

Polk County Public Schools

# Lena Vista Elementary School



2016-17 Schoolwide Improvement Plan

# Lena Vista Elementary School

925 BERKLEY RD, Auburndale, FL 33823

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

## School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	D

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Lena Vista Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. Provide the school's vision statement.

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

#### 2. School Environment

##### a. 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.

\* CHAMPS a district-wide behavior initiative.

##### b. 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.

##### c. 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. For the 2016-17 school year, CHAMPS is being added to our PBS program. CHAMPS is a guide to the decisions teachers can make to build and implement a proactive and positive approach to classroom management. Lena Vista is using the Attention Signal hand up and count to 5 to gain students' attention.

**d. 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, CHAMPS 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.

**3. Early Warning Systems**

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

**a. 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 the 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	26	23	25	16	31	15	0	0	0	0	0	0	0	136
One or more suspensions	8	27	23	19	33	15	0	0	0	0	0	0	0	125
Course failure in ELA or Math	13	1	5	0	0	1	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	13	20	42	38	0	0	0	0	0	0	113

**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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	1	1	13	28	10	0	0	0	0	0	0	0	56

**c. 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

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306564>.

**2. Description**

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

**2. 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, Lena Vista's Facebook page, and included in the school newsletter providing advertisement for their businesses.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:



Name	Title
Morgan, Heidi	Principal
Allen, Eva	Teacher, K-12
Larson-Pease, Erin	Teacher, K-12
Bennett, Jasmarr	Assistant Principal
Thomas, Kristin	School Counselor
Williams, Patricia	Other
Jergensen, Jane	Instructional Media
Campbell, Donna	Teacher, ESE
Recupero, Trisha	Instructional Coach
Williams, Hunter	Instructional Coach

**b. Duties**

**1. 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.

**2. 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, Progress Monitoring Writing, 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 after school tutoring/grade recovery.

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.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Heidi Morgan	Principal
Cynthia Bencz	Education Support Employee
Amelia Jacobo	Education Support Employee
Erin Larson-Pease	Teacher
Jasmar Bennett	Principal
Amy Gibson	Parent
Jennifer Meyers	Parent
Florence Wilson	Parent
Krysta Owens	Business/Community
Elvia Ramirez	Parent
Naiduvis Lorenzo	Parent
Mike Townsend	Business/Community
Annette Coverdell	Teacher
Dorothy Jackson	Teacher
Hannah Wood	Teacher
Colin Hansen	Teacher
Windy Snyder	Teacher

**b. Duties**

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

*a. 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 2015-2016 and to continue into the 2016-17 school year, targeting learning gains of students in the lowest quartile.

*b. 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

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

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

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

N/A

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Allen, Eva	Teacher, K-12
Larson-Pease, Erin	Teacher, K-12
Bennett, Jasmar	Assistant Principal
Thomas, Kristin	School Counselor
Williams, Patricia	Other
Jergensen, Jane	Instructional Media
Campbell, Donna	Teacher, ESE
Recupero, Trisha	Teacher, K-12
Williams, Hunter	Teacher, K-12
Morgan, Heidi	Principal

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

**D. Public and Collaborative Teaching**

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

**1. 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 SharePointe 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 science/math coach weekly to ensure teachers and grade levels are planning collaboratively. Teachers are expected to come prepared with shared responsibilities and planning roles.

**2. 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, Science/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

**3. 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 and Science/Math Coach also serve as mentors in order to provide support that is available throughout the day.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

**1. 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 science/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.

#### **b. Instructional Strategies**

**1. 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, ESE inclusion teachers and ESOL paraprofessionals work with flexible groups as determined by data and teacher input. Interventionist groups are flexible based on progress monitoring data. These 30 minute sessions utilize leveled resources from district adopted reading series, as well as other research based materials.

**2. 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, Jasmarr, jasmarr.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.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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 Early Intervention Pre-K. 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 then 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 and social 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 disaggregated 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. Reading and Math/Science 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.

**b. College and Career Readiness**

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

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

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

**4. 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.**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Teachers will support students in the classroom using CHAMPS to maximize instructional time, increase student achievement, and decrease time out of the classroom.
  
- G2.** Teachers will plan and deliver inquiry-based, differentiated lessons across all content areas based on the Florida Standards. Lena Vista Elementary's year to year growth will be at or above the 57th percentile range in reading, math, writing, and science.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** Teachers will support students in the classroom using CHAMPS to maximize instructional time, increase student achievement, and decrease time out of the classroom. 1a

G087455

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	57.0
Math Lowest 25% Gains	57.0
FCAT 2.0 Science Proficiency	57.0

**Targeted Barriers to Achieving the Goal** 3

- CHAMPS is new district-wide initiative that staff will be trained to implement with fidelity.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- CHAMPS posters for all activities and transitions.

