specialist. She also serves as the point of contact for all facilities and conducts observations of school personnel along with the principal. The CRT serves as the contact for all state and district assessments and is the textbook manager. The MTSS Coach conferences with teachers and parents on struggling students and monitors progress through graphs and data charts. Other staff members join the MTSS team, as needed, depending on the individual needs of the student(s) and or teacher. By involving other staff members with different areas of expertise, the MTSS team is able to improve the behavioral and academic success of our students through the analysis of student data in all subgroups. This problem-solving team consistently reviews and monitors students' intervention plans to determine their efficacy and adjust plans as needed. The CCT and Staffing Specialist also monitor errors and compliance with all ESE and ESOL plans and testing. The Media Specialist provides additional resources for teachers to support instruction in the classroom and monitors technology programs. The Instructional Coach supports teachers for Marzano Instructional Framework and provides professional development opportunities for staff to grow.

***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***

Vista Lakes utilizes the MTSS Decision Making Rubric to identify the effectiveness of core instruction, resource allocation, teacher support systems, and small group and individual student needs. Using this rubric, teachers and administrators identify trends in student achievement data to determine which students are struggling with the core instruction. If more than 20% of the students in a given classroom or grade level are struggling, PLCs work together to develop group intervention and examine the instruction, curriculum, and environment for needed adaptations; adjustments are made to the core, or Tier 1, instruction. If 5-20% of the students are struggling, teachers develop small group, or Tier 2, interventions. For the 5% or fewer students who are struggling, teachers implement both Tier 2 and Tier 3 interventions to target the individual needs of the students. In essence, the problem-solving rubric identifies the effectiveness of Tier 1, 2 and 3 instruction so that appropriate

supports may be put in place to increase student achievement.

State, district benchmark, and school-based assessments are used to monitor the effectiveness of core, supplemental and intensive instruction, as well as positive behavior support. Data is analyzed through weekly PLC meetings, additional data/planning meetings, and school-wide faculty meetings. Professional development, the allocation of resources (funding and staffing) and additional support are based on student achievement data and needs. Funds are allocated to provide additional resources, such as Tier 2 and Tier 3 research-based interventions, a Tier 2/3 Reading Intervention Teacher and grade level paraprofessionals. Resource Teachers and an ESOL paraprofessional also provide additional assistance with the implementation of Tier 2 and 3 interventions. Frequent progress monitoring of Tier 2 and 3 interventions are monitored through the use of consistent data analysis; groups are fluid so that as students' needs change, the instruction they receive also changes.

At the beginning of the school year, each teacher meets individually with the MTSS Coach to review individual student data for previously identified struggling students. The MTSS Coach and teacher discuss the previous interventions and progress monitoring data to better inform his/her current instruction. During this meeting, teachers also identify new students who are struggling and an MTSS plan is developed. All teachers meet with the MTSS Coach again at mid-year and the end of the year to review progress monitoring data for their students identified for the MTSS process.

As teachers become concerned about a student's lack of progress, he/she reviews the previous year's MTSS data (if available), begins to collect new data, implements interventions, monitors progress, graphs data, and has a parent conference to discuss the academic and/or behavioral concerns. If a teacher determines that the interventions are not working, the teacher completes a MTSS Meeting Request Form. Upon receipt of this form, the MTSS Coach meets with the teacher to review the current data. Based on the results of that meeting, one of the following may occur: (1) the teacher may be advised to implement additional interventions and collect more data; (2) a MTSS meeting with the parent will be scheduled to review the data or (3) an EPT will be scheduled with additional school personnel and the parent to discuss a plan of action. This may include referring the student for further evaluation or determining eligibility for ESE services based on the implementation of additional interventions.

The MTSS process is embedded into the culture of Vista Lakes Elementary and is an avenue of support for both teachers and students. Over the past few years, the staff has learned to use the MTSS process to monitor the achievement of our struggling students. The implementation and monitoring of Tier 2 and Tier 3 instruction is systematic and designed to meet individual students' needs. Teachers and administrators will continue to monitor Tier 2 and 3 instruction; however, additional focus will be placed on monitoring Tier 1 instruction through more consistent and intentional PLC discussions of data from core assessments and using that data to develop more specific lesson plans to address the needs of all students.

Grant monies are sought after each year to provide substitutes for teachers for instructional rounds and lesson development around the new Florida Standards.

District-level Title X funds are distributed to our school through the Homeless Liaison. When students at our school are identified as homeless, the liaison contacts the district Title X coordinator to secure items such as backpacks, clothing, hygiene products, and school supplies for our families. Bus transportation is also set up through the district coordinator.

Supplemental Academic Instruction (SAI) is allocated based on the number of students scoring a level 1 on the state assessment during the previous school year. At Vista Lakes Elementary, SAI funds are used to provide free before/after school tutoring for struggling 3rd, 4th and 5th graders in Reading and Math. Students are divided into small groups, based on their needs, and receive additional instructional support. Tutoring groups are taught by certified teachers. The computer lab is open in the morning for struggling students and provides 30 minutes of I-Ready which is a computer adaptive program.

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

**Membership:**

Name	Stakeholder Group
Kimberly Bias	Principal
Marilyn Redick	Teacher
Venus Baker	Education Support Employee
Richard Molano	Teacher
Rubi Ortiz	Education Support Employee
Edgar Lee	Parent
Tina Culbreth	Teacher
Melissa Smith	Teacher
Nicole Sanchez	Teacher
William Ponall	Parent
Katie Ponall	Parent
Raylene Jimenez	Teacher
Janira Diaz	Parent
Jennifer Hichez	Parent
Bennie Hichez	Parent
Brittany Skinner	Teacher
Adam English	Parent
Jeffrey Fairfax	Business/Community
Janak Gada	Parent
Komal Gada	Parent
Preangela Kelly	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*

SAC Roster pending a vote at October 2015 meeting. During the 2014-2015 school year, the school improvement plan template required only one comprehensive goal. The goal would be to increase reading achievement by increasing teacher knowledge of the Florida Standards and Marzano Instructional Framework. The SAC and faculty/ leadership team brainstormed strategies for achieving this goal. Some of the strategies were to provide professional development to teachers on the Marzano Instructional Framework and deconstructing standards to develop evidences based scales. The principal found resources for carrying out these strategies and delivered progress reports to the SAC. All strategies for achieving the goal will be continued for the 2015-16 school year.

