

Orange County Public Schools

Spring Lake Elementary



2015-16 School Improvement Plan

Spring Lake Elementary

1105 SARAH LEE LN, Ocoee, FL 34761

www.ocps.net/lc/north/esl

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	60%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	40
Appendix 2: Professional Development and Technical Assistance Outlines	43
Professional Development Opportunities	44
Technical Assistance Items	47
Appendix 3: Budget to Support Goals	0

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	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and 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

Family nights are conducted for parents and staff to interact with students and engage in a subject activity. These nights support the students in building relationships with teachers in an informal, causal and fun way. Teachers have the opportunity to meet and interact with parents in which to build a relationship with the parents. Family nights consist of Literacy Night, Math Night, Science Night, and Fine Arts Night.

Recognition events are held with parents invited to Honor Roll, Perfect Attendance, and 5th grade Award ceremony. Students will be recognized for their summer reading packets. Parents are invited to A-B Lunch reward for their child and the A Honor Roll parents are invited to an awards ceremony and a sundae treat for both students and parents.

Three Music Nights are held in December, these are our Holiday Sweets Programs - 2 grade levels perform each night. Students are proud to perform and parents are delighted to see their children perform. Parents appreciate their children performing cultural songs.

Partner in Education sponsored Spirit Nights for students, parents and staff have casual time at a restaurant or an activity. Teachers, classified, students and parents attend Spirit Nights. All personnel interact with students and parents to enjoy the night.

We are planning additional activities such as Red Ribbon Week, Dance Night, Fall Festival, PTO parent and student program, After-School Tutoring and Oration Contest.

Our CCT coordinates a PLC night every two months for parents to be informed about academics and to gather their input and interaction of the topic of the PLC. PLC night provides the school the opportunity to learn about the parents, their concerns, and their culture. Our CCT shares information from the PLCs to the teachers who may not attend the PLC night.

We are encouraging our parents to participate in O.C.P.S. Parent Academy by sending out flyers and phone messages to inform them.

We communicate with parents via School Messenger phone calls on a weekly basis (2-3 times a week) to keep parents informed on school events and activities.

We also post information on our marquee to inform or remind parents of school events and information.

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

Students arrive to eat breakfast or to meet their peers prior to entering the classrooms. Some teachers ask their students to join them in the classroom to work on the computer, and they instruct them on a concept that needs to be reinforced. Students enjoy working in pair/share groups and discussing concepts in small groups. Students are expected to share their knowledge or understanding of the concept.

Students are dismissed in a procedural manner to ensure each child walks home or meets up with parents. Car riders are matched up with their parents by a car sign. Students feel safe in the school due to staff members supporting students in the cafeteria, in their classrooms, and hallways. Teachers have a positive rapport with the students. The students have a great respect for their teachers. We are fortunate in that our students do not have misbehavior issues. Classroom management is not a needed instructional tool as the students feel safe and want to be at our school. Students know that adults are there at school as a safe source for help. Student safety patrols assist younger students with morning breakfast and guide them to their classrooms daily. Staff monitor hallways, greet students and encourage them to read while waiting for the entry bell. A school-wide No Bullying Policy is enforced at the school and the CHAMPS program is implemented to develop student social skills. CHAMPS is matched to the Marzano elements, which supports the students in behavior development and academic learning.

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

Spring Lake has become a CHAMPS school which will help teachers develop the proper classroom management for student learning. Teachers will be able to attend trainings on the CHAMPS program during the school year. The school has developed a CHAMPS team that will provide training throughout the school year. The team will be able to support teachers and answer questions of concern. Each classroom teacher reviews and places all classroom rules and policies inside their rooms in order for students to know how to behave and respond. Teachers refer to the CHAMPS and classroom rules to keep students engaged and involved in their learning. Teachers are given classroom referrals to document any problems or issues they are having. Teachers contact parents and write in student planners to inform parents of their child's behavior. The school's dean will review the code of conduct with each grade level every nine weeks to keep students informed and updated about behavior expectations of both the school and the district. The presentation is done by classroom discussion and role playing. Proud Blue Jay posters and "High Five" behavioral posters are displayed school-wide to reinforce positive behavior. Other academic focused posters are on display to motivate students in their behavior and academic learning. Teachers conduct instruction to focus on standards, rigor and engagement. Teachers engage students by implementing elements of Marzano such as elaborate on new information, examine similarities and differences, examine errors of reasoning, reflect what they learn, revise their knowledge, and record and represent knowledge. In order to keep students engaged, teachers ask higher order questions and students have to respond with complete/in-depth answers. Teachers have expectations for students to explain, defend and find information to support their answers. Teachers engage students by asking higher order questions and having several students respond to the question and pair/share respond.

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

The school provides outsource support for students who have concerns or issues that need to be addressed. A social worker and a counselor are on site weekly to provide assistance for our students. When concerns or issues arise for a student the social worker or counselor are contacted and then they provide services or resources to address the issue. They are supportive of our students and are proactive in resolving issues.

Early Warning Systems

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

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

Attendance indicator: The registrar identifies potential attendance issues by a truancy report. Once a student has 5 absences the registrar sends home a 5-day attendance letter. At 10 absences the school social worker is contacted and a warning conference is scheduled with the parent. If a student continues to be absent an A.C.S.T. meeting is scheduled with parent and social worker.

Suspensions indicator: School has implemented CHAMPS behavioral system. School-wide and classroom expectations are set for students. Progressive disciplinary steps are used which focus on correcting behaviors and having kids meet expectations.

Interventions to prevent course failure are grade level data meetings, common assessment scores, progress reports and report cards.

Level 1 indicator: Previous year's standardized assessment data.

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	10	14	11	7	10	3	55
One or more suspensions	0	2	0	2	0	5	9
Course failure in ELA or Math	25	38	35	45	30	17	190
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	4	4	5	3	4	1	21

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

1. Grade level data meetings, classroom performance, and common assessment scores are used to identify students not performing on grade level. State assessment will be used when it is available. MAP testing for K-2 will be used to monitor and implement intervention strategies. These students are then placed into intervention groups using the data. In addition, students are offered tutoring in either reading, math, or both. Students will also be offered computer based tutoring.
2. Students who are consistently performing below grade level are discussed at MTSS meetings with the MTSS Coach, staffing specialist and other team members. Tier 2 and Tier 3 students are identified and interventions are put into place. Tier 2 students are monitored monthly and Tier 3 students are monitored bi-weekly.
3. Curriculum Tuesdays are conducted to develop and monitor the lesson plans to support student learning by discussing the progress of the lesson plan, meeting the standard specifications, level of DOK, and use of Marzano elements.
4. FBS(Intervention) and tutoring will be conducted to support student achievement.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/172807>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Spring Lake Elementary has Family Academic Nights: Reading Night, Math Night, Science Night, and Fine Arts Night. Teachers provide activities for students to interact with a concept and parents can help their child. Parents are informed of the expectations of each grade level for ELA, Math and Science. Parent Leadership Council (PLC) events are held to inform our bilingual and ESOL parents of the different programs and services their children are provided. Parents are also informed of accommodations and standardized testing implications for ESOL students. ELL Parents are provided the opportunity to use Rosetta Stone to learn to speak English.