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

CHAMPS charts and implementation

**Person Responsible**

Heidi Morgan

**Schedule**

Quarterly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Classroom Management STOIC Checklist

**G2.** Teachers will plan and deliver inquiry-based, differentiated lessons across all content areas based on the Florida Standards. Lena Vista Elementary's year to year growth will be at or above the 57th percentile range in reading, math, writing, and science. 1a

G087456

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	
Math Gains	57.0
Math Lowest 25% Gains	57.0
FAA Writing Proficiency	57.0
ELA/Reading Gains	57.0
FCAT 2.0 Science Proficiency	57.0
ELA/Reading Lowest 25% Gains	57.0
AMO Reading - All Students	

**Targeted Barriers to Achieving the Goal** 3

- New Standards and State Assessments
- Inconsistent instructional delivery and implementation of Florida Standards from teacher to teacher.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

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

Reading Wonders Unit Assessments  
 FAIR  
 STAR  
 STAR Early Literacy  
 MTSS  
 Student Grade Reports

**Person Responsible**

Heidi Morgan

**Schedule**

Quarterly, from 8/29/2016 to 6/2/2017

**Evidence of Completion**

Report Cards MTSS Reports FAIR Reports FSA Scores

## Action Plan for Improvement

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

### Problem Solving Key

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

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

**G1.** Teachers will support students in the classroom using CHAMPS to maximize instructional time, increase student achievement, and decrease time out of the classroom. 1

G087455

**G1.B1** CHAMPS is new district-wide initiative that staff will be trained to implement with fidelity. 2

B232463

**G1.B1.S1** Teach school wide attention signal. (Hands up) Common language will be used throughout the campus. 4

S245358

### Strategy Rationale

CHAMPS is an evidence-based approach to classroom behavior management.

### Action Step 1 5

Teach school wide attention signal. (Hands up)

#### Person Responsible

Kristin Thomas

#### Schedule

On 6/2/2017

#### Evidence of Completion

Sign in sheet

### Action Step 2 5

Use school-wide common language.

#### Person Responsible

Kristin Thomas

#### Schedule

Daily, from 8/8/2016 to 6/2/2017

#### Evidence of Completion

Sign in sheet Observation Walk Throughs

**Action Step 3** 5

Structure your classroom for success by setting procedures with accompanying charts.

**Person Responsible**

Kristin Thomas

**Schedule**

Daily, from 8/8/2016 to 6/2/2017

***Evidence of Completion***

Observation Walk Throughs

**Action Step 4** 5

Teach behavioral expectations to students.

**Person Responsible**

Kristin Thomas

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Observation Walk Throughs

**Action Step 5** 5

Monitor student behavior by physically circulating whenever possible and visually scanning all parts of the classroom frequently.

**Person Responsible**

Kristin Thomas

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Observation Walk Throughs

**Action Step 6** 5

Interact positively with students.

**Person Responsible**

Kristin Thomas

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Observation Walk Throughs

**Action Step 7** 5

Teachers should preplan their responses to misbehavior to ensure that they respond in a brief, calm, and considerate manner.

**Person Responsible**

Kristin Thomas

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Observation Walk Throughs

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

Administration will be conducting walk throughs using the Classroom Management STOIC Checklist to monitor fidelity of implementation.

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Checklist Walk throughs

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

Administration will be conducting walk throughs using the Classroom Management STOIC Checklist to monitor fidelity of implementation.

**Person Responsible**

Jasmar Bennett

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Checklist Walk throughs

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

Observations  
Walk Throughs

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Journey Observations Classroom Management STOIC Checklist

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

Observations  
Walk Throughs

**Person Responsible**

Jasmar Bennett

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Journey Observations Classroom Management STOIC Checklist

**G2.** Teachers will plan and deliver inquiry-based, differentiated lessons across all content areas based on the Florida Standards. Lena Vista Elementary's year to year growth will be at or above the 57th percentile range in reading, math, writing, and science. 1

G087456

**G2.B1** New Standards and State Assessments 2

B232464

**G2.B1.S1** Unpack each standard before planning the lesson 4

S245359

**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**

Trisha Recupero

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**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**

Hunter Williams

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

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



**Plan to Monitor Fidelity of Implementation of G2.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**

Heidi Morgan

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans Journey Feedback Student Artifacts Classroom Observation

**Plan to Monitor Fidelity of Implementation of G2.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 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans Journey Feedback Student Artifacts Classroom Observation

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

Identify and Target students in the primary grades in order to increase proficiency for grades 3-5

