

Rock Lake Elementary



2015-16 School Improvement Plan

Rock Lake Elementary

408 N TAMPA AVE, Orlando, FL 32805

www.ocps.net/lc/west/erl

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

OCPS Mission

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

Provide the school's vision statement

OCPS Vision

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

Rock Lake Elementary has built a sense of community that includes both teacher and student. Teachers learn as much as possible about students' personal interests and backgrounds through classwork exercises including journal writing activities, data chats, student-teacher meetings, and class discussions. The entire staff at Rock Lake also models appropriate behaviors to ensure that positive student behaviors are evident school-wide.

A variety of text used by the students portrays a wide diversity of people and locations. As fourth-grade students study Florida history and fifth-grade students study American history, the impact of diverse cultures is emphasized. During Hispanic Heritage Month and Black History Month, our music, art, and physical education teachers include representations of many cultural themes.

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

Rock Lake Elementary has a school-wide discipline program (CHAMPS), which is a systematic proactive approach that encourages positive and safe behavior. Students are greeted upon arrival by staff members and provided a nutritious breakfast. As students enter the classroom, teachers welcome them by name. During the school day, teachers create a non-threatening learning environment that encourages risk-taking which is a critical component for rigorous learning. High expectations for student learning are non-negotiable. Positive behaviors are reinforced throughout the day using a reward system. Teachers end the day with positive feedback and high expectations for the following day. Staff members ensure a safe and orderly dismissal.

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

Rock Lake Elementary implements a school-wide behavioral program (CHAMPS). CHAMPS is a systematic proactive approach that includes clear expectations for routines and procedures throughout the day. Each teacher is CHAMPS- trained to ensure that the program is implemented with fidelity. Every nine weeks, the Dean of Students reviews the OCPS Code of Conduct with each grade level. An alternative classroom setting is available to meet the needs of students who are displaying difficulties in their homeroom setting. Incentives are also provided for students who demonstrate positive behaviors academically and socially. Through the MTSS framework, specific

students meet with Dean Simmons daily to discuss their progress toward their behavior goal. Through the City of Orlando Police Department, Officer Ross meets weekly with our fifth-grade students using the Super Kids program.

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

Rock Lake Elementary ensures that all students social-emotional needs are being met through monthly character education-themed discussions, classroom guidance lessons, and small group social skills training. Teachers embed character traits throughout their daily instructional practices. The MTSS team identifies at-risk students that need more behavior support through targeted behavior interventions. Once students are identified, they are progressed monitored and interventions are modified based on data. Outside mental health agencies and licensed school-based personnel provide individual counseling for students in need. We have established a mentoring program wherein community stakeholders develop positive relationships with students.

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

After two consecutive absences, teachers make communication with the parent regarding students absences. An incentive program is implemented for the classrooms with 90% or better attendance. Rock Lake utilizes a school-wide discipline program(CHAMPS). Through this program, students are taught positive behavior strategies and teachers communicate consistent routines and procedures throughout the learning day. Students with multiple suspensions are referred to Tier II or Tier III structures within the MTSS framework. Data is analyzed by the MTSS team to develop behavior plans that meet the individual needs of students.

Individual student data to include the lowest 30% and enrichment students is analyzed and disaggregated during bi-weekly data meetings. Reading deficiency letters and possible retention letters are drafted and communicated to parents during the beginning and mid-point of the school year.

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	16	8	7	9	10	6	56
One or more suspensions	0	0	0	5	9	7	21
Course failure in ELA or Math	16	5	20	28	25	7	101
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	2	3	7	13	5	35

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

Through the MTSS framework students are progress monitored and placed in fluid intervention groups based on skill levels. Tier-II students are monitored biweekly and Tier-III students are monitored weekly for progress; academically and behaviorally. Also, all students have the opportunity to participate in an extra hour of reading instruction. Computer-based labs and the media center are available for students before school. Rock Lake has implemented a mentor program to support students that are exhibiting two or more of the early warning indicators. In addition, our struggling readers participate in the Read 2 Succeed program.

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 available at the school site.

Description

In support of strengthening student academic achievement and parent and community involvement, Rock Lake Elementary develops jointly with, agrees on with, and distributes to parents of participating children, a written parental involvement policy that establishes the expectations for parental involvement and describes how Rock Lake Elementary will implement a number of specific parental involvement activities, and is incorporated into the school-wide Title I/School Improvement Plan.

