

Lena Vista Elementary School

925 BERKLEY RD, Auburndale, FL 33823

<http://schools.polk-fl.net/lenavista>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	75%

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

School Grades History

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

**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 Polk 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

The mission of Lena Vista Elementary is to provide students with a positive, rigorous learning experience to become productive citizens within our community.

Provide the school's vision statement

Every Lena Vista Elementary student will be prepared academically and socially for success in middle school.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school organizes events to foster the relationship between all stake-holders, by :

- *Welcoming families through our Open House event
- *Hosting grade level family nights with a variety of curriculum topics, supplying families with appropriate resources, and showcasing what students learn through our arts programs.
- *Organizing socially themed events to welcome families from our community.
- *Participating with students in the monthly reward program, teaching team building lessons, and spending time talking to students.
- * Teaching and modeling character traits of being responsible.

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

Students are monitored at all times while on campus both before and after school. Students are assigned an area of the campus to gather before the bell rings in the morning. School personnel are assigned to these areas to monitor the students. In the afternoon staff members supervise students until they leave campus during dismissal. Anti-Bullying lessons are taught in every classroom at the beginning of every school year. Lena Vista Elementary adheres to the monthly Keys to Character program and timeline. The Skill Streaming lessons highlight a different social skill on a monthly basis that are also implemented.

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

Lena Vista is proud to be a Positive Behavior Support school. The school-wide expectations are posted throughout the campus and in each classroom. The mantra "Be Nice", "Be Neat" and "Work Hard" is not only displayed, but is repeated every morning during announcements. Students can earn three tickets a day, which they save for an end of the month reward. Teachers track singular behaviors on the discipline form enabling students numerous opportunities to improve their behavior. Teachers develop behavior interventions to be used in the classroom. Students who are not successful with the PBS program are referred to the MTSS team for behavior interventions. If needed, the MTSS team and parents are involved in developing a Tier 2 behavior plan. Students who do not meet the goal established in Tier 2 can then be placed on a Tier 3 behavior plan with parent

permission. At this time a Functional Behavior Assessment is conducted for 10 school days to determine if further intervention is needed. Teachers are trained annually in the MTSS process.

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

Lena Vista uses a school-wide PBS plan and Keys to Character program to meet the social-emotional needs of students. Students who require further intervention in this area may receive a daily check-in/ check-out intervention at the Tier 2 level of support. Students requiring more intervention will receive Tier 3 level of support, which could lead to possible Exceptional Student Education services (ESE). ESE students and 504 students are eligible for mental health counseling.

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

Each month Lena Vista receives a report that lists the students who have been absent or tardy for more than 10% of the school year. This list is sent to classroom teachers and the attendance manager who contact parents. Once a student has missed 5 unexcused days, a letter is generated and sent home to the parent. Once a student misses 10 days, a letter is generated and sent home to the parent along with a date for the parent to meet with the school social worker at the school. Grades are reviewed by teachers and administration after each quarter. If a student is failing a course, a parent conference is held and the student's name is brought to the MTSS meeting. Students receiving a level 1 on FSA are targeted for additional support in the classroom and/or after school tutoring. Students who receive out of school suspension discipline are identified by the MTSS team to determine if student needs additional support.

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	6	
Attendance below 90 percent	30	33	19	26	20	21	0	149
One or more suspensions	14	12	20	33	12	16	0	107
Course failure in ELA or Math	12	13	11	0	0	1	0	37
Level 1 on statewide assessment	0	0	0	0	20	42	38	100

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	5	6	6	3	3	28

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

Interventions Include: PBS Rewards, Tutoring by the interventionists, Parent meetings with the MTSS team, Parent meetings with the school social worker, Students checking in and out with mentor each day, Behavior plans written, Students placed on Tier II and Tier III

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/53562>.

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

Lena Vista includes business partners as part of our School Advisory Committee. We encourage the partners to participate in meetings where various school issues are discussed and voted upon. These include but are not limited to: approval of the School Improvement Plan, analysis of school data, analysis of annual performance, voting on lottery fund expenditures, as well as reviews of the District Strategic Plan and the Parent Involvement Plan. Business partners provide funds and/or materials to support student learning. Business partners are highlighted on the school marquee and included in the school newsletter, providing advertisement for their businesses.

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
RUTENBAR, CHERYL	Principal
Allen, Eva	Teacher, K-12
Larson-Pease, Erin	Teacher, K-12
Bennett, Jasmar	Assistant Principal
Thomas, Kristin	Guidance Counselor
Williams, Patricia	Other
Davis, Ronda	Instructional Coach
Hulsey, Gail	Instructional Coach
Draper, Brady	Dean
Jergensen, Jane	Instructional Media
Campbell, Donna	Teacher, ESE

Duties

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

Members of the School Based Leadership Team assist with the development of the SIP. The team provides strategies, academic data, social/emotional data, and data for Tier 1, 2, and 3 targets. They help set clear expectations for instruction (Rigor, Relevance, and Relationship). Information is used to understand barriers, determine the effectiveness of the strategies and determine the next steps needed to move the school forward.

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

Baseline Data: FAIR, IBTP Assessments, FSA

Progress Monitoring: FAIR, IBTP Assessments, Math Modules Assessments, Reading Wonders Unit Assessments, Tier II and Tier III progress Monitoring Tools (Math Probes, Extended Passages, Wonders Assessments, Behavior Charts, etc.)

Midyear: FAIR, IBTP Assessments

End of year: FAIR, IBTP Assessments, FSA

Frequency of Data Days: FAIR-3 times a year, IBTP Assessments-End of Units, FSA-Yearly, Tier II and Tier III (As Defined by Intervention Plan)

Title I, Part A, funds school-wide services to Lena Vista. Title I funds provide supplemental instructional resources for students with academic achievement needs. This program supports after-school instructional programs, supplemental instructional materials, Interventionists, a network manager, technology for students, academic coaches for professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Migrant students enrolled in Lena Vista will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services

necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Lena Vista are used to purchase additional professional development in the areas of math, language arts, science, and technology.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

SAI unit(s) provided to Lena Vista enhances student achievement by providing summer school for Level 1 readers.