*Development of this school improvement plan*

During the previous school year, the SAC discussed the school's progress towards that year's SIP goals, the results of a parent survey and Florida Standards. Feedback from the membership during those meetings was taken into consideration in the development of this year's SIP, as well as current student achievement data.

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

The annual budget is prepared and shared with SAC members. Information on FTE and allocations is also shared with SAC members so they have an understanding of the how the budget is created for each school.

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

School improvement funds were allocated for teacher professional development during the summer months to prepare for the upcoming school year. Teachers used this time to create an Instructional Focus Calendar, Common Assessments, and unit plans for the first quarter. Training and templates for DQ4 was also provided to increase rigor in the classrooms by ensuring a DQ4 is planned for during each unit. Vista Lakes created a planning guide for each teacher to include the essential elements for collaborative planning such as depth of knowledge for alignment, types of formative assessments, and strategies for each of the Marzano elements.

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

No

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Bias, Kimberly	Principal
Englert, Cathy	Instructional Coach
Griffith, Jennifer	Instructional Media
Sprysenski, Breri	Instructional Coach
Rumph, Barbara	Assistant Principal

**Duties**

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

The major initiative of the LLT is to accelerate the school's momentum of increasing the percentage of students scoring at levels 3-5 and increasing learning gains, as well as provide additional support to the grade level PLCs for lesson planning, Marzano, and increased use of technology in delivery of instruction. The LLT will work with each PLC to facilitate collaboration, attention to rigor and relevance. relationships, and the use of data to drive instruction. An expectation of all weekly PLC meetings is to discuss student achievement data and plan instruction collaboratively. The LLT will assist PLCs in focusing additional attention on the use of consistent measures of core instruction and using Tier 1 data to monitor and adapt classroom instruction.

The Literacy Leadership Team promotes school-wide literacy awareness through curriculum, programs, and promotion. All grades focus on ELA Florida Standards and use literacy rich resources. The curriculum resources include but are not limited to Journeys basals, trade books, magazines, web based media, and websites. All classrooms maintain organized and inviting classroom libraries and students have access to the media center at least once a week. Other programs that students are involved in are STAR reading, Accelerated Reader, Florida Reading Association Reading, Sunshine State Reading, I-Ready, and Lexia. Teachers encourage the connection of reading and home by providing reading logs or nightly reading responses. Primary grades use the Book-It reading

incentive program. Second-5th grade classes all promote reading by setting individualized reading goals each 9 weeks. Reading awards and reading celebrations are given to all reading achievers each 9 weeks.

The LLT will continue to support implementation of the Journeys core reading program and assist teachers with developing a standards-based curriculum with formative and common assessments to monitor instruction and achievement. The LLT will follow-up with teachers throughout the school year during weekly PLC meetings.

The LLT will be involved in the development and presentation of monthly, school-based professional development, including the implementation of Deliberate Practice and the Marzano Design Questions with an emphasis on the Essential 11 and Florida Standards.

## Public and Collaborative Teaching

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

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

Teachers are provided with a common planning time during the school day for collaborative planning. Once per week, these meetings are designed around student assessment data for review and planning purposes and teachers work together to plan instruction accordingly. This sense of collaboration enables our teachers to learn together and form strong professional relationships that ultimately make them better teachers. Additionally, members of the school leadership team attend these meetings, weekly, to provide resources and guidance to the PLC members. The members of the school leadership team are often sought out by individual teachers to provide guidance and additional resources. Each leadership team member has a designated grade level to support.

New teachers are assigned mentors by the school's instructional coach and they meet monthly to discuss strategies and address issues that may arise during a teacher's professional development. Many of our staff development meetings are led by teachers who have shown excellence with a particular strategy or resource. This process of building capacity from within and developing leaders shows that everyone's knowledge and skills are valued as they seek to maintain and build on our focus on student achievement.

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

The principal and assistant principal hire all teachers in accordance with the school district's policies and procedures. When interviewing candidates, particular qualities and/or experience are weighed heavily, such as: positive attitude, knowledge of effective teaching strategies, evidence of data driven instruction, quality of relationships with students and parents, perceptions of collaborative teaming, past performance record, evidence of participation in professional development, and willingness to commit to continuous professional growth. Newly hired teachers, whether experienced or not, are aligned with a mentor and Professional Learning Community (PLC). The Leadership Team (administrators and resource teachers) weigh in with new hires frequently to gauge their level of success and provide assistance as needed. New hires are designated as "Shining Stars" and meet monthly with the Instructional Coach to discuss school-wide policies, procedures and activities, as well as instruction, assessment, the teacher evaluation model, and any other questions/concerns.

All teachers at Vista Lakes meet weekly with their PLC for collaborative planning, based on their students' needs. Current student achievement data is reviewed during PLC meetings and teachers work together to plan instruction accordingly. This sense of collaboration enables our teachers to learn together and form strong professional relationships that ultimately make them better teachers. Faculty Meetings are held on the third Wednesday of each month. The purpose of these meetings is to provide school-based professional development focused on a school initiative, such as Deliberate

Practice, the Marzano Design Questions, MTSS and Florida Standards. The first Wednesday of each month has been reserved for additional school-based professional development focused on school improvement goals and technology and the fourth Wednesday for collaborative lesson planning with common assessments. The majority of these sessions will be planned and presented by our own teachers or district personnel and focus on such topics as behavior interventions, technology integration, cross curricular lesson planning, rigor in the classroom, relationship building, closing the achievement gap, meaningful literacy stations, and differentiated instruction. In addition to these professional development opportunities, teachers are periodically released from class for collaborative planning days, instructional rounds, and other school-based professional development.