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

Through our relationships with our Partners in Education, we make use of the communities vast resources to enrich the lives of our students. In return, the partners benefit from an advertisement in our parent communications and product placement at various school events. Through a site-based United Way Vista volunteer and Americorp Public Ally, community members work with Rock Lake through our mentoring program.

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
Broner, Robin	Principal
Lorenz-Clark, Mary	Instructional Coach
Tatum, Gabrielle	Other

Duties

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

As part of the successful implementation of the MTSS process, each member of the CST has been assigned duties. Administration: sets vision for problem solving process and facilitates review of fidelity in implementation by conducting classroom walkthroughs and attended data meetings. Coaches/Dean: provides expertise on appropriate interventions for identified needs. They help to select, design, implement, and interpret whole school screening programs and assessment plans. They also participate in the design and delivery of professional development and support colleagues through mentoring, pushing in/pulling out of small groups/individuals. Coaches also work in close collaboration to provide consistency in reinforcing those necessary skills to achieve success. MTSS Coach: collaborates and facilitates meeting with teachers to track documentation and schedule CST meetings.

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

Teachers will begin by implementing the core curriculum with fidelity. Next, students are identified and placed in their identified intervention group, based on school-wide diagnostic assessment data. When a student drops below grade level or shows minimal to no progress; the tiered process begins. Teachers will complete a problem solving request form; MTSS Coach will forward the information to the Child Study Team (CST) to determine student's needs. Meeting with the teacher and most appropriate CST members will be scheduled to determine why the problem exists through data analysis, identifying specific skill area deficits and coming up with a plan of action. An action plan will be implemented and monitored through CST supervision and progress monitoring for approximately 4-6 weeks or 3 data points. If success continues to be minimal, teachers will complete the intervention analysis form to schedule meeting to access prior interventions and intensify the help needed.

Title I, Part A - Parental Involvement

At the beginning of the school year, Rock Lake Elementary holds its Title I Annual Meeting. We provide opportunities for parents to become more involved in their child's academic progress by holding Report Card Nights after each of the first three quins as well as parent conferences on an "as needed" basis. Parents are encouraged to attend PTA/SAC/PLC meetings in addition to curriculum nights (Literacy Night, Math Night, Science Night, Rock Lake Writes Night, Black History Month celebration, etc.). Parents are also given the opportunity to attend the annual Parent Involvement Conference. We encourage parents to become ADDition volunteers and welcome them into our family. Title I is also providing a school Social Worker, Mrs. Maureen Reynolds, for the 2014-2015 school year. School-to-home materials are also purchased and distributed to parents.

Rock Lake extends its Media Center hours each day and has a Reading Oasis, a Community Reading Room, available before and after school.

At Rock Lake, we supply food to our neediest of families: 1) The Love Pantry, supported by the Christian Service Center (food staples and resources to parents) 2) Each Friday, every child with parent permission will take home a variety of nonperishable food items purchased largely through Second Harvest Food Bank. We also provide a clothing closet to supply socks, underwear, T-shirts, hats and gloves as well as "gently worn" tops and pants.

We provide information to our parents through monthly newsletters, Connect Orange, our marquee, student planners and individual telephone calls.

Rock Lake Elementary follows the Florida Continuous Improvement Model (FCIM) as its research-based improvement model. This implementation includes the following components of the Plan-Do-

Check-Act model.

Disaggregation of Data

Timeline Development

Instructional Focus Calendar

Continuous and frequent assessment

Intervention strategies

Tutorials

Enrichment

Reteach

Maintenance

Monitoring

Title I, Part C-Migrant

The district-based migrant liaison provides services and support as needed to qualifying students and parents.

Title I, Part D

The district receives funds for students in need of neglected and delinquent services.

Title II

Teachers participate regularly in research-based professional learning based on student assessment data to promote the implementation with fidelity of appropriate best practices to support district initiatives and academic/behavioral goals as set forth in the School Improvement Plan.

Title III

Funds for educational services, resources, and ELL support are provided through the district to improve the education of immigrants and English Language Learners.