Lena Vista provides violence and drug prevention programs in school in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Students with housing needs are referred to the Homeless Student Advocate.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cheryl Rutenbar	Principal
Cynthia Bencz	Education Support Employee
Amelia Jacobo	Education Support Employee
Teresa Durbin	Business/Community
Christine Odom	Business/Community
Sherry Rodriguez	Business/Community
Jessie Rodriguez	Business/Community
Lynette Gaviola	Parent
Simone Bowman	Parent
Robin Mesmer	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 recommended that we continue to build on the goals of teaching the standards and rigorous instruction that were set in 2014-2015, as improvements were made in the areas of math, reading, science and writing.

Development of this school improvement plan

- ? Operate within the boundaries of School Board policy and State legislation
- ? Assist in developing and reviewing school vision statement, goals and objectives
- ? Analyze School Grade and AMO Reports
- ? Solicit input from peer groups regarding school improvement
- ? Vote on the expenditure of SAC Allocation Funds, School Recognition Funds and 5 Star School Award
- ? Review all funds reported in School Improvement Plan
- ? Support school improvement implementation
- ? Provide ongoing evaluations of school improvement progress

Preparation of the school's annual budget and plan

The SAC reviewed and provided input on the annual school budget and plan.

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

N/A

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Allen, Eva	Teacher, K-12
Larson-Pease, Erin	Teacher, K-12
RUTENBAR, CHERYL	Principal
Bennett, Jasmar	Assistant Principal
Thomas, Kristin	Guidance Counselor
Williams, Patricia	Other
Hulsey, Gail	Instructional Coach
Jergensen, Jane	Instructional Media
Campbell, Donna	Teacher, ESE
Davis, Ronda	Instructional Coach
Draper, Brady	Dean
Murvin, Andrea	Teacher, K-12
Recupero, Trisha	Teacher, K-12
Williams, Hunter	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on curriculum needs as the new Florida Standards are fully implemented. Members of the team will assist teachers in developing lesson plans to meet the full intent of the

standards. Members of the LLT will participate in district led professional development and in turn train teachers and staff on district directives. The team will serve as tutors in classrooms serving students who scored in the lowest 25%. Attendance and behavior issues will be addressed by the leadership team.

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

Grade levels have a common planning time. Through the use of OneDrive all teachers at the grade level are able to input information into the lesson plan template at the same time. Grade levels meet with the reading and math coach weekly to ensure teachers and grade levels are planning collaboratively.

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

Attend job fairs (Administration and Leadership Team Members)
Provide on-going professional development (Reading Coach, Math Coach, Administration)
Provide mentor teachers (Grade chairs, Administration, Interventionists)
Provide instructional support through the use of Interventionists, Paraprofessionals, ESE Inclusion Teachers, and Reading/Math Coaches

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

Grade level chairs will be assigned to mentor teachers based on expertise within their grade level to help with planning and curriculum delivery. Monthly meetings are held in order to review instructional success and areas in need of support. The Reading Coach, Math Coach, and Interventionists also serve as mentors in order to provide support that is available throughout the day.

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

Lena Vista ensures its core instructional programs and materials are aligned to Florida's Standards by utilizing the standards when planning lessons, providing professional development, and ordering materials. Teachers/grade levels follow the district curriculum maps, which are based on the Florida Standards. During grade level planning, standards, content specifications, assessment limits, and resources are reviewed to ensure that the standards are being taught to the full intent in each grade level/classroom. The reading and math coaches provide on-going training/review of standards during lesson planning sessions. Vertical discussions are included in planning meetings to communicate expectations before and after each grade level. Lesson plans are reviewed a week prior to instructional delivery so that administration, leadership, interventionists, and teachers are aware of standards being taught and to what extent the assessment will measure proficiency.

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

Lena Vista uses data to drive academic instruction. Students who score in the bottom 25% of a grade level are placed in small groups for increased instruction. Tier 2 students are served daily for 30 minutes and progress monitored every two weeks. Students at the Tier 3 level receive an additional 60 minutes a week. Teachers use in-class assessments to determine flexible groups depending upon needed skills. Interventionists work with flexible groups as determined by data and teacher input. These 20 minute sessions utilize leveled resources from district adopted reading series, as well as other research based materials.

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: 2,280

After school tutoring for targeted students
After school tutoring for ELL students

Strategy Rationale

To provide struggling students and ELL students with additional instructional support

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bennett, Jasmal, jasmal.bennett@polk-fl.net

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

FAIR, IBPT Assessments, Math Module Assessments, Reading Wonders Unit Assessments
Students scores from assessments will be analyzed to look for trends

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

Lena Vista Elementary assists Pre-K students in their transition to elementary school. Our school provides two Exceptional Student Education classes and two Early Intervention Pre-K units. Throughout the course of the year, Pre-Kindergarten students participate in school-wide programs that provide them with literature and information to make the transition into kindergarten a smooth process. In the Spring families are invited to participate in Kindergarten Round-Up. During round-up families are taken on a campus tour and presented with school information, which is delivered by administration, the reading coach, and kindergarten teachers. Materials from Title I and Success by Six are distributed to provide parents with information and practical strategies for children from birth to six years of age. Families are invited to the event through the use of local media, Title 1 newsletters, and SchoolMessenger. Pre-K teachers use various techniques (observation, assessment, parent

feedback), to monitoring the students' readiness. FLKRS is administered at the onset of the kindergarten school year. The data is desegregated and the results aid in creating a target list of students who are labeled as high risk. Students who are found to have low readiness rates, are monitored and provided additional support. Title I Coaches work with teachers in planning lessons that accommodate the learning modalities of the high risk students, as well as assisting in the constant monitoring of students' progress. Parent feedback is another tool used to evaluate the effectiveness of the interventions in place. Kindergarten and Pre-Kindergarten teachers will collaborate with one another to monitor student progress in achieving readiness skills.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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.** If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing, and science in the 2015-2016 school year will place it in the 70th percentile for growth statewide.
- G2.** If students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic and analytical writing to demonstrate comprehension, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2015-2016 school year will place it in the 70th percentile for growth statewide.