Spirit Nights are held at our Partners in Education (PIE) sites. Staff members and parents go to eat at our partner's restaurants or skate at a PIE site. This is an opportunity for staff to interact with students and parents in a casual atmosphere.

Partners in Education businesses provide support by supplying school supplies to kids in need, gifts for students during holidays, and other classroom needs that ensure the students have the necessities and can focus on their academics. They also provide funds for field trips, food for school events, and supplies for our school. Our partners provide items for our needy families during the holidays.

Within the classrooms, some of the teachers are doing treasure chests, recognition of compliments, recognition of student behavior or engagement. Teachers recognize and celebrate excellent student behavior or academic achievement.

School-wide we have Proud Blue Jays where the teacher selects a student and recognizes a positive aspect of the student. The students receive prizes, coupons, and bumper stickers in addition to a ribbon. Learning For Life is conducted by the teachers about social behavior. Each month one student is recognized for their skill in representing the social skill of the month.

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
Pender, Nancy	Principal
Balabas, Kevin	Assistant Principal
Pierce, Kim	Instructional Coach
Bloszinsky, Jean	Instructional Coach
Lattner, Mary Ann	Teacher, ESE
Campbell, Valerie	Instructional Media
Cormier, Joseph	Dean
Reyes, Mabel	Instructional Coach
Huntzinger, Stacy	Instructional Coach

Duties

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

Dr. Nancy Pender (Principal) provides a common vision for the use of data-based decision making. She will coach teachers to support student achievement. She will hold data meetings to monitor student progress. Curriculum Tuesdays will be conducted by grade level teachers and resource teachers will be assigned to a grade level to provide support. Team Leaders are expected to upload minutes of Curriculum Tuesdays. Power Points/Professional Development will be provided to staff to support their learning of Marzano, State Standards, CHAMPS, and instruction to support student achievement.

Kevin Balabas (Assistant Principal) provides support and guidance to teachers for student achievement based on data-based decision making. He will collaborate with the CCT resource teacher and general education teachers through co-teaching and professional learning communities to ensure that ELL students' needs are met at all tiers of instruction. He will participate in Professional Development to support teacher instruction. He will conduct observations for teacher evaluation and give feedback to improve instruction.

Mabel Reyes (CCT) provides support to ELL students by monitoring student results and conducting conferences with teachers to improve instruction to meet the needs of the students. She will conduct ELL assessments. She will collaborate with general education teachers through co-teaching and professional learning communities to ensure that ELL students' needs are met at all tiers of instruction.

Stacy Huntzinger (MTSS Coordinator) ensures implementation of MTSS, assesses its productivity and assists teachers in identifying both academic and behaviorally at-risk students. She properly matches interventions or strategies to support student improvement. In addition, she will schedule and facilitate meetings with teachers and parents. She will collaborate with a specific grade level team on data monitoring, work on lesson plans based on scope and sequence, and develop an instructional focus calendar. She will support teachers in teaching science standards.

Mary Ann Lattner (Staffing Coordinator) assesses productivity and assists teachers in identifying both academic and behaviorally at-risk students. She properly matches interventions or strategies to support student improvement. In addition, she will schedule and facilitate 504 and ESE meetings with teachers and parents. She will collaborate with a specific grade level team on data monitoring, work on lesson plans based on scope and sequence, and develop an instructional focus calendar.

Rose Rivera (School psychologist) ensures implementation of MTSS, assesses its productivity and assists teachers in identifying both academic and behaviorally at-risk students and properly matches interventions or strategies to the student. In addition, she will evaluate students to determine eligibility for ESE services.

Kimberly Pierce (Curriculum Resource Teacher) will support teachers in conducting assessments

(MTP Units, MAP, and FSA). She will support teachers with curriculum resources. She will collaborate with grade level team on data monitoring, work on lesson plans based on scope and sequence, and develop an instructional focus calendar. She assists the team in identifying at-risk students and developing appropriate Tier II and Tier III interventions. She will conduct observations for teacher evaluation, and give feedback to improve instruction.

Jean Bloszinsky (Resource Teacher) will collaborate with a specific grade level team on data monitoring, work on lesson plans based on scope and sequence, and develop an instructional focus calendar. She will assist the team in identifying at-risk students and developing appropriate Tier II and Tier III interventions. She will monitor and coordinate Title 1 documentation.

Joe Cormier (Dean) will collaborate with a specific grade level team on data monitoring, work on lesson plans based on scope and sequence, and develop an instructional focus calendar. He will guide and develop students who are in need of improving their social skills. He will conduct observations for teacher evaluation and give feedback to improve instruction.

Steven Ocasio (School Social Worker) will support student behavior, social skills, and assist with attendance issues. Mr. Ocasio works with parents to support student social development. He meets with parents as needed to support parents in raising their children.

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 Leadership Team will meet on a regular basis to discuss the academic and behavioral progress of students. The Leadership Team will provide support for teachers in order for students to achieve and for teachers to be successful and confident.

Members of the Leadership Team will meet with each grade level on a weekly basis to provide support or direction on academics - data analysis or instructional planning. Data analysis will be based on curriculum assessments. Technology resource instruction data (I-station, i-Ready, AR, STAR, Xtra Math and Imagine Learning) will also guide instructional support to students.

The Leadership Team and classroom teachers will identify students who are at moderate risk or at high risk for not meeting grade level expectations. After identifying at-risk students in data meetings teachers will meet individually with parents and the MTSS team to define the problem, analyze the data, develop a student action plan, implement the intervention, and monitor student progress. The team will reconvene in 3-4 weeks to evaluate the effectiveness of the Student Action Plan.

Title I - Funds are used to hire instructional support teachers. Additionally, funds are used for supplemental intervention materials, parent involvement activities, and professional development.

The district coordinates with Title II and Title III in ensuring staff development needs are provided.

SAI funds - At the present time funds are placed in a supply account to enable remediation materials to be purchased. This school year the SAI funds purchased AR and STAR to support student reading.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Nancy Pender	Principal
Joe Cormier	Teacher
Kim Pierce	Teacher
Jean Bloszinsky	Teacher
Cindy Schaefer	Parent
Heriberb Soto	Parent
Melissa Mohney	Parent
Becky Handley	Parent
Berrita Arriaga	Parent
Brittany Granados	Parent
Mahassan Rusnak	Teacher
Nancy Rosario	Teacher
Akela Edwards	Teacher
Nicole Gayle	Teacher
Valerie Hunt	Teacher
	Student

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

Based on last year, teachers were informed of Marzano's strategies, DOK strategies, and the new state standards. They were taught deconstruction of the standard, analysis of test item specification, and rigor of each standard. PLCs were conducted for teams to discuss how to use data to plan their instruction and implement the state standards and DOK strategies. Teachers were provided professional development in the implementation of new curriculum resources in both math and reading. The SAC reviewed the SIP monthly and determined if the goals were being met by completion of the SIP's strategies.