Title X - Homeless

Our district homeless social worker provides resources, such as social services, assistance with referrals, clothing, and other basic needs as identified for homeless students under the McKinney-Vento Act. Our parent resource teacher regularly communicates with our parents to assist with the distribution of resources and educational materials.

Supplemental Academic Instruction (SAI)

SAI funds are directed to the support of hiring a reading coach to support teachers in teaching and learning.

P-SELL

Rock Lake is in our second year of participation in P-SELL (Promoting Science among English Language Learners) with our fifth-grade students. Through this grant, Rock Lake's science teacher and fifth-grade math teacher participate in P-SELL training which highlights a standards-based and inquiry approach to science teaching and learning. Fifth-grade students are taught P-SELL lessons three times a week for 45 minutes per period co-taught by both the science and math teachers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robin Broner	Principal
Angela Simmons	Teacher
Janet Ludwig	Teacher
Mary Lorenz	Teacher
Angie Thomas	Parent
Sandra Brown	Business/Community
Nla Teele	Parent
Shelly Sears	Parent
Vincent Harris	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC members reviewed the 2014-15 school improvement plan. The goals, barriers and strategies were discussed and SAC members provided feedback based on the academic and community needs. Ideas were generated and the SIP was monitored for effectiveness and changes were made throughout the year to meet the needs of the school.

Development of this school improvement plan

Through the collaborative effort with our SAC members we gathered feedback from the needs assessment survey, parental involvement survey, and 2014-15 SIP. Information was also gathered from the differentiated accountability representatives and changes were made based on committee recommendations.

Preparation of the school's annual budget and plan

We reviewed 2014-15 budget and took recommendations from the SAC committee members during our annual budget meeting. We met with the leadership team and established a calendar of events based on budget recommendations.

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

After-School Tutoring (\$2595.57)

Saturday Academy (\$18,676.28)

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

Membership and duties will be entered in the School Improvement Plan after the annual Title I meeting in September 2014.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Tatum, Gabrielle	Instructional Coach
Broner, Robin	Principal
Lorenz-Clark, Mary	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to increase our percentage of students reading on grade level and above by implementing standards-based instruction and rigorous tasks. This will include Marzano's instructional strategies, side-by-side coaching, peer observations, and immediate feedback. In order to promote and support local and state literacy initiatives, we will plan and implement a school-wide literacy night, accelerated reader program, sunshine state young readers program, and integrate ELA standards across all content areas.

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

Rock Lake Elementary promotes collaborative planning and instruction through common planning, reflective teaching and shared ideas. We provide teachers with professional development which included cognitive student engagement, developing rigorous tasks using Webb's Depth of Knowledge, use of Marzano's DQ2, DQ3, and DQ4, as well as differentiated instruction. Positive working relationships between teachers are ongoing through the use of mentoring, demonstration classrooms, effective feedback, the coaching cycle, and courageous conversations. Teachers demonstrate their commitment by participating in goal-setting, academic nights and having high expectations that meet the needs of all students to succeed.

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

In order to recruit highly qualified teachers, our school provides teacher incentive pay along with retention pay. To retain these effective teachers our Instructional Coach, Mary Lorenz, assigns mentors for beginning and identified teachers, facilitates and/or monitors ongoing professional development, arranges common (shared) planning opportunities, holds bi-monthly beginning teacher meetings, and monitors weekly mentor-mentee meetings.

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

Our teacher mentoring program is designed to increase our retention of highly qualified, beginning teachers. Our program includes orientation, professional development, opportunities to observe best practices in teaching and learning, and personal and professional support for beginning and other identified teachers. These teachers will also receive feedback on their work in light of student achievement data. The majority of our mentors and mentees are paired based on their grade level with teachers that have a proven track record based on data. Others are paired with coaches based on individual needs and like-interests. Activities throughout the year will include goal setting, peer observations, reflective conferences, data-driven discussions, and analyzing student work. Our mentoring program will provide the tools necessary for our beginning and targeted teachers to become reflective classroom teachers.

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

Rock Lake Elementary ensures that core instruction is aligned with the Florida standards. Through collaboration, the teachers use the items specifications, scope and sequence, instructional focus calendars, and measurement topic plans to create unit plans that include common assessments and rigorous lesson progressions. The instructional programs and materials are used to support the Florida standards. The administrative team will conduct ongoing professional development to assist with deconstructing the Florida standards.