Through mentorship, collaborative PLC's, ongoing school-based professional development, and an overall school environment that is focused on excellence, teachers at Vista Lakes are open to new learning and readily participate in professional growth. True collaboration and professional learning occurs at Vista Lakes Elementary. By building capacity among our teachers, we are developing more effective teachers who are focused on student achievement and meeting the individual needs of their students.

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

Newly hired teachers, whether experienced or not, are aligned with a mentor and Professional Learning Community (PLC). Each "new" teacher is paired with a mentor on their PLC. Mentors are chosen based on their previous performance record with similar students and their attitudes towards teaching and learning. Teachers new to Vista Lakes participate in coaching activities throughout the school year with their mentor, resource teachers, administrators and/or other members of their PLC. When needed, new teachers are released to observe in their colleagues' classrooms. New hires are designated as "Shining Stars" and meet monthly with the Instructional Coach to discuss school-wide policies, procedures and activities, as well as instruction, assessment, the teacher evaluation model and any other questions/concerns. All teachers participate in monthly school-based professional development and weekly PLC meetings.

## **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***

Vista Lakes ensures that its core instructional programs and materials are aligned to Florida's Standards in two ways. First, our school uses only OCPS adopted materials for all instruction in the classroom. Second, our staff (instructional and administrative) is familiar with the new standards and is able to access them along with resource materials to support them from the State Department of Education web site. Further professional development will be provided to all staff during the school year to deepen our understanding of what these new standards will require from both the students and the teachers. Through this knowledge of the state standards, teachers will be able to analyze materials to see if they are meeting all the requirements and will be able to search out additional resources, as needed, to align with the Florida Standards Assessment.

#### **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***

Our school uses the MTSS Decision Making Rubric to identify the effectiveness of core instruction along with small group and individual instruction. Using this rubric, under the guidance of a full time MTSS coach, teachers and administrators identify trends in student achievement data to determine which students are not meeting expectations and then to make decisions regarding additional support and reteaching. PLC's meet regularly to develop group interventions based on this data, making adjustments to the members of the group and/or the focus of the instruction. Teachers use the MTSS process of Tier 2 and Tier 3 interventions with district-approved materials. The problem solving rubric identifies the effectiveness of Tier 1, 2 and 3 instruction so that appropriate supports may be put in place to increase student achievement. Frequent progress monitoring of Tier 2 and 3 interventions are monitored through the use of consistent data analysis; groups are fluid so that as students' needs change, the instruction they receive also changes.

An example of this process is the progress monitoring that occurs after district and school-based assessments. Teachers identify their students who are not meeting expectations and meet with the MTSS coach to discuss previous interventions and progress monitoring data to better inform current instruction and an MTSS plan is implemented. Data collection then begins, interventions are put in place, and progress monitoring graphs are developed. If a teacher determines that the interventions are not working, a meeting is scheduled with the MTSS coach to review the current data. Based on the results of that meeting, the teacher may be advised to implement additional interventions such as smaller group size, differentiated instructional materials, collect more data, schedule a parent conference to review data, or schedule an EPT to discuss a plan of action. At regular intervals throughout the year, teachers meet with the MTSS coach to monitor each student's progress toward their goals and plans are adjusted based on assessment data. At the end of the school year, the individual student MTSS data is collected and then distributed to the new teacher at the beginning of the next school year so that the process continues seamlessly.

***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:** Before School Program

**Minutes added to school year:** 4,800

We provide free before-school tutoring for 3rd, 4th and 5th graders who have been identified as struggling in the area of reading. Students participate in 30 minutes of computer based instruction with I-Ready. Students identified in a Tier 3 attend 3 days a week and students in a Tier 2 attend 2 days a week to work on individualized skills.

### ***Strategy Rationale***

Students work on individualized skills to close their achievement gap. The lowest 30% in 3rd, 4th and 5th grade based on supporting data such as STAR, I-Ready, and Common Assessments are invited to attend.

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

- Core Academic Instruction

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

Englert, Cathy, catherine.englert@ocps.net

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

I-Ready and STAR results, along with Reading Common Assessments are used to monitor students' progress.

**Strategy: After School Program**

**Minutes added to school year: 2,400**

We provide free after-school tutoring 2 days a week for 3rd, 4th and 5th graders who have been identified as struggling in the areas of math and reading. Teachers use research-based materials to reteach grade level standards with more support using the gradual release (I do, we do, you do) method. Groups are kept small, 6 students or less, in order to provide the most support.

**Strategy Rationale**

Extending learning opportunities to master grade level standards will help close the achievement gap.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Englert, Cathy, catherine.englert@ocps.net

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

I-Ready and STAR results, along with Reading and Math programmatic assessments are used to monitor students' progress.

**Strategy: Extended School Day**

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

Students enrolled in the YMCA after care program participate in supervised homework sessions each day for 30 minutes. YMCA counselors are available to assist students who need help completing homework.

**Strategy Rationale**

This helps parents, students, and teachers accomplish the important task of homework practice on skills learned during the school day.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Rumph, Barbara, barbara.rumph@ocps.net

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

Classroom teachers monitor students' homework; they also keep in contact with the YMCA counselors if students enrolled in the program are not turning in homework.