Development of this school improvement plan

Our 5th grade Science Data from the state assessment was shared with SAC participants. The focus of this year's school improvement plan will be based on students improving their ELA and Mathematics skills. SAC members shared their concerns of student achievement and how it could be addressed during the SAC meetings. Parent involvement in SAC is to attend monthly meetings, have input into what the school is doing and how it is progressing. SAC has discussed how the school/ students are using the state's new standards. Parents inquired about the status of the tutoring program and when it will begin. Parents discussed issues for new technology, and helped develop new ideas or strategies to support the school towards achieving high levels of learning. Both parents and teachers were surveyed as to their perspective of student support. PLCs were conducted to discuss data and to plan instruction to support student achievement. We have not received data from the state assessment. New changes to MTPs and item specifications have been shared with teachers to promote student achievement. The goals of the SIP were developed to focus on student achievement in ELA and Mathematics. The strategies were developed to assist teachers with implementing rigorous instruction and facilitated teaching. Other focuses for teachers are horizontal

and vertical alignment instruction of standards and differentiated Instruction to meet the needs of students.

Preparation of the school's annual budget and plan

School budget information is shared at SAC meetings. Funds are spent to hire staff, purchase curriculum and fund trainings which are used to support the SIP's goals.

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

Last year's funds were not used.

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
Pender, Nancy	Principal
Balabas, Kevin	Assistant Principal
Pierce, Kim	Instructional Coach
Bloszinsky, Jean	Instructional Coach
Lattner, Mary Ann	Teacher, ESE
Campbell, Valerie	Instructional Media
Reyes, Mabel	Teacher, K-12
Cormier, Joseph	Dean

Duties

Describe how the LLT promotes literacy within the school

Kimberly Pierce (Curriculum Resource Teacher), Jean Bloszinsky (Resource Teacher), Joe Cormier (Dean), Mary Ann Lattner (ESE Coordinator), Stacy Huntzinger (MTSS/Resource Teacher) and Mabel Reyes (CCT) will support teachers in conducting assessments (unit, FSA, MAP, CELLA). Each member will support teachers with curriculum resources.

Each member will collaborate with a specific grade level team on data monitoring, work on daily lesson plans based on scope and sequence, learning goals and scales, and develop an instructional focus calendar.

Each member assists the team in identifying at-risk students and developing appropriate Tier II and Tier III interventions.

Teachers will have opportunities to meet and discuss strategies to support student learning. Opportunities include Curriculum Tuesdays, Data Thursdays, and Professional Development/ Planning Wednesdays. The focus of these events/activities for teachers are lesson plan development, DOK Levels, Marzano Elements, instructional focus calendars, and strategies to support students in obtaining the desired effect.

Upon arrival, students are encouraged to read in the hallways while waiting to enter their classrooms. Baskets of books are provided to the students in the hallways. The Accelerated Reader program is promoted and rewards are provided for classes/students attaining certain goals. Our Media Specialist crowns a "King and Queen of A.R." annually to the two students in fifth grade who are our top A.R. readers. Two Book Fairs are held annually in the Media Center and the L.L.T. has a Literacy Night for parents and students. During Literacy Night a story teller comes to the school and interacts with families with skits based on her books.

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

Curriculum Tuesday's are held each week. During the planning time, grade levels meet with a resource teacher and an administrator. Topics for discussion and development are: data monitoring of students, lesson plan development, intervention strategies, DOK level, Instructional Focus Calendar, curriculum and Desired Effect. Each grade level also uses common planning time throughout the week to develop strategies for student learning.

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

Candidates are selected by being highly-qualified and being certified in-field. Candidates that do not have ESOL certification take professional development training in ESOL. Teachers that have an ESOL student in their class are required to become certified and are supported by the administration and fellow peers.

Teachers are supported through professional development provided both by the school and the district. The administration's focus is collaboration of teachers both vertically (across grade levels) and horizontally (on grade level). Resource teachers and administration coach the teachers to develop the skills needed to support student achievement. Beginning teachers are supported by their mentor teacher, who has experience and expertise of teaching. Curriculum Tuesday PLCs are held each week to support the teachers on the team. Team Planning, data sharing or Professional Development reflection is conducted on Curriculum Tuesdays.

When teachers are interviewed, they are expected to share how they teach each subject (reading, math, writing and science). They are asked how they monitor their students and set learning goals. They are asked how they communicate with parents and develop relationships with both students and parents. Teachers are recruited due to their ability and passion for teaching. Teachers have a commitment to teach the students at Spring Lake. Teachers at Spring Lake are dedicated and feel they make a difference in student learning. Teachers are rewarded because they "touch the lives of students". Dr. Nancy Pender (principal) and Kevin Balabas (assistant principal) are responsible for recruiting and retaining teachers to the school. We encourage collaboration, collegiality, and friendship among the staff. Celebrations are held for weddings, new babies, birthdays, and achievements of staff. Surprise treats are given by the administration to support moral. Special lunches or breakfast treats are given to the staff. Teachers and staff take pride in our Proud Blue Jays. The teachers and staff enjoy working at the school which leads to a low turnover rate.

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

Planned activities for the mentees is for the Mentors to meet with their mentee bi-weekly or as needed to discuss school-wide and grade level procedures, benchmarks, creating lesson plans, opportunities for professional development, and provide additional support as needed. CRT or different resource teachers will be meeting monthly with beginning teachers and mentors to discuss their progress and concerns.

Mentors and mentees were matched up by their grade level, teaching style, experience of teaching, curriculum strengths, and experience at Spring Lake.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Teachers and administration analyze data on the standards that are being taught. If students do not achieve what is considered proficient, then teachers reteach the skill to improve student knowledge of a state standard. Students are being monitored on the unit assessments for each standard by a data sheet in a data notebook. Students have the opportunity to retest after the standard is retaught. Student achievement progress is also monitored by comparing the end of quarter assessment for each marking period.

During the instructional time of both math and reading, an extra 15 minutes of direct instruction is given to students who struggle with a standard after teaching the main concept and the students will be pulled into small group for direct instruction.

Intervention is conducted each day for 45 minutes. Grade levels differentiate instruction based on student needs. Instructional centers along with small group direct instruction is conducted during intervention time.

Teachers implement a variety of resources and tools to assist them with instruction. They use technology based instructional websites, reteach the common core lesson and provide enrichment activities. FCRR activities are used and other instructional resources/websites are used to support, reinforce and challenge student learning. Safari Montage and other websites provide instructional resources.

Common assessments are created and all grade levels are being evaluated using assessments. Results from assessments are being used to place students in intervention groups and tutoring sessions. Students who continually score below grade level on common assessments are being discussed at MTSS meetings. The MTSS process has begun for these students and the collection of data and graphing is occurring.