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

Rock Lake Elementary uses student progress monitoring data such as FSA data, common assessment data, PAST, CORE Phonics, STAR, etc.. to identify our Tier II and Tier III students. Leadership team will conduct bi-weekly data meetings with PLC teams and quarterly meetings with individual teachers. Teachers will differentiate instruction using grouping methods based on student data. In addition, students are identified and placed in their intervention group for a minimum of thirty minutes based on assessment data.

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

Strategy: After School Program

Minutes added to school year: 4,320

STEMscopes is an enrichment program that is offered to our 5th grade students. STEMscopes NGSS is an all-in-one STEM solution that is rooted in the IDEA model, and an instructional method that connects the three dimensions of NGSS. The program focuses on problem-based learning, engineering challenges, scientific investigations, math and literacy connections, and culminating claim-evidence-reasoning assessments at your fingertips.

Strategy Rationale

Enrichment activities through project-based learning to enhance students learning in science, reading, writing, and math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lorenz-Clark, Mary, mary.lorenz-clark@ocps.net

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

Enrichment outcomes will be measured by pre and post testing.

Strategy: After School Program

Minutes added to school year: 3,780

The after-school program will be offered to 3-5 grade students to enhance student achievement.

Strategy Rationale

To increase student comprehension skills in both literary and informational text and strengthen mathematical practices and real-world problem solving skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Broner, Robin, robin.broner@ocps.net

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

assessment data

Strategy: Extended School Day

Minutes added to school year: 10,800

Based on the 2014 Florida Comprehensive Assessment (FCAT) reading scores, a requirement was set by the state to add one extra hour of reading instruction to the regular school day.

Strategy Rationale

An extra hour added to the school day gives students the opportunity for extended learning in reading and provides a positive impact on their academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Broner, Robin, robin.broner@ocps.net

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

assessment data

Student Transition and Readiness

PreK-12 Transition

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

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

Local preschools, Head Start, VPK and daycares are welcome to visit our campus. A Kindergarten "Round-up" is scheduled every Spring to register students and provide vital information for prospective kindergartners and their parents.

Parents are encouraged to bring their students to "Meet the Teacher" during preplanning week and also participate in Open House.

The "transition" from preschool to kindergarten begins with diagnostic evaluations including Literacy First. Students are given FLKRS and MAP to determine readiness for kindergarten skill development. The data is then used to drive the instruction.

School volunteers assist kindergarten teachers throughout the school year, especially in the beginning of the year. Volunteers provide the extra attention with students who are experiencing transitional difficulties.

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

At Rock Lake, we offer the STEMscopes program which drives student inquiry and a passion for STEM. It helps our students understand the nuances and complexity of scientific investigations, engineering challenges, content connection videos, claim-evidence-reasoning assessments, and more. In addition, Rock Lake has enhanced its digital curriculum to include ST Math and Istation. With immediate access to these programs, students are exposed to an increase of non-fiction text and practical applications. Students also have the opportunity to participate in the Teach-In process where business partners and other community stakeholders present information about their careers and their career path.

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

At Rock Lake we provide students with instruction across content areas. In every subject, teachers use real-world applications to reinforce students' higher-order academic skills and enhance rigor in the classroom. We provide students with the opportunity to participate in reading, math, and science nights; as well as, teach-in. During these events, real-world people are brought in to speak about their careers.

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

Teachers infuse real-world applications during their instructional practices across content areas. These strategies allow students to stretch their thinking while engaging in cognitively complex tasks. STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands-on experiences with science, math, engineering, and technology integration and problem solving in real-world situations.

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

n/a

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.

When reviewing the Florida Comprehensive Assessment Test (FCAT) data from 2011-2014, there are positive trends as well as areas of need. Overall, our reading proficiency has shown a steady positive trend in performance. From 2012 to 2014 we have increased by 13% based on the FCAT 2.0 Assessment. Rock Lake has seen a steady increase in reading proficiency increasing from 31 percentage points in 2013 to 44 percentage points in 2014. However, our learning gains in reading have decreased by 12% from 69 percentage points to 57 percentage points. Rock Lake Elementary data states a decreased in learning gains for reading with our lowest 25% from 70 percentage points in 2013 to 50 percentage points in 2014. The overall lowest performance is in third-grade reading. Since 2012, the percentage of students scoring at proficiency has decreased 6%. This is true for the majority of the subgroups in third grade. In the area of reading the Hispanic students show a decrease in performance

from 2012 to 2014 of 21%.