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. If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing, and science in the 2015-2016 school year will place it in the 70th percentile for growth statewide. **1a**

 G074492

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	
Math Gains	72.0
Math Lowest 25% Gains	72.0
FAA Writing Proficiency	100.0
ELA/Reading Gains	64.0
FCAT 2.0 Science Proficiency	55.0
ELA/Reading Lowest 25% Gains	87.0
AMO Reading - All Students	

Resources Available to Support the Goal **2**

- District Reading, Math, Science Coaches Reading Coach Math Coach Interventionists Florida Standards SBIT Title I Paraprofessional Network Teacher

Targeted Barriers to Achieving the Goal **3**

- New Standards and State Assessments

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

Reading Wonders Unit Assessments
 FAIR
 STAR
 IBTP
 MTSS
 Student Grade Reports

Person Responsible

Gail Hulsey

Schedule

Quarterly, from 10/28/2015 to 6/9/2016

Evidence of Completion

Report Cards MTSS Reports IBTP Reports

Plan to Monitor Progress Toward G1. 8

Math Module Assessments
IBTP
Report Cards
MTSS

Person Responsible

Ronda Davis

Schedule

Quarterly, from 10/28/2015 to 6/2/2016

Evidence of Completion

Report Cards MTSS Reports IBTP Reports

G2. If students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic and analytical writing to demonstrate comprehension, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2015-2016 school year will place it in the 70th percentile for growth statewide. **1a**

 G074493

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	
Math Gains	72.0
Math Lowest 25% Gains	72.0
ELA/Reading Gains	64.0
FCAT 2.0 Science Proficiency	55.0
ELA/Reading Lowest 25% Gains	87.0
AMO Reading - All Students	

Resources Available to Support the Goal **2**

- Interventionists Reading Coach Math Coach District Coaches Title I Paraprofessional
- Reading Wonders Series Reading Works Go Math Series CPalms Accelerated Reader Florida Standards
- FAIR Reading Wonders Unit Assessments Math Module Assessments STAR Classroom Assessments

Targeted Barriers to Achieving the Goal **3**

- Inconsistent instructional delivery and implementation of the Florida Standards from teacher to teacher.

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

FAIR
 STAR
 Reading Wonders Unit Assessments
 Math Module Assessments
 IBTP
 MTSS

Person Responsible
 CHERYL RUTENBAR

Schedule
 Quarterly, from 10/28/2015 to 6/2/2016

Evidence of Completion
 FAIR Reports STAR Reports Report Card Grades Journey 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. If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing, and science in the 2015-2016 school year will place it in the 70th percentile for growth statewide. **1**

 G074492

G1.B1 New Standards and State Assessments **2**

 B194544

G1.B1.S1 Unpack each standard before planning the lesson **4**

 S206092

Strategy Rationale

The teacher must know and understand the new Florida Standards in order to present the correct grade level curriculum.

Action Step 1 **5**

Assist teachers with identifying and teaching the Florida Standards.

Person Responsible

Gail Hulsey

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Anecdotal Records Classroom Visits Classroom Observations PD Sign In Sheets

Action Step 2 5

Assist teachers with identifying and teaching the Florida Standards.

Person Responsible

Ronda Davis

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Anecdotal Records Classroom Visits Classroom Observations PD Sign In Sheets

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

Teaching of the new Florida Standards is ensured by formal and informal walk throughs, as well as weekly reviews of lesson plans which follow grade level planning sessions.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Classroom Observation

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

Teaching of the new Florida Standards is ensured by formal and informal walk throughs, as well as weekly reviews of lesson plans which follow grade level planning sessions.

Person Responsible

Jasmar Bennett

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Classroom Observation

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

Administration will monitor the teaching of the Florida State Standards through weekly planning sessions, formal and informal walk throughs, as well as grade level planning sessions followed by lesson plan review sessions with both leadership and administration. In addition, professional development opportunities will be provided in how to best interpret and utilize student data in relation to the state standards, as well as aligning resources that best suit lesson objectives.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Observations FAIR STAR Data Reading Wonders Unit Assessments IBTP Math Module Assessments MTSS Progress Monitoring

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

Administration will monitor the teaching of the Florida State Standards through weekly planning sessions, formal and informal walk throughs, as well as grade level planning sessions followed by lesson plan review sessions with both leadership and administration. In addition, professional development opportunities will be provided in how to best interpret and utilize student data in relation to the state standards, as well as aligning resources that best suit lesson objectives.

Person Responsible

Jasmar Bennett

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Journey Feedback Student Artifacts Observations FAIR STAR Data Reading Wonders Unit Assessments IBTP Math Module Assessments MTSS Progress Monitoring

G1.B1.S2 Plan lessons with the end in mind 4

S206093

Strategy Rationale

Teachers must know the content specifications and assessment limits before planning the lesson.

Action Step 1 5

The teachers will plan using the Florida Standards, item specifications, and assessment limits.

Person Responsible

Gail Hulsey

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Student Artifacts Observations

Action Step 2 5

The teachers will plan using the Florida Standards, item specifications, and assessment limits.

Person Responsible

Ronda Davis

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Student Artifacts Observations

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

Administration and Reading Coach will conduct weekly planning sessions with grade levels.

Person Responsible

CHERYL RUTENBAR

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson plans Observations Student Artifacts

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

Administration and Reading Coach will conduct weekly planning sessions with grade levels.