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

Strategy: After School Program

Minutes added to school year: 180

MAO is supporting tutoring for Third and Fifth grade students. These students will be tutored after school on two of the days with the focus being on ELA and mathematics. The focus of the lessons will be to develop prior knowledge of a concept that is to be taught by the classroom teacher.

Strategy Rationale

This program is being supported by the Minority Achievement Office (MAO) to close the student achievement gap that exists for minorities and for specific students who need extra support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pender, Nancy, nancy.pender@ocps.net

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

Students were selected by their IOWA scores and other data.

Strategy: After School Program

Minutes added to school year: 30

Students will be tutored after school for 45 minutes, 4 days a week based on student needs. Both math and reading instruction will be provided either by a paraprofessional or an instructional staff member. If a student needs only support in one subject area, the student would attend 2 days for 45 minutes of instruction each day in the area needed.

Strategy Rationale

Giving students extra time and exposure to an area of weakness and providing extra support for student learning. Some teachers are doing pre-teaching of a topic and other teachers are re-teaching a standard in support of student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pender, Nancy, nancy.pender@ocps.net

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

Students being able to demonstrate their knowledge of a concept. A pre/post assessment given to the student to determine student ability of a benchmark/concept.

Strategy: Before School Program

Minutes added to school year: 30

Students will have computer access to develop their reading or math skills.

Strategy Rationale

Students will have another opportunity to be exposed to a math or reading concept. The computer program is based on student performance and differentiates the concept based on ability.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pender, Nancy, nancy.pender@ocps.net

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

A program progress report will be printed and shared with the classroom teacher. Data from I-station, Xtra-Math, and Imagine Learning will be used to determine the students' progress.

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 students and new Spring Lake students are given tours to acclimate them to their new learning environment. Our dean gives new students a tour and speaks to them about the expectations of our school. Students are assigned a fellow classmate which helps them adjust to the rules and procedures of Spring Lake. Kindergarten students are given a paraprofessional to guide them on how to travel throughout the building and how to function in the classroom and cafeteria. Resource teachers and paraprofessionals also work with the Kindergarten students teaching them arrival and dismissal procedures.

Fifth grade students have the opportunity to be Patrol Leaders and they help students who need assistance - services in the cafeteria for breakfast, arrival and dismissal assistance, and hallway duties. Fifth grade students attend orientation at Ocoee Middle School and tour the facility. This orientation provides them with important details on the procedures and protocols at Ocoee Middle School. Students are provided with Identification Cards and are informed of electives available to them as 6th grade students.

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

Spring Lake has College Days where students wear college shirts and if the opportunity is available, we have students from high schools to discuss their opportunity of going to a college. Teach In informs students of the opportunities to have a career and the education needed to obtain the career position. The label on the classroom door of a teacher has their name and logo of the college the teacher attended to obtain their different degrees.

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

Does not apply to elementary

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

Does not apply to elementary

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

Does not apply to elementary

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Teachers at Spring Lake are very collaborative in developing lesson plans. Support is needed to continue the depth of lesson plans. Teachers are dedicated and committed to teaching the students at Spring Lake. Teachers are creative in developing instructional strategies.

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.

An area of need is to close the achievement gap between our ELL subgroup and our mainstream students. A root cause for this achievement gap is the level of proficiency our ELL students begin school with as compared to our mainstream students.

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.** ELL student achievement will increase in all content areas with a focus on standards based instruction.(Accelerate Student Performance & Invest in Human Capital)

- G2.** Student achievement will increase in all content areas with a focus on standards based instruction.(Accelerate Student Performance & 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. ELL student achievement will increase in all content areas with a focus on standards based instruction.(Accelerate Student Performance & Invest in Human Capital) 1a

G073222

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Resource Teachers - Parental Involvement Resource, Reading Resource, Instructional Resource Teachers; Resource Materials - Marzano, Scope and Sequence, Instructional Focus Calendar, Hess' Depth of Knowledge, Curriculum Tuesdays, Data Thursdays - Resource Teachers, grade level teams and administration, planning lessons & analyzing data to monitor student achievement, common planning times, scheduled PLCs Collaboration horizontal and vertical. Supplemental curriculum: Istation, Imagine Learning, I-Ready, Accelerated Reader, Star, Safari Montage. Tutoring programs, intervention groups, and maintenance and enrichment groups.

Targeted Barriers to Achieving the Goal 3

- Lack of experience implementing ELL strategies

Plan to Monitor Progress Toward G1. 8

Data collected which shows improvement in ELL instruction as evidenced by lesson plans, formative assessments, and teacher observations.

Person Responsible

Kevin Balabas

Schedule

Every 6 Weeks, from 9/1/2015 to 5/27/2016

Evidence of Completion

Monitoring progress toward meeting the goal will be evidenced by lesson plans, formative assessments, minutes of Curriculum Tuesdays and teacher observations.

G2. Student achievement will increase in all content areas with a focus on standards based instruction.(Accelerate Student Performance & Invest in Human Capital) 1a

G073223

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	

Resources Available to Support the Goal 2

- Resource Teachers - Parental Involvement Resource, Reading Resource, Instructional Resource Teachers; Resource Materials - Marzano, Scope and Sequence, Instructional Focus Calendar, Hess' Depth of Knowledge, Curriculum Tuesdays, Data Thursdays - Resource Teachers, grade level teams and administration, planning lessons & analyzing data to monitor student achievement, common planning times, scheduled PLCs Collaboration horizontal and vertical. Supplemental curriculum: Istation, Imagine Learning, I-Ready, Accelerated Reader, Star, Safari Montage. Tutoring programs, intervention groups, and maintenance and enrichment groups.

Targeted Barriers to Achieving the Goal 3

- Lack of experience in instructing the Florida Standards
- Lack of systematic monitoring of standards-based instruction

Plan to Monitor Progress Toward G2. 8

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments, common assessment tests, and teacher observations/Classroom Walk Throughs.

Person Responsible

Nancy Pender

Schedule

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

Evidence of Completion

Monitoring progress toward meeting the goal will be evidenced by lesson plans, common formative assessments, common assessment tests, minutes of Curriculum Tuesdays and teacher observations/Classroom Walk Throughs.

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. ELL student achievement will increase in all content areas with a focus on standards based instruction.(Accelerate Student Performance & Invest in Human Capital) **1**

 G073222

G1.B1 Lack of experience implementing ELL strategies **2**

 B191299

G1.B1.S1 Teachers will successfully implement strategies to support ELL academic growth **4**

 S202763

Strategy Rationale

Teachers need to gain experience in instructing ELL students in order to improve their achievement.

Action Step 1 **5**

Distribution of information regarding training on S.I.O.P. and ELL Endorsement for staff

Person Responsible

Kevin Balabas

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Evidence will be emails for the professional development and district-wide trainings.