Rock Lake Elementary has fluctuated in our overall math scores over the last four years with 39% in 2012, 35% in 2013, and 45% in 2014 of 3rd, 4th, and 5th graders scored at the proficient level or above (3+) on the 2014 Mathematics FCAT.

All subgroups in the area of mathematics showed an increase in performance from the 2013 to 2014 administration of the Florida Comprehensive Achievement Test (FCAT). Based on findings, 35% of the Black students scored at the proficient level in 2014 compared to 35% in 2012. Another subgroup that is showing trends toward increasing performance in mathematics is the White population as 75% of them were scoring proficient on the 2014 FCAT compared to 50% in 2012. The students with disabilities also showed an 11% increase in proficiency from 2012 to 2014. However, the Hispanic subgroup has decreased by 21 percentage points from 50% in 2013 to 29% in 2014.

Rock Lake Elementary demonstrated high performance in the area of science. When comparing the 2013 to 2014 administration of the Florida Comprehensive Achievement Test (FCAT), 28% of students made an increase in proficiency for science. Based on data analysis, Rock Lake Elementary 5th graders increased in science proficiency from 22% in 2012 to 50% in 2014. However, Hispanic students showed a decrease of 12% from 2013 to 2015 on the science FCAT.

At the district level, Benchmark Testing in math and reading was administered in the October of 2014 and January of 2015. Grade 3 results indicate 22% of students tested were at or above proficiency in reading and a growth of 13% in math for students at or above proficiency. The results indicate room for improvement in the number of students below or near proficiency for math and reading at the third-grade level. Among ethnicities, the African American student population improved on Math Benchmark from 9% to 24% at or above proficiency. However, the number of African American students below levels in Math Benchmark increased from 32% to 50%. The Hispanic population decreased performance between the first and second administration of the Math Benchmark tests, from 43% near proficiency (yellow) to 14 % near proficiency and 29% below (red). The Reading Benchmark results for African American students in Grade 3 also reflected an increased number of students below proficiency (red) between the tests, from 29% to 41% and remained constant at 18% at or above proficiency. The Hispanic population scored a higher percentage of students at or above proficiency (green) with 43%, however, the below level students also increased from 14% to 28%.

Grade 4 Reading Benchmark (T2) results indicate a greater number of students below proficiency: 55% below (red), 32% nearing proficiency (yellow). Only 13% of Grade 4 was at or above proficiency (green). Similarly, Grade 4 Math Benchmark (T2) scores demonstrate 60% of students below (red), 12% nearing proficiency (yellow), and 28% at or above proficiency. Upon review of ethnicities in Grade 4, there were similar results among the African American and Hispanic population results remained constant in reading: African American: 34% below proficiency (red), 44% nearly proficient (yellow), and 22% at or above (green), and Hispanic 50% red, 17% yellow, and 33 % green.

In Grade 5, Reading Benchmark data revealed 32% of students below, 52% nearing proficiency, and 16% at or above proficiency. Math Benchmark for Grade 5 indicated 58% below proficiency (red), 16% nearing (yellow) and 26% at or above proficiency (green). Ethnicity data revealed an increased number of African American students below average performance in Math Benchmark results: 59% red, 15% yellow, and 26% green. In Reading, Benchmark Assessment revealed 30% below, 55% yellow and 15% green among African American students in Grade 5.

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.

Based on decreased Reading Benchmark 2014 scores, we have determined the underlying root causes for the areas of need in the data to encompass a lack of higher order questioning, low level of rigor and lack of interactive reading strategies may have hindered the students from effectively analyzing various types of text. Pursuant of our English Language Learners (ELLs), the students fluency, which may serve as a barrier

to both comprehending passages and completing the Benchmark Reading Test in the time allotted. Additionally, there were limited opportunities for students to receive feedback on listening/speaking level, ongoing practice and progress monitoring assessments of listening and speaking skills. The areas of deficiency as noted on the 2014 Math Benchmark test was determined to be a lack of understanding of the standards and students possessing limited basic foundational mathematical skills to function at grade level. There was a need for differentiated instruction to address individual student needs and incorporate technology into the lessons along with the use of manipulatives in math. Students did not demonstrate learning gains as difficulty level increased with subsequent tests. Students lack understanding of academic vocabulary in both math and reading on the 2014 Benchmark Tests.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.
- G2.** Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