**Person Responsible**

Heidi Morgan

**Schedule**

On 6/2/2017

**Evidence of Completion**

STAR reports, Early Literacy, Smarty Ants, Math mid-term and modules, Small group lesson plans

**Plan to Monitor Effectiveness of Implementation of G2.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**

Heidi Morgan

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**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 G2.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 8/15/2016 to 6/2/2017

**Evidence of Completion**

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

**G2.B1.S2 Plan lessons with the end in mind** 4

S245360

**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**

Trisha Recupero

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**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**

Hunter Williams

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans Student Artifacts Observations

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

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

**Person Responsible**

Trisha Recupero

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans Observations Student Artifacts

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

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

**Person Responsible**

Jasmar Bennett

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans Observations Student Artifacts

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

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

**Person Responsible**

Heidi Morgan

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans Observations Student Artifacts

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

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

**Person Responsible**

Jasmar Bennett

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans Observations Student Artifacts

**Plan to Monitor Effectiveness of Implementation of G2.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**

Trisha Recupero

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans Anecdotal Records Observations Student Artifacts

**Plan to Monitor Effectiveness of Implementation of G2.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**

Hunter Williams

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans Anecdotal Records Observations Student Artifacts

**G2.B1.S3** Hire Interventionists to work with struggling students. 4

S245361

**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 9/6/2016 to 6/2/2017

**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 6/2/2017

**Evidence of Completion**

Lesson Plans Daily Logs FAIR Data IBTP Data FSA Scores

**Plan to Monitor Fidelity of Implementation of G2.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 9/6/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans Daily Logs FAIR Data IBTP Data

**Plan to Monitor Fidelity of Implementation of G2.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 9/6/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans Daily Logs FAIR Data IBTP Data

**Plan to Monitor Effectiveness of Implementation of G2.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 9/6/2016 to 6/2/2017

**Evidence of Completion**

FAIR Data IBTP Data Wonder Works Progress Monitoring STAR

**Plan to Monitor Effectiveness of Implementation of G2.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 9/6/2016 to 6/2/2017

***Evidence of Completion***

FAIR Data IBTP Data Wonder Works Progress Monitoring STAR



**G2.B1.S4 Hire a Reading Coach** 4

S245362

**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**

Trisha Recupero

**Schedule**

Monthly, from 8/8/2016 to 6/2/2017

**Evidence of Completion**

Professional Development Journals Lesson Plans Classroom Walk Throughs

**Action Step 2** 5

The Reading Coach will facilitate weekly collaborative lesson planning.

**Person Responsible**

Trisha Recupero

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans Student artifacts

**Plan to Monitor Fidelity of Implementation of G2.B1.S4** 6

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

**Person Responsible**

Trisha Recupero

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans PD journals Student artifacts

**Plan to Monitor Effectiveness of Implementation of G2.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**

Trisha Recupero


**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson plans PD journals Student artifacts Classroom walkthroughs

**G2.B1.S5 Hire a Math/Science Coach** 4

 S245363

**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/science coach will provide monthly PD on math and science initiatives.

**Person Responsible**

Hunter Williams

**Schedule**

Monthly, from 8/8/2016 to 6/2/2017

***Evidence of Completion***

PD Journal Lesson Plans Classroom Walk Throughs

**Action Step 2** 5

The math/science coach will facilitate weekly collaborative lesson planning.

**Person Responsible**

Hunter Williams

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Lesson Plans Student Artifacts

**Plan to Monitor Fidelity of Implementation of G2.B1.S5** 6

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

**Person Responsible**

Hunter Williams

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans PD Journals Students Artifacts

**Plan to Monitor Effectiveness of Implementation of G2.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**

Hunter Williams

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

Lesson Plans PD Journals Student Artifacts Classroom Walk Throughs

**G2.B1.S6 Hire a paraprofessional** 4

S245364

**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**

Heidi Morgan

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Paraprofessional daily schedule

**Plan to Monitor Fidelity of Implementation of G2.B1.S6** 6

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

**Person Responsible**

Heidi Morgan

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Paraprofessional daily schedule

**Plan to Monitor Effectiveness of Implementation of G2.B1.S6 7**

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

**Person Responsible**

Heidi Morgan

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

The paraprofessional daily schedule will be monitored for effectiveness.

**G2.B2** Inconsistent instructional delivery and implementation of Florida Standards from teacher to teacher.

2

B232465

**G2.B2.S1** Weekly lesson planning will focus on the standards and effective teaching strategies with follow-up identifying teachers needing additional support. 4

S245365

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Trisha Recupero

#### Schedule

Weekly, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Weekly lesson plans

### Action Step 2 5

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

#### Person Responsible

Trisha Recupero

#### Schedule

Weekly, from 8/15/2016 to 6/2/2017

#### Evidence of Completion

Weekly lesson plans

### Action Step 3 5

The Reading Coach will model and team teach in classrooms with teachers needing additional support.