Action Step 2 5

Identify the ELL students in Grades 3-5 who would benefit from tutoring

Person Responsible

Kevin Balabas

Schedule

On 8/24/2015

Evidence of Completion

Students will be determined by Iowa test scores and district benchmark test scores.

Action Step 3 5

Provide training on Imagine learning computer based program for ELL

Person Responsible

Mabel Reyes

Schedule

On 9/3/2015

Evidence of Completion

Evidence for the professional development will be sign-in sheets.

Action Step 4 5

Low-achieving ELL students in Grades 3-5 will be provided the opportunity to be participate in tutoring

Person Responsible

Kevin Balabas

Schedule

Daily, from 10/1/2015 to 4/1/2016

Evidence of Completion

Evidence will be tutoring roster of ELL students.

Action Step 5 5

Provide Imagine learning computer based program for second language learners in VPK

Person Responsible

Kevin Balabas

Schedule

Daily, from 1/4/2016 to 5/27/2016

Evidence of Completion

Evidenced by contract and student reports.

Action Step 6 5

ANI meetings will be conducted to monitor ELL student academic progress

Person Responsible

Mabel Reyes

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Evidenced by minutes from the discussions held during meetings.

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

We will monitor the implementation of strategies to support ELL instruction.

Person Responsible

Kevin Balabas

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Data collected from lesson plans that consist of standards, accommodations and differentiated instruction, teacher observation, and computer program reports.

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

Data collected which shows improvement in ELL instruction as evidenced by students attending tutoring, data from Imagine Learning, teacher attendance to ELL training

Person Responsible

Kevin Balabas

Schedule

Every 2 Months, from 9/1/2015 to 5/27/2016

Evidence of Completion

Evidenced by students attending tutoring, data from Imagine Learning, teacher attendance to ELL training

G1.B1.S2 Teachers will be provided extended PLC opportunities in order to improve standards-based instruction on ELL student needs. 4

 S202764

Strategy Rationale

Teachers need to gain experience in instructing the Florida standards and how to implement the standards for support of ELL students to improve their academic achievement.

Action Step 1 5

Leadership team will provide weekly collaborative team planning

Person Responsible

Kevin Balabas

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Evidenced by teachers writing minutes from the discussions held during meetings.

Action Step 2 5

Leadership team will provide teachers with periodic full day or afternoon planning/collaboration time of developing ELL teaching strategies.

Person Responsible

Nancy Pender

Schedule

Quarterly, from 8/10/2015 to 3/18/2016

Evidence of Completion

Evidenced by teachers developing lesson plans that provide accommodations for ELL students.

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

We will monitor teachers collaborative team planning and the development of ELL teaching strategies

Person Responsible

Kevin Balabas

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Evidenced by lesson plans and minutes of Curriculum Tuesdays.

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

We will monitor by reviewing lesson plans to verify accommodations are appropriate for ELL student instruction and by reviewing PLC minutes.

Person Responsible

Kevin Balabas

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Data collected which shows improvement in ELL instruction as evidenced by lesson plans, standards assessments, and teacher observations.

G2. Student achievement will increase in all content areas with a focus on standards based instruction.(Accelerate Student Performance & Invest in Human Capital) 1

G073223

G2.B1 Lack of experience in instructing the Florida Standards 2

B191300

G2.B1.S1 Teachers will successfully take part in professional development activities focusing on standards-based instruction. 4

S202765

Strategy Rationale

Teachers need to gain experience in instructing the Florida standards and how to implement the standards in order for students to improve their achievement.

Action Step 1 5

Leadership team will develop a comprehensive Professional Development Plan

Person Responsible

Nancy Pender

Schedule

Biweekly, from 8/17/2015 to 2/12/2016

Evidence of Completion

Evidence for the professional development plan will be a list of professional development sessions and sign sheets.

Action Step 2 5

Leadership Team will provide Professional Development on Vertical/Horizontal collaboration of standards.

Person Responsible

Kevin Balabas

Schedule

Biweekly, from 8/17/2015 to 2/12/2016

Evidence of Completion

Evidence for the professional development of the Vertical/Horizontal collaboration of standards will be an activity comparing standards among the grade levels and sign-in sheets.

Action Step 3 5

Leadership Team will provide Professional Development on standards that progress from Kindergarten to 5th grade.

Person Responsible

Nancy Pender

Schedule

Biweekly, from 8/17/2015 to 2/12/2016

Evidence of Completion

Evidence for the professional development on standards that progress from Kindergarten to 5th grade will be a summary analyzing the progression of standards.

Action Step 4 5

Professional Development will be provided on utilizing technology and analyzing I-station reports.

Person Responsible

Nancy Pender

Schedule

Biweekly, from 8/17/2015 to 2/12/2016

Evidence of Completion

Evidence for the professional development will be sign-in sheets.

Action Step 5 5

Teachers on each grade level will attend writing training provided by OCPS.

Person Responsible

Nancy Pender

Schedule

Quarterly, from 8/17/2015 to 3/14/2016

Evidence of Completion

Teachers will receive Professional Development credit from participation.

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

We will monitor by having a completed plan for professional development. Teachers will complete a summary of or activity of the professional development.

Person Responsible

Kim Pierce

Schedule

Weekly, from 8/17/2015 to 2/5/2016

Evidence of Completion

Data collected will be sign in sheets, handouts.

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

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments, teacher observations/Classroom Walk Throughs and Data Thursday.

Person Responsible

Nancy Pender

Schedule

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

Evidence of Completion

Evidenced by lesson plans, common formative assessments teacher observations/ Classroom Walk Throughs and Data Thursdays.

G2.B1.S2 Teachers will be provided extended PLC opportunities in order to improve standards-based instruction. **4**

 S202766

Strategy Rationale

Teachers need to gain experience in instructing the Florida standards and how to implement the standards in order for students to improve their achievement.

Action Step 1 **5**

Leadership team will provide a specific lesson planning framework for PLC opportunities.

Person Responsible

Nancy Pender

Schedule

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

Evidence of Completion

Minutes of Curriculum Tuesdays for lesson planning, deconstructing of standards and learning activities for lesson planning framework sessions.

Action Step 2 **5**

Leadership team will provide teachers with standards-based tools.

Person Responsible

Nancy Pender

Schedule

Weekly, from 8/17/2015 to 2/5/2016

Evidence of Completion

Teachers will receive standards, updated item specifications, instructional focus calendar form, scope and sequence information and deconstruction standard guide.

Action Step 3 5

Leadership team will provide teachers with periodic full day or afternoon planning/collaboration time.

Person Responsible

Nancy Pender

Schedule

Quarterly, from 8/10/2015 to 3/18/2016

Evidence of Completion

Evidenced by teachers developing lesson plans due to taking Temporary duty Leave of Absence.

Action Step 4 5

Leadership team will provide weekly collaborative team planning

Person Responsible

Kevin Balabas

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Evidenced by teachers writing minutes from the discussions held during meetings.