Person Responsible

Jasmar Bennett

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson plans Observations Student Artifacts

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

Administration and Math Coach will conduct weekly planning sessions with grade levels.

Person Responsible

CHERYL RUTENBAR

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson plans Observations Student Artifacts

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

Administration and Math Coach will conduct weekly planning sessions with grade levels.

Person Responsible

Jasmar Bennett

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson plans Observations Student Artifacts

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

Teachers will utilize the Florida Standards, grade level content specifications and assessment limits during each planning session to ensure that planning with the full depth of each specified state standard is reached. Teachers will plan together as a grade level and review plans with the reading coach and administration.

Person Responsible

Gail Hulsey

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Anecdotal Records Observations Student Artifacts

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

Teachers will utilize the Florida Standards, grade level content specifications and assessment limits during each planning session to ensure that planning with the full depth of each specified state standard is reached. Teachers will plan together as a grade level and review plans with the math coach and administration.

Person Responsible

Ronda Davis

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Anecdotal Records Observations Student Artifacts

G1.B1.S3 Hire Interventionists to work with struggling students. 4

S206094

Strategy Rationale

Struggling students need additional support to filling in any gaps in their learning.

Action Step 1 5

Students at each grade level will be ranked by either previous FSA or current FAIR scores. The students in the lowest 25% at each grade level will be selected for additional in school, small targeted group instruction based on the standards.

Person Responsible

Eva Allen

Schedule

Daily, from 9/28/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Daily Logs FAIR Data IBTP Data FSA Scores

Action Step 2 5

Students at each grade level will be ranked by either previous FSA or current FAIR scores. The students in the lowest 25% at each grade level will be selected for additional in school, small targeted group instruction based on the standards.

Person Responsible

Erin Larson-Pease

Schedule

On 6/9/2016

Evidence of Completion

Lesson Plans Daily Logs FAIR Data IBTP Data FSA Scores

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The interventionists will collect assessment data as they work with students to ensure students are progressing.

Person Responsible

Eva Allen

Schedule

Daily, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Daily Logs FAIR Data IBTP Data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The interventionists will collect assessment data as they work with students to ensure students are progressing.

Person Responsible

Erin Larson-Pease

Schedule

Daily, from 8/17/2015 to 6/9/2016

Evidence of Completion

Lesson Plans Daily Logs FAIR Data IBTP Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

FAIR data and classroom assessment data will be pulled to ensure that students are making progress.

Person Responsible

Eva Allen

Schedule

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

Evidence of Completion

FAIR Data IBTP Data Wonder Works Progress Monitoring STAR

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

FAIR data and classroom assessment data will be pulled to ensure that students are making progress.

Person Responsible

Erin Larson-Pease


Schedule

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

Evidence of Completion

FAIR Data IBTP Data Wonder Works Progress Monitoring STAR

G1.B1.S4 Hire a Reading Coach 4

 S206095

Strategy Rationale

To facilitate planning, to bridge the gap between grade level curriculum, to provide professional development, to research resources, to provide support

Action Step 1 5

The reading coach will provide monthly PD on Language Arts initiatives.

Person Responsible

Gail Hulseley

Schedule

Monthly, from 9/25/2015 to 6/9/2016

Evidence of Completion

Professional Development Journals Lesson Plans Classroom Walk Throughs

Action Step 2 5

The Reading Coach will facilitate biweekly collaborative lesson planning.

Person Responsible

Gail Hulsey

Schedule

On 6/2/2016

Evidence of Completion

Lesson plans Student artifacts

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Lesson plans and PD journals will be reviewed by the Reading Coach to ensure fidelity.

Person Responsible

Gail Hulsey

Schedule

Biweekly, from 8/27/2015 to 6/2/2016

Evidence of Completion

Lesson plans PD journals Student artifacts

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

The Reading Coach will monitor lesson plans and classroom instruction to ensure the state standards are being delivered to the full intent of the standard.

Person Responsible

Gail Hulsey

Schedule

Biweekly, from 8/27/2015 to 6/2/2016

Evidence of Completion

Lesson plans PD journals Student artifacts Classroom walkthroughs

G1.B1.S5 Hire a Math Coach 4

S206096

Strategy Rationale

To facilitate planning, to bridge the gap between grade level curriculum, to provide professional development, to research resources, to provide support

Action Step 1 5

The math coach will provide monthly PD on math initiatives.

Person Responsible

Ronda Davis

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

PD Journal Lesson Plans Classroom Walk Throughs

Action Step 2 5

The math coach will facilitate biweekly collaborative lesson planning.

Person Responsible

Ronda Davis

Schedule

Biweekly, from 9/24/2015 to 6/2/2016

Evidence of Completion

Lesson Plans Student Artifacts

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Lesson plans and PD Journals will be reviewed to ensure fidelity.

Person Responsible

Ronda Davis

Schedule

Biweekly, from 8/27/2015 to 6/2/2016

Evidence of Completion

Lesson Plans PD Journals Students Artifacts

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

The math coach will monitor lesson plans and classroom instruction to ensure the state standards are being delivered to the full intent of the standard.

Person Responsible

Ronda Davis


Schedule

Biweekly, from 8/27/2015 to 6/2/2016

Evidence of Completion

Lesson Plans PD Journals Student Artifacts Classroom Walk Throughs

G1.B1.S6 Hire a paraprofessional 4

 S206097

Strategy Rationale

To assist teachers in small group instruction

Action Step 1 5

A Title 1 paraprofessional will be hired to assist teachers by working with students in small groups.

Person Responsible

CHERYL RUTENBAR


Schedule

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

Evidence of Completion

Paraprofessional daily schedule

G1.B1.S7 Hire Substitute to provide coverage for classroom teachers 4

 S206098

Strategy Rationale

Teachers need time to unpack the standards and plan lessons

Action Step 1 5

Substitute teachers will be hired to allow teachers to plan by grade level.