**Person Responsible**

Trisha Recupero

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Lesson Plans Classroom Walk Throughs

### Action Step 4 5

The Math Coach will model and team teach in classrooms with teachers needing additional support.

**Person Responsible**

Hunter Williams

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Lesson Plans Classroom Walk Throughs

### Action Step 5 5

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

**Person Responsible**

Hunter Williams

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Lesson Plans Classroom Walk Throughs



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

Heidi Morgan

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

***Evidence of Completion***

Lesson Plans Journey Feedback Student Artifacts Classroom Observation

**Plan to Monitor Fidelity of Implementation of G2.B2.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 8/15/2016 to 6/2/2017

***Evidence of Completion***

Lesson Plans Journey Feedback Student Artifacts Classroom Observation

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

Heidi Morgan

**Schedule**

Daily, from 8/15/2016 to 6/2/2017

**Evidence of Completion**

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

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

Daily, from 8/25/2016 to 6/2/2017

**Evidence of Completion**

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

**G2.B2.S2** Math professional development using visual models and strategies to teach Florida state standards with emphasis on number literacy. 4

 S245366

### **Strategy Rationale**

To ensure teachers are correctly and effectively using concrete examples to teach number literacy.

### **Action Step 1** 5

Math professional development using visual models and strategies to teach Florida state standards with emphasis on number literacy.

#### **Person Responsible**

Hunter Williams

#### **Schedule**

On 9/30/2016

#### **Evidence of Completion**

Sign in sheet Lesson plans Walk throughs

### **Action Step 2** 5

Math professional development using visual models and strategies to teach Florida state standards with emphasis on number literacy.

#### **Person Responsible**

Hunter Williams

#### **Schedule**

On 1/13/2017

#### **Evidence of Completion**

Sign in sheet Lesson plans Walk throughs

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

Teachers will incorporate the PD information into daily calendar lessons and center activities.

**Person Responsible**

Hunter Williams

**Schedule**

***Evidence of Completion***

Lesson Plans Classroom Observations

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

Administration will monitor the implementation of \*\* 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, as well as aligning resources that best suit lesson objectives.

**Person Responsible**



















Heidi Morgan

**Schedule**

***Evidence of Completion***

Lesson plans Journey feedback Student artifacts Walk throughs





















## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G2.B2.S2.MA1  M330670	Administration will monitor the implementation of ** through weekly planning sessions, formal and...	Morgan, Heidi	No Start Date	Lesson plans Journey feedback Student artifacts Walk throughs	No End Date one-time
G2.B2.S2.MA1  M330671	Teachers will incorporate the PD information into daily calendar lessons and center activities.	Williams, Hunter	No Start Date	Lesson Plans Classroom Observations	No End Date one-time
G2.B2.S2.A1  A317653	Math professional development using visual models and strategies to teach Florida state standards...	Williams, Hunter	9/30/2016	Sign in sheet Lesson plans Walk throughs	9/30/2016 one-time
G2.B2.S2.A2  A317654	Math professional development using visual models and strategies to teach Florida state standards...	Williams, Hunter	1/13/2017	Sign in sheet Lesson plans Walk throughs	1/13/2017 one-time
G1.MA1  M330644	CHAMPS charts and implementation	Morgan, Heidi	8/15/2016	Classroom Management STOIC Checklist	6/2/2017 quarterly
G2.MA1  M330672	Reading Wonders Unit Assessments FAIR STAR STAR Early Literacy MTSS Student Grade Reports	Morgan, Heidi	8/29/2016	Report Cards MTSS Reports FAIR Reports FSA Scores	6/2/2017 quarterly
G1.B1.S1.MA1  M330640	Observations Walk Throughs	Morgan, Heidi	8/15/2016	Journey Observations Classroom Management STOIC Checklist	6/2/2017 weekly
G1.B1.S1.MA4  M330641	Observations Walk Throughs	Bennett, Jasmarr	8/15/2016	Journey Observations Classroom Management STOIC Checklist	6/2/2017 weekly
G1.B1.S1.MA1  M330642	Administration will be conducting walk throughs using the Classroom Management STOIC Checklist to...	Morgan, Heidi	8/15/2016	Checklist Walk throughs	6/2/2017 weekly
G1.B1.S1.MA2  M330643	Administration will be conducting walk throughs using the Classroom Management STOIC Checklist to...	Bennett, Jasmarr	8/15/2016	Checklist Walk throughs	6/2/2017 weekly
G1.B1.S1.A1  A317630	Teach school wide attention signal. (Hands up)	Thomas, Kristin	8/8/2016	Sign in sheet	6/2/2017 one-time
G1.B1.S1.A2  A317631	Use school-wide common language.	Thomas, Kristin	8/8/2016	Sign in sheet Observation Walk Throughs	6/2/2017 daily
G1.B1.S1.A3  A317632	Structure your classroom for success by setting procedures with accompanying charts.	Thomas, Kristin	8/8/2016	Observation Walk Throughs	6/2/2017 daily
G1.B1.S1.A4  A317633	Teach behavioral expectations to students.	Thomas, Kristin	8/15/2016	Observation Walk Throughs	6/2/2017 daily
G1.B1.S1.A5  A317634	Monitor student behavior by physically circulating whenever possible and visually scanning all...	Thomas, Kristin	8/15/2016	Observation Walk Throughs	6/2/2017 daily
G1.B1.S1.A6  A317635	Interact positively with students.	Thomas, Kristin	8/15/2016	Observation Walk Throughs	6/2/2017 daily
G1.B1.S1.A7  A317636	Teachers should preplan their responses to misbehavior to ensure that they respond in a brief,...	Thomas, Kristin	8/15/2016	Observation Walk Throughs	6/2/2017 daily
G2.B1.S1.MA1  M330645	Administration will monitor the teaching of the Florida State Standards through weekly planning...	Morgan, Heidi	8/15/2016	Lesson Plans Journey Feedback Student Artifacts Observations FAIR STAR Data Reading Wonders Unit Assessments IBTP Math Module Assessments MTSS Progress Monitoring	6/2/2017 weekly




