

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

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (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, Jasmar | 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 |
| Dorthy 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, Jasmar, jasmar.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

 = 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

 = 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 |
|-------------------------|--|------------------|-------------------------------|--|----------------------|
| 2017 | | | | | |
| 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, Jasmar | 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, Jasmar | 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, Jasmar | 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, Jasmar | 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, Jasmar | 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, Jasmar | 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, Jasmar | 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, Jasmar | 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 |
| Notes: Reading Coach Salary Math Coach Salary | | | | | | |
| 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 |

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| | | | | | | |
|----|-------------|---|---------------------------------------|----------------|-----|--------------|
| | | | 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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| | |
|--------|--------------|
| Total: | \$160,236.00 |
|--------|--------------|