Person Responsible

CHERYL RUTENBAR


Schedule

On 5/27/2016

Evidence of Completion

The math and reading coaches will ensure that lesson plans are uploaded to OneDrive.

G1.B1.S8 Pay the additional amount to be able to purchase a network teacher vs. a network para 4

 S206099

Strategy Rationale

A teacher will better understand the standards and be able to support teachers with technology needs.

Action Step 1 5

A network teacher will work with teachers to ensure that they have the infrastructure available to teach and test standards based lessons using technology.

Person Responsible

Patricia Williams

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

Completion of IBTP, FAIR, FSA

Plan to Monitor Fidelity of Implementation of G1.B1.S8 6

Patricia Williams will complete a monitoring schedule each month

Person Responsible

Patricia Williams

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

The monthly Title I log

Plan to Monitor Effectiveness of Implementation of G1.B1.S8 7

To monitor the effectiveness, reports will be looked at to see that all tests are completed in a timely manner.

Person Responsible

Patricia Williams


Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

Completion of all district and state assessments Technology working in classrooms and in labs

G1.B1.S9 Grade level family nights which introduces parents to grade level standards **4**

 S206100

Strategy Rationale

Parents will have a better understanding of what their children is learning at school and will be better able to support learning at home

Action Step 1 **5**

Each grade level will host a family night at which time teachers will introduce the parents to the grade level expectations and standards.

Person Responsible

Erin Larson-Pease

Schedule

On 10/30/2015

Evidence of Completion

Parent sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S9 **6**

Sign in sheets and the results of parent surveys will be analyzed

Person Responsible

Schedule

On 10/30/2015

Evidence of Completion

Sign in sheets, grade level agendas, and parent surveys will be collected at the end of each family involvement session.

Plan to Monitor Effectiveness of Implementation of G1.B1.S9 7

Parent Surveys will be analyzed

Person Responsible

Erin Larson-Pease

Schedule

On 10/30/2015

Evidence of Completion

Parent Surveys

G2. If students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic and analytical writing to demonstrate comprehension, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2015-2016 school year will place it in the 70th percentile for growth statewide. 1

 G074493

G2.B1 Inconsistent instructional delivery and implementation of the Florida Standards from teacher to teacher. 2

 B194545

G2.B1.S1 Weekly lesson planning will focus on the standards and effective teaching strategies with follow-up identifying teachers needing additional support. 4

 S206101

Strategy Rationale

To ensure teachers are effectively and correctly teaching the standards as intended.

Action Step 1 5

The reading coach will model and team teach in classrooms with teachers needing additional support.

Person Responsible

Gail Hulsey

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Reading Coach's Schedule

Action Step 2 5

The math coach will model and team teach in classrooms with teachers needing additional support.

Person Responsible

Ronda Davis

Schedule

Weekly, from 9/28/2015 to 6/2/2016

Evidence of Completion

Sign in Sheet

Action Step 3 5

The reading coach will assist teachers in choosing effective strategies to teach grade level standards.

Person Responsible

Gail Hulsey

Schedule

Biweekly, from 8/27/2015 to 6/2/2016

Evidence of Completion

Lesson Plans Classroom Walk Throughs

Action Step 4 5

The math coach will assist teachers in choosing effective strategies to teach grade level standards.

Person Responsible

Ronda Davis

Schedule

Biweekly, from 8/27/2015 to 6/2/2016

Evidence of Completion

Lesson Plans Classroom Walk Throughs

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

Coaches and administration will monitor the fidelity of effective teaching strategies of the standards to identify teachers needing additional support through the use of a walk through calendar. Teachers needing additional support will be identified and scheduled for individual coaching and support.

Person Responsible

CHERYL RUTENBAR

Schedule

Weekly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Walk Through Calendar Anecdotal Records Journey

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

Journey Observations, Informal walk-throughs calendars, Discussions with teachers