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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA4  M330646	Administration will monitor the teaching of the Florida State Standards through weekly planning...	Bennett, Jasmarr	8/15/2016	Lesson Plans Journey Feedback Student Artifacts Observations FAIR STAR Data Reading Wonders Unit Assessments IBTP Math Module Assessments MTSS Progress Monitoring	6/2/2017 weekly
G2.B1.S1.MA1  M330647	Teaching of the new Florida Standards is ensured by formal and informal walk throughs, as well as...	Morgan, Heidi	8/15/2016	Lesson Plans Journey Feedback Student Artifacts Classroom Observation	6/2/2017 weekly
G2.B1.S1.MA3  M330648	Teaching of the new Florida Standards is ensured by formal and informal walk throughs, as well as...	Bennett, Jasmarr	8/15/2016	Lesson Plans Journey Feedback Student Artifacts Classroom Observation	6/2/2017 weekly
G2.B1.S1.MA5  M330649	Identify and Target students in the primary grades in order to increase proficiency for grades 3-5	Morgan, Heidi	1/30/2017	STAR reports, Early Literacy, Smarty Ants, Math mid-term and modules, Small group lesson plans	6/2/2017 one-time
G2.B1.S1.A1  A317637	Assist teachers with identifying and teaching the Florida Standards.	Recupero, Trisha	8/15/2016	Lesson Plans Anecdotal Records Classroom Visits Classroom Observations PD Sign In Sheets	6/2/2017 weekly
G2.B1.S1.A2  A317638	Assist teachers with identifying and teaching the Florida Standards	Williams, Hunter	8/15/2016	Lesson Plans Anecdotal Records Classroom Visits Classroom Observations PD Sign In Sheets	6/2/2017 weekly
G2.B2.S1.MA1  M330666	Administration will monitor the teaching of the Florida State Standards through weekly planning...	Morgan, Heidi	8/15/2016	Lesson Plans Journey Feedback Student Artifacts Observations FAIR STAR Data STAR Early Literacy Reading Wonders Unit Assessments IBTP Math Module Assessments MTSS Progress Monitoring	6/2/2017 daily
G2.B2.S1.MA4  M330667	Administration will monitor the teaching of the Florida State Standards through weekly planning...	Bennett, Jasmarr	8/25/2016	Lesson Plans Journey Feedback Student Artifacts Observations FAIR STAR Data STAR Early Literacy Reading Wonders Unit Assessments IBTP Math Module Assessments MTSS Progress Monitoring	6/2/2017 daily
G2.B2.S1.MA1  M330668	Teaching of the new Florida Standards is ensured by formal and informal walk throughs, as well as...	Morgan, Heidi	8/15/2016	Lesson Plans Journey Feedback Student Artifacts Classroom Observation	6/2/2017 weekly
G2.B2.S1.MA2  M330669	Teaching of the new Florida Standards is ensured by formal and informal walk throughs, as well as...	Bennett, Jasmarr	8/15/2016	Lesson Plans Journey Feedback Student Artifacts Classroom Observation	6/2/2017 weekly
G2.B2.S1.A1  A317648	The teachers will plan using the Florida Standards, item specifications, and assessment limits.	Recupero, Trisha	8/15/2016	Weekly lesson plans	6/2/2017 weekly
G2.B2.S1.A2  A317649	The reading coach will assist teachers in choosing effective strategies to teach grade level...	Recupero, Trisha	8/15/2016	Weekly lesson plans	6/2/2017 weekly
G2.B2.S1.A3  A317650	The Reading Coach will model and team teach in classrooms with teachers needing additional support.	Recupero, Trisha	8/15/2016	Lesson Plans Classroom Walk Throughs	6/2/2017 weekly
G2.B2.S1.A4  A317651	The Math Coach will model and team teach in classrooms with teachers needing additional support.	Williams, Hunter	8/15/2016	Lesson Plans Classroom Walk Throughs	6/2/2017 weekly
G2.B2.S1.A5  A317652	The math coach will assist teachers in choosing effective strategies to teach grade level standards.	Williams, Hunter	8/15/2016	Lesson Plans Classroom Walk Throughs	6/2/2017 weekly
G2.B1.S2.MA1  M330650	Teachers will utilize the Florida Standards, grade level content specifications and assessment...	Recupero, Trisha	8/15/2016	Lesson Plans Anecdotal Records Observations Student Artifacts	6/2/2017 weekly
G2.B1.S2.MA6  M330651	Teachers will utilize the Florida Standards, grade level content specifications and assessment...	Williams, Hunter	8/15/2016	Lesson Plans Anecdotal Records Observations Student Artifacts	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1  M330652	Administration and Reading Coach will conduct weekly planning sessions with grade levels.	Recupero, Trisha	8/15/2016	Lesson plans Observations Student Artifacts	6/2/2017 weekly