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. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups. 1a

 G073912

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	62.0
AMO Reading - All Students	63.0
AMO Reading - ELL	61.0
AMO Reading - Hispanic	66.0
AMO Reading - SWD	50.0

Resources Available to Support the Goal 2

- MTSS Team
- Researched-based instructional and intervention materials
- Progress monitoring and assessment data
- Progress monitoring schedule

Targeted Barriers to Achieving the Goal 3

- Teachers uncertainty of when and how to progress monitor students
- Teachers lack of understanding of differentiated instructional strategies

Plan to Monitor Progress Toward G1. 8

Analyze assessment and iObservation data to determine progress toward the goal.

Person Responsible

Robin Broner

Schedule

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

Evidence of Completion

Assessment data

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas. **1a**

 G073913

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Math - All Students	64.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal **2**

- Items Specifications
- IMS
- Pdsonline
- Think Central
- Florida State Standards
- Instructional Focus Calendars
- Instructional Progressions
- Houghton Mifflin Journeys
- Go Math!
- CPalms

Targeted Barriers to Achieving the Goal **3**

- Teachers lack of planning rigorous lessons
- Lack of teacher knowledge with embedding Marzano's instructional strategies and Webb's Depth of Knowledge in their daily lessons

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

Analyze assessment and iObservation data to determine progress toward the goal.

Person Responsible

Robin Broner

Schedule

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

Evidence of Completion

Assessment Data

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups. **1**

 G073912

G1.B1 Teachers uncertainty of when and how to progress monitor students **2**

 B193033

G1.B1.S1 Teachers will administer formative assessments as indicated by the progress monitoring schedule and analyze data to make instructional decisions. **4**

 S204552

Strategy Rationale

The progress monitoring schedule will help to ensure that students are making adequate progress with targeted intervention and the grouping is fluid.

Action Step 1 **5**

The school-based and District (STO) reading coaches will create a progress monitoring schedule, administer student assessments and facilitate data meetings to create fluid intervention groups.

Person Responsible

Gabrielle Tatum

Schedule

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

Evidence of Completion

Progress monitoring schedule, assessment data, documented intervention groups and data meeting minutes

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

Leadership team will review data meeting minutes and observe tier-2 and tier-3 interventions.

Person Responsible

Robin Broner

Schedule

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

Evidence of Completion

Data assessments and data meeting minutes

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

Administrator monitors for effectiveness by analyzing progress monitoring data and assessment data, to determine if skills mastered in intervention have transferred over to the core.

Person Responsible

Robin Broner

Schedule

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


Evidence of Completion

Progress monitoring data, MAP data, and common assessment data

G1.B2 Teachers lack of understanding of differentiated instructional strategies 2

 B193034

G1.B2.S1 Building teacher capacity through professional development on differentiated instructional strategies, to include guided-group instruction, scaffolding instruction, and grouping students based on data. 4

 S204553

Strategy Rationale

To strengthen our teachers pedagogical skills to meet the needs of all students.

Action Step 1 5

School-based and District (STO) coaches will provide professional develop for effective differentiated instructional strategies.

Person Responsible

Gabrielle Tatum

Schedule

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

Evidence of Completion

Exit slips, agendas, common planning minutes, and sign-in sheets

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

Administrators will monitor for fidelity by reviewing lesson plans and observing classroom instruction.

Person Responsible

Robin Broner

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

iObservation data and lesson plan feedback

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

We will analyze classroom walk-through data and student achievement data, and identify trends to make instructional decisions.

Person Responsible

Robin Broner

Schedule

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

Evidence of Completion

iObservation data and student achievement data

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas. 1

 G073913

G2.B1 Teachers lack of planning rigorous lessons 2

 B193035

G2.B1.S1 Facilitate a structured common planning 4

 S204554

Strategy Rationale

Teachers will build capacity in organizing and developing rigorous lesson plans.

Action Step 1 5

During common planning school-based coaches, district coaches, and teachers will deconstruct Florida standards and align students tasks to Webb's DOK and Marzano's DQ2, DQ3, and DQ4.