**Strategy:** Extended School Day

**Minutes added to school year:** 0

Our school contracts with several companies to offer after school art, piano, guitar, golf, pottery, karate and soccer lessons, on a paid basis. Parents choose whether or not to enroll their child in one of these after school programs offered on our campus.

**Strategy Rationale**

Students enjoy participating in a variety of after-school activities to balance their academic and personal lives. Many of these programs build teamwork skills and self-esteem for our students.

**Strategy Purpose(s)**

- Enrichment

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

Rumph, Barbara, barbara.rumph@ocps.net

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

The number of students enrolled in a program determines whether or not it is offered in the future.

**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**

To provide a smooth transition for parents and new kindergarten students, we invite Vista Lakes families to a Kindergarten Orientation each May. During this orientation, the principal explains district and school policies, as well as behavioral and academic expectations. The incoming kindergarten students visit a kindergarten classroom to acquire a feel of the classroom environment. Toward the end of the orientation, members of the Leadership Team take parents on a tour of the school campus to capture a glimpse of the daily routines. Working together with our families and the community has had a positive impact on academic achievement at Vista Lakes. We will be planning a Kindergarten Graduation for the first time during the 2015-16 school year.

Students in 5th grade participate in a Bridging Over Ceremony at the end of the year. Students walk across the bridge shaking the elementary principal's hand on one side and then shake the hand of the middle school principal on the other side as a symbol of transitioning to the next phase of their educational career. Parents join in the celebration and then walk to the pavilion for cookies and drinks following the excitement. This is a long standing tradition established at Vista Lakes.

**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**

Vista Lakes provides high quality instruction so that elementary students demonstrate proficiency and meet the requirements for college and career readiness. Vista Lakes has invited both individuals and businesses to participate in Teach In so that young students can experience a variety of careers and focus on the preparation needed to be successful.

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

At the present time, there are no industry certifications available for elementary schools in OCPS. However, a variety of interventions have been developed so that all students can be successful and develop proficiency needed for success. There is an ongoing focus on literacy, math and science standards that emphasize the integration of reading and writing. The technology plan has been updated this year, so students have increased access to technology experiences. Keyboarding is encouraged and expected, in anticipation of college and career needs. Smartboards have been added to all classroom in grades 2-5 and computer carts are available for grades 3-5.

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

Vista Lakes focuses on 21st century skills to prepare students for careers within technology and industry. Vista Lakes has increased access to digital curriculum and access through the use of i-Ready, Safari, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. There is an ongoing commitment to developing collaboration skills, critical thinking skills, effective oral and written communication skills, and accessing and analyzing information. Teachers collaborate to develop lessons that use effective instructional strategies that emphasize rigorous standards.

**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**

Vista Lakes has a proven record of success in developing academy proficiency in students. There is a continued focus on developing rigorous instruction to improve student achievement so that all students will be prepared for postsecondary success.

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

**Problem Analysis Summary**

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

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## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will effectively use a collaborative lesson planning process to deepen their knowledge of rigorous, standards-based instruction and develop common assessments in order to increase reading achievement. (Division Priority: Accelerate Student Performance)
- G2.** Teacher knowledge of the Marzano Instructional Framework will increase reading achievement and rigor in the classroom. (Division Priority: Ensure Career and College Readiness)

## Strategic Goals Detail

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

**G1.** Teachers will effectively use a collaborative lesson planning process to deepen their knowledge of rigorous, standards-based instruction and develop common assessments in order to increase reading achievement. (Division Priority: Accelerate Student Performance) 1a

G073173

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	

**Resources Available to Support the Goal** 2

- Florida Standards
- Test Item Specifications
- Journeys Houghton Mifflin

**Targeted Barriers to Achieving the Goal** 3

- Teachers are deepening their knowledge of the Florida Standards and FSA Test Item Specifications in order to create common assessments aligned with the standards-based unit plans. They are learning more about how to track their students' progress with the development of common assessments and make informed decisions based on the data. Teachers are searching for resources to assist in the development of both common lesson plans and assessments. The leadership team is developing proficiency in supporting the overall process.

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

Reading achievement data will be reviewed, disaggregated, and analyzed on an ongoing basis throughout the school year. Changes in instruction will occur throughout the year as the need is indicated by the current data trends. Both the teachers and the leadership team will engage in continuous discussions surrounding reading achievement data and the delivery of rigorous instruction, making adjustments and adaptations as needed.

**Person Responsible**

Kimberly Bias

**Schedule**

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

**Evidence of Completion**

MAP, Common Assessments, I-Ready, Lexia, STAR, FSA Results

**G2.** Teacher knowledge of the Marzano Instructional Framework will increase reading achievement and rigor in the classroom. (Division Priority: Ensure Career and College Readiness) 1a

G073174

**Targets Supported** 1b

Indicator	Annual Target
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AMO Reading - All Students

**Resources Available to Support the Goal** 2

- Test Item Specifications
- Marzano Instructional Framework
- Florida Standards

**Targeted Barriers to Achieving the Goal** 3

- Teachers are deepening their knowledge of the Florida Standards and Marzano Instructional Framework in order to develop appropriate learning goal/targets with evidence-based scales and rigorous activities/resources. Not only are teachers learning the new Florida standards but how to select appropriate elements and strategies in order to deepen student understanding of the content. They are learning how to monitor their students' progress with the development of common assessments and the desired effect for the dominant elements selected.

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

iObservation data will be analyzed for trends throughout the school year. The leadership team meets weekly to discuss school related items for continuous improvement. iObservation data will be reviewed and analyzed following a 3 week observation cycle. Both teachers and the leadership team will engage in continuous discussions surrounding classroom iObservation data, lesson planning process, and common assessments to make adjustments as needed, based on the data.