Person Responsible

CHERYL RUTENBAR

Schedule

Daily, from 9/28/2015 to 6/2/2016

Evidence of Completion

Lesson plans Student artifacts Journey Observations 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	Assist teachers with identifying and teaching the Florida Standards.	Hulsey, Gail	8/17/2015	Lesson Plans Anecdotal Records Classroom Visits Classroom Observations PD Sign In Sheets	6/9/2016 biweekly
G1.B1.S2.A1	The teachers will plan using the Florida Standards, item specifications, and assessment limits.	Hulsey, Gail	8/17/2015	Lesson Plans Student Artifacts Observations	6/9/2016 biweekly
G1.B1.S3.A1	Students at each grade level will be ranked by either previous FSA or current FAIR scores. The students in the lowest 25% at each grade level will be selected for additional in school, small targeted group instruction based on the standards.	Allen, Eva	9/28/2015	Lesson Plans Daily Logs FAIR Data IBTP Data FSA Scores	6/9/2016 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A1	The reading coach will provide monthly PD on Language Arts initiatives.	Hulsey, Gail	9/25/2015	Professional Development Journals Lesson Plans Classroom Walk Throughs	6/9/2016 monthly
G1.B1.S5.A1	The math coach will provide monthly PD on math initiatives.	Davis, Ronda	8/17/2015	PD Journal Lesson Plans Classroom Walk Throughs	6/9/2016 monthly
G1.B1.S6.A1	A Title 1 paraprofessional will be hired to assist teachers by working with students in small groups.	RUTENBAR, CHERYL	9/8/2015	Paraprofessional daily schedule	6/3/2016 daily
G1.B1.S7.A1	Substitute teachers will be hired to allow teachers to plan by grade level.	RUTENBAR, CHERYL	5/9/2016	The math and reading coaches will ensure that lesson plans are uploaded to OneDrive.	5/27/2016 one-time
G1.B1.S8.A1	A network teacher will work with teachers to ensure that they have the infrastructure available to teach and test standards based lessons using technology.	Williams, Patricia	8/17/2015	Completion of IBTP, FAIR, FSA	6/10/2016 daily
G1.B1.S9.A1	Each grade level will host a family night at which time teachers will introduce the parents to the grade level expectations and standards.	Larson-Pease, Erin	10/1/2015	Parent sign in sheets	10/30/2015 one-time
G2.B1.S1.A1	The reading coach will model and team teach in classrooms with teachers needing additional support.	Hulsey, Gail	9/14/2015	Reading Coach's Schedule	5/27/2016 weekly
G1.B1.S1.A2	Assist teachers with identifying and teaching the Florida Standards.	Davis, Ronda	8/17/2015	Lesson Plans Anecdotal Records Classroom Visits Classroom Observations PD Sign In Sheets	6/9/2016 biweekly
G1.B1.S2.A2	The teachers will plan using the Florida Standards, item specifications, and assessment limits.	Davis, Ronda	8/17/2015	Lesson Plans Student Artifacts Observations	6/9/2016 biweekly
G1.B1.S3.A2	Students at each grade level will be ranked by either previous FSA or current FAIR scores. The students in the lowest 25% at each grade level will be selected for additional in school, small targeted group instruction based on the standards.	Larson-Pease, Erin	9/28/2015	Lesson Plans Daily Logs FAIR Data IBTP Data FSA Scores	6/9/2016 one-time
G1.B1.S4.A2	The Reading Coach will facilitate biweekly collaborative lesson planning.	Hulsey, Gail	8/24/2015	Lesson plans Student artifacts	6/2/2016 one-time
G1.B1.S5.A2	The math coach will facilitate biweekly collaborative lesson planning.	Davis, Ronda	9/24/2015	Lesson Plans Student Artifacts	6/2/2016 biweekly
G2.B1.S1.A2	The math coach will model and team teach in classrooms with teachers needing additional support.	Davis, Ronda	9/28/2015	Sign in Sheet	6/2/2016 weekly
G2.B1.S1.A3	The reading coach will assist teachers in choosing effective strategies to teach grade level standards.	Hulsey, Gail	8/27/2015	Lesson Plans Classroom Walk Throughs	6/2/2016 biweekly
G2.B1.S1.A4	The math coach will assist teachers in choosing effective strategies to teach grade level standards.	Davis, Ronda	8/27/2015	Lesson Plans Classroom Walk Throughs	6/2/2016 biweekly
G1.MA1	Reading Wonders Unit Assessments FAIR STAR IBTP MTSS Student Grade Reports	Hulsey, Gail	10/28/2015	Report Cards MTSS Reports IBTP Reports	6/9/2016 quarterly
G1.MA2	Math Module Assessments IBTP Report Cards MTSS	Davis, Ronda	10/28/2015	Report Cards MTSS Reports IBTP Reports	6/2/2016 quarterly
G1.B1.S1.MA1	Administration will monitor the teaching of the Florida State Standards through weekly planning sessions, formal and informal walk throughs, as well as grade level planning sessions followed by lesson plan review sessions with both leadership and administration. In	RUTENBAR, CHERYL	8/17/2015	Lesson Plans Journey Feedback Student Artifacts Observations FAIR STAR Data Reading Wonders Unit Assessments IBTP Math Module Assessments MTSS Progress Monitoring	6/9/2016 weekly