G2.B1.S2.MA3  M330653	Administration and Reading Coach will conduct weekly planning sessions with grade levels.	Bennett, Jasmarr	8/15/2016	Lesson plans Observations Student Artifacts	6/2/2017 weekly
G2.B1.S2.MA4  M330654	Administration and Math Coach will conduct weekly planning sessions with grade levels.	Morgan, Heidi	8/15/2016	Lesson plans Observations Student Artifacts	6/2/2017 weekly
G2.B1.S2.MA5  M330655	Administration and Math Coach will conduct weekly planning sessions with grade levels.	Bennett, Jasmarr	8/15/2016	Lesson plans Observations Student Artifacts	6/2/2017 weekly
G2.B1.S2.A1  A317639	The teachers will plan using the Florida Standards, item specifications, and assessment limits.	Recupero, Trisha	8/15/2016	Lesson Plans Student Artifacts Observations	6/2/2017 weekly
G2.B1.S2.A2  A317640	The teachers will plan using the Florida Standards, item specifications, and assessment limits.	Williams, Hunter	8/15/2016	Lesson Plans Student Artifacts Observations	6/2/2017 weekly
G2.B1.S3.MA1  M330656	FAIR data and classroom assessment data will be pulled to ensure that students are making...	Allen, Eva	9/6/2016	FAIR Data IBTP Data Wonder Works Progress Monitoring STAR	6/2/2017 monthly
G2.B1.S3.MA4  M330657	FAIR data and classroom assessment data will be pulled to ensure that students are making...	Larson-Pease, Erin	9/6/2016	FAIR Data IBTP Data Wonder Works Progress Monitoring STAR	6/2/2017 monthly
G2.B1.S3.MA1  M330658	The interventionists will collect assessment data as they work with students to ensure students are...	Allen, Eva	9/6/2016	Lesson Plans Daily Logs FAIR Data IBTP Data	6/2/2017 daily
G2.B1.S3.MA3  M330659	The interventionists will collect assessment data as they work with students to ensure students are...	Larson-Pease, Erin	9/6/2016	Lesson Plans Daily Logs FAIR Data IBTP Data	6/2/2017 daily
G2.B1.S3.A1  A317641	Students at each grade level will be ranked by either previous FSA or current FAIR scores. The...	Allen, Eva	9/6/2016	Lesson Plans Daily Logs FAIR Data IBTP Data FSA Scores	6/2/2017 daily
G2.B1.S3.A2  A317642	Students at each grade level will be ranked by either previous FSA or current FAIR scores. The...	Larson-Pease, Erin	9/6/2016	Lesson Plans Daily Logs FAIR Data IBTP Data FSA Scores	6/2/2017 one-time
G2.B1.S4.MA1  M330660	The Reading Coach will monitor lesson plans and classroom instruction to ensure the state standards...	Recupero, Trisha	8/15/2016	Lesson plans PD journals Student artifacts Classroom walkthroughs	6/2/2017 weekly
G2.B1.S4.MA1  M330661	Lesson plans and PD journals will be reviewed by the Reading Coach to ensure fidelity.	Recupero, Trisha	8/15/2016	Lesson plans PD journals Student artifacts	6/2/2017 weekly
G2.B1.S4.A1  A317643	The reading coach will provide monthly PD on Language Arts initiatives.	Recupero, Trisha	8/8/2016	Professional Development Journals Lesson Plans Classroom Walk Throughs	6/2/2017 monthly
G2.B1.S4.A2  A317644	The Reading Coach will facilitate weekly collaborative lesson planning.	Recupero, Trisha	8/15/2016	Lesson plans Student artifacts	6/2/2017 weekly
G2.B1.S5.MA1  M330662	The math coach will monitor lesson plans and classroom instruction to ensure the state standards...	Williams, Hunter	8/15/2016	Lesson Plans PD Journals Student Artifacts Classroom Walk Throughs	6/2/2017 weekly
G2.B1.S5.MA1  M330663	Lesson plans and PD Journals will be reviewed to ensure fidelity.	Williams, Hunter	8/15/2016	Lesson Plans PD Journals Students Artifacts	6/2/2017 weekly
G2.B1.S5.A1  A317645	The math/science coach will provide monthly PD on math and science initiatives.	Williams, Hunter	8/8/2016	PD Journal Lesson Plans Classroom Walk Throughs	6/2/2017 monthly
G2.B1.S5.A2  A317646	The math/science coach will facilitate weekly collaborative lesson planning.	Williams, Hunter	8/15/2016	Lesson Plans Student Artifacts	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S6.MA1  M330664	A Title 1 paraprofessional will be hired to assist teachers by working with students in small...	Morgan, Heidi	8/15/2016	The paraprofessional daily schedule will be monitored for effectiveness.	6/2/2017 daily
G2.B1.S6.MA1  M330665	A Title 1 paraprofessional will be hired to assist teachers by working with students in small...	Morgan, Heidi	8/15/2016	Paraprofessional daily schedule	6/2/2017 daily
G2.B1.S6.A1  A317647	A Title 1 paraprofessional will be hired to assist teachers by working with students in small...	Morgan, Heidi	8/15/2016	Paraprofessional daily schedule	6/2/2017 daily