**Person Responsible**

Barbara Rumph

**Schedule**

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

**Evidence of Completion**

iObservation data, PLC Notes

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Teachers will effectively use a collaborative lesson planning process to deepen their knowledge of rigorous, standards-based instruction and develop common assessments in order to increase reading achievement. (Division Priority: Accelerate Student Performance) **1**

 G073173

**G1.B1** Teachers are deepening their knowledge of the Florida Standards and FSA Test Item Specifications in order to create common assessments aligned with the standards-based unit plans. They are learning more about how to track their students' progress with the development of common assessments and make informed decisions based on the data. Teachers are searching for resources to assist in the development of both common lesson plans and assessments. The leadership team is developing proficiency in supporting the overall process. **2**

 B191161

**G1.B1.S1** Professional development opportunities and lesson planning resources will be provided to ensure a consistent message and building of background knowledge. **4**

 S202631

### Strategy Rationale

Teachers will understand the importance of rigorous standards based instruction and resources aligned to the appropriate depth of knowledge of the standard and assessment.

### Action Step 1 **5**

Teachers will attend Professional Development to deepen their understanding of the lesson planning process and creation of formative and common assessments aligned to the standards using backwards design.

#### Person Responsible

Kimberly Bias

#### Schedule

On 8/24/2015

#### Evidence of Completion

Professional Development Agenda and Sign In Sheets

### Action Step 2 5

Teachers will be provided a lesson planning guide to assist in the development of common unit plans. The guide will include the formative assessment types, test item specifications, the Marzano map, elements, strategies, and protocols.

#### **Person Responsible**

Nicole Sanchez

#### **Schedule**

On 8/24/2015

#### ***Evidence of Completion***

Lesson Plans, PLC Notes

### Action Step 3 5

Select teachers will participate in the Southeast Learning Community Common Assessment Cohort to develop aligned benchmark assessments each quarter. The developed common assessments will be vetted prior to implementation and results will be monitored at data meetings each month.

#### **Person Responsible**

Nicole Sanchez

#### **Schedule**

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

#### ***Evidence of Completion***

Common Assessments

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

The leadership team will monitor the completion of lesson plans and common assessments uploaded into Sharepoint each week.

#### **Person Responsible**

Kimberly Bias

#### **Schedule**

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

#### ***Evidence of Completion***

Lesson Plans, PLC Notes

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

The leadership team will monitor the use of the lesson planning guide in the development of lesson plans. The leadership team will meet weekly and review progress by grade level.

**Person Responsible**

Kimberly Bias

**Schedule**

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

***Evidence of Completion***

Lesson Plans, PLC Notes

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

The Building Level Assessment Coordinator(s) will review common assessments developed with select staff prior to implementation. Performance Matters will be utilized as a database for uploads and data monitored monthly at scheduled data meetings.

**Person Responsible**

Cathy Englert

**Schedule**

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

***Evidence of Completion***

Common Assessments

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

Based on classroom walks, the leadership team will monitor the effectiveness of the lesson plans to ensure rigorous instruction is provided to students.

**Person Responsible**

Barbara Rumph

**Schedule**

Every 3 Weeks, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

iObservation Data, Lesson Plans

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

Based on student performance, the leadership team will monitor the results of common assessments monthly to ensure rigorous instruction is provided to students.

**Person Responsible**

Nicole Sanchez

**Schedule**

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

**Evidence of Completion**

Common Assessment Results, Data Meeting Agendas

**G1.B1.S2** Collaborative planning will be scheduled on specific days and times with the support of the leadership team. 4

 S202632

**Strategy Rationale**

By providing up front coaching and feedback on the process, the lesson plans will be improved/enhanced before delivered in the classroom in front of students. The schedule will help teachers develop a routine for planning in addition to creating accountability.

**Action Step 1 5**

A schedule of common planning days and times will be developed.

**Person Responsible**

Kimberly Bias

**Schedule**

On 8/24/2015

**Evidence of Completion**

Schedule for common planning days and times

### Action Step 2 5

The leadership team is assigned a designated grade level to attend weekly planning meetings to coach and support in the development of lesson plans and common assessments. Feedback is provided to ensure lessons are designed at the level of rigor for the standard. As teachers become more proficient, the meeting times will decrease.

#### **Person Responsible**

Kimberly Bias

#### **Schedule**

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

#### **Evidence of Completion**

Lesson Plans, PLC Notes

### Action Step 3 5

The leadership team will provide non-evaluative, informal feedback during classroom walks for additional coaching opportunities on the delivery of the lesson.

#### **Person Responsible**

Barbara Rumph

#### **Schedule**

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

#### **Evidence of Completion**

iObservation feedback

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

Feedback is provided to teachers from the designated member of the leadership team on rigorous lesson plans aligned with common assessments.

#### **Person Responsible**

Kimberly Bias

#### **Schedule**

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

#### **Evidence of Completion**

Lesson Plans, PLC Notes

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

Feedback is provided to teachers from a designated member of the leadership team on delivery of instruction during informal, non-evaluative classroom walks.

**Person Responsible**

Barbara Rumph

**Schedule**

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

***Evidence of Completion***

iObservation feedback

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

The leadership team meets every Friday to discuss school related items such as support needed for grade level teams and/or specific teachers with regards to lesson planning, common assessment data, and classroom walks.

**Person Responsible**

Kimberly Bias

**Schedule**

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

***Evidence of Completion***

Leadership Team Agendas, iObservation data, Common Assessments, Lesson Plans

**G2.** Teacher knowledge of the Marzano Instructional Framework will increase reading achievement and rigor in the classroom. (Division Priority: Ensure Career and College Readiness) 1

G073174

**G2.B1** Teachers are deepening their knowledge of the Florida Standards and Marzano Instructional Framework in order to develop appropriate learning goal/targets with evidence-based scales and rigorous activities/resources. Not only are teachers learning the new Florida standards but how to select appropriate elements and strategies in order to deepen student understanding of the content. They are learning how to monitor their students' progress with the development of common assessments and the desired effect for the dominant elements selected. 2

B191162

**G2.B1.S1** A schedule will be created for the leadership team to provide coaching and feedback opportunities for teachers as they deliver lesson with the Florida Standards and Marzano Instructional Framework. 4

S202633

### Strategy Rationale

Coaching and feedback will provide a common language of understanding to improve instructional delivery.