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

We will monitor the teachers collaborating in developing standards-based instruction by administrators attending Curriculum Tuesdays and Data Thursdays, reviewing Lesson Plans and Instructional Focus Calendar, reviewing the minutes of Curriculum Tuesdays and Data Thursdays

Person Responsible

Nancy Pender

Schedule

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

Evidence of Completion

Evidenced by administrators attending Curriculum Tuesdays and Data Thursdays, reviewing Lesson Plans and Instructional Focus Calendar, reviewing the minutes of Curriculum Tuesdays and Data Thursdays.

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

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments and teacher observations/CWT.

Person Responsible

Kevin Balabas

Schedule

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

Evidence of Completion

Evidenced by lesson plans, common formative assessments and teacher observations/CWT.

G2.B1.S3 Teachers will successfully take part in instructional rounds in order to improve standards based instruction. 4

 S202767

Strategy Rationale

Teachers need to gain experience in instructing the Florida standards and how to implement the standards in order for students to improve their achievement.

Action Step 1 5

Leadership team will organize and conduct instructional rounds for new instructional staff.

Person Responsible

Kim Pierce

Schedule

On 9/30/2015

Evidence of Completion

Evidenced by completed instructional rounds framework

Action Step 2 5

Leadership team will systematically debrief with instructional rounds team after each session.

Person Responsible

Kim Pierce

Schedule

On 9/30/2015

Evidence of Completion

Evidenced by completed instructional rounds framework

Action Step 3 5

Leadership team will organize instructional rounds for all instructional staff.

Person Responsible

Kim Pierce

Schedule

On 2/29/2016

Evidence of Completion

Evidenced by completed instructional rounds framework

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

We will monitor by having teachers write comments from observations and strategies they want to implement for instruction.

Person Responsible

Kim Pierce

Schedule

Quarterly, from 9/1/2015 to 3/18/2016

Evidence of Completion

Evidenced by teachers writing comments of observations of other teachers and strategies they want to implement for instruction.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments and teacher observations/CWT

Person Responsible

Kim Pierce

Schedule

Biweekly, from 9/1/2015 to 3/18/2016

Evidence of Completion

Evidenced by lesson plans, common formative assessments and teacher observations/CWT

G2.B2 Lack of systematic monitoring of standards-based instruction 2

 B191301

G2.B2.S1 Spring Lake teachers will use a planning process in order to monitor successful use of standards-based instruction. 4

 S202768

Strategy Rationale

Teachers need to implement the new Florida standards in order for students to improve their academic achievement.

Action Step 1 5

Teachers will use OCPS Scope and Sequence with fidelity.

Person Responsible

Nancy Pender

Schedule

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

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.

Action Step 2 5

Teachers will use OCPS MTPs as a framework for unit planning.

Person Responsible

Kevin Balabas

Schedule

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

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.

Action Step 3 5

Teachers will collaboratively deconstruct standards.

Person Responsible

Nancy Pender

Schedule

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

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.

Action Step 4 5

Teachers will build common formative assessments.

Person Responsible

Kevin Balabas

Schedule

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

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.

Action Step 5 5

Teachers will identify daily learning targets/goals.

Person Responsible

Nancy Pender

Schedule

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

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.

Action Step 6 5

Teachers will collaboratively plan learning activities/tasks.

Person Responsible

Kevin Balabas

Schedule

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

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.

Action Step 7 5

Teachers will track student progress and discuss data on Data Thursdays.

Person Responsible

Kim Pierce

Schedule

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

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.

Action Step 8 5

Teachers will collaboratively reflect on student data on Data Thursdays.

Person Responsible

Nancy Pender

Schedule

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

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.

Action Step 9 5

Teachers will reteach using lesson plans that are based on the standards.

Person Responsible

Kevin Balabas

Schedule

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

Evidence of Completion

Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.

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

We will monitor by reviewing lesson plans and common assessments and analyzing standards assessment data.

Person Responsible

Nancy Pender

Schedule

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

Evidence of Completion

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, standards assessments, and teacher observations/Classroom Walk Throughs (CWT).

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

Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, standards assessment and teacher observations/CWT.

Person Responsible

Kevin Balabas

Schedule

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

Evidence of Completion

Evidenced by lesson plans, standards assessments, and teacher observations/CWT.

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	Distribution of information regarding training on S.I.O.P. and ELL Endorsement for staff	Balabas, Kevin	9/1/2015	Evidence will be emails for the professional development and district-wide trainings.	5/27/2016 monthly
G1.B1.S2.A1	Leadership team will provide weekly collaborative team planning	Balabas, Kevin	8/17/2015	Evidenced by teachers writing minutes from the discussions held during meetings.	5/27/2016 weekly
G2.B1.S1.A1	Leadership team will develop a comprehensive Professional Development Plan	Pender, Nancy	8/17/2015	Evidence for the professional development plan will be a list of professional development sessions and sign sheets.	2/12/2016 biweekly
G2.B1.S2.A1	Leadership team will provide a specific lesson planning framework for PLC opportunities.	Pender, Nancy	8/17/2015	Minutes of Curriculum Tuesdays for lesson planning, deconstructing of standards and learning activities for lesson planning framework sessions.	6/3/2016 weekly
G2.B1.S3.A1	Leadership team will organize and conduct instructional rounds for new instructional staff.	Pierce, Kim	9/1/2015	Evidenced by completed instructional rounds framework	9/30/2015 one-time
G2.B2.S1.A1	Teachers will use OCPS Scope and Sequence with fidelity.	Pender, Nancy	8/24/2015	Data collected will be lesson plans, common formative assessment results, and Classroom Walk Through observations data.	6/3/2016 weekly
G1.B1.S1.A2	Identify the ELL students in Grades 3-5 who would benefit from tutoring	Balabas, Kevin	8/24/2015	Students will be determined by Iowa test scores and district benchmark test scores.	8/24/2015 one-time
G1.B1.S2.A2	Leadership team will provide teachers with periodic full day or afternoon planning/collaboration time of developing ELL teaching strategies.	Pender, Nancy	8/10/2015	Evidenced by teachers developing lesson plans that provide accommodations for ELL students.	3/18/2016 quarterly
G2.B1.S1.A2	Leadership Team will provide Professional Development on Vertical/Horizontal collaboration of standards.	Balabas, Kevin	8/17/2015	Evidence for the professional development of the Vertical/Horizontal collaboration of standards will be an activity comparing standards among the grade levels and sign-in sheets.	2/12/2016 biweekly
G2.B1.S2.A2	Leadership team will provide teachers with standards-based tools.	Pender, Nancy	8/17/2015	Teachers will receive standards, updated item specifications, instructional focus calendar form,	2/5/2016 weekly