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Lena Vista Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	addition, professional development opportunities will be provided in how to best interpret and utilize student data in relation to the state standards, as well as aligning resources that best suit lesson objectives.				
G1.B1.S1.MA4	Administration will monitor the teaching of the Florida State Standards through weekly planning sessions, formal and informal walk throughs, as well as grade level planning sessions followed by lesson plan review sessions with both leadership and administration. In addition, professional development opportunities will be provided in how to best interpret and utilize student data in relation to the state standards, as well as aligning resources that best suit lesson objectives.	Bennett, Jasmarr	8/17/2015	Lesson Plans Journey Feedback Student Artifacts Observations FAIR STAR Data Reading Wonders Unit Assessments IBTP Math Module Assessments MTSS Progress Monitoring	6/9/2016 weekly
G1.B1.S1.MA1	Teaching of the new Florida Standards is ensured by formal and informal walk throughs, as well as weekly reviews of lesson plans which follow grade level planning sessions.	RUTENBAR, CHERYL	8/17/2015	Lesson Plans Journey Feedback Student Artifacts Classroom Observation	6/9/2016 weekly
G1.B1.S1.MA3	Teaching of the new Florida Standards is ensured by formal and informal walk throughs, as well as weekly reviews of lesson plans which follow grade level planning sessions.	Bennett, Jasmarr	8/17/2015	Lesson Plans Journey Feedback Student Artifacts Classroom Observation	6/9/2016 weekly
G1.B1.S2.MA1	Teachers will utilize the Florida Standards, grade level content specifications and assessment limits during each planning session to ensure that planning with the full depth of each specified state standard is reached. Teachers will plan together as a grade level and review plans with the reading coach and administration.	Hulsey, Gail	8/17/2015	Lesson Plans Anecdotal Records Observations Student Artifacts	6/9/2016 biweekly
G1.B1.S2.MA6	Teachers will utilize the Florida Standards, grade level content specifications and assessment limits during each planning session to ensure that planning with the full depth of each specified state standard is reached. Teachers will plan together as a grade level and review plans with the math coach and administration.	Davis, Ronda	8/17/2015	Lesson Plans Anecdotal Records Observations Student Artifacts	6/9/2016 biweekly
G1.B1.S2.MA1	Administration and Reading Coach will conduct weekly planning sessions with grade levels.	RUTENBAR, CHERYL	8/17/2015	Lesson plans Observations Student Artifacts	6/9/2016 biweekly
G1.B1.S2.MA3	Administration and Reading Coach will conduct weekly planning sessions with grade levels.	Bennett, Jasmarr	8/17/2015	Lesson plans Observations Student Artifacts	6/9/2016 biweekly
G1.B1.S2.MA4	Administration and Math Coach will conduct weekly planning sessions with grade levels.	RUTENBAR, CHERYL	8/17/2015	Lesson plans Observations Student Artifacts	6/9/2016 biweekly
G1.B1.S2.MA5	Administration and Math Coach will conduct weekly planning sessions with grade levels.	Bennett, Jasmarr	8/17/2015	Lesson plans Observations Student Artifacts	6/9/2016 biweekly
G1.B1.S3.MA1	FAIR data and classroom assessment data will be pulled to ensure that students are making progress.	Allen, Eva	9/8/2015	FAIR Data IBTP Data Wonder Works Progress Monitoring STAR	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA4	FAIR data and classroom assessment data will be pulled to ensure that students are making progress.	Larson-Pease, Erin	9/8/2015	FAIR Data IBTP Data Wonder Works Progress Monitoring STAR	6/3/2016 monthly
G1.B1.S3.MA1	The interventionists will collect assessment data as they work with students to ensure students are progressing.	Allen, Eva	8/17/2015	Lesson Plans Daily Logs FAIR Data IBTP Data	6/9/2016 daily
G1.B1.S3.MA3	The interventionists will collect assessment data as they work with students to ensure students are progressing.	Larson-Pease, Erin	8/17/2015	Lesson Plans Daily Logs FAIR Data IBTP Data	6/9/2016 daily
G1.B1.S4.MA1	The Reading Coach will monitor lesson plans and classroom instruction to ensure the state standards are being delivered to the full intent of the standard.	Hulsey, Gail	8/27/2015	Lesson plans PD journals Student artifacts Classroom walkthroughs	6/2/2016 biweekly
G1.B1.S4.MA1	Lesson plans and PD journals will be reviewed by the Reading Coach to ensure fidelity.	Hulsey, Gail	8/27/2015	Lesson plans PD journals Student artifacts	6/2/2016 biweekly
G1.B1.S5.MA1	The math coach will monitor lesson plans and classroom instruction to ensure the state standards are being delivered to the full intent of the standard.	Davis, Ronda	8/27/2015	Lesson Plans PD Journals Student Artifacts Classroom Walk Throughs	6/2/2016 biweekly
G1.B1.S5.MA1	Lesson plans and PD Journals will be reviewed to ensure fidelity.	Davis, Ronda	8/27/2015	Lesson Plans PD Journals Students Artifacts	6/2/2016 biweekly
G1.B1.S8.MA1	To monitor the effectiveness, reports will be looked at to see that all tests are completed in a timely manner.	Williams, Patricia	8/17/2015	Completion of all district and state assessments Technology working in classrooms and in labs	6/10/2016 daily
G1.B1.S8.MA1	Patricia Williams will complete a monitoring schedule each month	Williams, Patricia	8/17/2015	The monthly Title I log	6/10/2016 monthly
G1.B1.S9.MA1	Parent Surveys will be analyzed	Larson-Pease, Erin	10/1/2015	Parent Surveys	10/30/2015 one-time
G1.B1.S9.MA1	Sign in sheets and the results of parent surveys will be analyzed		10/1/2015	Sign in sheets, grade level agendas, and parent surveys will be collected at the end of each family involvement session.	10/30/2015 one-time
G2.MA1	FAIR STAR Reading Wonders Unit Assessments Math Module Assessments IBTP MTSS	RUTENBAR, CHERYL	10/28/2015	FAIR Reports STAR Reports Report Card Grades Journey Data	6/2/2016 quarterly
G2.B1.S1.MA1	Journey Observations, Informal walk-throughs calendars, Discussions with teachers	RUTENBAR, CHERYL	9/28/2015	Lesson plans Student artifacts Journey Observations Assessment Data	6/2/2016 daily
G2.B1.S1.MA1	Coaches and administration will monitor the fidelity of effective teaching strategies of the standards to identify teachers needing additional support through the use of a walk through calendar. Teachers needing additional support will be identified and scheduled for individual coaching and support.	RUTENBAR, CHERYL	9/28/2015	Walk Through Calendar Anecdotal Records Journey	5/27/2016 weekly

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. If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing, and science in the 2015-2016 school year will place it in the 70th percentile for growth statewide.

G1.B1 New Standards and State Assessments

G1.B1.S1 Unpack each standard before planning the lesson

PD Opportunity 1

Assist teachers with identifying and teaching the Florida Standards.

Facilitator

District Coaches Reading Coach Administration

Participants

Classroom Teachers

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

PD Opportunity 2

Assist teachers with identifying and teaching the Florida Standards.

Facilitator

District Coaches Math Coach Administration

Participants

Classroom Teachers

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

G1.B1.S2 Plan lessons with the end in mind

PD Opportunity 1

The teachers will plan using the Florida Standards, item specifications, and assessment limits.

Facilitator

Grade Chairs and Reading Coach

Participants

Teachers

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

PD Opportunity 2

The teachers will plan using the Florida Standards, item specifications, and assessment limits.

Facilitator

Grade Chairs and Math Coach

Participants

Teachers

Schedule

Biweekly, from 8/17/2015 to 6/9/2016

G1.B1.S4 Hire a Reading Coach

PD Opportunity 1

The reading coach will provide monthly PD on Language Arts initiatives.

Facilitator

Reading Coach District Coach Administration

Participants

Classroom Teachers

Schedule

Monthly, from 9/25/2015 to 6/9/2016

G1.B1.S5 Hire a Math Coach

PD Opportunity 1

The math coach will provide monthly PD on math initiatives.

Facilitator

Math Coach District Coach Administration

Participants

Classroom Teachers

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Technical Assistance Items

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

G1. If teachers will plan and deliver lessons based on the Florida Standards, then Lena Vista Elementary's year to year change in reading, math, writing, and science in the 2015-2016 school year will place it in the 70th percentile for growth statewide.