### Action Step 1 5

Coaching and feedback will be provided to teachers as they implement standards based lessons using the Marzano Instructional Framework.

#### Person Responsible

Barbara Rumph

#### Schedule

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

#### Evidence of Completion

iObservation Data

## Action Step 2 5

A schedule for instructional rounds will be created and implemented to support staff with deliberate practice growth opportunities in addition to selected Wednesdays throughout the year for collaboration. Books for Deliberate Practice will be provided if available for selected element.

### **Person Responsible**

Nicole Sanchez

### **Schedule**

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

### ***Evidence of Completion***

Instructional Rounds Schedule, iObservation data for Deliberate Practice

## Action Step 3 5

Data meetings will be scheduled monthly to review iObservation data trends.

### **Person Responsible**

Barbara Rumph

### **Schedule**

Monthly, from 10/1/2015 to 6/3/2016

### ***Evidence of Completion***

Data Meeting Agenda, iObservation data

## Action Step 4 5

The leadership team will calibrate to ensure a consistent message.

### **Person Responsible**

Barbara Rumph

### **Schedule**

Monthly, from 9/8/2015 to 4/29/2016

### ***Evidence of Completion***

iObservation Data

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

As the leadership team meets, iObservation data trends will be reviewed on a 3 week cycle. Discussion will include the previous week's coaching opportunities, need for further support for individuals or groups of teachers and any professional development opportunities that may be needed as a result of the data.

**Person Responsible**

Barbara Rumph

**Schedule**

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

***Evidence of Completion***

Leadership Team Agenda, iObservation Data

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

Participation in data meetings, instructional rounds, and scaffolded professional development/coaching opportunities will be documented and iObservation data monitored for impact.

**Person Responsible**

Cathy Englert

**Schedule**

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

***Evidence of Completion***

Professional Development Agendas/Sign In Sheets, PLC Meeting Notes

**G2.B1.S2** Professional Development on the Marzano Instructional Framework with an emphasis on Design Question 3 and 4 will be provided to ensure a consistent message and background information.

4

 S202634

### Strategy Rationale

Teachers will understand the importance of moving content delivery through each of the design questions on the Marzano map and develop rigor in their lessons shifting from teacher to student directed classroom in order to deepen their knowledge of the content.

### Action Step 1 5

A schedule of professional development will be created to help teachers deepen their understanding of the Marzano Instructional Framework with an emphasis on Design Question 3 and 4.

#### Person Responsible

Cathy Englert

#### Schedule

Monthly, from 9/16/2015 to 5/4/2016

#### Evidence of Completion

Professional Development Agenda and Sign-In Sheets

### Action Step 2 5

A schedule for the leadership team will be created to conduct informal observations every 3 weeks and provide feedback related to the professional development.

#### Person Responsible

Kimberly Bias

#### Schedule

Every 3 Weeks, from 9/8/2015 to 4/29/2016

#### Evidence of Completion

Leadership Team Schedule

**Action Step 3** 5

The leadership team will review iObservation data trends specific to professional development provided to staff.

**Person Responsible**

Barbara Rumph

**Schedule**

Every 3 Weeks, from 10/2/2015 to 4/29/2016

***Evidence of Completion***

iObservation data, Leadership Team Agenda

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

Teacher attendance at monthly Professional Development related to the Marzano Instructional Framework will be monitored. The focus of the Professional Development will be on Design Question 3 and 4 to increase rigor in the classroom and student achievement.

**Person Responsible**

Cathy Englert

**Schedule**

Monthly, from 8/24/2015 to 5/4/2016

***Evidence of Completion***

Professional Development Agenda and Sign In Sheet, iObservation Data

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

Based on classroom observations, the leadership team will monitor the effectiveness of the Professional Development with classroom walks providing feedback on the elements highlighted to ensure teacher understanding and effective implementation of each strategy.