Orange - 0841 - Spring Lake Elementary - 2015-16 SIP
Spring Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				scope and sequence information and deconstruction standard guide.	
G2.B1.S3.A2	Leadership team will systematically debrief with instructional rounds team after each session.	Pierce, Kim	9/1/2015	Evidenced by completed instructional rounds framework	9/30/2015 one-time
G2.B2.S1.A2	Teachers will use OCPS MTPs as a framework for unit planning.	Balabas, Kevin	8/24/2015	Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.	6/3/2016 daily
G1.B1.S1.A3	Provide training on Imagine learning computer based program for ELL	Reyes, Mabel	9/3/2015	Evidence for the professional development will be sign-in sheets.	9/3/2015 one-time
G2.B1.S1.A3	Leadership Team will provide Professional Development on standards that progress from Kindergarten to 5th grade.	Pender, Nancy	8/17/2015	Evidence for the professional development on standards that progress from Kindergarten to 5th grade will be a summary analyzing the progression of standards.	2/12/2016 biweekly
G2.B1.S2.A3	Leadership team will provide teachers with periodic full day or afternoon planning/collaboration time.	Pender, Nancy	8/10/2015	Evidenced by teachers developing lesson plans due to taking Temporary duty Leave of Absence.	3/18/2016 quarterly
G2.B1.S3.A3	Leadership team will organize instructional rounds for all instructional staff.	Pierce, Kim	2/1/2016	Evidenced by completed instructional rounds framework	2/29/2016 one-time
G2.B2.S1.A3	Teachers will collaboratively deconstruct standards.	Pender, Nancy	8/24/2015	Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.	6/3/2016 biweekly
G1.B1.S1.A4	Low-achieving ELL students in Grades 3-5 will be provided the opportunity to be participate in tutoring	Balabas, Kevin	10/1/2015	Evidence will be tutoring roster of ELL students.	4/1/2016 daily
G2.B1.S1.A4	Professional Development will be provided on utilizing technology and analyzing I-station reports.	Pender, Nancy	8/17/2015	Evidence for the professional development will be sign-in sheets.	2/12/2016 biweekly
G2.B1.S2.A4	Leadership team will provide weekly collaborative team planning	Balabas, Kevin	8/17/2015	Evidenced by teachers writing minutes from the discussions held during meetings.	5/27/2016 weekly
G2.B2.S1.A4	Teachers will build common formative assessments.	Balabas, Kevin	8/24/2015	Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.	6/3/2016 biweekly
G1.B1.S1.A5	Provide Imagine learning computer based program for second language learners in VPK	Balabas, Kevin	1/4/2016	Evidenced by contract and student reports.	5/27/2016 daily
G2.B1.S1.A5	Teachers on each grade level will attend writing training provided by OCPS.	Pender, Nancy	8/17/2015	Teachers will receive Professional Development credit from participation.	3/14/2016 quarterly
G2.B2.S1.A5	Teachers will identify daily learning targets/goals.	Pender, Nancy	8/24/2015	Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.	6/3/2016 daily
G1.B1.S1.A6	ANI meetings will be conducted to monitor ELL student academic progress	Reyes, Mabel	8/17/2015	Evidenced by minutes from the discussions held during meetings.	5/27/2016 biweekly
G2.B2.S1.A6	Teachers will collaboratively plan learning activities/tasks.	Balabas, Kevin	8/24/2015	Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.	6/3/2016 biweekly
G2.B2.S1.A7	Teachers will track student progress and discuss data on Data Thursdays.	Pierce, Kim	8/24/2015	Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.	6/3/2016 weekly

Orange - 0841 - Spring Lake Elementary - 2015-16 SIP
Spring Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A8	Teachers will collaboratively reflect on student data on Data Thursdays.	Pender, Nancy	8/24/2015	Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.	6/3/2016 weekly
G2.B2.S1.A9	Teachers will reteach using lesson plans that are based on the standards.	Balabas, Kevin	8/17/2015	Data collected will be lesson plans, common formative assessment results, and classroom walk through observations data.	6/3/2016 biweekly
G1.MA1	Data collected which shows improvement in ELL instruction as evidenced by lesson plans, formative assessments, and teacher observations.	Balabas, Kevin	9/1/2015	Monitoring progress toward meeting the goal will be evidenced by lesson plans, formative assessments, minutes of Curriculum Tuesdays and teacher observations.	5/27/2016 every-6-weeks
G1.B1.S1.MA1	Data collected which shows improvement in ELL instruction as evidenced by students attending tutoring, data from Imagine Learning, teacher attendance to ELL training	Balabas, Kevin	9/1/2015	Evidenced by students attending tutoring, data from Imagine Learning, teacher attendance to ELL training	5/27/2016 every-2-months
G1.B1.S1.MA1	We will monitor the implementation of strategies to support ELL instruction.	Balabas, Kevin	9/1/2015	Data collected from lesson plans that consist of standards, accommodations and differentiated instruction, teacher observation, and computer program reports.	5/27/2016 monthly
G1.B1.S2.MA1	We will monitor by reviewing lesson plans to verify accommodations are appropriate for ELL student instruction and by reviewing PLC minutes.	Balabas, Kevin	9/1/2015	Data collected which shows improvement in ELL instruction as evidenced by lesson plans, standards assessments, and teacher observations.	5/27/2016 biweekly
G1.B1.S2.MA1	We will monitor teachers collaborative team planning and the development of ELL teaching strategies	Balabas, Kevin	9/1/2015	Evidenced by lesson plans and minutes of Curriculum Tuesdays.	5/27/2016 biweekly
G2.MA1	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments, common assessment tests, and teacher observations/ Classroom Walk Throughs.	Pender, Nancy	8/17/2015	Monitoring progress toward meeting the goal will be evidenced by lesson plans, common formative assessments, common assessment tests, minutes of Curriculum Tuesdays and teacher observations/Classroom Walk Throughs.	6/3/2016 weekly
G2.B1.S1.MA1	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments, teacher observations/ Classroom Walk Throughs and Data Thursday.	Pender, Nancy	8/17/2015	Evidenced by lesson plans, common formative assessments teacher observations/Classroom Walk Throughs and Data Thursdays.	6/3/2016 weekly
G2.B1.S1.MA1	We will monitor by having a completed plan for professional development. Teachers will complete a summary of or activity of the professional development.	Pierce, Kim	8/17/2015	Data collected will be sign in sheets, handouts.	2/5/2016 weekly
G2.B2.S1.MA1	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, standards assessment and teacher observations/CWT.	Balabas, Kevin	8/24/2015	Evidenced by lesson plans, standards assessments, and teacher observations/CWT.	6/3/2016 biweekly
G2.B2.S1.MA1	We will monitor by reviewing lesson plans and common assessments and analyzing standards assessment data.	Pender, Nancy	8/24/2015	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, standards assessments, and teacher observations/Classroom Walk Throughs (CWT).	6/3/2016 biweekly