## V. Professional Development Opportunities

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

**G1.** Teachers will support students in the classroom using CHAMPS to maximize instructional time, increase student achievement, and decrease time out of the classroom.

**G1.B1** CHAMPS is new district-wide initiative that staff will be trained to implement with fidelity.

**G1.B1.S1** Teach school wide attention signal. (Hands up) Common language will be used throughout the campus.

### PD Opportunity 1

Teach school wide attention signal. (Hands up)

#### Facilitator

Kristin Thomas

#### Participants

Teachers

#### Schedule

On 6/2/2017

**G2.** Teachers will plan and deliver inquiry-based, differentiated lessons across all content areas based on the Florida Standards. Lena Vista Elementary's year to year growth will be at or above the 57th percentile range in reading, math, writing, and science.

**G2.B1** New Standards and State Assessments

**G2.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

Weekly, from 8/15/2016 to 6/2/2017

## PD Opportunity 2

Assist teachers with identifying and teaching the Florida Standards

### Facilitator

District Coaches Math Coach Administration

### Participants

Classroom Teachers

### Schedule

Weekly, from 8/15/2016 to 6/2/2017

## G2.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

Weekly, from 8/15/2016 to 6/2/2017

## 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

Weekly, from 8/15/2016 to 6/2/2017

## G2.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 8/8/2016 to 6/2/2017

## G2.B1.S5 Hire a Math/Science Coach

### PD Opportunity 1

The math/science coach will provide monthly PD on math and science initiatives.

#### Facilitator

Math/Science Coach District Coach Administration

#### Participants

Classroom Teachers

#### Schedule

Monthly, from 8/8/2016 to 6/2/2017

**G2.B2** Inconsistent instructional delivery and implementation of Florida Standards from teacher to teacher.

**G2.B2.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 teachers will plan using the Florida Standards, item specifications, and assessment limits.

**Facilitator**

Trisha Recupero

**Participants**

Teachers

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**PD Opportunity 2**

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

**Facilitator**

Trisha Recupero

**Participants**

Teachers

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**G2.B2.S2** Math professional development using visual models and strategies to teach Florida state standards with emphasis on number literacy.

**PD Opportunity 1**

Math professional development using visual models and strategies to teach Florida state standards with emphasis on number literacy.