**Person Responsible**

Kimberly Bias

**Schedule**

Every 3 Weeks, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

iObservation Data, Professional Development Sign In Sheets

## 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	Teachers will attend Professional Development to deepen their understanding of the lesson planning process and creation of formative and common assessments aligned to the standards using backwards design.	Bias, Kimberly	8/24/2015	Professional Development Agenda and Sign In Sheets	8/24/2015 one-time
G1.B1.S2.A1	A schedule of common planning days and times will be developed.	Bias, Kimberly	8/24/2015	Schedule for common planning days and times	8/24/2015 one-time
G2.B1.S1.A1	Coaching and feedback will be provided to teachers as they implement standards based lessons using the Marzano Instructional Framework.	Rumph, Barbara	9/8/2015	iObservation Data	6/3/2016 every-3-weeks
G2.B1.S2.A1	A schedule of professional development will be created to help teachers deepen their understanding of the Marzano Instructional Framework with an emphasis on Design Question 3 and 4.	Englert, Cathy	9/16/2015	Professional Development Agenda and Sign-In Sheets	5/4/2016 monthly
G1.B1.S1.A2	Teachers will be provided a lesson planning guide to assist in the development of common unit plans. The guide will include the formative assessment types, test item specifications, the Marzano map, elements, strategies, and protocols.	Sanchez, Nicole	8/24/2015	Lesson Plans, PLC Notes	8/24/2015 one-time
G1.B1.S2.A2	The leadership team is assigned a designated grade level to attend weekly planning meetings to coach and support in the development of lesson plans and common assessments. Feedback is provided to ensure lessons are designed at the level of rigor for the standard. As teachers become more proficient, the meeting times will decrease.	Bias, Kimberly	8/24/2015	Lesson Plans, PLC Notes	6/3/2016 weekly
G2.B1.S1.A2	A schedule for instructional rounds will be created and implemented to support staff with deliberate practice growth opportunities in addition to selected Wednesdays throughout the year for collaboration. Books for Deliberate Practice will be provided if available for selected element.	Sanchez, Nicole	9/9/2015	Instructional Rounds Schedule, iObservation data for Deliberate Practice	6/3/2016 monthly
G2.B1.S2.A2	A schedule for the leadership team will be created to conduct informal observations every 3 weeks and provide feedback related to the professional development.	Bias, Kimberly	9/8/2015	Leadership Team Schedule	4/29/2016 every-3-weeks
G1.B1.S1.A3	Select teachers will participate in the Southeast Learning Community Common Assessment Cohort to develop aligned benchmark assessments each quarter. The developed common assessments will be vetted prior to implementation and results will be monitored at data meetings each month.	Sanchez, Nicole	8/24/2015	Common Assessments	6/3/2016 monthly
G1.B1.S2.A3	The leadership team will provide non-evaluative, informal feedback during	Rumph, Barbara	9/8/2015	iObservation feedback	6/3/2016 every-3-weeks

**Orange - 1752 - Vista Lakes Elementary - 2015-16 SIP**  
*Vista Lakes Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	classroom walks for additional coaching opportunities on the delivery of the lesson.				
G2.B1.S1.A3	Data meetings will be scheduled monthly to review iObservation data trends.	Rumph, Barbara	10/1/2015	Data Meeting Agenda, iObservation data	6/3/2016 monthly
G2.B1.S2.A3	The leadership team will review iObservation data trends specific to professional development provided to staff.	Rumph, Barbara	10/2/2015	iObservation data, Leadership Team Agenda	4/29/2016 every-3-weeks
G2.B1.S1.A4	The leadership team will calibrate to ensure a consistent message.	Rumph, Barbara	9/8/2015	iObservation Data	4/29/2016 monthly
G1.MA1	Reading achievement data will be reviewed, disaggregated, and analyzed on an ongoing basis throughout the school year. Changes in instruction will occur throughout the year as the need is indicated by the current data trends. Both the teachers and the leadership team will engage in continuous discussions surrounding reading achievement data and the delivery of rigorous instruction, making adjustments and adaptations as needed.	Bias, Kimberly	8/24/2015	MAP, Common Assessments, I-Ready, Lexia, STAR, FSA Results	6/3/2016 monthly
G1.B1.S1.MA1	Based on classroom walks, the leadership team will monitor the effectiveness of the lesson plans to ensure rigorous instruction is provided to students.	Rumph, Barbara	8/24/2015	iObservation Data, Lesson Plans	6/3/2016 every-3-weeks
G1.B1.S1.MA5	Based on student performance, the leadership team will monitor the results of common assessments monthly to ensure rigorous instruction is provided to students.	Sanchez, Nicole	8/24/2015	Common Assessment Results, Data Meeting Agendas	6/3/2016 monthly
G1.B1.S1.MA1	The leadership team will monitor the completion of lesson plans and common assessments uploaded into Sharepoint each week.	Bias, Kimberly	8/24/2015	Lesson Plans, PLC Notes	6/3/2016 weekly
G1.B1.S1.MA3	The leadership team will monitor the use of the lesson planning guide in the development of lesson plans. The leadership team will meet weekly and review progress by grade level.	Bias, Kimberly	8/24/2015	Lesson Plans, PLC Notes	6/3/2016 weekly
G1.B1.S1.MA4	The Building Level Assessment Coordinator(s) will review common assessments developed with select staff prior to implementation. Performance Matters will be utilized as a database for uploads and data monitored monthly at scheduled data meetings.	Englert, Cathy	8/24/2015	Common Assessments	6/3/2016 monthly
G1.B1.S2.MA1	The leadership team meets every Friday to discuss school related items such as support needed for grade level teams and/or specific teachers with regards to lesson planning, common assessment data, and classroom walks.	Bias, Kimberly	8/24/2015	Leadership Team Agendas, iObservation data, Common Assessments, Lesson Plans	6/3/2016 weekly
G1.B1.S2.MA1	Feedback is provided to teachers from the designated member of the leadership team on rigorous lesson	Bias, Kimberly	8/24/2015	Lesson Plans, PLC Notes	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	plans aligned with common assessments.				
G1.B1.S2.MA3	Feedback is provided to teachers from a designated member of the leadership team on delivery of instruction during informal, non-evaluative classroom walks.	Rumph, Barbara	9/8/2015	iObservation feedback	6/3/2016 every-3-weeks
G2.MA1	iObservation data will be analyzed for trends throughout the school year. The leadership team meets weekly to discuss school related items for continuous improvement. iObservation data will be reviewed and analyzed following a 3 week observation cycle. Both teachers and the leadership team will engage in continuous discussions surrounding classroom iObservation data, lesson planning process, and common assessments to make adjustments as needed, based on the data.	Rumph, Barbara	9/8/2015	iObservation data, PLC Notes	6/3/2016 every-3-weeks
G2.B1.S1.MA1	Participation in data meetings, instructional rounds, and scaffolded professional development/coaching opportunities will be documented and iObservation data monitored for impact.	Englert, Cathy	9/8/2015	Professional Development Agendas/ Sign In Sheets, PLC Meeting Notes	6/3/2016 monthly
G2.B1.S1.MA1	As the leadership team meets, iObservation data trends will be reviewed on a 3 week cycle. Discussion will include the previous week's coaching opportunities, need for further support for individuals or groups of teachers and any professional development opportunities that may be needed as a result of the data.	Rumph, Barbara	9/8/2015	Leadership Team Agenda, iObservation Data	6/3/2016 every-3-weeks
G2.B1.S2.MA1	Based on classroom observations, the leadership team will monitor the effectiveness of the Professional Development with classroom walks providing feedback on the elements highlighted to ensure teacher understanding and effective implementation of each strategy.	Bias, Kimberly	8/24/2015	iObservation Data, Professional Development Sign In Sheets	6/3/2016 every-3-weeks
G2.B1.S2.MA1	Teacher attendance at monthly Professional Development related to the Marzano Instructional Framework will be monitored. The focus of the Professional Development will be on Design Question 3 and 4 to increase rigor in the classroom and student achievement.	Englert, Cathy	8/24/2015	Professional Development Agenda and Sign In Sheet, iObservation Data	5/4/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will effectively use a collaborative lesson planning process to deepen their knowledge of rigorous, standards-based instruction and develop common assessments in order to increase reading achievement. (Division Priority: Accelerate Student Performance)