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	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments and teacher observations/CWT.	Balabas, Kevin	8/17/2015	Evidenced by lesson plans, common formative assessments and teacher observations/CWT.	6/3/2016 biweekly
G2.B1.S2.MA1	We will monitor the teachers collaborating in developing standards-based instruction by administrators attending Curriculum Tuesdays and Data Thursdays, reviewing Lesson Plans and Instructional Focus Calendar, reviewing the minutes of Curriculum Tuesdays and Data Thursdays	Pender, Nancy	8/17/2015	Evidenced by administrators attending Curriculum Tuesdays and Data Thursdays, reviewing Lesson Plans and Instructional Focus Calendar, reviewing the minutes of Curriculum Tuesdays and Data Thursdays.	6/3/2016 biweekly
G2.B1.S3.MA1	Data collected which shows improvement in standards-based instruction as evidenced by lesson plans, common formative assessments and teacher observations/CWT	Pierce, Kim	9/1/2015	Evidenced by lesson plans, common formative assessments and teacher observations/CWT	3/18/2016 biweekly
G2.B1.S3.MA1	We will monitor by having teachers write comments from observations and strategies they want to implement for instruction.	Pierce, Kim	9/1/2015	Evidenced by teachers writing comments of observations of other teachers and strategies they want to implement for instruction.	3/18/2016 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. ELL student achievement will increase in all content areas with a focus on standards based instruction.(Accelerate Student Performance & Invest in Human Capital)

G1.B1 Lack of experience implementing ELL strategies

G1.B1.S1 Teachers will successfully implement strategies to support ELL academic growth

PD Opportunity 1

Provide training on Imagine learning computer based program for ELL

Facilitator

Mabel Reyes/Dana Greenburg

Participants

Teachers of ELL Students

Schedule

On 9/3/2015

G2. Student achievement will increase in all content areas with a focus on standards based instruction.(Accelerate Student Performance & Invest in Human Capital)

G2.B1 Lack of experience in instructing the Florida Standards

G2.B1.S1 Teachers will successfully take part in professional development activities focusing on standards-based instruction.

PD Opportunity 1

Leadership team will develop a comprehensive Professional Development Plan

Facilitator

Dr. Nancy Pender, Kevin Balabas

Participants

Instructional Staff

Schedule

Biweekly, from 8/17/2015 to 2/12/2016

PD Opportunity 2

Leadership Team will provide Professional Development on Vertical/Horizontal collaboration of standards.

Facilitator

Dr. Nancy Pender, Kevin Balabas

Participants

Instructional Staff

Schedule

Biweekly, from 8/17/2015 to 2/12/2016

PD Opportunity 3

Leadership Team will provide Professional Development on standards that progress from Kindergarten to 5th grade.

Facilitator

Dr. Nancy Pender, Kevin Balabas

Participants

Instructional Staff

Schedule

Biweekly, from 8/17/2015 to 2/12/2016

PD Opportunity 4

Professional Development will be provided on utilizing technology and analyzing I-station reports.

Facilitator

Kim Pierce

Participants

Instructional Staff

Schedule

Biweekly, from 8/17/2015 to 2/12/2016

PD Opportunity 5

Teachers on each grade level will attend writing training provided by OCPS.

Facilitator

K-12 District Writing Coaches

Participants

Specific instructional staff on each grade level.

Schedule

Quarterly, from 8/17/2015 to 3/14/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Distribution of information regarding training on S.I.O.P. and ELL Endorsement for staff				\$10.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Spring Lake Elementary	General Fund		\$10.00
2	G1.B1.S1.A2	Identify the ELL students in Grades 3-5 who would benefit from tutoring				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Spring Lake Elementary			\$300.00
3	G1.B1.S1.A3	Provide training on Imagine learning computer based program for ELL				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Spring Lake Elementary			\$1,500.00
4	G1.B1.S1.A4	Low-achieving ELL students in Grades 3-5 will be provided the opportunity to be participate in tutoring				\$10.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Spring Lake Elementary			\$10.00
5	G1.B1.S1.A5	Provide Imagine learning computer based program for second language learners in VPK				\$10.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1000		0841 - Spring Lake Elementary			\$10.00
6	G1.B1.S1.A6	ANI meetings will be conducted to monitor ELL student academic progress				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Spring Lake Elementary			\$1,200.00
7	G1.B1.S2.A1	Leadership team will provide weekly collaborative team planning				\$10.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary			\$10.00	
8	G1.B1.S2.A2	Leadership team will provide teachers with periodic full day or afternoon planning/collaboration time of developing ELL teaching strategies.					\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary			\$4,000.00	
9	G2.B1.S1.A1	Leadership team will develop a comprehensive Professional Development Plan					\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$50.00	
10	G2.B1.S1.A2	Leadership Team will provide Professional Development on Vertical/Horizontal collaboration of standards.					\$10.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$10.00	
11	G2.B1.S1.A3	Leadership Team will provide Professional Development on standards that progress from Kindergarten to 5th grade.					\$20.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$20.00	
12	G2.B1.S1.A4	Professional Development will be provided on utilizing technology and analyzing I-station reports.					\$20.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$20.00	
13	G2.B1.S1.A5	Teachers on each grade level will attend writing training provided by OCPS.					\$3,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$3,250.00	
14	G2.B1.S2.A1	Leadership team will provide a specific lesson planning framework for PLC opportunities.					\$100.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$100.00	
15	G2.B1.S2.A2	Leadership team will provide teachers with standards-based tools.					\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$50.00	
16	G2.B1.S2.A3	Leadership team will provide teachers with periodic full day or afternoon planning/collaboration time.					\$5,540.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$5,540.00	
17	G2.B1.S2.A4	Leadership team will provide weekly collaborative team planning					\$10.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$10.00	
18	G2.B1.S3.A1	Leadership team will organize and conduct instructional rounds for new instructional staff.					\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	School Improvement Funds		\$400.00	
19	G2.B1.S3.A2	Leadership team will systematically debrief with instructional rounds team after each session.					\$10.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$10.00	
20	G2.B1.S3.A3	Leadership team will organize instructional rounds for all instructional staff.					\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	School Improvement Funds		\$50.00	
21	G2.B2.S1.A1	Teachers will use OCPS Scope and Sequence with fidelity.					\$50.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$50.00	
22	G2.B2.S1.A2	Teachers will use OCPS MTPs as a framework for unit planning.					\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$300.00	
23	G2.B2.S1.A3	Teachers will collaboratively deconstruct standards.					\$10.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$10.00	
24	G2.B2.S1.A4	Teachers will build common formative assessments.					\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$500.00	
25	G2.B2.S1.A5	Teachers will identify daily learning targets/goals.					\$10.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$10.00	
26	G2.B2.S1.A6	Teachers will collaboratively plan learning activities/tasks.					\$20.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$20.00	
27	G2.B2.S1.A7	Teachers will track student progress and discuss data on Data Thursdays.					\$10.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$10.00	
28	G2.B2.S1.A8	Teachers will collaboratively reflect on student data on Data Thursdays.					\$20.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0841 - Spring Lake Elementary	General Fund		\$20.00	

Budget Data						
29	G2.B2.S1.A9	Teachers will reteach using lesson plans that are based on the standards.				\$10.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Spring Lake Elementary	General Fund		\$10.00
					Total:	\$17,480.00