**Facilitator**

Libby Pollett

**Participants**

Faculty

**Schedule**

On 9/30/2016

**PD Opportunity 2**

Math professional development using visual models and strategies to teach Florida state standards with emphasis on number literacy.

**Facilitator**

Libby Pollett

**Participants**

Faculty

**Schedule**

On 1/13/2017

## VI. Technical Assistance Items

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

**G2.** Teachers will plan and deliver inquiry-based, differentiated lessons across all content areas based on the Florida Standards. Lena Vista Elementary's year to year growth will be at or above the 57th percentile range in reading, math, writing, and science.

### **G2.B1** New Standards and State Assessments

#### **G2.B1.S4** Hire a Reading Coach

##### **TA Opportunity 1**

The Reading Coach will facilitate weekly collaborative lesson planning.

##### **Facilitator**

Reading Coach

##### **Participants**

Classroom teachers

##### **Schedule**

Weekly, from 8/15/2016 to 6/2/2017

#### **G2.B1.S5** Hire a Math/Science Coach

##### **TA Opportunity 1**

The math/science coach will facilitate weekly collaborative lesson planning.

##### **Facilitator**

Math/Science Coach

##### **Participants**

Classroom Teachers

##### **Schedule**

Weekly, from 8/15/2016 to 6/2/2017

**G2.B2** Inconsistent instructional delivery and implementation of Florida Standards from teacher to teacher.

**G2.B2.S1** Weekly lesson planning will focus on the standards and effective teaching strategies with follow-up identifying teachers needing additional support.

**TA Opportunity 1**

The Reading Coach will model and team teach in classrooms with teachers needing additional support.

**Facilitator**

Trisha Recupero

**Participants**

Teachers

**Schedule**

Weekly, from 8/15/2016 to 6/2/2017

VII. Budget						
1	G1.B1.S1.A1	Teach school wide attention signal. (Hands up)				\$0.00
2	G1.B1.S1.A2	Use school-wide common language.				\$0.00
3	G1.B1.S1.A3	Structure your classroom for success by setting procedures with accompanying charts.				\$0.00
4	G1.B1.S1.A4	Teach behavioral expectations to students.				\$0.00
5	G1.B1.S1.A5	Monitor student behavior by physically circulating whenever possible and visually scanning all parts of the classroom frequently.				\$0.00
6	G1.B1.S1.A6	Interact positively with students.				\$0.00
7	G1.B1.S1.A7	Teachers should preplan their responses to misbehavior to ensure that they respond in a brief, calm, and considerate manner.				\$0.00
8	G2.B1.S1.A1	Assist teachers with identifying and teaching the Florida Standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0841 - Lena Vista Elementary School	Title I, Part A		\$0.00
<i>Notes: Reading Coach Salary Math Coach Salary</i>						
9	G2.B1.S1.A2	Assist teachers with identifying and teaching the Florida Standards				\$0.00
10	G2.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	2016-17

			0841 - Lena Vista Elementary School			\$4,968.00
11	G2.B1.S2.A2	The teachers will plan using the Florida Standards, item specifications, and assessment limits.				\$0.00
12	G2.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	2016-17
			0841 - Lena Vista Elementary School			\$132,160.00
Notes: Two Interventionists' Salaries						
13	G2.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
14	G2.B1.S4.A1	The reading coach will provide monthly PD on Language Arts initiatives.				\$0.00
15	G2.B1.S4.A2	The Reading Coach will facilitate weekly collaborative lesson planning.				\$0.00
16	G2.B1.S5.A1	The math/science coach will provide monthly PD on math and science initiatives.				\$0.00
17	G2.B1.S5.A2	The math/science coach will facilitate weekly collaborative lesson planning.				\$0.00
18	G2.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	2016-17
			0841 - Lena Vista Elementary School			\$23,108.00
19	G2.B2.S1.A1	The teachers will plan using the Florida Standards, item specifications, and assessment limits.				\$0.00
20	G2.B2.S1.A2	The reading coach will assist teachers in choosing effective strategies to teach grade level standards.				\$0.00
21	G2.B2.S1.A3	The Reading Coach will model and team teach in classrooms with teachers needing additional support.				\$0.00
22	G2.B2.S1.A4	The Math Coach will model and team teach in classrooms with teachers needing additional support.				\$0.00
23	G2.B2.S1.A5	The math coach will assist teachers in choosing effective strategies to teach grade level standards.				\$0.00
24	G2.B2.S2.A1	Math professional development using visual models and strategies to teach Florida state standards with emphasis on number literacy.				\$0.00
25	G2.B2.S2.A2	Math professional development using visual models and strategies to teach Florida state standards with emphasis on number literacy.				\$0.00



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	<b>Total:</b> <b>\$160,236.00</b>
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