**G1.B1** Teachers are deepening their knowledge of the Florida Standards and FSA Test Item Specifications in order to create common assessments aligned with the standards-based unit plans. They are learning more about how to track their students' progress with the development of common assessments and make informed decisions based on the data. Teachers are searching for resources to assist in the development of both common lesson plans and assessments. The leadership team is developing proficiency in supporting the overall process.

**G1.B1.S1** Professional development opportunities and lesson planning resources will be provided to ensure a consistent message and building of background knowledge.

### PD Opportunity 1

Teachers will attend Professional Development to deepen their understanding of the lesson planning process and creation of formative and common assessments aligned to the standards using backwards design.

#### Facilitator

Sanchez, Nicole

#### Participants

Instructional Staff

#### Schedule

On 8/24/2015

**G2.** Teacher knowledge of the Marzano Instructional Framework will increase reading achievement and rigor in the classroom. (Division Priority: Ensure Career and College Readiness)

**G2.B1** Teachers are deepening their knowledge of the Florida Standards and Marzano Instructional Framework in order to develop appropriate learning goal/targets with evidence-based scales and rigorous activities/resources. Not only are teachers learning the new Florida standards but how to select appropriate elements and strategies in order to deepen student understanding of the content. They are learning how to monitor their students' progress with the development of common assessments and the desired effect for the dominant elements selected.

**G2.B1.S2** Professional Development on the Marzano Instructional Framework with an emphasis on Design Question 3 and 4 will be provided to ensure a consistent message and background information.

### **PD Opportunity 1**

A schedule of professional development will be created to help teachers deepen their understanding of the Marzano Instructional Framework with an emphasis on Design Question 3 and 4.

#### **Facilitator**

Nicole Sanchez

#### **Participants**

Instructional Staff

#### **Schedule**

Monthly, from 9/16/2015 to 5/4/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Teachers will attend Professional Development to deepen their understanding of the lesson planning process and creation of formative and common assessments aligned to the standards using backwards design.</b>				<b>\$7,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1752 - Vista Lakes Elementary	School Improvement Funds		\$7,000.00
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Teachers will be provided a lesson planning guide to assist in the development of common unit plans. The guide will include the formative assessment types, test item specifications, the Marzano map, elements, strategies, and protocols.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1752 - Vista Lakes Elementary	General Fund		\$500.00
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Select teachers will participate in the Southeast Learning Community Common Assessment Cohort to develop aligned benchmark assessments each quarter. The developed common assessments will be vetted prior to implementation and results will be monitored at data meetings each month.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1142	140-Substitute Teachers	1752 - Vista Lakes Elementary	General Fund		\$2,000.00
<i>Notes: Substitutes are needed to release teachers to develop common assessments.</i>						
<b>4</b>	<b>G1.B1.S2.A1</b>	<b>A schedule of common planning days and times will be developed.</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	1752 - Vista Lakes Elementary	General Fund		\$5,000.00
<i>Notes: Substitute teachers are needed to release teachers for common planning.</i>						
<b>5</b>	<b>G1.B1.S2.A2</b>	<b>The leadership team is assigned a designated grade level to attend weekly planning meetings to coach and support in the development of lesson plans and common assessments. Feedback is provided to ensure lessons are designed at the level of rigor for the standard. As teachers become more proficient, the meeting times will decrease.</b>				<b>\$0.00</b>

<b>Budget Data</b>			
6	G1.B1.S2.A3	The leadership team will provide non-evaluative, informal feedback during classroom walks for additional coaching opportunities on the delivery of the lesson.	\$0.00
7	G2.B1.S1.A1	Coaching and feedback will be provided to teachers as they implement standards based lessons using the Marzano Instructional Framework.	\$0.00
8	G2.B1.S1.A2	A schedule for instructional rounds will be created and implemented to support staff with deliberate practice growth opportunities in addition to selected Wednesdays throughout the year for collaboration. Books for Deliberate Practice will be provided if available for selected element.	\$0.00
9	G2.B1.S1.A3	Data meetings will be scheduled monthly to review iObservation data trends.	\$0.00
10	G2.B1.S1.A4	The leadership team will calibrate to ensure a consistent message.	\$0.00
11	G2.B1.S2.A1	A schedule of professional development will be created to help teachers deepen their understanding of the Marzano Instructional Framework with an emphasis on Design Question 3 and 4.	\$0.00
12	G2.B1.S2.A2	A schedule for the leadership team will be created to conduct informal observations every 3 weeks and provide feedback related to the professional development.	\$0.00
13	G2.B1.S2.A3	The leadership team will review iObservation data trends specific to professional development provided to staff.	\$0.00
<b>Total:</b>			<b>\$14,500.00</b>