Person Responsible

Gabrielle Tatum

Schedule

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

Evidence of Completion

Established MTSS Framework procedures, roles, and responsibilities (document).

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

The leadership team will review measurement topic plans, lesson progression, and observe classrooms.

Person Responsible

Robin Broner

Schedule

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

Evidence of Completion

Unit plan feedback, iObservation data, and assessment data

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

The leadership team will analyze and monitor student achievement and iObservation data

Person Responsible

Robin Broner


Schedule

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

Evidence of Completion

lesson plan feedback, assessment data, and iObservation data

G2.B2 Lack of teacher knowledge with embedding Marzano's instructional strategies and Webb's Depth of Knowledge in their daily lessons **2**

 B193036

G2.B2.S1 Provide professional development on Marzano's Instructional Strategies that focus on DQ2, DQ3, and DQ4 **4**

 S204555

Strategy Rationale

Teachers will be able to scaffold their instruction to engage our students in cognitively complex tasks.

Action Step 1 **5**

Administrator will provide professional development on Marzano's DQ2, DQ3, and DQ4.

Person Responsible

Robin Broner

Schedule

Monthly, from 9/16/2015 to 5/27/2016

Evidence of Completion

sign-in sheets, agenda minutes, and surveys

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

Leadership team will observe instruction and review lesson plans.

Person Responsible

Robin Broner

Schedule

Daily, from 9/8/2015 to 5/31/2016

Evidence of Completion

iObservation data and lesson plan feedback

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

The leadership team and teachers will analyze our student achievement data.

Person Responsible

Robin Broner

Schedule

Biweekly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Assessment data

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

The leadership team and teachers will analyze our student achievement data.

Person Responsible

Robin Broner

Schedule

Biweekly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Assessment data

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

The leadership team and teachers will analyze our student achievement data.

Person Responsible

Robin Broner

Schedule

Biweekly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Assessment data

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

The leadership team and teachers will analyze our student achievement data.

Person Responsible

Robin Broner

Schedule

Biweekly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Assessment data

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

The leadership team and teachers will analyze our student achievement data.

Person Responsible

Robin Broner

Schedule

Biweekly, from 9/22/2015 to 5/31/2016

Evidence of Completion

Assessment data

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	The school-based and District (STO) reading coaches will create a progress monitoring schedule, administer student assessments and facilitate data meetings to create fluid intervention groups.	Tatum, Gabrielle	9/8/2015	Progress monitoring schedule, assessment data, documented intervention groups and data meeting minutes	6/8/2016 biweekly
G1.B2.S1.A1	School-based and District (STO) coaches will provide professional develop for effective differentiated instructional strategies.	Tatum, Gabrielle	9/1/2015	Exit slips, agendas, common planning minutes, and sign-in sheets	5/27/2016 biweekly
G2.B1.S1.A1	During common planning school-based coaches, district coaches, and teachers will deconstruct Florida standards and align students tasks to Webb's DOK and Marzano's DQ2, DQ3, and DQ4.	Tatum, Gabrielle	8/24/2015	Established MTSS Framework procedures, roles, and responsibilities (document).	6/8/2016 weekly
G2.B2.S1.A1	Administrator will provide professional development on Marzano's DQ2, DQ3, and DQ4.	Broner, Robin	9/16/2015	sign-in sheets, agenda minutes, and surveys	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Analyze assessment and iObservation data to determine progress toward the goal.	Broner, Robin	8/24/2015	Assessment data	5/27/2016 biweekly
G1.B1.S1.MA1	Administrator monitors for effectiveness by analyzing progress monitoring data and assessment data, to determine if skills mastered in intervention have transferred over to the core.	Broner, Robin	9/1/2015	Progress monitoring data, MAP data, and common assessment data	5/27/2016 monthly
G1.B1.S1.MA1	Leadership team will review data meeting minutes and observe tier-2 and tier-3 interventions.	Broner, Robin	9/1/2015	Data assessments and data meeting minutes	5/27/2016 weekly
G1.B2.S1.MA1	We will analyze classroom walk-through data and student achievement data, and identify trends to make instructional decisions.	Broner, Robin	8/24/2015	iObservation data and student achievement data	6/8/2016 weekly
G1.B2.S1.MA1	Administrators will monitor for fidelity by reviewing lesson plans and observing classroom instruction.	Broner, Robin	9/1/2015	iObservation data and lesson plan feedback	5/31/2016 weekly
G2.MA1	Analyze assessment and iObservation data to determine progress toward the goal.	Broner, Robin	8/24/2015	Assessment Data	6/8/2016 weekly
G2.B1.S1.MA1	The leadership team will analyze and monitor student achievement and iObservation data	Broner, Robin	9/1/2015	lesson plan feedback, assessment data, and iObservation data	5/27/2016 biweekly
G2.B1.S1.MA1	The leadership team will review measurement topic plans, lesson progression, and observe classrooms.	Broner, Robin	9/1/2015	Unit plan feedback, iObservation data, and assessment data	5/27/2016 weekly
G2.B2.S1.MA1	The leadership team and teachers will analyze our student achievement data.	Broner, Robin	9/22/2015	Assessment data	5/31/2016 biweekly
G2.B2.S1.MA1	The leadership team and teachers will analyze our student achievement data.	Broner, Robin	9/22/2015	Assessment data	5/31/2016 biweekly
G2.B2.S1.MA1	The leadership team and teachers will analyze our student achievement data.	Broner, Robin	9/22/2015	Assessment data	5/31/2016 biweekly
G2.B2.S1.MA1	The leadership team and teachers will analyze our student achievement data.	Broner, Robin	9/22/2015	Assessment data	5/31/2016 biweekly
G2.B2.S1.MA1	The leadership team and teachers will analyze our student achievement data.	Broner, Robin	9/22/2015	Assessment data	5/31/2016 biweekly
G2.B2.S1.MA1	Leadership team will observe instruction and review lesson plans.	Broner, Robin	9/8/2015	iObservation data and lesson plan feedback	5/31/2016 daily