G1.B1 New Standards and State Assessments

G1.B1.S4 Hire a Reading Coach

PD Opportunity 1

The Reading Coach will facilitate biweekly collaborative lesson planning.

Facilitator

Reading Coach

Participants

Classroom teachers

Schedule

On 6/2/2016

G1.B1.S5 Hire a Math Coach

PD Opportunity 1

The math coach will facilitate biweekly collaborative lesson planning.

Facilitator

Math Coach

Participants

Classroom Teachers

Schedule

Biweekly, from 9/24/2015 to 6/2/2016

G1.B1.S7 Hire Substitute to provide coverage for classroom teachers

PD Opportunity 1

Substitute teachers will be hired to allow teachers to plan by grade level.

Facilitator

Gail Hulseley and Ronda Davis

Participants

Teachers

Schedule

On 5/27/2016

G1.B1.S8 Pay the additional amount to be able to purchase a network teacher vs. a network para

PD Opportunity 1

A network teacher will work with teachers to ensure that they have the infrastructure available to teach and test standards based lessons using technology.

Facilitator

Patricia Williams

Participants

Staff

Schedule

Daily, from 8/17/2015 to 6/10/2016

G1.B1.S9 Grade level family nights which introduces parents to grade level standards

PD Opportunity 1

Each grade level will host a family night at which time teachers will introduce the parents to the grade level expectations and standards.

Facilitator

Classroom Teachers

Participants

Parents

Schedule

On 10/30/2015

G2. If students routinely engage in rigorous inquiry-based, differentiated instruction across content areas with authentic and analytical writing to demonstrate comprehension, then Lena Vista Elementary's year to year change in reading, math, writing and science in the 2015-2016 school year will place it in the 70th percentile for growth statewide.

G2.B1 Inconsistent instructional delivery and implementation of the Florida Standards from teacher to teacher.

G2.B1.S1 Weekly lesson planning will focus on the standards and effective teaching strategies with follow-up identifying teachers needing additional support.

PD Opportunity 1

The reading coach will model and team teach in classrooms with teachers needing additional support.

Facilitator

Reading Coach

Participants

Teachers Needing Additional Support

Schedule

Weekly, from 9/14/2015 to 5/27/2016

PD Opportunity 2

The math coach will model and team teach in classrooms with teachers needing additional support.

Facilitator

Math Coach

Participants

Classroom Teachers

Schedule

Weekly, from 9/28/2015 to 6/2/2016

PD Opportunity 3

The reading coach will assist teachers in choosing effective strategies to teach grade level standards.

Facilitator

Reading Coach

Participants

Classroom Teachers

Schedule

Biweekly, from 8/27/2015 to 6/2/2016

PD Opportunity 4

The math coach will assist teachers in choosing effective strategies to teach grade level standards.

Facilitator

Math Coach

Participants

Classroom Teachers

Schedule

Biweekly, from 8/27/2015 to 6/2/2016

Budget						
Budget Data						
1	G1.B1.S1.A1	Assist teachers with identifying and teaching the Florida Standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Lena Vista Elementary School	Title I Part A		\$0.00
<i>Notes: Reading Coach Salary Math Coach Salary</i>						
2	G1.B1.S1.A2	Assist teachers with identifying and teaching the Florida Standards.				\$0.00
3	G1.B1.S2.A1	The teachers will plan using the Florida Standards, item specifications, and assessment limits.				\$4,968.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Lena Vista Elementary School			\$4,968.00

Budget Data

4	G1.B1.S2.A2	The teachers will plan using the Florida Standards, item specifications, and assessment limits.				\$0.00
5	G1.B1.S3.A1	Students at each grade level will be ranked by either previous FSA or current FAIR scores. The students in the lowest 25% at each grade level will be selected for additional in school, small targeted group instruction based on the standards.				\$132,160.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Lena Vista Elementary School			\$132,160.00
Notes: Two Interventionists' Salaries						
6	G1.B1.S3.A2	Students at each grade level will be ranked by either previous FSA or current FAIR scores. The students in the lowest 25% at each grade level will be selected for additional in school, small targeted group instruction based on the standards.				\$0.00
7	G1.B1.S4.A1	The reading coach will provide monthly PD on Language Arts initiatives.				\$0.00
8	G1.B1.S4.A2	The Reading Coach will facilitate biweekly collaborative lesson planning.				\$0.00
9	G1.B1.S5.A1	The math coach will provide monthly PD on math initiatives.				\$0.00
10	G1.B1.S5.A2	The math coach will facilitate biweekly collaborative lesson planning.				\$0.00
11	G1.B1.S6.A1	A Title 1 paraprofessional will be hired to assist teachers by working with students in small groups.				\$23,108.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Lena Vista Elementary School			\$23,108.00
12	G1.B1.S7.A1	Substitute teachers will be hired to allow teachers to plan by grade level.				\$0.00
13	G1.B1.S8.A1	A network teacher will work with teachers to ensure that they have the infrastructure available to teach and test standards based lessons using technology.				\$28,142.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Lena Vista Elementary School			\$28,142.00
14	G1.B1.S9.A1	Each grade level will host a family night at which time teachers will introduce the parents to the grade level expectations and standards.				\$3,381.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Lena Vista Elementary School			\$3,381.00

Budget Data						
15	G2.B1.S1.A1	The reading coach will model and team teach in classrooms with teachers needing additional support.				\$62,778.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Lena Vista Elementary School			\$62,778.00
16	G2.B1.S1.A2	The math coach will model and team teach in classrooms with teachers needing additional support.				\$58,503.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0841 - Lena Vista Elementary School			\$58,503.00
17	G2.B1.S1.A3	The reading coach will assist teachers in choosing effective strategies to teach grade level standards.				\$0.00
18	G2.B1.S1.A4	The math coach will assist teachers in choosing effective strategies to teach grade level standards.				\$0.00
					Total:	\$313,040.00