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. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.

G1.B1 Teachers uncertainty of when and how to progress monitor students

G1.B1.S1 Teachers will administer formative assessments as indicated by the progress monitoring schedule and analyze data to make instructional decisions.

PD Opportunity 1

The school-based and District (STO) reading coaches will create a progress monitoring schedule, administer student assessments and facilitate data meetings to create fluid intervention groups.

Facilitator

Gabrielle Tatum

Participants

K-5 teachers

Schedule

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

G1.B2 Teachers lack of understanding of differentiated instructional strategies

G1.B2.S1 Building teacher capacity through professional development on differentiated instructional strategies, to include guided-group instruction, scaffolding instruction, and grouping students based on data.

PD Opportunity 1

School-based and District (STO) coaches will provide professional develop for effective differentiated instructional strategies.

Facilitator

School-based and District (STO) coaches

Participants

K-5 teachers

Schedule

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

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

G2.B1 Teachers lack of planning rigorous lessons

G2.B1.S1 Facilitate a structured common planning

PD Opportunity 1

During common planning school-based coaches, district coaches, and teachers will deconstruct Florida standards and align students tasks to Webb's DOK and Marzano's DQ2, DQ3, and DQ4.

Facilitator

School-based and District (STO) coaches

Participants

K-5 Teachers

Schedule

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

G2.B2 Lack of teacher knowledge with embedding Marzano's instructional strategies and Webb's Depth of Knowledge in their daily lessons

G2.B2.S1 Provide professional development on Marzano's Instructional Strategies that focus on DQ2, DQ3, and DQ4

PD Opportunity 1

Administrator will provide professional development on Marzano's DQ2, DQ3, and DQ4.

Facilitator

Principal

Participants

K-5 Teachers

Schedule

Monthly, from 9/16/2015 to 5/27/2016

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	The school-based and District (STO) reading coaches will create a progress monitoring schedule, administer student assessments and facilitate data meetings to create fluid intervention groups.	\$0.00
2	G1.B2.S1.A1	School-based and District (STO) coaches will provide professional develop for effective differentiated instructional strategies.	\$0.00
3	G2.B1.S1.A1	During common planning school-based coaches, district coaches, and teachers will deconstruct Florida standards and align students tasks to Webb's DOK and Marzano's DQ2, DQ3, and DQ4.	\$0.00
4	G2.B2.S1.A1	Administrator will provide professional development on Marzano's DQ2, DQ3, and DQ4.	\$0.00
Total:			\$0.00